Hampshire County Council

Improvement and Advisory Service

Secondary Update



Autumn 2026 – Contents

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Editorial

Welcome to the autumn 2026 edition of the *Secondary Update*.

As we embark on a new academic year we once again find ourselves at a moment of reflection and opportunity. We know leaders will be seeking to build on successes, address emerging challenges and continuing the commitment to ensuring every young person thrives.

Sincere thanks for the timely submission of provisional headline results, more than previously being received on Wednesday before enjoying results day with pupils on Thursday 20 August. The watchword for 2026 is *stable* overall but behind the headlines there have been schools experiencing differences of more than 10% in data sets between last year and this year. We thank you for the cumulative efforts for all pupils in their personal development and achieving the outcomes ready for their post-16 destinations.

Our position currently (before validation and subject to change) is:

- **Attainment 8** returned in 2026 to the 2024 outcome of **45.4** (A8 in 2025 45.6)
- **Basics 4+** provisionally in 2026 is **65.0%** (2025 65.4%, 2024 65.2%)
- **Basics 5+** provisionally in 2026 is **44.9%** (2025 45.0%, 2024 44.9%)
- **Basics 7+** provisionally in 2025 **12.1%** (no prior data collected)
- **English – best (of English literature or language) grades 9-4 provisionally in 2026 74.1%** (2025 73.8%, 2024 73.9%)
- **Mathematics grades 9-4** provisionally in 2026 **70.6%** (2025 70.8%, 2024 71.5%).
- **Pupils in receipt of Pupil Premium** Provisional 2026 data suggests Basics 4+ at **40.5%** and A8 at **33.4** (2025 PP Basics 4+ at 39.9%, Attainment 8 score of 32.3).

As you undertake your analysis and evaluation we look forward to exploring the results and their implications more thoroughly in visits and meetings over the coming weeks with your school improvement manager (SIM) or school improvement partner (SIP). As always, should you require further time with an adviser focused on curriculum, assessment and data please contact your respective SIM. The Performance and Progress Group (PAPG) on 18 November will explore all data sets in more detail, including against national comparisons, and we look forward to seeing you there.

A recurring theme throughout this edition is the importance of belonging. Whether supporting pupils through successful transition into Year 7, strengthening ordinarily available provision for children with additional needs, or responding effectively to the complexities of in-year admissions, our shared ambition is to ensure that every pupil feels known, valued and supported from their first day onwards. The examples of practice featured in this edition demonstrate how thoughtful planning and inclusive approaches can have a significant impact on engagement, attendance, wellbeing and achievement.

The continued development of ordinarily available provision (OAP) remains central to this work. Schools across Hampshire are increasingly embedding inclusive strategies that benefit all learners whilst providing targeted support where needed. You will find an article summarising the findings from the May 2026 good practice review into OAP in Hampshire schools and links to the full findings and recommendations in this update.

We are also delighted to celebrate the outstanding achievement of Cranbourne School, which has become the first secondary school to achieve the Diamond Standard of the Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) EAL Excellence Award. This prestigious recognition reflects a sustained commitment to inclusion, belonging and excellence in provision for pupils who use English as an Additional Language (EAL). The article featured in this edition highlights Cranbourne's journey, including its pioneering work with the Young Interpreters® programme, support for newly arrived refugee families, and the development of a whole-school approach to celebrating linguistic and cultural diversity.

Whilst artificial intelligence (AI) presents opportunities to support teaching, learning and school improvement, there are ever more important responsibilities around safeguarding, cyber security and ethical use schools need to consider. In this edition, Phil Bagge, Computing Inspector/Adviser shares guidance on prompt writing to help leaders and teachers navigate the strengths and challenges of using AI in lesson and curriculum planning.

We are delighted to showcase examples of schools and organisations helping young people to engage with environmental issues in meaningful ways. Find articles on Toynbee School travel ambassadors and the support resources created by the county travel team in this edition.

The updated Relationships, Sex and Health Education (RSHE) guidance also provides an important focus for schools this year. As leaders prepare for implementation, the importance of thoughtful curriculum planning, stakeholder engagement and high-quality professional development will be central to ensuring that pupils receive relevant, accurate and age-appropriate learning experiences that support their health, wellbeing and safety.

Alongside these developments, our HIAS subject and leadership networks continue to provide valuable opportunities for collaboration, professional dialogue and mutual support. In a system that often demands much of its leaders, these networks remain an important source of expertise, challenge and encouragement.

We are grateful to the many colleagues who contribute so generously to sharing effective practice across Hampshire schools.

Thank you for your continued leadership and for all that you do to support the children and young people in your communities. We wish you and your colleagues every success for the year ahead.

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Implementing the new RSHE policy: from compliance to culture

The introduction of a revised Relationships, Sex and Health Education (RSHE) policy[1] presents schools with an important opportunity. While policy updates are often viewed through the lens of compliance, the most successful implementation strategies recognise RSHE as a fundamental component of safeguarding, personal development and school culture.

As secondary schools continue to navigate changing societal expectations, evolving guidance and increasing concerns around wellbeing, mental health and online safety, effective RSHE provision has never been more important. The challenge for school leaders is not simply to introduce a new policy, but to embed a curriculum and culture that supports young people to thrive.

Starting with purpose

Successful implementation begins with a clear understanding of why RSHE matters. At its best, RSHE equips young people with the knowledge, skills and confidence to build safe, healthy and respectful relationships. It supports pupils to make informed decisions, understand consent and boundaries, develop emotional literacy and navigate the increasingly complex digital world.

School leaders should ensure that staff, governors, parents and pupils understand the overarching aims of the policy. When stakeholders see RSHE as an integral aspect of preparing young people for life, rather than an isolated curriculum requirement, implementation becomes more meaningful and sustainable. **All schools should have a new RSHE policy live on their school website as of the 1 September 2026 and they should have evidence that a consultation with parents occurred when developing this new policy.**

Leadership matters

As with any significant change, leadership commitment is essential. Senior leaders should position RSHE within the school's wider strategic priorities, ensuring that it is linked to safeguarding, inclusion, attendance, behaviour and personal development.

An effective implementation plan should address:

- staff training and confidence
- curriculum sequencing and progression
- quality assurance processes
- stakeholder engagement
- monitoring and evaluation.

The appointment of a dedicated RSHE lead provides strategic oversight and ensures consistency across year groups and subject areas. However, responsibility should not rest with one individual alone. A whole school approach is critical.

Building staff confidence

One of the most significant barriers to effective RSHE delivery is staff confidence. Teachers may feel uncertain about addressing sensitive issues, responding to challenging questions or navigating potentially controversial topics.

Professional development should therefore be prioritised from the outset. Training should help staff:

- understand the policy requirements
- develop subject knowledge
- practise facilitation techniques
- manage disclosures and safeguarding concerns
- create safe and inclusive classroom environments.

Staff need clear guidance on what should be taught, how it should be taught and the support available when challenges arise.

Importantly, schools should recognise that confidence grows through ongoing professional dialogue rather than one off training sessions.

The PSHE Association[2] is a useful starting point to find training that is relevant to your school's needs. In addition, the biannual PSHE/RSE HIAS network meeting gives access to training for PSHE/RSE leaders that can be cascaded to other members of the PSHE/RSE teaching team. Please contact helen.dear@hants.gov.uk to ensure your PSHE/RSE lead is attending these sessions.

Engaging parents and carers

Parental engagement remains a crucial element of successful implementation. Concerns often arise when parents feel uninformed about curriculum content or the rationale behind topics.

Schools can address this proactively through:

- information evenings
- parent workshops
- curriculum overviews
- frequently asked questions
- opportunities for consultation and feedback.

Transparent communication helps build trust and demonstrates that the school values the partnership between home and school.

Rather than viewing parental engagement as a compliance exercise, schools should see it as an opportunity to strengthen relationships and foster shared responsibility for young people's wellbeing.

Listening to young people

Pupil voice should be central to implementation. Young people are uniquely placed to identify the issues that matter most in their lives and when spoken to they often feel like the PSHE/RSE education they received at school did not address some key issues.[3]

Consultation activities might include:

- surveys
- focus groups
- student leadership forums
- school council discussions.

These insights can help ensure that the curriculum remains relevant and responsive to pupils' needs.

When pupils feel heard, they are more likely to engage positively with RSHE lessons and recognise their value.

Creating an inclusive curriculum

An effective RSHE curriculum reflects the diversity of the school community and wider society. All pupils should be able to see themselves represented within the curriculum and feel respected within classroom discussions.

Inclusivity should be considered across:

- family structures
- cultural backgrounds
- faith perspectives
- disability and additional needs
- protected characteristics.

The goal is not simply representation but belonging. Pupils learn most effectively when they feel safe, valued and included.

Beyond the classroom

Perhaps the most important lesson from successful implementation is that RSHE cannot be confined to timetabled lessons. Young people learn from the messages they receive throughout the school day.

Schools should consider how RSHE principles are reinforced through:

- tutor programmes
- assemblies
- safeguarding initiatives
- behaviour policies
- extra-curricular activities
- student leadership opportunities.

A school that teaches respect, empathy and healthy relationships in RSHE lessons but tolerates discrimination or harmful language elsewhere sends mixed messages. Consistency matters. Schools can commission support, guidance, advice and training from Minnie Moore around this topic. Please contact Minnie directly for more information: minnie.moore@hants.gov.uk

Measuring impact

The final stage of implementation involves evaluating effectiveness. Schools should move beyond measuring curriculum coverage and focus on impact.

Useful indicators may include:

- pupil voice outcomes
- behaviour and safeguarding data
- attendance and wellbeing measures
- staff confidence surveys
- parent feedback
- quality assurance activities.

Evaluation should inform ongoing refinement rather than simply demonstrating compliance.

Looking ahead

The implementation of a new RSHE policy should be viewed not as a destination but as part of an ongoing journey. The most effective schools recognise that relationships, wellbeing and personal development sit at the heart of educational success.

By investing in staff development, engaging families, listening to young people and adopting a genuinely whole school approach, secondary schools can transform policy into practice and practice into culture.

Ultimately, the real measure of success will not be the quality of the written policy, but the extent to which young people leave school equipped to build healthy relationships, make informed choices and contribute positively to society.

As educational leaders, our responsibility is not simply to teach academic content. It is to prepare young people for life. Effective implementation of RSHE is one of the most powerful ways we can fulfil that responsibility.

If HIAS can be of any support to your school in further developing your personal development provision, please get in touch via email or the HIAS PDL Moodle: https://hias-moodle.mylearningapp.com/course/view.php?id=157#pdl.

The **autumn term network** meeting for Secondary PSHE/RSE leaders is on **4 November 2026**. For more information on this event and those in 2027, please see: https://hias-moodle.mylearningapp.com/course/view.php?id=141#secondary.

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2 https://pshe-association.org.uk
3 www.childrenscommissioner.gov.uk/blog/understanding-childrens-experience-of-pshe-and-rse

Upstream thinking: an inflection point for tackling disadvantage?

Within secondary education, we are facing a period of unusual policy convergence. Whilst the flurry of policy shifts and announcements has been somewhat dizzying, there are striking underlying commonalities in terms of key messages:

1. inclusion is central rather than peripheral
2. schools are expected to consider the experiences of vulnerable pupils across the whole system
3. early identification and action matters.

There is widespread recognition that, despite 15 years of pupil premium funding, socio-economic disadvantage continues to have an overly significant impact on children's educational and life experiences. The new Ofsted framework places inclusion up front and centre; the school's white paper, *Everyone Achieving and Thriving*[1], makes closing the attainment gap a central priority; inclusion is at the heart of the special educational needs and disabilities (SEND) reforms.

