



Hampshire
County Council

Improvement and
Advisory Service

District Headteacher Briefings Basingstoke and Deane

Autumn 1 2025

Local headteacher updates – Basingstoke and Deane

New heads

- Joanne Bruce-Carter – Tadley
- Bradley Carter – Hounscome Fields
- Mel Rennison – St Martin's
- Katy Bartlett – Winklebury Fed
- David Ware – Whitchurch
- Ruth Griffiths – Four Lanes Fed
- *Rachel Hughlock – Rucstall (Jan 26)*
- *Andrea McWilliams-Bowe – Kempshott Jnr (Jan 26)*
- *Vicki Alvis – Sherborne St John (Jan 26)*

Acting/Interim heads

- Laura Thomas / Angela Nichols – Hatch Warren Jnr
- Caroline Hulse – Sherborne St John
- Simrit Otway / Nick Blake – Rucstall
- Diane Charman - Chiltern

Headships

E and I Update

Caroline Wilkins (SIM for Havant and East Hants) retires at Christmas. We wish her all the best – she is currently planning the gap year she never had.

Chris Brooks Martin has been appointed as the new SIM for East Hants and Havant.

This does mean that there are going to be some changes to LLPs in the district.

Summary

- Giving every child the best start in life (5)
- [LLPR guidance \(6\)](#)
- Escalation of concerns (7)
- 'Families' magazine (8)
- [National curriculum assessment portal \(10\)](#)
- Ofsted Update (12-21)
- EYFS attainment data (23-28)
- Phonics attainment data (29-34)
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- The writing framework (53-59)
- [Martyn's Law \(60-63\)](#)
- School Transport (64)
- EYFS update (65-74)
- [School Library Service \(75-77\)](#)
- [Back to Basics training \(78-80\)](#)
- [Public Health Survey for Year 5 and Y6 \(81-82\)](#)
- Headteacher Well-being (83-86)

**Please read all
slides for full
information**

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

Giving Every Child the Best Start in Life

The Government published the [Best Start in Life strategy](#) which includes a number of measures to ensure children are school ready by Year 1

As part of this the GLD outcomes have been made statutory and Hampshire has been set statutory targets for GLD achievement including for disadvantaged pupils.

2025 Hampshire GLD 71.9% National 67.7%

20205 Hampshire GLD for disadvantaged pupils 50.1%. National 51.4%

2028 Targets for Hampshire

- GLD 80.9% (+9%)
- GLD for disadvantaged pupils 61.1% (+11%)

LLPR Guidance (Primary)

Primary Leadership and Learning Partner Guidance 2025-2026

SC000027364

Broadly the same as last year with some additions...

- Attendance is threaded through and will be explored as part of the discussion
- Governance questions have been broadened to reflect their strategic role – **we would like at least one governor to attend the LLPR**
- Some schools may receive an extra half day data visit where we do not feel this can be sufficiently explored within the LLPR
- Teaching and learning and the impact on standards remains the focus. Activities should all gather evidence around these areas and be joined up rather than discrete activities.
- **As a result of the GLD changes over the summer GLD will now be explored more fully in the LLPR**

Escalation of concerns...

[7.3 Working Together to Resolve Professional Differences \(escalation and resolution\) | Hampshire, Isle of Wight, Portsmouth and Southampton](#)

If you have concerns about social care or individual children, please use the above escalation protocol.

Emails direct to Stuart Ashley do not help to accelerate action (bit like a parent going to Ofsted before discussing with the school).

