



Hampshire
County Council

Improvement and
Advisory Service

District Headteacher Briefings

Summer 2 2025

B&D headteacher updates

Acting/Interim heads

- Mel Rennison – Sherborne St John Primary
- Michelle Dunwell – Whitchurch
- Amelia Mohain – Tadley
- Helena Walker – Winklebury Federation
- Diane Charman – Chiltern

New heads

- Winklebury Federation – Katy Bartlett
- Tadley – Joanne Bruce Carter
- Whitchurch – David Ware
- Four Lanes Federation – Ruth Griffiths
- Hounsme Fields – Bradley Carter
- St Martin's – Mel Rennison

Headships

- Kempshott Junior
- Rucstall
- Sherborne St John

Summary

- Information on complaints (4-7)
- [DfE Attendance Toolkit \(8\)](#)
- Attendance Hub dates (9)
- Key Assessment Dates and Actions (11-14)
- Ofsted Update (16-17)
- [Safeguarding Audit 2025 \(18\)](#)
- [Health & Safety Incident \(19\)](#)
- Emergency School Closures (20)
- [EYFS Safeguarding Reforms \(22\)](#)
- Finance and HR performance summary (25-26)
- Reasonable adjustments for VI children (27)
- [Public Health Survey – Year 5, Year 6 and staff \(28-39\)](#)
- Hampshire Curriculum Conference 2025 (30)
- District and County Training offers (34-35)
- Headteacher Well-being (43-44)

**Please read all
slides for full
information**

**Slides with actions
are hyper-linked and
relevant action is
highlighted on the
slide**

Complaints

Complaints come into us through different routes

- Ofsted / DfE
- MPs and Cllrs
- Via LADO when they don't meet threshold
- Via Children's Services complaints

LA has a statutory duty around safeguarding for all schools including academies. Ofsted complaints are usually sent to us under the safeguarding banner but that covers a wide range of issues. Some are deemed 'qualifying complaints' in this instance HMI will often contact us directly and will sometimes contact the school directly. A follow up letter is sent from Ofsted to the school after these complaints.

Complaints

Children's services complaints are almost always directed back to the school, and we will let you know that it is coming. LADO complaints that do not meet threshold are usually directed back to the school / GB to investigate as necessary.

Ofsted / DfE and MP/ Cllrs process

- LA receives the complaint, usually relatively rapid turnaround
- Some complaints are anonymous, and we don't have the complainants' details
- SIM will contact head to let them know complaint has been received and will share the detail of the concerns as far as they can
- They will either arrange to visit or will tell you the information they need in order to shape a response
- The SIM visits or discusses with the head asking for supporting evidence

Complaints

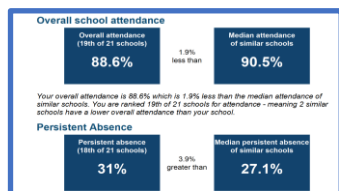
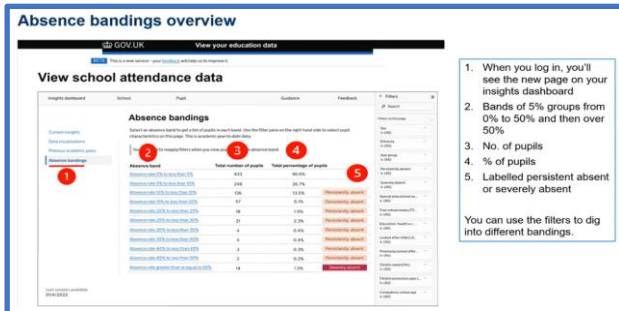
- The SIM will write a response to the complaint, they will share the essence of what they are saying including any advice for the school.
- The complaint responses come to Ann Truman to check and then onto Natalie, MP / Cllr complaints also go through Stuart.
- Unless it is a qualifying complaint nothing further is heard from Ofsted
- They may follow up when you are next inspected but in a general way. HMCI clear that Ofsted 'do not inspect complaints'.
- Our responses will always refer the complainant back to school's complaints policy
- We do throw complaints back to Ofsted , if we do this we let you know what we have received

Complaints

How you can help us:

- Provide clear, factual and relevant information including dates
- Follow your own policies
- Be clear about whether a parent is complaining formally or just wants a chat
- Remember we receive a relatively high volume of complaints; many have already been resolved between the complainant and the school before they even reach us
- DO NOT WORRY, it is a process that has to be completed and if we are worried about any of your practice we will discuss this with you. And if you are worried please talk to your LLP or SIM or a colleague.

DfE Attendance Toolkit – View Your Education Data (VYED)



Areas of relative strength

By comparing your attendance data with similar schools' from the start of the academic year 2024 to 2025 up to Tuesday 08 April 2025, we have identified 3 areas where your school is performing comparatively well.