Taken together, these developments suggest that secondary education may be approaching a significant inflection point. While the policies themselves differ, they collectively point towards a future in which schools are expected to identify vulnerability earlier, design more inclusive systems and demonstrate how opportunity is secured for all pupils.

The dangers of fragmented responses

Part one of the Milburn review, *Young People and Work*, was unequivocal in its conclusions about the impact of overly fragmented systems. For schools, this raises important questions about how effectively different strands of provision connect around the needs of individual pupils.

This autumn, schools will need to write and publish an inclusion strategy statement in addition to their pupil premium statement. We are due a consultation on potential changes to pupil premium funding. The enrichment framework and associated benchmarks come into effect. We will discover the draft contents of the new National Curriculum.

Each of these require leadership energy and strategic thinking. School leadership roles and responsibilities enable each aspect to be developed into robust, coherent plans. And yet, separate strategies for SEND, attendance, disadvantage, enrichment, behaviour can lead, at best, to duplication. The pupils requiring the most support can often appear on multiple lists simultaneously.

The challenge is rarely a lack of intervention. More often, it is ensuring that interventions sit within a coherent understanding of inclusion.

Moving upstream

We all know, instinctively, that prevention is better than cure. I find this parable[3], quoted by Peps Mccrea in his Evidence Snacks, particularly apposite.

If we are serious about all pupils keeping up, not catching up, where does this need to begin? If schools already know which pupils are most vulnerable, then the greatest gains may come from reducing the likelihood that those pupils experience failure, exclusion or disengagement in the first place.

Genuine inclusive practice needs to be designed from the ground up. The advent of a revised National Curriculum helpfully shifts focus towards the purpose, pitch and pedagogy of Key Stage 3.

As we welcome a new cohort of Year 7 pupils, it is perhaps helpful to reflect that this *class of 2031* will likely be the first to sit the initial tranche of revised GCSEs – and may experience further potential broadening of opportunities for 14-19 study, evolving from the Manchester Baccalaureate. We know which vulnerabilities and barriers evidence suggest may present challenges for some of these pupils on their journey through our schools. This matters particularly for pupils affected by socio-economic disadvantage, for whom barriers rarely exist in isolation.

Why Key Stage 3 matters for equity

In the foreword to Key Stage 3 *The Ambitious Years* by Mary Myatt (2026), Jonny Uttley writes *"An ambitious Key Stage 3 is therefore one of the most significant moves towards true inclusion a school can make, not through rhetoric, not through more add-ons or interventions, but through the daily experience of expert teaching of a rigorous, thoughtful curriculum."*

If inclusion within our schools is to be designed rather than retrofitted, Key Stage 3 deserves renewed attention. Securing and maintaining a strong sense of belonging; identifying and rapidly closing gaps in foundational knowledge – ideally within the classroom, through highly skilled responsive teaching for all; making transition from primary a process that continues beyond the summer term of Year 6; developing the metacognitive toolkit that pupils need to thrive; and securing equitable access to enrichment: these are the foundations. At a deeper, more fundamental level however, inclusion requires these new pupils to be seen, heard, valued and challenged as individuals, each with their own aptitudes, ambitions and anxieties.

What this means for school leaders

As we embark on this new academic year, recognising that this is a key moment for setting a strategic direction with inclusion and equity at its core, leaders may wish to reflect on the following questions:

- how confidently (and early) can we identify pupils most vulnerable to disengagement?
- do our disadvantaged, SEND, attendance and behaviour strategies tell a coherent story?
- how much of our effort is spent on cure rather than prevention?
- how deliberately have we designed the Key Stage 3 experience with inclusion in mind?
- what do pupils themselves tell us about belonging and participation?

A rare moment of alignment

Disadvantage, SEND, attendance, behaviour, enrichment, curriculum and inclusion are often treated as separate agendas. The emerging national direction suggests they should increasingly be understood as different expressions of the same challenge: ensuring every young person remains connected to learning, belonging and future opportunity.

The alignment of so many different policy agendas presents a genuine opportunity to shift the dial in relation to outcomes for those most impacted by disadvantage. The reality is that navigating so much change risks further fragmentation. Recognising the interconnected nature of these challenges, HIAS is increasingly seeking to create opportunities for schools to engage in collaborative professional dialogue across traditionally separate areas of practice. We are keen to work alongside school leaders to explore, develop and amplify coherent, joined-up approaches to making our schools truly inclusive and equitable for every pupil.

The co-ordinated approach to briefings and networks relating to SEND, inclusion and disadvantage is designed to support leaders navigating the changes, more information available on the Sen Moodle: https://hias-moodle.mylearningapp.com/course/view.php?id=202.

Furthermore, Project 27+ will provide participating schools with the opportunity to undertake an inquiry-based approach to tackling the impact of disadvantage for pupils in both Year 7 and Year 11.

For more information please visit: https://hias-moodle.mylearningapp.com/pluginfile.php/6210/mod_resource/content/0/Project%2027%2B%20Flyer.pdf.

If you are interested in participating in Project 27+, require information about the networks or briefings, or if HIAS can be of support to your school in further developing your provision for disadvantaged pupils, please get in touch via email.

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A school place is only the beginning: making in-year admissions work

For most pupils, joining secondary school is a carefully planned transition. Year 6 pupils visit their new school, meet key adults, experience transition days, and arrive in September alongside hundreds of other pupils who are also finding their way. Staff have all the information needed to provide for pupils' needs through collaborative systems in place between primary and secondary schools.

For a pupil arriving through an in-year admission, the experience can be quite different. They might arrive on a Tuesday morning in November or halfway through the spring term. Friendship groups in the schools they will attend have already formed, routines in classes are already established. Teachers know their classes, established routines are embedded and the curriculum is already well underway.

Many schools are already undertaking highly effective work to support pupils who join through in-year admission. Despite increasing pressures, school leaders, pastoral teams, SEND staff and teaching colleagues regularly go above and beyond to ensure that new pupils feel welcomed, supported, and included. This article seeks to build on that existing good practice by exploring some of the factors that may contribute to successful and sustained transitions.

For some young people, this is not simply a change of school. They may have experienced persistent absence, multiple school moves, elective home education, exclusion, social care involvement, emotional barriers to attendance, be economically disadvantaged or have unmet additional needs. These children are vulnerable and will need support because their educational journey may already have been characterised by disruption.

Through my recent advisory work exploring in-year transition, one question has become increasingly important:

When is an in-year admission successful?

The reflections below draw on ongoing professional learning and exploration in this area rather than any formally adopted framework.

Securing a school place is essential. But the real test comes afterwards:

"Does the pupil attend, participate, develop relationships, engage with learning and, crucially, remain successfully within their new school community?"

In other words, a school place is the beginning of transition, not the end.

From placement to sustained inclusion

Prompt admission and thoughtful transition planning are not competing priorities.

A child does not have to demonstrate that they are "ready" before accessing their school place, nor should information gathering or transition planning be a reason to delay admission. Instead, transition support should operate alongside admission. That distinction matters. The question for schools becomes not simply, how quickly can we get this pupil through the door, but what will help this pupil remain successful and belong and matter once they have entered through the door.

This shifts our attention from placement towards sustained inclusion.

For school leaders, this does not necessarily mean creating another complex process. Much of what supports successful in-year transition is already part of strong inclusive practice. The challenge is to make it intentional.

Five questions for every in-year admission

Extensive work in this area has led to five practical questions that schools might use to reflect on their approach.

1. What do we know?

Clarity in the type of induction package and possible support required, can only be established from the outset if information about the pupil, is available.

Ideally, schools would receive relevant information about previous education, attendance, safeguarding, SEND, health, wellbeing, and existing support arrangements before the pupil starts. In practice, however, schools frequently report that information arrives late, is incomplete, or is unavailable at the point of admission. This can make effective transition planning more challenging and further highlights the importance of professional conversations between schools, local authorities, and families wherever possible. Good transition starts with understanding the child.

Information does not always arrive neatly. A pupil may have moved between different worldwide locations, local authorities or several schools, returned from elective home education or experienced significant periods outside of formal education. Records may be incomplete or arrive at different times.

Schools therefore need both effective information-sharing and professional curiosity. Schools should make every effort to contact previous education settings or the local authority and have professional conversations to support transition planning; this is a crucial step in understanding the needs of the young person joining the school.

Parents and carers can be particularly valuable partners in this process. They often hold important insights into a young person's strengths, interests, aspirations, previous experiences and what has helped them succeed before.

Some schools have found it helpful to use a simple transition support profile or induction proforma that captures key information about strengths, interests, previous support, current concerns, and effective strategies. The purpose of such a document is not to determine admission, but to support staff in planning a successful and inclusive transition from the earliest opportunity.

On occasion it is only possible to gather this through working with the child in the first weeks in school. Importantly, information gathering should support admission, never become a barrier to it.

2. Who knows this child?

One of the simplest processes that a school must design with transition, is allocating a member of staff as the key point of contact, so that the pupil can identify an adult in school who knows them and whom they trust. For a young person entering an established secondary community, a named trusted adult can provide an important point of connection. This does not require a new intervention programme, it requires staff to be trained to engage in meaningful communication with the young person, to identify needs and address barriers so that the pupil feels heard and will feel like they belong and matter.

A brief check-in can establish how the pupil is settling, whether anything is becoming difficult and whether support needs to change. This is a dynamic and responsive process and should be given priority.

The same principle applies organisationally. An allocated staff member needs oversight of in-year admissions and transition, to secure gathering information, communicating with the family, ensuring relevant staff understand what the pupil needs and checking that agreed

support is happening. A successful transition rarely happens by accident; it is far more likely when one person is coordinating the process and keeping the pupil at the centre of it.

3. What will help belonging?

Belonging should not be left to chance. A walking talking tour of the school with the pupil's timetable in hand, a peer or buddy to ask questions to, introductions to key staff, support at break or lunchtime, opportunities to participate in clubs and activities, a safe space to go to, especially if the pupil is returning to mainstream education after disrupted learning, and simply ensuring somebody notices how the pupil is getting on can all help a young person begin to see themselves as part of the school community.

This is particularly important during less structured parts of the day.

A pupil may appear to be managing because they are attending lessons while simultaneously spending every social time alone. Belonging is therefore more than feeling welcome on day one. It is about becoming known, valued and connected over time, it is making sure the pupil knows they matter and that they have a voice.

4. What barriers need removing?

Not every pupil entering through an in-year admission requires the same level of support. Most pupils will transition successfully through a strong universal offer and embedded ordinarily available provision alongside a good welcome, clear routines, positive relationships, appropriate information sharing and early monitoring. However, others may require more.

A pupil with vulnerabilities, for example, persistent absence, disrupted education, significant anxiety, previous exclusion, emerging SEND, or any other known vulnerabilities may benefit from enhanced transition planning and more frequent review.

One way of thinking about this for pupils with vulnerabilities, is through a graduated approach to support, where information shared is telling us that we may need a more targeted approach, using inclusion spaces within the school to plan for successful and sustained transition. This may be receiving lessons on executive functioning skills or having a space to meet key staff and talk through barriers. Pupils with additional needs and vulnerabilities, can access specialist intervention from key adults in school as well as multi agency partners for specialist intervention.

The purpose of a graduated approach is not to categorise children. It is to ensure that support is proportionate and responsive.

Where temporary adaptations are required, they should remove barriers to participation and learning rather than create new ones. They should be individually assessed, proportionate, time-limited, and regularly reviewed, with the focus remaining on learning and participation in the full life of the school.

The principle is simple; we should not wait for a pupil to struggle before asking what might help them succeed.

5. How will we know that it has worked?

This is the most important question. An in-year admission cannot be judged successful simply because the pupil has been added to the school roll. Reviewing transition early, within the first couple of weeks, provides an opportunity to identify difficulties before they become established.