'Families' Magazine

- A magazine with this title is being regularly sent to schools to distribute. The County Council has received complaints about it because it advertises independent schools and in some cases academies and the complainants believe it is marketing.
- This magazine is not a County Council publication and is produced by an independent company

Assessment Update

Autumn 1 2025

New National Curriculum Assessment Portal (NCA Portal)

The new National Curriculum Assessment Portal (NCA Portal) went live on Monday 22 September for all school users. If your contact details were correct on the Primary Assessment Gateway (PAG), you will have received access information on how to access the NCA Portal. That email includes a secure link to **activate your account and create your password.**

There are some new changes on the NCA Portal including:

- the merging of the attendance register and aid notification into a single online-only process
- a streamlined headteacher declaration form (HDF) that can be completed once you've submitted your attendance register

You can find more information and support accessing the NCA Portal in the Test Operations Service provider guidance for schools. <https://www.gov.uk/guidance/new-test-operations-service-provider-information-for-schools>

Ofsted Update

Autumn 1 2025

New Ofsted Framework– Key changes

Replacement of Overall Judgement with Report Cards

Schools will no longer receive a single-word judgement (e.g. “Good” or “Inadequate”).

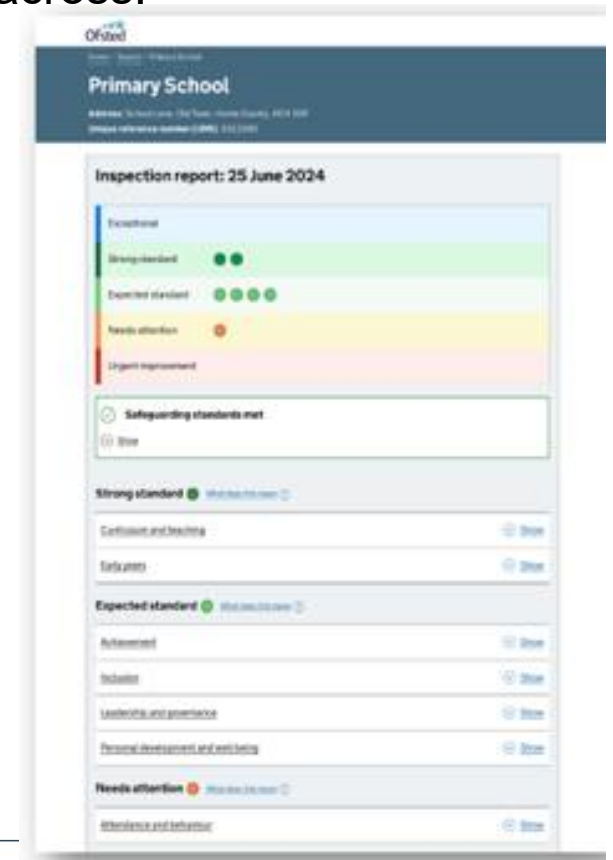
Instead, they will receive a multi-dimensional report card with graded evaluations across:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management
- Inclusion and SEND provision

Each area will be graded separately.

- Exceptional
- Strong Standard
- Expected Standard
- Needs Attention
- Urgent Improvement

A new ‘Exceptional’ grade will be introduced to highlight outstanding practice.



New Ofsted Framework– Key changes

Inclusion and Wellbeing Focus

- Inspectors will place greater scrutiny on:
 - SEND provision and inclusion strategies
 - Mental health and wellbeing of pupils and staff
 - Attendance and off-rolling practices
- Schools will be expected to demonstrate how they support vulnerable learners and promote equity.

New Ofsted Framework– Key changes

Contextualisation of Inspection Outcomes

Report cards will include contextual data such as:

- % of pupils with SEND

- % of pupils eligible for FSM

- % of pupils with EAL

- Local deprivation indices

New online insights platform (due November 2025)

This aims to ensure fairer comparisons and reduce stigma for schools serving disadvantaged communities.

New Ofsted Framework– Key changes

Removal of the ‘Best Fit’ Approach

Ofsted will no longer use the **‘best fit’ model**, where a single overall grade was based on a weighted average of different areas.

Each domain will now be **graded independently**, allowing strengths and weaknesses to be recognised without being overshadowed.

This change is intended to reduce the disproportionate impact of one area on a school’s overall judgement and provide a more balanced view.

New Ofsted Framework – key changes

Inspection Process Reforms

Additional inspector added to teams to improve depth and reduce pressure.

Greater emphasis on dialogue and professional respect during inspections.

Schools will be encouraged to share their contextual challenges and strategies.