1. Your year 8 attendance was 93.1%, which is more than 18 out of 20 similar schools. You also had fewer persistently absent pupils in year 8 than 18 out of 20 similar schools.
2. Your year 10 attendance was 88.7%, which is more than 10 out of 20 similar schools.
3. The attendance of your pupils with special educational needs was 84.7%, which is more than 10 out of 20 similar schools.

Areas to focus on

We have identified three areas where similar schools' have managed to achieve a higher attendance rate. If you can match their achievements in these three areas, then your overall attendance rate would increase from 88.6% to 92.7% and the proportion of your pupils who are persistently absent would drop from 31% to 22%.

1. The attendance of your pupils eligible for free school meals was 80.5%, which is lower than at least a quarter of many similar schools. If you increased attendance for pupils eligible for free school meals to 86.3%, then your overall attendance would increase by 1.69 percentage points and your overall persistent absence percentage would drop by 4.19 percentage points.
2. Your year 9 attendance was 85.9%, which is lower than at least a quarter of similar schools. If you increased it to 91.1%, then your overall attendance would go up by 1.36 percentage points and your overall persistent absence percentage would drop by 3.1 percentage points.
3. Your year 11 attendance was 86.5%, which is lower than at least a quarter of similar schools. If you increased it to 90.8%, then your overall attendance would

The DfE expects all schools to be familiar with the VYED, using it regularly to analyse their own school data. Particularly with reference to:

- **Banding analysis** – complete and use to identify priorities, particularly focusing on 'close to' groups
- Compare themselves to similar schools nationally using the **Attendance Summary Report**
- Reviewing the '**Areas of relative strength**' and '**Areas to focus**' on which are identified in the reports

To help schools with these tasks, information is available from the LA via:

- I&EE Attendance Hubs
- Banding Analysis webinars
- Targeting Support Meetings
- **A MS Form will be circulated via Schools Comm shortly for schools to complete, clarifying their use of VYED**

For DfE video help with banding, see this video:

[Monitor your school attendance - April update - YouTube](#)

2025/26 I&EE (Attendance) Hubs Dates

- Primary

Area	Autumn Term 2025 F2F - venues tbc	Spring Term 2026 Virtual (Teams)	Summer Term 2026 F2F - venues tbc
Havant	Thursday 6 November 9.30am -11.30am	Tuesday 20 January 2026 9.30am -11.30am on Teams	Friday 15 May 2026 9.30am -11.30am
Fareham & Gosport	Tuesday 12 November 9.30am -11.30am	Tuesday 3 February 2026 9.30am -11.30am on Teams	Thursday 21 May 2026 9.30am -11.30am
Hart & Rushmoor	Thursday 20 November 9.30am -11.30am	Thursday 26 February 2026 9.30am -11.30am on Teams	Thursday 4 June 2026 9.30am -11.30am
East Hants	Tuesday 2 December 9.30am -11.30am	Thursday 5 March 2026 9.30am -11.30am on Teams	Tuesday 9 June 2026 9.30am -11.30am
New Forest	Wednesday 1 October 9.30am -11.30am	Tuesday 10 March 2026 9.30am -11.30am on Teams	Thursday 11 June 2026 9.30am -11.30am
Test Valley	Tuesday 16 September 1.00pm - 3.00pm	Thursday 12 February 2026 1.30pm – 3.30pm on Teams	Tuesday 16 June 2026 1.30pm – 3.30pm
Basingstoke & Deane	Tuesday 14 October 1.30pm – 3.30pm	Tuesday 13 January 2026 1.30pm – 3.30pm on Teams	Tuesday 30 June 2026 1.30pm – 3.30pm
Winchester & Eastleigh	Thursday 23 October 9.30am -11.30am	Thursday 15 January 2026 9.30am -11.30am on Teams	Tuesday 2 June 2026 1.30pm – 3.30pm

Assessment Update

Summer 2 2025

Key Dates

- ~~Tuesday 8 July KS2~~ - test results and marked script images available for KS2
- **Friday 18 July** - Deadline for schools to submit marking review applications on the PAG
- **Wednesday 10 September** - Review outcomes returned to schools on the PAG

Data Collection

- **17 July** - EYFS - KS1 - Phonics Screening - Checking Exercise

Reporting to parents

The report must start from the day after the last report was given, or the date of the pupil's admission to the school, if later. It must be made available to parents before the end of the summer term.

The report must cover the pupil's:

- achievements
- general progress
- attendance record

Reports for pupils must also include the results of any statutory national curriculum assessments the pupil has undertaken in that academic year. This includes the **phonics screening check in Year 1** (and, where relevant, Year 2) and the **multiplication tables check in Year 4**.