It is important to ask the pupil what has gone well, whether they feel safe, whether they know where to get help and whether they are beginning to feel part of the school community, early and intermittently.

Involving parents and carers too is key to successful outcomes, parents can share what they are noticing at home and whether there are emerging barriers to attendance and engagement.

Pastoral staff and subject teachers must understand their role in making the in-year admission process a success.

At all levels we must ask:

- what is working?
- what barriers remain?
- does support need to change?

This is not about creating another layer of paperwork. It is about checking whether what we have put in place is making a difference and making the young person belong, thrive, and achieve.

Impact measures

Schools must consider broader outcomes five suggestions, though this is not exhaustive:

- attendance: is attendance improving or being sustained?
- belonging: can the pupil identify a trusted adult? Are positive peer relationships developing? Do they report feeling safe, welcomed and included?
- engagement and achievement: is the pupil participating in learning and making progress from their starting point?
- enrichment and participation: are they beginning to participate in clubs, activities, visits, or the wider life of the school?
- placement stability: is the pupil remaining successfully engaged within their placement over time? Placement stability is particularly important. For a pupil who has already experienced disrupted education, another unsuccessful transition can mean another move, further absence and another rupture in relationships and learning.

Reviewing arrangements

Schools also operate within differing local contexts. Some schools experience only occasional in-year admissions, while others welcome significant numbers of pupils throughout the academic year. The volume and complexity of admissions can create additional pressures on staff capacity. For this reason, it is important that schools develop sustainable systems that promote consistency and equity, ensuring that all pupils can access a positive transition experience while recognising the practical realities faced by school staff.

Secondary leaders reviewing their current arrangements must consider:

- how well do we know the pupil, to plan well from day one?
- does every in-year pupil have an identified adult who knows them?
- how deliberately do we plan for belonging, particularly during social times?
- do we increase support when vulnerability or emerging need indicates that universal provision is not enough?
- do we review whether the transition has resulted in attendance, participation, belonging, progress, and placement stability?

Admission is the beginning

Schools are managing significant pressures, and in-year admissions can arrive unexpectedly within already complex circumstances. The answer is not an elaborate programme around every pupil who joins mid-year. It is intentionality and designing systems for inclusion and belonging. This focus on belonging and participation reflects wider national thinking. Ofsted's inspection framework emphasises the importance of ensuring that all pupils, particularly the most vulnerable, feel safe, attend regularly, participate fully in school life, and receive an ambitious education.

A good welcome matters, but what happens after the welcome matters more. Successful in-year admission should mean more than securing a school place. It should mean that a young person has been given the opportunity to attend, participate, belong, achieve, and thrive within their new school community.

Urmilla Choubae

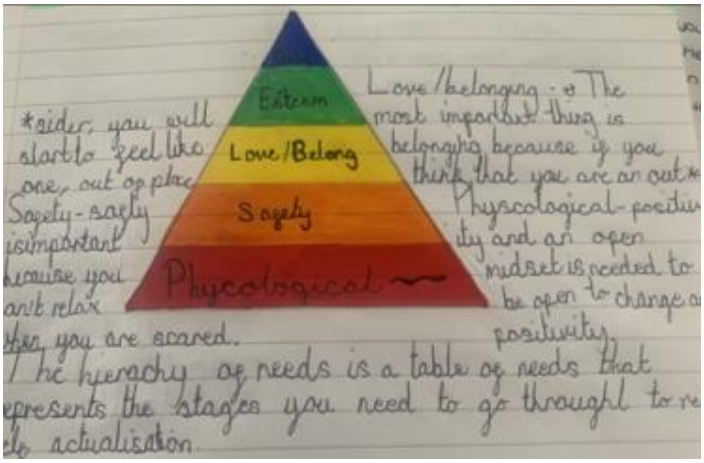
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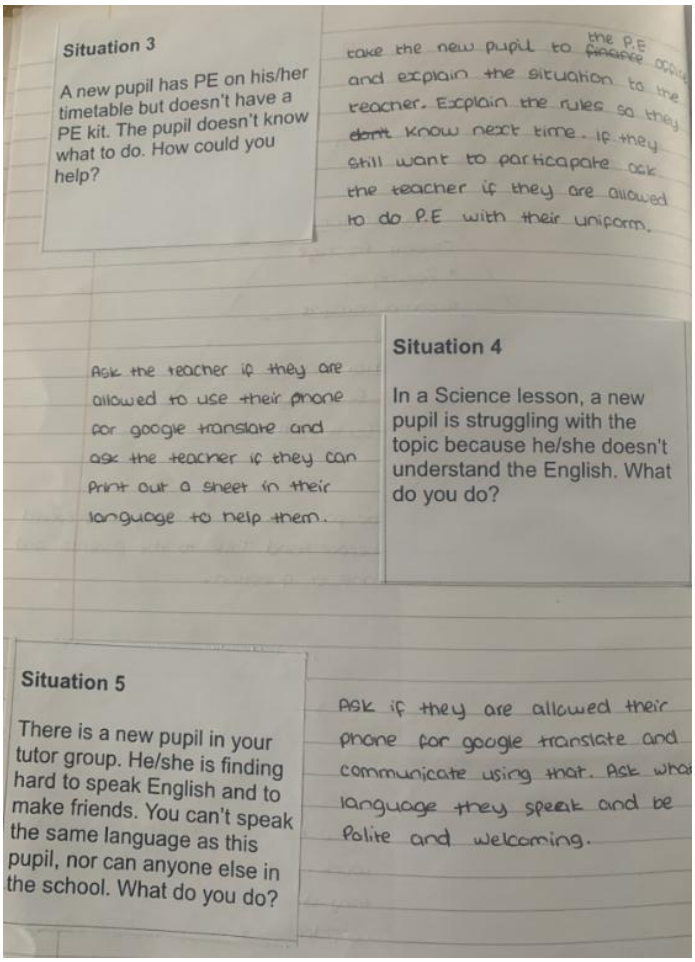
EAL Excellence Award – a journey to Diamond Standard at Cranbourne School

In January this year, I am proud to say, our school became the first secondary school ever to achieve the Diamond Standard of the Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) English as an additional language (EAL) Excellence Award. I hope to provide you with some ideas and guidance on how to achieve the EAL Excellence Award (EXA) in your own school!

This week, I have been working closely with our new modern foreign languages (MFL) early careers teacher (ECT). We have been discussing how we train all of our Year 7 pupils to become Young Interpreters® at Cranbourne School. It has proved to be an invaluable tool in supporting social cohesion within our school and beyond. We deliver the internationally renowned scheme, which was devised by our very own Hampshire EMTAS, as part of our MFL and ethos curriculum. At the end of their training, many pupils choose to take on the role and become Young Interpreters® and, even those that do not, benefit from the skills and insights they develop through the programme. The Young Interpreter Scheme® nurtures empathy, compassion and understanding – values that, in today's increasingly polarised political climate, feel more important than ever.



Young Interpreter® Training – Maslow's Hierarchy of Need.



Young Interpreter® Training – role-play.

Next week's session focuses upon encouraging pupils to reflect on their roots and explore the concept of empathy. This became the focus of a meaningful discussion between me and our new ECT, as we talked about our own backgrounds: second-generation Irish and Nigerian. Whilst we were unpacking together possible methods of delivering the key messages, our ECT said that it filled him with *joy* to understand what we are trying to accomplish and he went on to describe how he had chosen to apply to our school precisely because of our efforts to ensure that everyone in our community feels included, valued and celebrated.

Now, I have just begun my 30th year of teaching and I know many of you will understand how I found this little moment of *joy* so inspirational and uplifting … it is always the little moments, isn't it? I can already see the positive impact our new ECT will have on our pupils and their families, not to mention his colleagues. I cannot wait to invite him to our annual Cultural Diversity Evening!



Applying for the EAL Excellence Award came from a place of necessity for Cranbourne School. Back in 2021, the Taliban regained control of Afghanistan which brought about a huge displacement of Afghan citizens. As Afghan families were resettled into our own community, Cranbourne responded to the crisis by providing the newly arrived refugee families with an emergency *pop-up school*. Pupils from Reception to Year 11 were taught onsite here over a period of months until younger pupils were given school places in local primaries. We worked closely with those primary schools and our own Young Interpreters® to make their transition as smooth as possible, and we began a process of recruiting staff with the necessary language skills to help the children and their families. At Eid, we celebrated with the families in their hotel, and this brought so much happiness amidst the uncertainty and pain of division.



Ethos curriculum.

This was all very well, but our own teachers were struggling to understand how to give adequate educational provision to the Afghan children, some of whom had little schooling or literacy in their first language (L1) of Farsi. Hampshire EMTAS quickly moved in to support us all and to guide us through by providing personnel and training. They recommended using the EXA as a whole school model framework for good EAL provision and we started to look at the strands required to attain the Bronze Standard. In addition, we recognised that staff needed specialised support to recognise the effects of trauma and so we organised whole school INSET training to address this.



Bilingual library support from EMTAS.

Looking back at this time now, I realise how special it was, how it brought our school team together and how it became a blueprint for future EAL provision and our whole school inclusive ethos at Cranbourne School.



Produced by one of our Afghan pupils for GCSE textiles 2022.

Achieving the EXA is multi-faceted and it sometimes feels overwhelming especially when, as an EAL co-ordinator, you are usually juggling a teaching timetable or other responsibilities.

The EXA scaffolds EAL provision. Here is a breakdown of the different sections and a few questions I have put together to help you to begin to format your EAL EXA plan. Work with your senior leadership and governor team towards these goals.

Leadership and management

- Is EAL provision part of your school development plan?
- Do you have somebody at your school who is a named EAL co-ordinator and who has time allocated for that role?
- Is a budget allocated to EAL provision at your school?
- Is continuing professional development (CPD) offered to staff to improve their expertise in EAL provision?
- Do you have a named governor linked to EAL provision in your school?
- Do you have an EAL policy? Is EAL provision mentioned in other school policies?

Pedagogy and practice

- Do your staff understand the difference between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)?
- Are staff at your school familiar with the DfE Proficiency in English Scale? Have you introduced the BELL EAL Assessment Framework?
- Do staff understand the implications of a lack of literacy in L1?
- Are pupils at your school encouraged to use their first language (L1) as a learning tool for English (L2)?
- Do you have Young Interpreters®, or a similar scheme, at your school?
- Is linguistic diversity visibly celebrated throughout your school?
- Do extra-curricular activities reflect the linguistic and cultural diversity of your school?



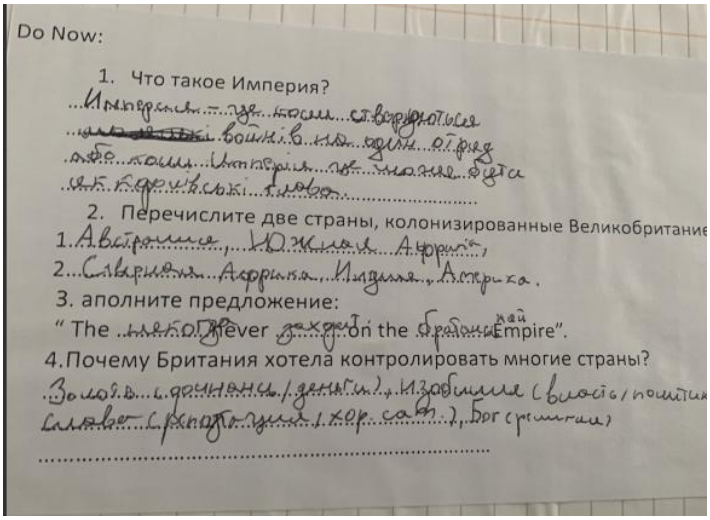
EAL notice board – staff room.