Pre-inspection preparation will be streamlined to reduce administrative burden.

New Ofsted Framework– Key changes

Early Years and Primary-specific Adjustments

Revised toolkits aim to better reflect the developmental nature of early education.

Primary schools will see more emphasis on:

- Curriculum coherence and progression

- Phonics and early reading

- Transition support between EYFS and KS1

Concerns remain about inspector expertise in EYFS settings, especially for childminders and nursery schools.

New Ofsted Framework - Timings

10 November to Christmas: Ofsted will prioritise volunteer schools for full inspections.

These inspections will use the new report card format, including a full set of graded judgements.

From 1 December onwards: If enough volunteers remain, they will continue to be prioritised.

Normal inspection scheduling will resume **no earlier than 1 December.**

Final week before Christmas: No inspections will be carried out.

Initial inspections will only be carried out by HMI – no OIs

Ofsted Engagement with schools – Nominee training

LA response

Previous inspection framework

Regular briefings for school leaders and governors

Bespoke sessions for individual schools

'The LA response to Ofsted inspection' – reviewed termly to ensure defined support provided (on Moodle)

Focus through school briefings including half termly district headteacher meetings

Trained Ofsted inspectors as part of the LA school improvement service

At least annual contact with all LA schools

LA response

New inspection Framework

Continue to offer **everything previously offered** plus:

- Additional briefings for schools including those likely to be inspected early under this framework.
- Attendance at Ofsted briefing sessions held during the Autumn term
- Updates from LA staff trained as Ofsted inspectors
- Bespoke training for all members of the school improvement service
- Briefings for other LA services who support schools – Education Personnel Service, etc.
- Governance team providing revised training sessions for governors

Ofsted Inspection Nominee Training Sessions for Headteachers

Ofsted is offering three bookable sessions focused on the role of the Nominee in the new Ofsted framework. Each session has limited capacity and will close once full. Please book **only one session**.

Wednesday 22 October 2025

Option 1 09.30-11.00 Cornerstone CE Primary, Bluebell Way, Whiteley, Fareham PO15 7QE

Option 2 12.30-14.00 Queen Mary's College, Cliddesden Road, Basingstoke, RG21 3HF

Option 3 15.45-17.15 Yateley School, School Lane, Yateley, GU46 6NW

Click here to book your place [Ofsted Briefings, 22 October 2025](#)

Attainment 2025

EYFSP, Phonics, KS2

EYFSP Headlines

Measure	Group	2025	2024	2023
GLD - Good Level of Development	England (all schools)	68.3%*	67.7%	67.3%
	Hampshire LA (pub)	71.9%	71.8%	71.7%

* = data not published by DFE for 2025. Nexus -NCER National used.

Data source: DaIT report- HCC – EYFSP – Provisional 2025 – 2. Attainment 25/07/25

EYFSP – Pupils achieving GLD

HIAS District	Good Level of Development (GLD)
England - All schools	68.3%*
HCC LA Published	71.9%
Basingstoke	73.4% (74.1%)**
East Hants	74.3% (74.8%)**
Eastleigh	76.1% (76.1%)**
Fareham	73.0% (74.1%)**
Gosport	63.3% (63.3%)**
Hart	74.6% (74.6%)**
Havant	67.4% (68.8%)**
New Forest	69.5% (71.1%)**
Rushmoor	70.7% (69.5%)**
Test Valley	66.6% (75.0%)**
Winchester	74.2% (75.5%)**

* data not published by DFE for 2025. Nexus -NCER National used.

** data in brackets is excluding Specials

EYFSP SEN Headlines

	All pupils		SEN Support		EHCP		No SEN	
Year	2025	2024	2025	2024	2025	2024	2025	2024
England (all schools)	68.3%*	67.7%	26.4%*	25%	3.9%*	4%	76.7%*	75.8%
LA (pub)	71.9%	71.8%	29.8%	29%	7.1%	5.3%	79.2%	78.2%

* = data not published by DFE for 2025. Nexus -NCER National used.