Reports for pupils at the end of **Key Stage 2 (KS2)** must also include the outcomes of the relevant assessments, as detailed below.

[Reporting to parents at the end of Key Stages 1 and 2 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/reporting-to-parents-at-the-end-of-key-stages-1-and-2)

All reports must also include any arrangements for the pupil's teacher to discuss the report with the pupil's parents.

Reporting to parents

End of Key Stage 2

For pupils at the end of KS2, reports must include:

- the results of any national curriculum tests taken, including the pupil's scaled score, and whether or not they met the expected standard
- the outcomes of statutory national curriculum teacher assessment in English writing and science
- where appropriate, a statement explaining why any national curriculum test has not been taken

KS2 reports must also include [comparative information](#) about the attainment of pupils of the same age:

- in the school
- in the core subjects nationally

End of Key Stage 1

End of key stage 1 (KS1) assessments became non-statutory from the academic year 2023 to 2024. For pupils at the end of KS1, there are no additional statutory reporting requirements and, if schools choose to administer the optional end of KS1 tests or teacher assessments, they do not have to report the results to parents.

All reports must also include any arrangements for the pupil's teacher to discuss the report with the pupil's parents.

Assessment

Primary Assessment courses

Course title	Key outcomes
New to Year 6	Supporting teachers in carrying out their statutory obligation to assess children at the end of key stage 2 against the Teacher Assessment Framework.
KS2 standardisation	Support for Year 6 teachers in carrying out their statutory obligation to assess children at the end of Key Stage 2 against the Teacher Assessment Framework in writing.
Primary assessment networks	Supporting assessment, recording and reporting in the school at EYFS, Key Stage 1 and Key Stage 2. Exploring how assessment impacts teaching and learning.
Securing strong foundations in KS1 maths and English (new for 25/26)	This course will support teachers in identifying the foundational knowledge in both English and maths. It will provide a model of progression for the six-term journey across KS1 and demonstrate how this leads to mastery of the National Curriculum in English and maths at the end of Y2.
Raising attainment in Y5 (new for 25/26)	In response to the Y6 project delivered across Hampshire in 2024/2025, this course is designed to develop Y5 teacher's understanding of Y6 expectations. It will demonstrate how their curriculum can be sequenced to ensure key foundation skills are secure and how assessment can be used to identify gaps in learning and effectively address these.
Question level analysis	This course will support senior leaders alongside maths and English leads to gain additional insight into pupil performance through focusing on question level analysis of the KS2 SATS. Leaders will be able to review and address areas of need in order to refine strategic plans and ensure that all children make good progress throughout the year in English and mathematics.
Raising attainment in Y6 (new for 25/26)	Supporting schools with improving outcomes at the EOKS2 through the forensic use of data and the rapid identification of those children at risk of not 'keeping up' and not meeting the expected standard at the end of Year 6.
Assessment across the wider curriculum (new for 25/26)	This training aims to give leaders the opportunity to discuss principles of effective assessment and how these can be used practically to support assessment and its impact for foundation subjects.
Using FFT and Perspective Lite	Understanding the effective use of data systems to raise outcomes.

Ofsted Update

Summer 2 2025



Summary of press release: [Ofsted confirms September publication for consultation response, ahead of new-look education inspections from November - GOV.UK](#)

- Consultation Overview: Over 6,500 responses were received from parents, educators, and representative bodies on proposed changes to Ofsted inspections.
- Testing and Feedback: More than 200 test visits were conducted to trial new inspection methods and gather feedback from providers and inspectors.
- Timeline update and delay : Due to the volume and depth of feedback, Ofsted will delay its formal consultation response until **early September 2025** (originally planned for summer term).
- Commitment to Improvement: HMCI emphasises that the consultation was meaningful and that proposals are not final changes will be made based on feedback including parental feedback
- Parental feedback on report cards Parental response to the proposed new-look Ofsted report cards was overwhelmingly positive. 68% of parents surveyed said they preferred the new report cards over current inspection reports. 88% found the proposed report cards easy to understand, highlighting their clarity and accessibility.
- Commitment to all schools having received an inspection under the current framework by the end of summer 2025

Ofsted – Next Steps and Timelines

Further Testing of Revised Proposals - Ongoing through summer 2025

Analysis and Refinement

- Feedback from test visits will be reviewed and used to refine the inspection toolkits and methodology
- Final adjustments will be made before implementation

Inspector Training Programme - A full training programme for inspectors will be rolled out **before November 2025**

Engagement and Preparation for Providers

- Schools and other providers will receive support and guidance ahead of the new framework (*not clear what this will look like!*)
- Engagement activities are expected to ramp up in **early autumn 2025**