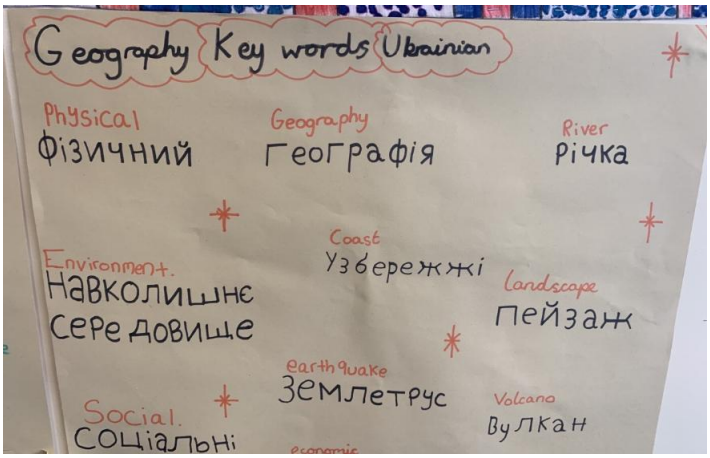


Extra-curricular club led by MFL.



Linguistic diversity and celebration of ethnicities and religions.





Using L1 to support learning of L2.

Teaching and learning

- Do you have high academic standards for new-arrivals and new to English? Do you group them with strong language role models?
- How is EAL provision monitored at your school?
- How is extra-curricular support provided, where necessary?
- Are staff recruited with EAL pupils especially in mind?
- What do pupils use in lessons to help them to access the L2 curriculum?

Data, assessment and progress

- Do you have an EAL register?
- How does the EAL cohort perform in comparison to their peers?
- How does attendance to extra-curricular activities, Parents' Evenings, monitor days, etc. look in comparison to their non-EAL peers?

Parental and community engagement

- Do you share details of the Hampshire EMTAS EAL phone lines with parents?
- How is cultural diversity celebrated alongside the parents and community in your school?
- How do you ensure that EAL families are made to feel welcome in your school community?
- How are staff deployed to support EAL families at your school?



Welcome to Cranbourne sign designed and produced by HCC services



EMTAS EAL phone line cards for parents.

Our work with families was reflected in our Ofsted reports:

"Showing respect and thinking of others is an everyday part of school life. One pupil described the school community as a 'family' where everyone is welcome. Pupils can confidently share their views about who they are and what makes them unique in a safe way. They do this knowing that bullying is not tolerated and is, therefore, very rare. Across the curriculum, pupils are taught to reflect upon what they can do to make a difference to the world around them. They explore challenging topics, such as equality and intolerance" …

"The school offers pupils a variety of leadership roles. These include school council roles, green leaders and young interpreters. The roles fully support pupils' wider development, increase their confidence and help shape their character."

A Ukrainian Year 11 pupil wrote to us on his last day:

"I remember when I first joined Cranbourne in Year 7, how me and my siblings felt so welcomed when we were shown around the school and how we were encouraged to speak and share in class. During a time when things were tough in my homeland, you all let in the sunshine."

We are still curating and improving EAL provision at our school but I hope that you will be inspired to explore the EMTAS EAL Excellence Award and here are some sources which may support your journey:

1. Hampshire EMTAS EAL Excellence Award: https://emtas.hias.hants.gov.uk/course/view.php?id=20
2. Hampshire EMTAS Young Interpreter Scheme: www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide
3. The Bell Foundation: Providing training and a wide range of resources and guidance for school staff who work with learners using EAL. www.bell-foundation.org.uk/ www.bell-foundation.org.uk/app/uploads/2024/02/The-Bell-Foundation_EAL-SEND.pdf
4. NALDIC: The national EAL subject association, providing networking, information, and resources for teachers. https://naldic.org.uk/

Pam Corrigan

EAL and Year 6 Transition Lead Practitioner, Cranbourne School

Toynbee School – Active Travel Ambassador Programme

Over the past academic year, the School Council Team at Toynbee School have been taking part in the ModeShift Active Travel Ambassador Programme. With a mixture of in person sessions delivered by Neil Hicks, alongside research meetings and ending with the Campaign Junction at the Hampshire County Council offices in Winchester, the students were tasked with improving an area of active travel in the school. Our students decided to focus on cycling, due to the close proximity of many of our staff and students. Through the data collected through the *hands up survey* taken from tutor groups, and their exploration of the school site for their *site audit*, the students decided that they would like to focus on encouraging more students and staff to cycle to school and work.



Here at Toynbee School, we place a lot of value on our students having and sharing their own voices. As Pupil Leadership Co-ordinator, it is my job to make sure our students have that opportunity. When I approached our School Council members (Years 7 to 10) about taking part in a sustainable travel initiative, many of them jumped at the opportunity. Their enthusiasm, creativity and interest in this topic took me largely by surprise as each student showcased a real desire to understand this issue.

One of our students claimed, *"When I joined School Council, I thought we would be trying to get more non-school uniform days, but the Active Travel Ambassador program will have such a bigger and more important impact".*



Their teamwork throughout the whole process has been amazing, and it has been so lovely to see the collaboration across the different year groups. Many of our members were very nervous about the idea of delivering their campaign speech to the other school and the expert panel at the Campaign Junction, but their resilience and confidence have certainly been developed throughout this process. One of the Year 10 School Councillors said, *"I was really nervous to speak in front of the other two schools, but after standing up there with everyone else, it felt like we were all in it together and I didn't feel as nervous anymore."*



The event was such a success, and it was lovely to see other schools come together and show the importance of the issue surrounding sustainability. It was an even bigger success for Toynbee School, as our School Councillors were awarded the extra £50 to go towards their campaign which will start in September 2026 for the new academic year.

Miss E Lund

Teacher of History and Pupil Leadership Co-ordinator, Toynbee School

Support your new Year 7 pupils with Transition Time

As you welcome your new Year 7 cohort this September, we would like to remind schools about the range of Transition Time resources available to support pupils and families as they settle into secondary school and begin new travel routines.

Our Transition Time Toolkit assists schools in encouraging pupils and parents/carers to explore active and sustainable travel options, helping young people build independence and confidence while reducing congestion around the school.

Resources available include:

- Year 7 transition leaflet for parents/carers: https://myjourneyhampshire.com/media/5327/mj-transition-time-moving-to-year-7-flyer-hcc-2026.pdf
- Just the Journey maps to help pupils plan their route to school: https://myjourneyhampshire.com/education/secondary-schools-in-hampshire/resources-for-secondary-schools/just-the-journey-maps

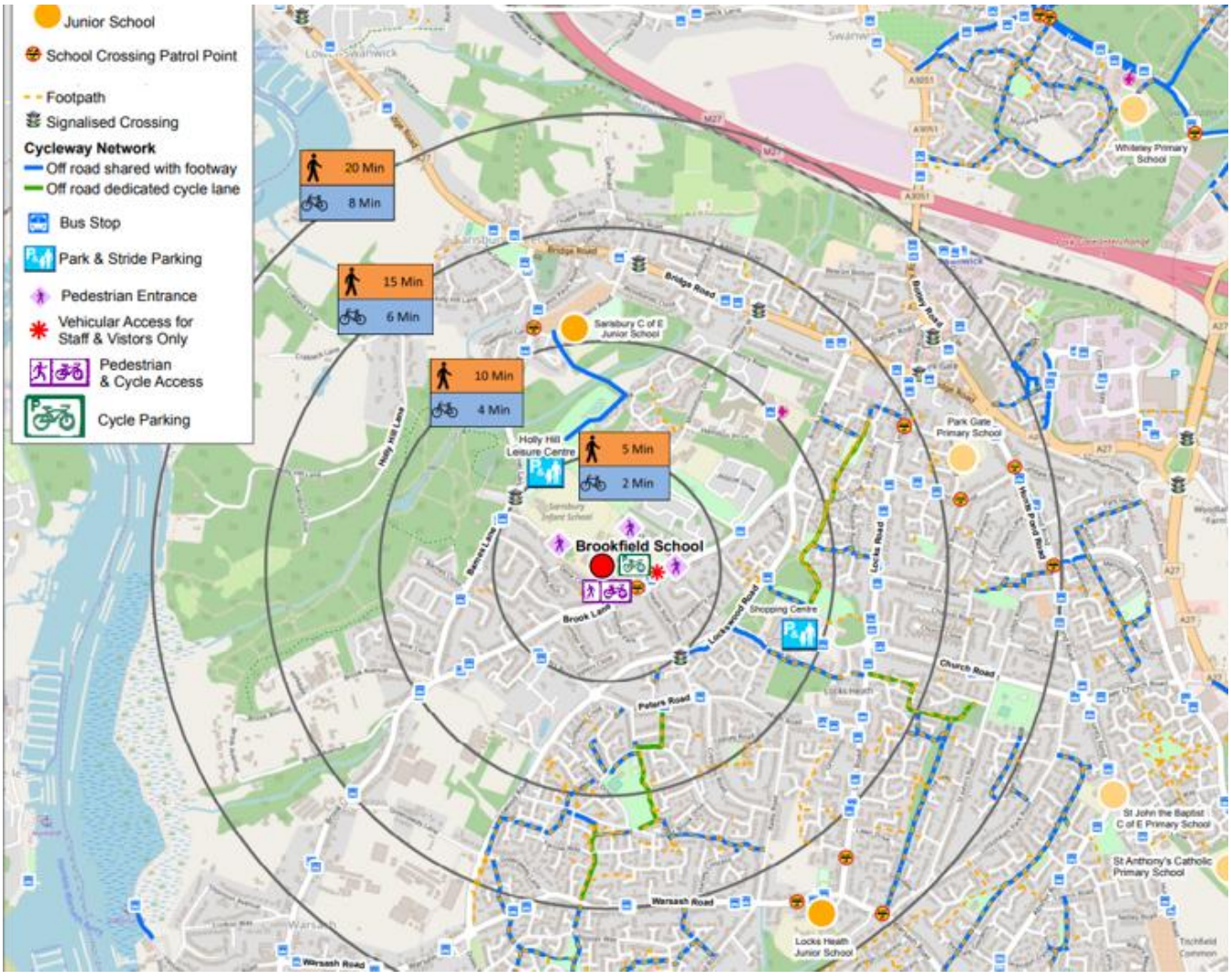


Image – Brookfield Community School Just the Journey Map.

- Editable transition presentation for schools to use with pupils and families: https://myjourneyhampshire.com/media/5358/secondary-transition-powerpoint.pptx
- A short fun and educational film for Year 7 with Roman Vitruvius: www.youtube.com/watch?v=Gdd2JUmj6mA&feature=youtu.be.

Please visit: https://myjourneyhampshire.com/secondary-resources for more information and further promotional resources, including parent communications and social media content.

My Journey calendars and planners for secondary schools

The My Journey calendars and planners are now available for the new academic year.

Use the termly calendars to help plan travel and wider school initiatives throughout the year. The calendars provide a summary of both travel and non-travel related events for secondary schools.

The accompanying planners provide ideas and suggestions for each event and for Modeshift STARS schools initiative codes are included, making it easier to identify opportunities to support your accreditation activities. https://myjourneyhampshire.com/education/modeshift-stars-for-hampshire-schools.

Visit My Journey School Calendar and Planner to download the calendar and planner for each term. https://myjourneyhampshire.com/education/my-journey-school-calendars-and-planners.

Walktober 2026

This October, join schools across Hampshire and encourage your school community to choose active and sustainable travel.

As we head into autumn, Walktober is a great way for pupils, families and staff to stay active and enjoy the outdoors by walking, wheeling, cycling, scooting, using Park and Stride, or taking public transport more often.

Schools will have access to a range of free resources and competitions that can be adapted to suit their setting and encourage participation. Participation can also contribute towards Modeshift STARS accreditation.