Data source: DaIT report- HCC – EYFSP – Provisional 2025 – 4. Pupil Characteristics 29/07/25

EYFSP GLD SEN District

HIAS District	EHCP	SEN Support	No SEN
National*	3.9%*	26.4%*	76.7%*
LA - Hampshire (published)	7.1%	29.8%	79.2%
Basingstoke	12.4%	35.5%	80.1%
East Hants	3.6%	35.2%	80.5%
Eastleigh	14.0%	38.4%	82.6%
Fareham	5.9%	26.6%	80.6%
Gosport	6.6%	25.0%	73.3%
Hart	0.0%	27.5%	79.7%
Havant	2.7%	25.0%	76.0%
New Forest	4.8%	31.1%	78.6%
Rushmoor	3.7%	23.9%	76.6%
Test Valley	6.3%	32.5%	81.1%
Winchester	8.8%	21.8%	80.3%

* = data not published by DFE for 2025. Nexus -NCER National used.

Data source: DaIT report- HCC – EYFSP – Provisional 2025 – 4. Pupil Characteristics 29/07/25

EYFSP GLD - Disadvantaged Headlines

	All pupils		Not PP Disad.		PP Disad.		Gap	
Year	2025	2024	2025	2024	2025	2024	2025	2024
England (all schools)	68.3%*	67.7%	71.5%*	73.4%	51.4%*	52.0%	20.1%	21.4%
LA (pub)	71.9%	71.8%	74.8%	74.3%	50.1%	52.5%	24.7%	21.8%

* = data not published by DFE for 2025. Nexus -NCER National used.

Data source: DaIT report- HCC – EYFSP – Provisional 2025 – 4. Pupil Characteristics 29/07/25

EYFSP GLD PP Disadvantaged District

HIAS District - 2023	Not PP Diasdv	PP Disadv	Gap
National	71.5%*	51.4%*	20.1%
LA - Hampshire (published)	74.8%	50.1%	24.7%
Basingstoke	75.4%	57.1%	-18.3%
East Hants	77.4%	49.5%	-27.8%
Eastleigh	78.8%	54.5%	-24.3%
Fareham	75.7%	44.9%	-30.8%
Gosport	68.3%	44.0%	-24.2%
Hart	77.3%	43.9%	-33.4%
Havant	71.2%	51.8%	-19.4%
New Forest	74.2%	49.2%	-25.0%
Rushmoor	68.2%	52.5%	-15.7%
Test Valley	77.0%	50.3%	-26.7%
Winchester	76.8%	42.9%	-34.0%

* = data not published by DFE for 2025. Nexus -NCER National used.

Data source: DaIT report- HCC – EYFSP – Provisional 2025 – 4. Pupil Characteristics 29/07/25

Improvement and Advisory Service

Phonics Headlines

Exs+	Year 1		
	2025	2024	2023
England – all schools	79.9%*	80.2%	79%
LA (calculated)	80.8%	81.0%	79.6%

* = data not published by DFE for 2025. Nexus -NCER National used.

Data source: DaIT report- HCC – Phonics – Provisional 2025– 2. Attainment 28/07/2025

Phonics – District

2025	Year 1
England – all schools	79.9%*
LA (calculated)	80.8%
Basingstoke & Deane	80.1%
East Hants	84.1%
Eastleigh	84.3%
Fareham	82.8%
Gosport	74.1%
Hart	85.0%
Havant	76.0%
New Forest	81.0%
Rushmoor	77.9%
Test Valley	82.6%
Winchester	79.9%

* = data not published by DFE for 2025. Nexus -NCER National used.

Data source: DaIT report- HCC – Phonics – Provisional 2025– 2. Attainment 28/07/2025

Phonics SEN Headlines

2025	All pupils	EHCP	SEN Support	No SEN
England – all schools*	79.9%*	20.0%*	52.1%*	88.2%*
LA (calculated)	80.8%	24.8%	48.5%	88.7%

* = data not published by DFE for 2025. Nexus -NCER National used.