Formal Consultation Response - Ofsted will publish its full response to the consultation in **early September 2025**

Implementation of New Framework

- Routine Inspection still expected to restart November 2025

Safeguarding Audit 2025

[Annual audit: safeguarding children in education | Education and learning | Hampshire County Council](#)



Amendments:

- Additional question (Q39) regarding Young Carers and whether any referrals have been made for a Young Carer Assessment this year.
- Series of questions on physical intervention (PI) which have been further 'refined' this year. Purpose:
 - to gauge the extent of the use of PI in schools
 - to support Primary Behaviour Service (PBS) to get a clear picture of use of PI in schools and how best to support and develop the training offer.

Audit form to be completed by 30 September 2025.

Health and Safety Incident

Following a recent incident where a child sustained a serious injury and lost the tip of their finger due to entrapment in a door hinge requiring hospital treatment to reattach it, please **urgently review your risk assessments and control measures** to ensure that **suitable and sufficient safeguards** are in place to prevent similar incidents.

DFE recommends that 'Finger guards shall be fitted to all doors to all spaces used by Early Years and Key Stage 1 pupils, and in any space identified for SEN, where it is very likely for pupils to be present'

The **Manual Doors and Gates** guidance has been updated to include the latest advice from the (DfE) on appropriate safety measures.

The guidance and templates for risk assessment are all available on the Schools H&S Pages on Hampshire Services For Schools - [School's Health & Safety Website](#). If you have any questions, please email csbst@hants.gov.uk

[Updated Manual Doors and Gates Guidance following an incident SC000027127](#)

Emergency School Closures

- Schools should report emergency school closures using the Emergency School Closures submission form – the ‘how to’ guide for using the form is here: [Reporting an Emergency School Closure](#)
- Once reported, school closures are listed on the County Council’s public facing webpage: [Emergency school, college, children’s centres and nursery closures in Hampshire | Education and learning | Hampshire County Council](#)
- To help keep the public informed of any school closures in the county, the first emergency school closure reported on any given day is sent to local radio stations. Stations are asked to keep checking the school closures webpage for any closures subsequently reported on that same day.
- Given that this information is shared with radio stations and is public facing, you should carefully consider what and how much information you share in your school closure notifications, as these could potentially attract media interest.
- While it may be appropriate to share a greater level of detail with parents through your own direct channels, school closure notifications should ideally be brief and include information suitable for a much wider audience, including the local media.
- For more information about emergency school closures, go to: [Report an Emergency School Closure \(ESC\)](#)

Services for Young Children

Update

Summer 2 2025

Early Years Foundation Stage (EYFS) Safeguarding Reforms

[Early Years Foundation Stage \(EYFS\) Safeguarding Reforms: Summary of changes](#)

The EYFS statutory framework is mandatory for all Early Years (EY) settings. It sets the standards that all EY providers must meet to ensure that children learn and develop well and are kept healthy and safe.

What you need to do

From 1 September 2025, all registered EY providers must follow the new EYFS framework. Whatever your role and type of setting you work in, you'll need to be working to the new framework.

Ahead of then, make sure you understand what is changing and how this might impact your practice.

The consultation outcome can be found on the [Early years Foundation Stage \(EYFS\) safeguarding reforms](#) page. This sets out the new EYFS wording and will help you understand the changes you will need to make.

The DfE have also created a [Summary of EYFS changes](#) and published a [vodcast](#). These are available on the Foundation Years website.

Early Years Training Opportunities



Autumn Term 2025

£202

Early Years Essentials: Navigating the EYFS for Staff New to Reception	29/9/25
EYFS Curriculum in Action (2 x ½ day sessions)	30/9/25 4/11/25
EYFS Inclusion in Year R - Ordinarily Available Provision	2/10/25
EYFS Let's Get Fit to Learn in Reception	7/10/25
EYFS Tinkering with Woodwork	9/10/25
EYFS Leading the Way	4/11/25
EYFS Head Teacher and Senior Teachers New to EY (2 x full days £350)	6/11/25 10/02/26

EYFS training for schools (Search 'EYFS' on The Learning Zone)