Last year, 152 Hampshire schools and settings took part in Walktober, and we hope even more will join us in 2026.

To keep up to date with My Journey events, activities and news why not subscribe to the My Journey education newsletter (select My Journey – education): https://www.hants.gov.uk/transport/myjourneyeducationnewsletter.

Penny Noyce

Travel Planning Team

Email: travelplans@hants.gov.uk

Sustainability support for schools

Being sustainable is a term that is increasingly used across society, both in a wide range of sectors and in everyday life. Many of us make sustainable choices at home by reducing food and energy waste, and by recycling or reusing items.

The concept of sustainability has also become more prominent in schools and is reflected in Department for Education (DfE) policy. The 2022 policy paper from the DfE set an ambitious vision of the UK becoming the world's leading education sector in sustainability and climate change by 2030: (DfE, 2022) www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems.

The DfE non-statutory guidance strongly advises that schools develop climate action plans to plan, monitor and implement actions to support schools in becoming more sustainable and resilient in the climate crisis. To support the implementation of these plans, a sustainability lead or team is advised. www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education.

Your school may already have a sustainability lead or team and have started the process of climate action planning. This article will provide you with information about HIAS support for sustainability to help schools on their sustainability journey.

The Climate Unity Moodle

The Climate Unity Moodle is an area of the Moodle schools can access regardless of whether they have a Moodle+ subscription. It contains resources and guides that schools may find useful on their sustainability journey. This includes:

- climate action planning guides
- subject guides written by HIAS advisers
- a Key Stage 1 – Key Stage 3 PowerPoint to introduce students to the concept of sustainability.

Further resources will be added this term to support students in climate and sustainability education. This term we will also be running a free climate action planning virtual network, giving sustainability leaders the chance to share ideas and ask questions. Look out for School Communications about this and check out the Moodle resources here: https://hias-moodle.mylearningapp.com/course/index.php?categoryid=106.

The Climate Unity Virtual Conference

During the last academic year, we ran a Climate Unity Virtual Conference for children in Years 5 to 8. More than 4,000 students attended, and it was inspiring to share climate initiatives with pupils at both a local and global level while capturing pupil voice through a range of activities.



The conference provided a valuable opportunity for students to engage with climate education, and we are delighted to be running two Climate Unity Conferences this academic year.

To allow more students to contribute, we are running separate primary and secondary Climate Unity Conferences. The secondary conference is on Tuesday 12 January (08:55-12.00). It will be a free event for children in Year 7-Year 11 and will be a morning of engaging online workshops.

Our phase-specific conferences will allow us to tailor our content further to primary and secondary students. If you would like to register your school for the secondary virtual conference, you can do so using the following link: https://forms.cloud.microsoft/e/0KzBLHskhP. We look forward to seeing you there!

Sustainability and the 2028 National Curriculum

Sustainability and climate education are likely to be included in the 2028 National Curriculum for geography, science, design and technology and citizenship. The Climate Unity Moodle and subject Moodles will support schools in preparation for this through the uploading of resources during this and next academic year.

HIAS inspector/advisers are also available for curriculum support through school visits. As well as taking the lead on sustainability support for HIAS, I also provide support for geography departments. Please do get in touch for any sustainability support in geography or climate action planning support by emailing: emma.groves@hants.gov.uk.

Thank you for everything you are doing to support students in their climate and sustainability education. It is an important topic for our future, supporting students in becoming respectful local and global citizens. I wish you all a wonderful academic year.

Emma Groves

Subject Inspector/Adviser, HIAS Sustainability Leader, HIAS

Email: emma.groves@hants.gov.uk

When inclusion becomes the culture of the ordinary

Across Hampshire secondary schools, a significant shift is taking place. Increasingly, inclusion is no longer viewed as something additional that happens for particular groups of pupils. Instead, it is becoming embedded within the everyday routines, relationships and teaching practices that all pupils experience.

This is the central premise of Hampshire's work on ordinarily available provision (OAP). Introduced through Hampshire's guidance published in March 2025, OAP describes the classroom practices, learning environments and pedagogical approaches that should be available to every learner as part of high-quality teaching. It is not an intervention, nor is it solely a SEND initiative. Rather, it represents the culture of the ordinary: the provision that enables all pupils to access learning, participate fully and succeed alongside their peers.

During the 2025/26 academic year, HIAS visited 18 secondary schools to explore how OAP is being led, implemented and sustained across mainstream settings. These visits formed part of the Secondary Good Practice Programme and, in many schools, were integrated with the Leadership and Learning Partner Review Programme (LLPR). Together, they provide a valuable picture of how inclusive practice is evolving across Hampshire.

A picture of growing strength

The review found compelling evidence that OAP is becoming increasingly embedded in secondary schools. In several settings, inclusive practice was not only visible but highly developed, with strong alignment between leadership, professional learning and classroom implementation.

One of the most encouraging findings was the extent to which leaders have reframed inclusion as high-quality teaching for all. In the strongest schools, senior and middle leaders consistently articulated a clear vision: inclusion is an entitlement, and ambitious outcomes are expected for every pupil. This clarity translated into more consistent classroom practice and a stronger shared culture among staff.

Schools also demonstrated considerable progress in creating learning environments that support all learners. Calm, predictable classrooms, purposeful use of displays, low-sensory design principles and well-established routines were increasingly commonplace. These conditions were found to support concentration, regulation and a stronger sense of belonging.

Inclusive teaching in action

Perhaps the most consistent strength observed across schools was the quality of classroom pedagogy.

Advisers frequently saw teachers using approaches that research has long associated with effective learning:

- chunking and sequencing information carefully
- explicit modelling and clear success criteria
- retrieval practice and deliberate practice
- regular checking for understanding

What was particularly striking was that these approaches were not being deployed as SEND strategies. Instead, they had become the normal expectation for all learners. As a result, pupils with SEND, pupils experiencing disadvantage and their peers were all benefiting from improved access to ambitious curricula.

The review also highlighted the growing use of visual approaches. Dual coding, task plans, visual instructions and mini-whiteboards were increasingly being used as universal teaching tools. In schools where practice was most effective, these strategies reduced cognitive load, supported communication and enhanced participation without drawing attention to individual need.

Building independence, not dependence

Another notable finding concerned the role of adult support.

Many schools have moved away from models that risk creating over-reliance on one-to-one support. Instead, effective practice focused on developing pupil independence through carefully aligned classroom support, strong relationships and well-trained staff.

This shift reflects a deeper understanding of inclusion. Rather than making pupils dependent on adult intervention, schools are increasingly creating the conditions that enable learners to regulate themselves, engage confidently and participate successfully alongside their peers.

The importance of systems

The report also demonstrates that successful implementation of OAP is not simply about individual classroom techniques.

Where practice was strongest, schools had established coherent systems that reinforced inclusive teaching. OAP featured within quality assurance processes, professional development was informed by evidence gathered through monitoring, and there was strong alignment between senior leaders, special educational needs co-ordinators (SENCos) and subject leaders.

These schools avoided the pitfalls of initiative overload. Instead, they focused on a small number of agreed principles and ensured that those principles were understood and implemented consistently across the organisation.

The next challenge: consistency

A key message emerging from the review is that the question is no longer *What is OAP?* Increasingly, schools understand the concept and its rationale.

The greater challenge now lies in securing consistency and fidelity of implementation. Variability remains within and between schools, and future work will need to focus on supporting professional learning, strengthening quality assurance processes and identifying effective ways of measuring long-term impact on pupil outcomes.

The review also highlights the important role that exemplar schools can play in supporting system-wide improvement. Across Hampshire, there are now schools demonstrating highly effective, evidence-informed inclusive practice that others can learn from and adapt within their own contexts.

Read the full report

This article provides only a snapshot of the findings. The full report explores each theme in greater depth and includes detailed case studies from Hampshire secondary schools, practical leadership lessons, examples of effective practice, and tools to support self-evaluation and classroom observation.

For school leaders, SENCos and teachers seeking to strengthen inclusive practice, the report offers both reassurance and challenge. Its central message is clear: when OAP becomes the culture of the ordinary, all pupils benefit. Inclusion ceases to be an additional consideration and becomes simply the way great schools operate every day.

Good Practice Review: Supporting inclusion through ordinarily available provision
https://leadership.hias.hants.gov.uk/pluginfile.php/16338/mod_resource/content/0/OAP%20Good%20Practice%20Review%20Summary.pdf

Ordinarily available provision and special educational needs and disabilities support guidance
https://sen.hias.hants.gov.uk/pluginfile.php/5612/mod_resource/content/0/OAP%20and%20SEND%20support%20-%20March%202025%20-%20For%20Hampshire%20Schools.pdf

Richard Wilson

Secondary School Improvement Partner and Science Inspector/Adviser, HIAS

Email: richard.wilson2@hants.gov.uk

Reviewing multimedia consent in a changing digital landscape

Schools have long used photographs, videos and other media to celebrate achievements, showcase learning and keep the school community informed. Obtaining and managing multimedia consent is already a necessary part of established practice for schools.

However, the digital environment continues to evolve. In response to a review carried out by HIAS of emerging risks relating to the use of AI tools to manipulate photos, Hampshire Legal Services (HLS) has updated its multimedia consent guidance and template consent forms. The updated resources have replaced the previous versions on the Hampshire Services for Schools platform and are intended to support schools in reviewing and strengthening their existing arrangements.

What has changed?

The updated HLS resources include:

- revised multimedia consent templates for schools
- updates to our supporting guidance.

You can find these in the *Resources* section under *Information Law and Data Protection*.

https://hampshireservicesforschools.hants.gov.uk/Page/32048.

What should schools do now?

Schools may wish to use this update as an opportunity to review their existing arrangements.

Practical considerations include:

- checking whether current multimedia consent forms reflect the school's present-day use of websites, social media and other communication channels
- reviewing how consent information is presented to parents and carers
- ensuring staff understand current expectations regarding the handling of personal data and the use of artificial intelligence (AI) tools
- considering the safeguarding and cybersecurity implications of publishing identifiable pupil imagery online
- familiarising relevant staff with the updated HLS guidance and templates.

For most schools, this is likely to be an exercise in reviewing and refreshing existing practice rather than making wholesale changes.

Hampshire Legal Services

Email: hls@hants.gov.uk

The clever bit is not writing the AI prompt

When I first started using AI, I kept much of what I was doing hidden.

Partly, I viewed it as a sort of secret sauce. I had discovered something useful before many other people seemed to have done so; I was getting reasonably good at it, and frankly I rather enjoyed the advantage.

But there was another reason.

AI carried an odour of cheating.

You did not necessarily announce that the resource you had just created or the activity you had adapted had involved AI. Occasionally you discovered another member of the initiated over the photocopier and exchanged a knowing smile.

We have worked this out.

We can make some of these jobs considerably easier.

The trouble is that keeping AI use hidden is becoming increasingly unhelpful.

We need to get beyond enthusiasts and sceptics

When AI use stays underground, two groups tend to form.

There are the enthusiasts, who talk to other enthusiasts about all the remarkable things they can make it do.

And there are the sceptics, who continue to regard the whole thing as little more than technologically assisted cheating.

Neither position gets us very far.

The useful conversation lies somewhere in the middle.

When should teachers use AI?

When should they not?

What does good AI-assisted professional practice actually look like?

And, perhaps most importantly, how do we know whether what it has produced is actually any good?

Prompting is pedagogical work

Over the summer, I read *When the prompting stops: exploring teachers' work around the educational frailties of generative AI tools*[1], a research paper based on interviews with teachers in Sweden and Australia.

It made me reconsider one thing in particular.

We tend to talk about prompting as though it is a technical skill.

Learn the right words. Learn a clever framework. Structure the prompt correctly. Better material appears.