Data source: DaIT report- HCC – Phonics – Provisional 2025– 2. Attainment 28/07/2025

Phonics SEN District

HIAS District	EHCP	SEN Support	No SEN
National	20.0%*	52.1%*	88.2%*
LA - Hampshire (published)	24.8%	48.5%	88.7%
Basingstoke	26.7%	49.4%	88.3%
East Hants	39.4%	44.0%	90.5%
Eastleigh	40.4%	52.7%	90.5%
Fareham	25.0%	49.5%	88.7%
Gosport	20.0%	42.5%	85.2%
Hart	36.4%	52.7%	90.4%
Havant	15.5%	43.0%	86.9%
New Forest	21.4%	44.5%	90.9%
Rushmoor	25.0%	53.2%	86.1%
Test Valley	21.1%	52.3%	89.4%
Winchester	19.7%	50.4%	87.1%

* = data not published by DFE for 2025. Nexus -NCER National used.

Phonics - Disadvantaged Headlines

	All pupils		Not PP Disad.		PP Disad.		Gap	
Year	2025	2024	2025	2024	2025	2024	2025	2024
England (all schools)*	79.9%*	80.2%	83.4%*	83.4%	66.8%*	68.4%	16.6%	15.0%
LA (pub)	80.8%	81.0%	84.3%	84.1%	63.5%	64.1%	20.8%	20.0%

* = data not published by DFE for 2025. Nexus -NCER National used.

Data source: DaIT report- HCC – Phonics – Provisional 2025– 2. Attainment 28/07/2025

Phonics Disadvantaged District

HIAS District - 2023	Not PP Diasdv	PP Disadv	Gap
National	83.4%*	66.8%*	16.6%
LA - Hampshire (published)	84.3%	63.5%	20.8%
Basingstoke	83.7%	60.7%	-23.0%
East Hants	86.9%	69.2%	-17.7%
Eastleigh	87.1%	68.8%	-18.3%
Fareham	84.7%	71.3%	-13.4%
Gosport	79.2%	60.3%	-19.0%
Hart	86.7%	68.6%	-18.1%
Havant	80.6%	63.5%	-17.1%
New Forest	84.7%	65.8%	-18.9%
Rushmoor	81.7%	55.6%	-26.1%
Test Valley	85.5%	63.5%	-22.0%
Winchester	84.2%	54.2%	-30.0%

* = data not published by DFE for 2025. Nexus -NCER National used.

Data source: DaIT report- HCC – Phonics – Provisional 2025– 2. Attainment 28/07/2025

Improvement and Advisory Service

KS2 2025 Headlines

% Exp+	RWM	Reading	Writing	Maths	GPS
Hampshire	60.8%	75.4%	71.6%	74.0%	71.2%
England* – All state funded schools	62%	75%	72%	74%	73%
Diff	-1.2	+0.4	-0.4	=	-1.8

Data source: DAIT: HCC- KS2 – First Cut 2025 2. Attainment 08-Jul-2025

* = data not published by DFE for 2025. Nexus -NCER National used.

Headlines: Subjects – GDS (High)

% GDS	RWM	Reading	Writing	Maths	GPS
Hampshire	8.3%	33.7%	13.6%	24.7%	26.5%
England* All state funded schools	8%	33%	13%	26%	30%
Diff	+0.3	+0.7	+0.6	-1.3	-3.5

Data source: DAIT: HCC- KS2 – First Cut 2025 2. Attainment 08-Jul-2025

* = data not published by DFE for 2025. Nexus -NCER National used.

Trends over time – KS2

RWM – EXS+	2025	2024	2023
Hampshire	60.8%	60.3%	60.6%
England* – All state funded schools	62%	61%	60%
Diff.	-1.2%	-1%	+1%

Data source: DAIT: HCC- KS2 – First Cut 2025 2. Attainment 08-Jul-2025

* = data not published by DFE for 2025. Nexus -NCER National used.