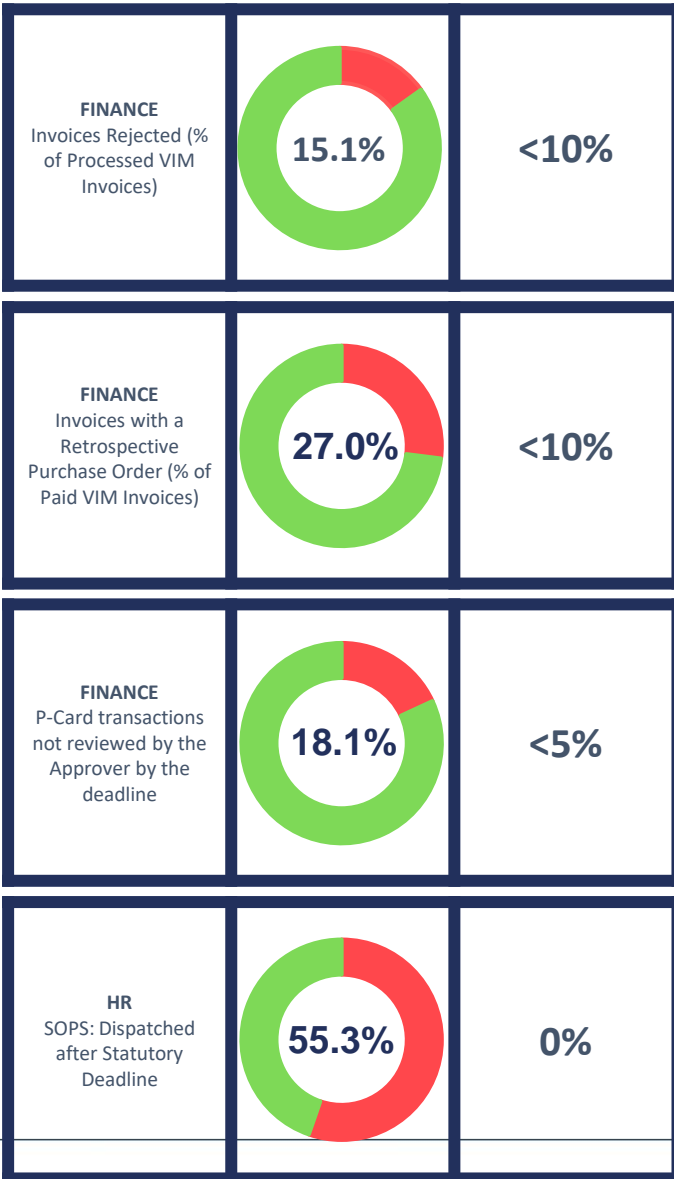
General update

Summer 2 2025

PERFORMANCE SUMMARY: TARGETS & TREND DATA

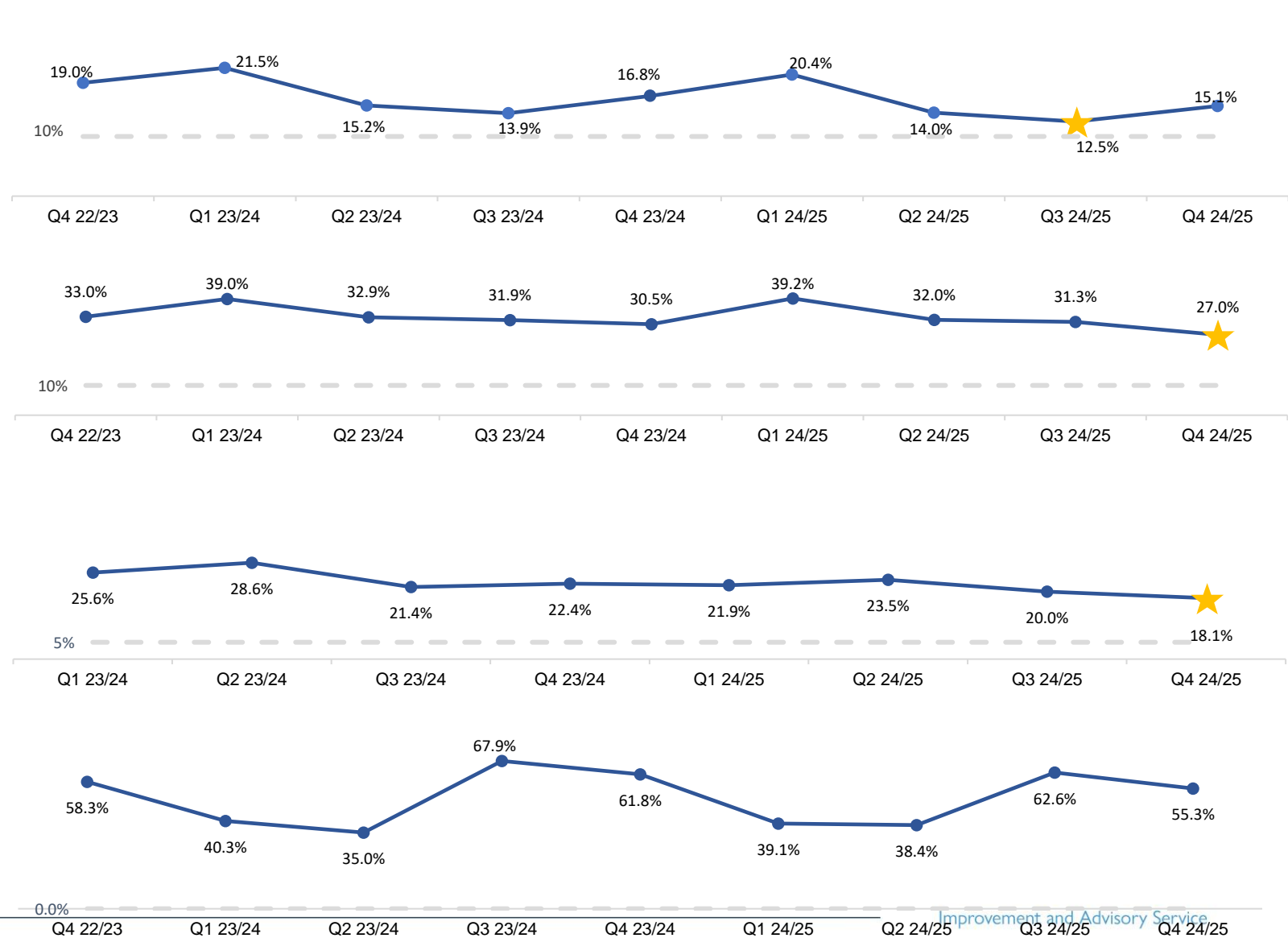
HEADLIGHTS

MEASURE PERFORMANCE TARGET

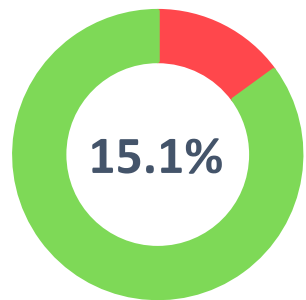


TREND

Partner Result Target Best Result



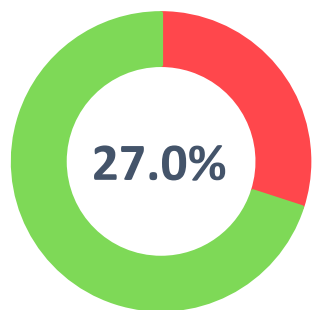
HEADLIGHTS: ACTION REQUIRED



REJECTED INVOICES

HCC Schools to:

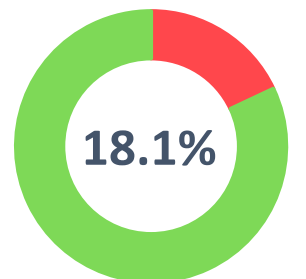
- Ensure appropriate and timely use of purchasing routes to reduce proportion of rejected invoices.



RETROSPECTIVE PURCHASE ORDERS

HCC Schools to:

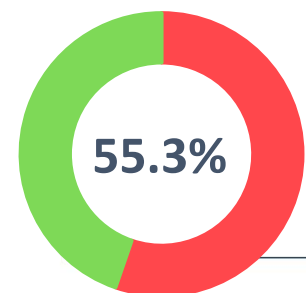
- Ensure appropriate and timely use of purchasing routes to reduce proportion of retrospective orders.



PURCHASING CARD APPROVERS

HCC Schools to:

- Reduce non-approved transactions encouraging relevant purchasing card approvers towards compliance. **Value of transactions not approved in Q4 £303,000.**



STATEMENT OF PARTICULARS (SOPS) SENT AFTER STATUTORY DEADLINE

HCC Schools to:

- Adhere to Good Work Plan legislation through timely submission of HR forms, particularly those for new starters. **530 out of 959 forms were sent after the statutory deadline with less than 5 working days notice.**

Improving accessibility for children and young people with a vision impairment

Developed by the charity Guide Dogs and the National Sensory Impairment Partnership (NatSIP), the guidance supports schools to put in place effective reasonable adjustments. 'Reasonable adjustments' are the changes schools must make to ensure education is accessible to everyone. They help create an inclusive learning environment and are vital to giving the approximately 41,000 children and young people with vision impairment the same opportunities as their sighted peers. However, often schools are unaware of what these adjustments are and how they can make them.

The guidance outlines what schools' obligations are to provide support, along with practical steps on how to do so. You can find the guidance on the Guide Dogs website at: [Guide Dogs Charity - support and information for reasonable adjustments in schools](#)
[Reasonable Adjustments in Schools - England 2024](#) (link to the guidance)

If you would like any further information on the guidance, you can contact Guide Dogs directly at publicaffairs@guidedogs.org.uk.