But educational prompting is not really like that.

Imagine asking an AI to produce a resource for your class.

To do that well, you might need to tell it about the curriculum, what pupils already know, likely misconceptions, the particular learning you are trying to achieve, the age of the pupils, the level of vocabulary, how much scaffolding is appropriate and perhaps several individual adaptations.

Those are not AI skills.

They are teaching skills.

The quality of the prompt depends heavily on the writer's professional knowledge.

Your colleague knows what you have not said

This becomes particularly obvious when you compare AI with a conversation between two teachers.

If I talk to a colleague about a class, I often do not need to explain everything.

They might know the pupils. If they are in my department, they will probably know the curriculum. They might know what we taught last week. They know which pupil needs some additional scaffolding and which needs considerably more challenge.

Humans, with common experience, are remarkably good at understanding what is left unsaid.

Sometimes we do not even finish the sentence.

The other person already knows what we mean.

AI does not.

It does not know yesterday's lesson.

It does not know the SEND adaptation that normally works.

It does not know that half the class developed a particular misconception last Thursday.

It does not know any of this unless we tell it.

So, when an AI produces something mediocre, it may not necessarily have failed to follow the prompt.

The prompt itself may simply contain too little professional context.

Then comes the dangerous bit: it looks good

This would matter less if poor AI output looked poor.

Unfortunately, it often looks excellent.

The grammar is right.

The headings are neat.

Everything is beautifully arranged.

There is something strangely convincing about a well-formatted piece of mediocrity.

And this is where teachers need to be careful.

A resource can be factually accurate and still be educationally poor.

Does it address the learning I actually wanted?

Does it tackle the misconception?

Is the explanation pitched correctly?

Has it removed important complexity?

Is it interesting?

Would my pupils actually learn anything useful from it?

Or does it merely look like a resource?

Those questions are much harder than checking spelling and factual accuracy.

"That looks fine" is not a quality standard

I think this is where one of the biggest risks with teacher AI use lies.

If the standard gradually becomes, *"That looks fine, I can use that,"* we have lowered the professional bar enormously.

Teachers have always made judgements about resources.

We reject textbooks because the explanation is poor.

We change somebody else's worksheet because it does not quite work for our pupils.

We adapt an activity because we know how a particularly difficult class will respond to it.

AI output needs exactly the same professional scrutiny.

Possibly more.

Because AI can produce very ordinary material that looks impressively finished.

AI will also happily tell you your idea is wonderful

There is another characteristic of AI systems which teachers need to understand.

They can be extremely agreeable.

Tell the AI your lesson idea, and it may enthusiastically explain why it is excellent.

Sometimes it is nonsense.

The idea might be ordinary. It might contain a misconception. There might be a much better way of teaching the concept.

Teachers do not really need unlimited praise from their tools.

We need supportive criticism.

One useful approach is to deliberately ask the AI to criticise its own output.

What are the weaknesses in this resource?

What assumptions am I making?

Which misconceptions have I failed to address?

Where might pupils struggle?

What could I do instead?

That can make the AI more useful.

But it still does not turn it into a teacher.

Some judgement comes from knowing pupils

There are limits to what we can put into prompts.

Teaching is relational.

Two pupils can produce almost identical pieces of work and require completely different feedback.

One may need encouragement.

Another may need challenging.

One might benefit from struggling with the problem for another five minutes.

Another needs an intervention now.

We make those decisions because we know the pupils.

That professional and relational knowledge cannot simply be reconstructed by writing a longer prompt.

You own whatever comes out

And that leads to an important point about responsibility.

If I put an AI-generated resource in front of my pupils, it becomes my resource.

If I give AI-generated feedback to a pupil, it becomes my feedback.

I cannot shrug afterwards and say, *"Well, the AI wrote it".*

The responsibility remains mine.

Teachers choosing to use AI have to decide whether the output is accurate, ethical, appropriate and educationally worthwhile.

That checking is not an optional extra.

It is part of using the tool.

Schools need to teach judgement, not just prompting

This is where I think teacher development around AI needs to change.

There are already schools having thoughtful conversations about this. I have seen some excellent examples in Hampshire.

But too much AI training still risks concentrating on access and technique.

Here is the tool.

Here is how you log in.

Here are ten useful prompts.

Off you go.

That is a start.

It is not professional development.

The harder questions are much more useful.

Does the output match the curriculum?

Does it reflect what pupils already know?

What assumptions has it made?

What has disappeared through simplification?

Is this actually better than the resource I already had?

Would I use this if a human colleague had given it to me?

And when should I stop prompting?

That last question matters more than we sometimes admit.

I have certainly spent ages prompting, re-prompting, editing and adapting something before eventually realising, *"This is ridiculous, I could have done this myself".*

Knowing when to stop using AI is also an AI skill.

Departments need to become communities of AI practice

For secondary schools, I think much of this professional development needs to happen through departments.

That is where many of the most important questions can be asked properly.

A maths department can look at whether an AI-generated explanation preserves the mathematical thinking pupils actually need.

An English department can consider whether AI feedback is genuinely helping pupils improve their writing or merely making it sound more polished.

A science department can look closely at accuracy, misconceptions and whether important complexity has been lost.

And in computing, we might ask whether a resource is really helping pupils understand an algorithm or simply giving them another worked example to copy.

Those are subject questions.

They are difficult to explore properly in generic whole-school AI training.

So, I think departments need to build in regular opportunities to look at how AI is actually being used.

Not just the impressive examples.

The failures as well.

What did somebody try?

What worked?

What produced something poor?

Where did the AI misunderstand the curriculum?

Where did it oversimplify?

Where did a teacher end up spending far longer correcting the output than they would have spent producing something themselves?

If those examples are brought into departmental meetings, they can become useful professional learning rather than private experimentation.

They also give colleagues the opportunity to unpick the output together.

Is this accurate?

Is this the right level?

What does it assume pupils already know?

Which misconceptions might it create?

What has been left out?

Would we actually use this with our pupils?

This is a much stronger model of AI professional development than simply expecting every teacher to experiment individually and somehow work out good practice on their own.

But what if you are the department?

Of course, that works much more easily if several people are teaching your subject.

Not every secondary teacher has that luxury.

There are plenty of schools where computing, art, drama, music and other subjects may have only one specialist teacher.

In that situation, the danger of AI use becoming isolated is even greater.

You have nobody sitting next to you who teaches the same curriculum.

Nobody who can quickly look at an AI-generated resource and say, *"Actually, I do not think that explanation is quite right,"* or, *"I tried something similar, and it caused this misconception".*

For those teachers, the community of practice may need to sit partly outside the school.

Fortunately, HIAS has local subject networks for every subject.

That is one of the things we will increasingly be looking at through our secondary computing group in Hampshire.

This group meets once a term, and we will spend some of that time specifically examining how we use AI in computing.

What are people using it for? What is working? What has failed?

Where has it produced material that looks plausible but is actually weak?

And what have we learnt about the point where AI stops being useful?

Honest learning conversations become increasingly important, particularly for teachers who do not have another computing specialist in their own school.

Sometimes AI saves time; sometimes it improves the work

We also need a more sensible conversation about workload.

AI can save enormous amounts of time.

I use it for jobs where the difference is considerable.

But good use also requires checking, editing, correcting, questioning and sometimes starting again.

That labour should not become invisible.

And sometimes the point of using AI is not actually to save time.

Sometimes I spend roughly the same amount of time but end up with something better because the process has made me consider alternatives I would not otherwise have explored.

Saving time and improving quality are two different benefits.

We should not pretend they are the same.

Bring AI use into professional practice

So, I think we need to bring teacher AI use out of the shadows.

It is not a wonderful machine that magically removes workload.

Neither is it professional cheating.

It is another tool.

An unusually powerful, persuasive and rapidly changing tool, certainly, but still a tool.

Used carelessly, it allows us to produce polished mediocrity at remarkable speed.

Used thoughtfully by teachers with strong curriculum knowledge, pedagogical understanding, and professional judgement, it can help us produce excellent work.

But schools cannot assume that thoughtful use will simply happen.

Teachers need opportunities to talk about what worked.

More importantly, they need opportunities to talk about what failed.

They need to examine poor AI output alongside good AI output.

Schools need to develop shared expectations about quality.

And in secondary schools, much of that conversation needs to happen within subject communities, whether that community exists within the school or must be built beyond it.

Teacher development needs to move beyond teaching people how to write clever prompts.

Because writing the prompt is not the clever bit.

The clever bit is knowing what good education looks like when the answer comes back.

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References

1 www.tandfonline.com/doi/epdf/10.1080/17439884.2025.2537959?needAccess=true

Phil Bagge is Hampshire's Computing and AI Inspector/Adviser. He reads extensively around current research into artificial intelligence and its use in education. This article is deliberately written as a conversational opinion piece, so most of the supporting research has not been included in detail. Senior leaders, computing departments, or those responsible for developing and managing AI within their organisation, who would value a more detailed, research-informed exploration of the issues raised, are welcome to contact Phil to arrange a dedicated session.

Click here to see HIAS Computing Network: https://computing.hias.hants.gov.uk/course/view.php?id=43

HIAS Secondary Computing Network

The HIAS Secondary Computing Network meets termly and supports the continuing professional development of secondary computing teachers across Hampshire. The network is particularly suited to experienced practitioners seeking opportunities for subject-focused professional dialogue, as well as teachers working as the sole computing specialist within their school.

Key areas of work during the coming year will include:

- artificial intelligence and computing education, examining the role of AI within programming resources and its wider application across the computing curriculum
- subject-specific pedagogy, exploring how established evidence-informed approaches can be developed more explicitly for computing. The three termly sessions will focus respectively on retrieval practice, the chunking and sequencing of information within lessons, and effective approaches to checking pupils' knowledge and understanding in computing.

While there is a substantial evidence base supporting many aspects of effective teaching, comparatively less work has focused on translating these principles into detailed, subject-specific practice within computing. A central purpose of the network this year will therefore be to develop that subject-specific understanding collaboratively and turn it into practical guidance that departments can use.

- Research-informed professional learning, incorporating relevant reading and preparatory tasks between meetings. This will enable network time to be used for analysis, discussion and the practical application of research within computing classrooms.
- Departmental development and quality assurance, with supporting materials produced for teachers and subject leaders to use when discussing teaching, monitoring curriculum implementation, assessment and observation.
- National Curriculum developments, reviewing proposed changes to the Computing National Curriculum and considering their implications for secondary curriculum design and implementation.

The state of play now, what is coming down the line and how to get this right

The government's new enrichment entitlement signals a significant shift in expectations for schools, recognising that learning beyond the classroom plays a vital role in pupils' personal development, wellbeing and future success. Curriculum and Assessment Review reforms place enrichment firmly alongside academic achievement as a key component of a high-quality education.

Alongside this commitment, the government has published a new enrichment framework setting out expectations for schools. Effective enrichment should be strategically aligned with the school's vision, curriculum and improvement priorities; offer a broad range of opportunities across areas such as arts and culture, sport, civic engagement, outdoor learning and life skills; be accessible to all pupils; and demonstrate measurable impact.

However, the most important message for school leaders is that successful enrichment should be needs-led rather than activity-led. Too often, schools begin by asking, *"What activities should we offer?"* The stronger question is, *"What barriers are preventing our pupils from thriving, and how can enrichment help address them?"*

For example, a debating club may help develop confidence, communication and academic vocabulary. A museum visit may broaden cultural capital and deepen curriculum knowledge. A gardening project can develop teamwork, responsibility and resilience. The activity itself is less important than the intended outcome for pupils.

A useful planning model is:

Barrier → Intended Outcome → Enrichment Activity → Impact.