Public Health Survey – Y5 (and Y6) pupils and staff

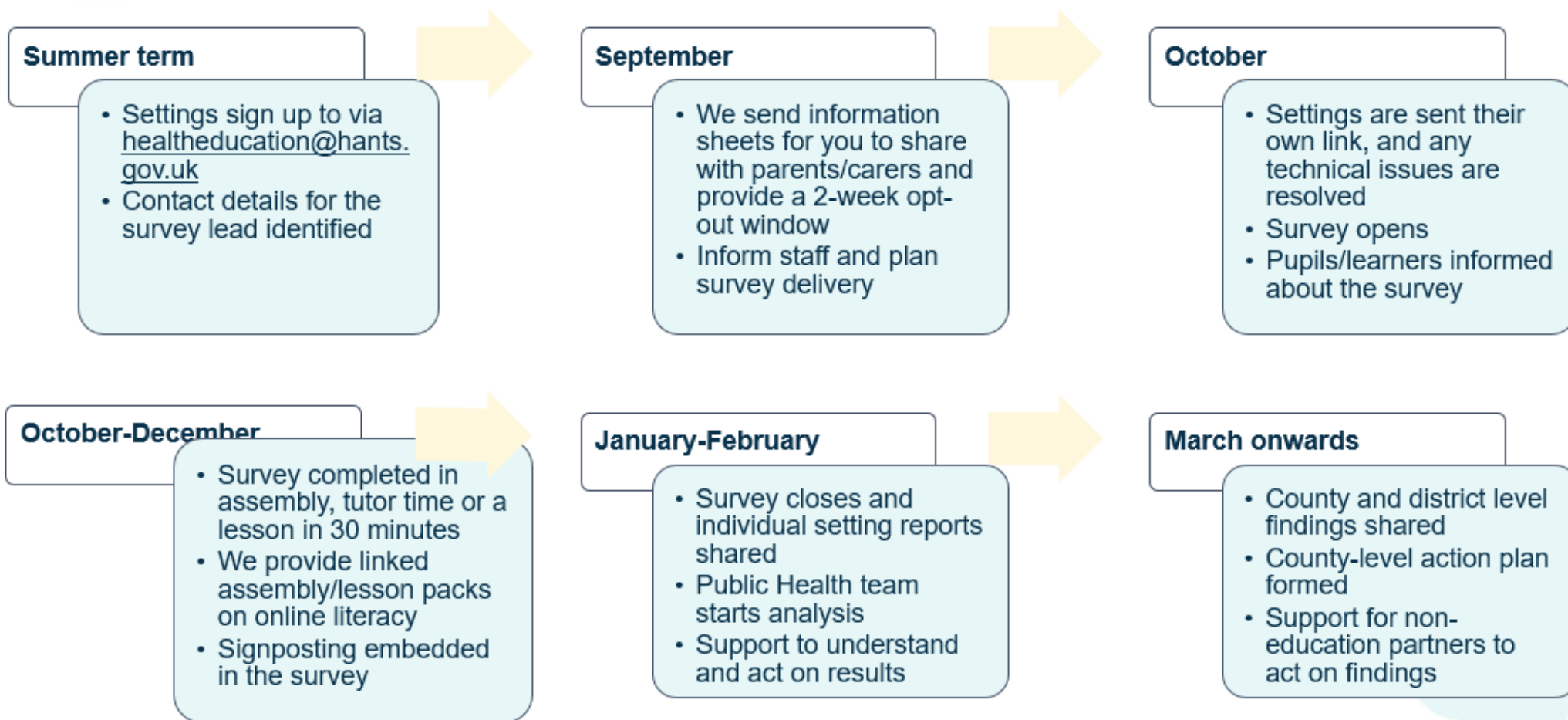
Public Health, in partnership with Children's Services, conducts surveys of pupils and learners in Primary Schools and Post-16 settings, and all education staff in early years, primary, secondary and post-16. These are every two years.

This is a unique opportunity to gain valuable insights into your pupils' wellbeing, experiences, and needs. New for this year, settings who sign up for the Primary survey also have the option of surveying their Year 6 pupils as well as Year 5.

The surveys identify areas where partners can work together to support education staff and settings and improve the wellbeing of children and young people.

The next round of surveys will be launching October 2025 – any setting can register interest now by emailing healtheducation@hants.gov.uk.

How do settings deliver the survey?





Hampshire Curriculum Conference 2025

Hampshire Primary Schools

Thursday 2 October 2025

For Headteachers, Senior Leaders and Curriculum Leads

Learning Outcomes:

- Inspire and reinvigorate colleagues to reflect on their own curriculum offer.
- Deepen understanding of key aspects of highly effective curriculum design.
- Reflect on your school's curriculum journey and consider future steps.
- Reflect on the implications of the new Curriculum Review for your school.
- Gain a deeper understanding of the dynamic relationship between content, pedagogy, and assessment.

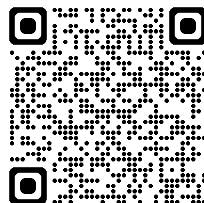
Conference details

Date and time: 2 October 2025, 09:00 – 16:00

Location: Botley Park Hotel, Southampton

Cost: Sub £140 / SLA £20 / Full £168

Use the keyword 'Curriculum Conference' to search and book on the Learning Zone.



Keynote Speaker: Jonathan Lear
Associate of Independent Thinking Ltd
The Importance of Effective Curriculum Design
with input based on local school experiences

County, District and HTLC courses



County and district offers:

[Winchester & Eastleigh](#)



HTLC courses:

We provide subject specific training and courses. Please visit our [Upcoming HIAS Training Offers on the Learning Zone page](#) for full details of our current training offer.

HIAS Moodles
home

**Live and
booking!!**

Basingstoke and Deane District offer

If the course you are interested in is closed, please contact school.improvement@hants.gov.uk and include the course name in the title.



New to Subject Leadership (primary)

Designed to support subject leaders by exploring the range of skills required to address the specific challenges faced when leading a subject.

**More
Information**

**Book your
place**

Course code: 2526-002



Collaborative Curriculum Development; creating a Subject Leader Toolkit

This course will equip you and your subject leaders with articulating the effective monitoring and impact on your subject developments within the wider curriculum.

**More
Information**

**Book your
place**

Course code: 2526-003




Excellent Teacher Programme


Supporting our strongest







Parent engagement project

Headteacher wellbeing resources - HIAS Moodle




Search 

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Home > Courses > Course materials > Headteacher wellbeing > Headteacher wellbeing resources



Headteachers Wellbeing conference 2025

Building psychological flexibility to respond well to challenges

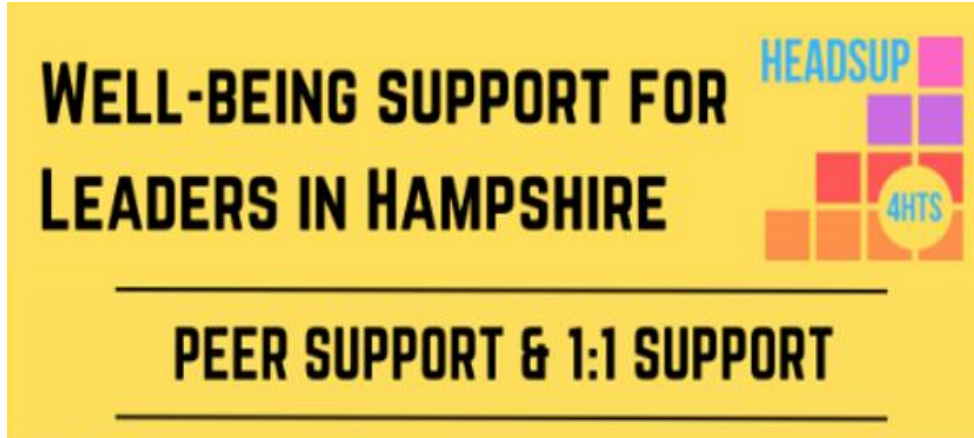
HIAS Moodles home

Leadership home

Open resources

Moodle+

Headsup4HTS



HeadsUp4HTs

All support is confidential
and not shared with
HIAS

SIGN UP TO JOIN A PROGRAMME

[HTTPS://FORMS.GLE/XKJWX6PHUL9BYU2S9](https://forms.gle/XKJWX6PHUL9BYU2S9)



HeadsUp4HTs and Hampshire (google.com)

OVERWHELMED? NEED A LISTENING EAR?

Get in touch & we will call you back



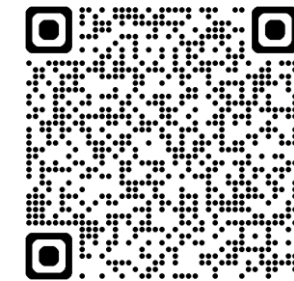



<https://forms.gle/F944PCjLkENNcSUx5>

1:1 CONFIDENTIAL SUPPORT

HeadsUp4HTs are available to talk with Headteachers who are looking for 1:1 emotional support & a listening ear.

- Confidential, non-judgemental safe space to share
- Up to 3 x 30 minute supportive phonecalls
- Wellbeing and emotional support
- A listening ear from someone who is or has been a Headteacher



Triage form for call back