Many schools will already have identified pupil needs through their pupil premium strategy, attendance work, inclusion planning or personal development programmes. Common barriers include:

- low confidence and self-belief
- limited cultural capital and wider experiences
- narrow career aspirations
- language and communication challenges
- social, emotional and wellbeing needs
- low attendance or engagement
- limited understanding of the wider world.

By starting with these needs, enrichment becomes a targeted strategy for widening opportunity rather than a collection of disconnected activities.

Leaders should also be reassured that this agenda does not necessarily require a complete redesign of existing provision. Most schools already offer a range of trips, clubs, leadership opportunities, performances, competitions and wider experiences. The key challenge is evaluating the current offer against pupil need, identifying gaps and ensuring equitable access for all pupils, particularly those who are disadvantaged, vulnerable or have SEND.

While the enrichment framework is currently non-statutory, the government has indicated that enrichment will continue to form part of the evidence considered within personal development and wellbeing during inspection activity. More importantly, however, enrichment provides schools with a powerful opportunity to strengthen outcomes, aspirations and life chances for young people.

As leaders review their provision this year, the central question should not be, *What more can we add?* but rather, *What do our pupils need most, and how can enrichment help us provide it?* Schools that begin with this question are likely to develop the most meaningful and impactful enrichment programmes for their communities.

There will be a schools comm this term linking to further guidance for schools. Do also head to the PSHE area of the Moodle where more in depth guidance and support resources can be found:

https://hias-moodle.mylearningapp.com/course/view.php?id=157

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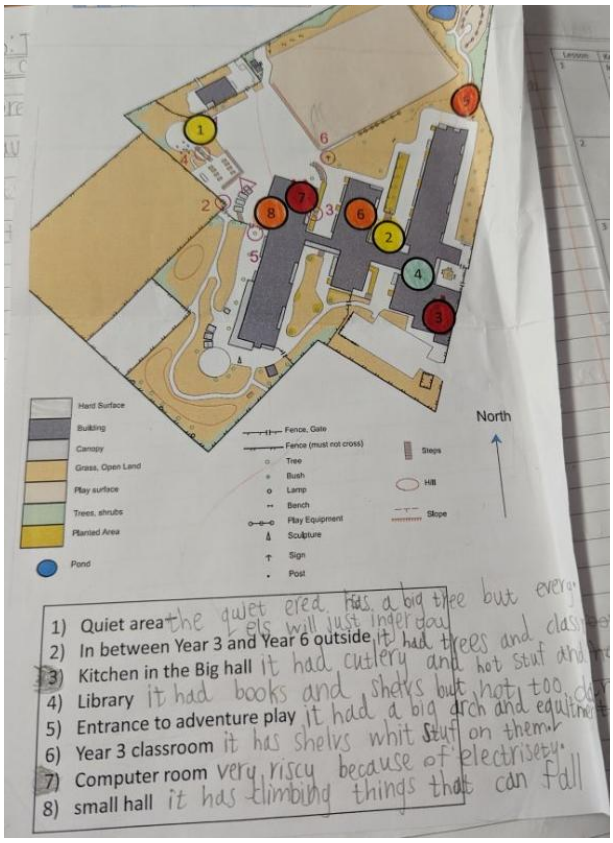
Fieldwork matters in geography

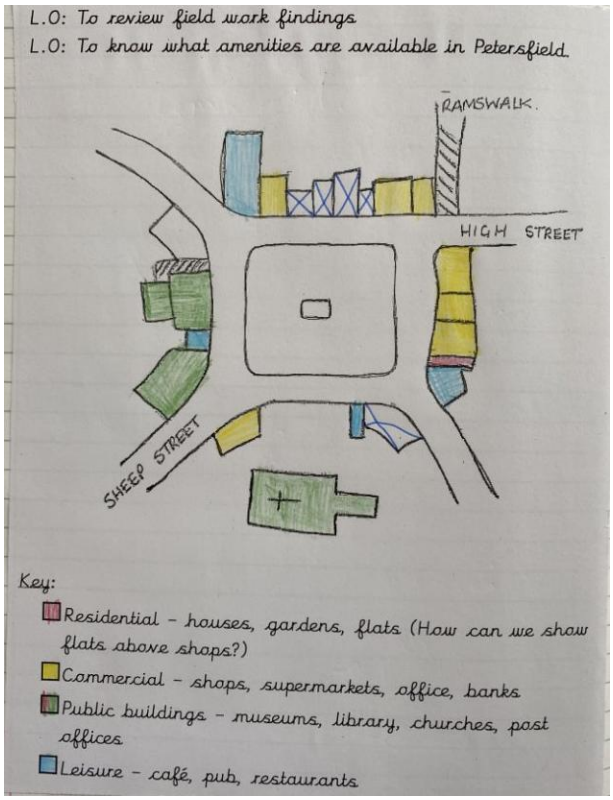
For leaders, educational visits can often appear on a long list of competing priorities: risk assessments, transport costs, and competing timetable and curriculum pressures. In this context, geography fieldwork can sometimes be viewed as a valuable enrichment opportunity, a *nice to have* rather than a necessity.

However, geography fieldwork is a fundamental component of geographical education and has been embedded within the National Curriculum. More importantly, recent recommendations from the DfE Curriculum and Assessment Review[1] have reinforced its importance, recommending that future curriculum developments should clarify and strengthen the role of fieldwork in developing pupils' disciplinary knowledge and geographical understanding[2].

The distinction matters because fieldwork is not simply about taking pupils somewhere interesting. Geography teachers often make a clear distinction between a *field trip* and *fieldwork*. A visit to the Natural History Museum may be well linked to the curriculum, but fieldwork goes further. It involves pupils engaging in geographical enquiry, asking questions, collecting data, analysing evidence, drawing conclusions and evaluating findings. It is geography in action.

From the earliest stages of education, pupils are encouraged to explore and make sense of the world around them. In Key Stage 1, this often involves observing seasonal changes in the school grounds or investigating how different spaces are used around the local area. By Key Stage 2, pupils begin collecting and recording data, comparing places and identifying patterns. For example, a popular enquiry across Hampshire is a study to determine the safest place to be in school during a hazard event.





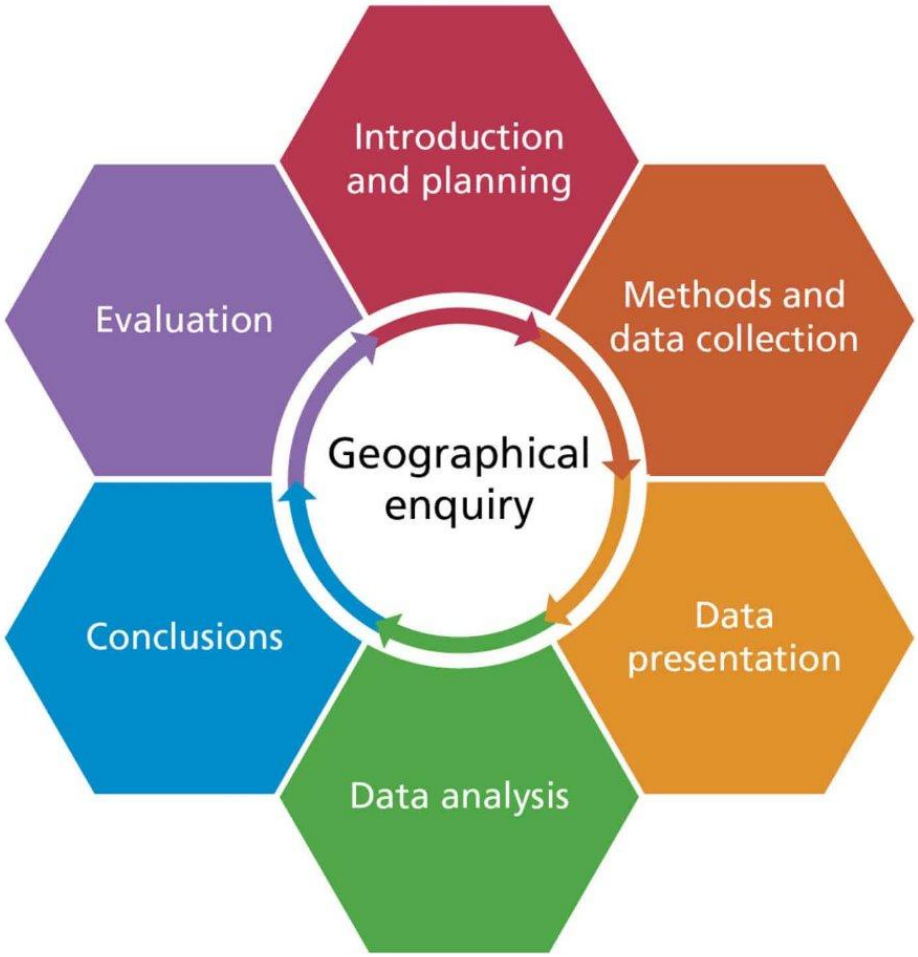
Primary examples of data collection and presentation.

At secondary school, these skills become more sophisticated as pupils investigate issues such as environmental quality, coastal change, urban regeneration, and sustainability. Students at Key Stage 4 are expected to think critically, evaluate evidence, understand complexity and make informed judgements from data. These are skills that need to be developed from Key Stage 2 and we would argue from our work in schools are not as progressive as they could be across Key Stage 3.

The findings of Ofsted's geography subject report[3] highlighted this challenge. HMI Mark Enser noted that, in many secondary schools, fieldwork had become limited and was often restricted to GCSE specification requirements rather than being used systematically to develop pupils' geographical understanding over time. The report argued that too many pupils had insufficient opportunities to collect, analyse and interpret geographical data for themselves.

The Curriculum and Assessment Review published in November 2025 strengthens this argument further. Its recommendations for geography include embedding disciplinary knowledge more explicitly, reinforcing geographical enquiry and clarifying the place of fieldwork across the curriculum. The review identifies fieldwork as a key vehicle through which pupils learn to use evidence, apply geographical concepts and develop spatial reasoning. Importantly, these recommendations do not suggest more expensive residential experiences or large-scale visits. Instead, they recognise that high-quality fieldwork can and should happen in local environments including the school grounds which are accessible to all pupils.

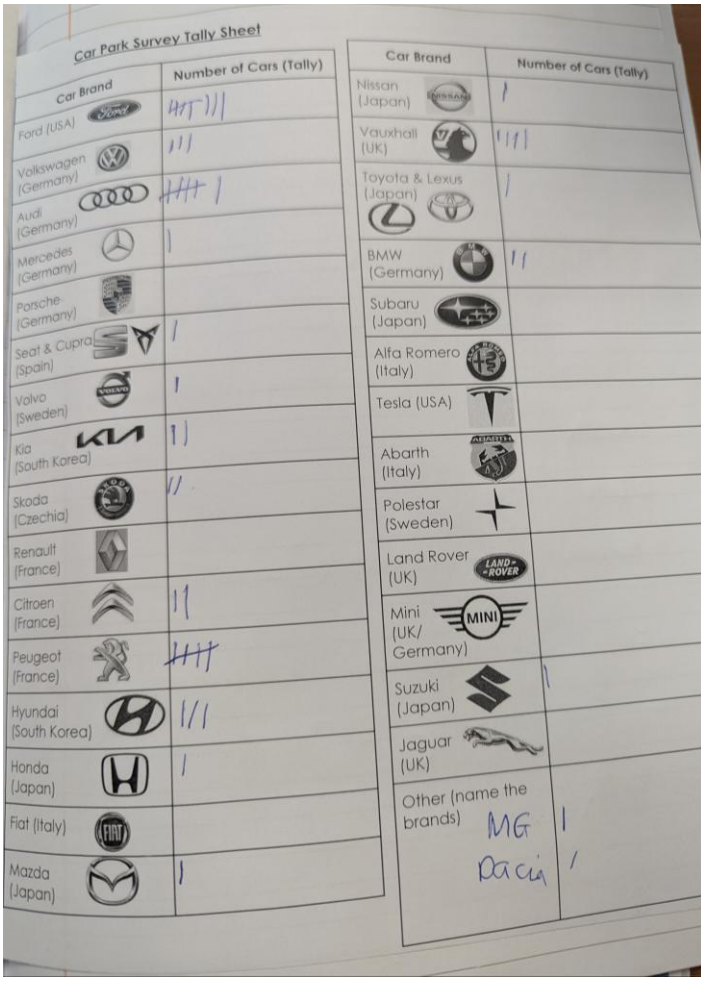
Helpfully there is a common agreement on a six-stage enquiry model for fieldwork.



Source: Fieldwork through enquiry - Geographical Association: https://geography.org.uk/ite/initial-teacher-education/geography-support-for-trainees-and-ects/learning-to-teach-secondary-geography/geography-subject-teaching-and-curriculum/geographical-practice/fieldwork-2/fieldwork-through-enquiry.

An effective model is to focus on particular elements of fieldwork enquiry at different points in the curriculum. For example, pupils might be provided with pre-collected data and concentrate on presenting and analysing evidence before drawing conclusions. Later, they might evaluate the reliability of data collection methods or design their own enquiry questions. Over time, these experiences build, enabling pupils to understand the full enquiry process and develop expertise gradually.

In a recent *Secondary Geography News* article, I recommended simple ideas for school grounds work where we completed parts of the fieldwork enquiry cycle, not all of it at once. For example, at Crestwood Community School the department conducted data collection in the car park with Year 7 students recording brands of car as part of an enquiry into globalisation. Pupils presented their data in charts and then critiqued the data collection method developing foundational knowledge of some of the limitations of data.



An example of data collection at Crestwood Community School.

In the 2026 spring edition we shared how the subject leader at Fareham Academy had developed the curriculum to dedicate four lessons across all Key Stage 3 cohorts specifically for local fieldwork enquiries. The lessons strengthen essential numeracy skills such as interpreting graphs and calculating percentages. In addition, students are encouraged to critically evaluate the strengths and weaknesses of different data collection and presentation methods.

Year 7 Enquiry – Is Fareham Academy Environmentally Friendly?

- This investigation builds on links with Key Stage 2 and complements the ecosystems unit conducted in Year 7 science lessons, as well as the sustainability focus of the first geography unit.

Year 8 Enquiry – Is Fareham High Street in Decline?

- Within this investigation, students design questionnaires posing quantitative questions about the state of the High Street and qualitative questions to understand the reasons behind these perceptions. If offsite visits are not possible, students conduct peer surveys in the classroom to gather data instead.

Year 9 Enquiry – Does Fareham Academy have Microclimates?

- To facilitate a hands-on exploration of microclimates the geography department invested in eight handheld weather devices, (each costing approximately £18). Students used these gadgets to gather meteorological data from five distinct locations around the school site.

Overall recommendations for secondary schools

I advocate for a carefully planned progression of fieldwork experiences across Key Stage 3 so that pupils systematically develop the knowledge, skills and confidence they will need should they choose to continue with geography at GCSE. Not every enquiry in Key Stage 3 needs to involve all six stages of the fieldwork enquiry process every time so pupils can undertake shorter, *chunks* of fieldwork enquiry making it more manageable for schools.

Pupils also require protected curriculum time at Key Stage 4 to undertake the two compulsory fieldwork enquiries required, one in a human environment and one in a physical environment. These experiences then need to be reviewed across Key Stage 4 so that pupils retain the foundational knowledge and develop the confidence to write evaluatively about their investigations in the exams.

Despite this significant need in the exams, fieldwork remains one of the weakest areas of student performance. Ensuring a coherent progression of fieldwork throughout Key Stage 3, alongside dedicated opportunities at Key Stage 4 for the enquiries and to revisit them, is essential if we are to secure both stronger outcomes and meet the changes in the forthcoming National Curriculum update.

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References

1 www.gov.uk/government/publications/curriculum-and-assessment-review-final-report

2 https://geography.org.uk/curriculum-and-assessment-review-final-report

3 www.gov.uk/government/publications/subject-report-series-geography/getting-our-bearings-geography-subject-report.

National Education Nature Park

In 2023 the DfE introduced guidance for schools around sustainability and climate education. Source: www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems#vision-and-aims.

The guidance focused on five core areas including climate education, green skills and careers. As part of this strategy for schools The National Education Nature Park (NENP) was launched in 2023 by the Department for Education, the Natural History Museum and the Royal Horticultural Society as one source of support for schools. Source: www.educationnaturepark.org.uk.

The overarching aims of the NENP are to:

- engage children and young people with the natural world
- directly involve them in measuring and improving biodiversity in their nursery, school, college or university
- help reinforce their connection with nature.

Free to all schools the programme aims to embed nature-based learning in the curriculum and encourage children and young people all over the country to take action to improve their school site for people and wildlife.

As outlined in the June 2026 DfE Enrichment framework one of the five aspects of identified enrichment opportunities is ‘nature, outdoors and adventure, for example time outdoors, climate education and sustainability projects, gardening, residentials and camps’. The resources available through the programme will support this aspect on enrichment and are not limited to geography and science education. There are suggested projects for art, design and technology, computing, English and maths and an initial suggested activity to map the biodiversity of your school site.

So far over 6,000 schools have signed up to be part and seven of these are secondaries in Hampshire. There are training webinars throughout the year on using the service and mapping your school site. They are also all archived here on the NENPs YouTube Channel:

www.youtube.com/@EducationNaturePark.

Secondary subject leadership networks 2026/27

Support your school's improvement journey with high-impact, subject-specific professional development

HIAS offers a comprehensive suite of Secondary Subject Leadership Networks designed to equip subject leaders with the latest insights, strategies, and collaborative opportunities to drive excellence in teaching and learning across the county.

Objectives of the subject networks

- **National and local updates:** stay informed on the latest national developments, including the forthcoming DfE curriculum and assessment review, and how these translate into strategic priorities for schools.
- **Hampshire's approach:** gain insight into HIAS's county-wide strategies, including the embedding of Ordinarily Available Provision to support inclusive practice.
- **Subject-specific expertise and leadership:** deepen pedagogical knowledge and leadership skills tailored to each subject area.
- **Collaborative practice:** share and learn from best practice across Hampshire schools, building a strong professional network of subject leaders to jointly problem solve.
- **Impactful CPD:** equip subject leaders to lead improvement confidently and effectively within their departments.

Subjects covered

Art • Design and Technology • Computing • Drama • English • Geography • History • Inclusion • Mathematics • MFL • Photography • PSHE/RSE • Science • Tackling Impacts of Economic Educational Disadvantage (TIED) • SEND • Performance and Progress Group (PAPG)

Flexible formats

- Blended delivery – subjects run a mix of face-to-face and virtual options
- Afternoon sessions; to reduce the impact of cover requirements. (English offers full day sessions).
- Booking made easy.
- Book via the Learning Zone using subject-specific keyword searches.
- Automated calendar invites sent via ESS or Learning Zone accounts.

Any questions regarding booking please contact the team at: cs.learninganddevelopment@hants.gov.uk

For bespoke support or questions, contact:

Jean Thorpe, County Education Manager

Email: jean.thorpe@hants.gov.uk

For booking information go to: **tinyurl.com/LearningZoneGuidance**. Use the keyword search or course name to search for this learning item in our catalogue.

Details of our upcoming subject networks https://hias-moodle.mylearningapp.com/course/view.php?id=104#section-3 are provided below.

Visit our subject courses Moodle page https://hias-moodle.mylearningapp.com/course/view.php?id=104 for our full catalogue of professional learning opportunities.

How to book

All training can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.

Learning Zone guidance

Visit our Learning Zone Moodle information page for Guidance on accessing the Learning Zone and managing bookings.

https://hias-moodle.mylearningapp.com/mod/page/view.php?id=481.

Need help?

To speak to a member of the Learning and Development team, please contact:

Email: cs.learninganddevelopment@hants.gov.uk.

Art

Autumn: 5 November 2026
Spring: 19 January 2027
Secondary Art Autumn
Secondary Art Spring
Sub £75 / SLA £55 / Full £90 *(price per session)*

Computing

Autumn: 23 October 2026
Spring: 22 January 2027
Autumn Secondary Computing
Spring Secondary Computing
Sub £95 / SLA £65 / Full £114 *(price per session)*

D&T

Autumn: 16 December 2026
Spring: 3 March 2027
Autumn 26-27 Design
Spring 26-27 Design
Sub £110 / SLA £80 / Full £132 *(price per session)*

Drama

Autumn: 11 November 2026
Spring: 23 February 2027
Autumn Drama
Spring Drama
Sub £80 / SLA £35 / Full £96 *(price per session)*

English

Autumn: 9 November 2026
Spring: 2 March 2027
English Autumn Network
English Spring Network
Sub £105 / SLA £55 / Full £126 *(price per session)*

Geography

Autumn: 5 October 2026
Spring: 18 January 2027 (*Webinar*)

Autumn Secondary Geography
Spring Secondary Geography

Autumn: Sub £85 / SLA £40 / Full £102
Spring: Sub £55 / SLA £40 / Full £66

History

Autumn: 18 November 2026 (*Webinar*)
Spring: 24 February 2027 (*Webinar*)

Autumn History Network
Spring History Network

Sub £60 / SLA £45 / Full £72 *(price per session)*

Inclusion Briefing

Spring: 27 January 2027

Spring Inclusion Briefing

Free

Inclusion Exchange

Autumn: 6 November 2026
Spring: 26 February 2027

Autumn Inclusion Exchange
Spring Inclusion Exchange

Sub £70 / SLA £45 / Full £84 *(price per session)*

Mathematics

Autumn 1: 22 October 2026
Autumn 2: 19 November 2026
Spring 1: 2 February 2027
Spring 2: 18 March 2027

Autumn 1 Maths
Autumn 2 Maths
Spring 1 Maths
Spring 2 Maths

Sub £90 / SLA £55 / Full £108 *(price per session)*

MFL

Spring: 3 March 2027

Spring Secondary MFL

Sub £80 / SLA £55 / Full £96

PSHE/RSE

Autumn: 4 November 2026
Spring: 17 March 2027

Autumn Secondary PSHE
Spring Secondary PSHE

Sub £70 / SLA £40 / Full £85 *(price per session)*

Performance and Progress Group (PAPG)

Autumn: 18 November 2026
Spring: 17 March 2027

Autumn PAPG
Spring PAPG

Sub £70 / SLA £30 / Full £84 *(price per session)*

Science

Autumn 1: 12 October 2026 (South)
13 October 2026 (North)
Catch up webinar: 15 October 2026

Autumn 2: 24 November 2026 (South)
25 November 2026 (North)
Catch up webinar: 26 November 2026

Spring 1: 27 January 2027 (South)
25 January 2027 (North)
Catch up webinar: 28 January 2027

Spring 2: 16 March 2027 (South)
17 March 2027 (North)
Catch up webinar: 18 March 2027

Autumn 1 Science
Autumn 2 Science
Spring 1 Science
Spring 2 Science

Sub £90 / SLA £55 / Full £108 *(price per session)*

SEND Briefing (*Webinar*)

Autumn: 13 October 2026
Spring: 2 February 2027

Autumn SEND
Spring SEND

Sub £35 / SLA £20 / Full £42 *(price per session)*

TIED

Autumn: 19 November 2026
Spring: 11 March 2027

Autumn TIED
Spring TIED

Sub £70 / SLA £45 / Full £84 *(price per session)*