Trends over time – GDS (High)

RWM – GDS	2025	2024	2023
Hampshire	8.3%	8%	9%
National	8%	8%	8%
Diff.	+0.3	=	+1%

Data source: DAIT: HCC- KS2 – First Cut 2025 2. Attainment 08-Jul-2025

* = data not published by DFE for 2025. Nexus -NCER National used.

District headlines – 2025 KS2

EXS+	RMW	Reading	Writing	Maths	GPS
England*	62.2%	75.1%	72.3%	74.1%	72.6%
Hampshire (incl Specials)	60.8%	74.5%	71.6%	74.0%	71.2%
Basingstoke & Deane	62.0%	76.0%	71.3%	76.4%	72.9%
East Hampshire	62.9%	75.7%	74.0%	72.9%	69.6%
Eastleigh	62.9%	75.5%	73.5%	73.4%	71.2%
Fareham	66.5%	77.9%	77.1%	78.1%	72.5%
Gosport	54.3%	69.8%	68.3%	67.9%	66.0%
Hart	67.8%	81.0%	76.9%	79.1%	79.0%
Havant	55.0%	71.4%	68.4%	67.7%	65.0%
New Forest	58.8%	76.1%	69.2%	76.0%	71.7%
Rushmoor	56.4%	72.5%	67.3%	73.4%	69.7%
Test Valley	57.5%	74.5%	67.9%	71.6%	70.8%
Winchester	63.4%	77.7%	73.7%	74.7%	72.9%

District – Change 2024 to 2025 (RWM)

EXS+	2025	2024	Change
England (SF)	62.2%	61%	+1.2%
Hampshire	60.8%	60%	+0.8%
Basingstoke	62.0%	60.7%	+1.3%
East Hampshire	62.9%	64.7%	-1.8%
Eastleigh	62.9%	62.3%	+0.6%
Fareham	66.5%	63.9%	+2.6%
Gosport	54.3%	50.1%	+4.2%
Hart	67.8%	67.5%	+0.3%
Havant	55.0%	55.6%	-0.6%
New Forest	58.8%	62.4%	-3.6%
Rushmoor	56.4%	65.6%	-9.2%
Test Valley	57.5%	56.2%	+1.3%
Winchester	63.4%	64.7%	-1.3%

- District % are including Specials

KS2 2025 - Disadvantaged

% Exp+	RWM	Reading	Writing	Maths	GPS
England (all state funded schools)	62%	75%	72%	74%	73%
Hampshire (all)	60.8%	75.4%	71.6%	74.0%	71.2%
Disadvantaged (Nat)*	47.4%	63.2%	59.4%	60.5%	59.7%
Disadvantaged (Hamp.)**	41.1%	60.0%	53.4%	56.4%	53.1%
Not disadvantaged (Nat)*	68.9%	80.5%	78.1%	80.2%	78.4%
Not disadvantaged (Hamp.)**	67.1%	80.5%	77.6%	79.8%	77.2%

Data source: RWM - Analysis by the DAIT, run 08/07/2025, as provided by DfE.

*NCER National based on 16,117 schools from 150 LAs

**NEXUS as at 13/08/2025

KS2 – Disadvantaged over time

RWM – EXP+	2025	2024	2023
England (all state funded schools)	62%	61%	60%
Hampshire (all)	60.8%	60.3%	61%
Disadvantaged (Nat)*	47.4%	46%	44%
Disadvantaged (Hamp.)**	41.1%	39.4%	39.7%
Not disadvantaged (Nat)*	68.9%	67%	66.7%
Not disadvantaged (Hamp.)**	67.1%	66.5%	66%

Data source: RWM - Analysis by the DAIT, run 08/07/2025, as provided by DfE.

*NCER National based on 16,117 schools from 150 LAs

**NEXUS as at 13/08/2025

KS2 Disadvantaged by District

HIAS District	Not PP Diasdv	PP Disadv	Gap
England - All state funded schools	68.9%	47.7%	21.2%%
LA - Hampshire (published- all schools)	67.1%	41.1%	26.1%
LA- Hampshire (excl. Specials)	67.8%	42.4%	25.4%
Basingstoke	67.0%	46.4%	20.7%
East Hants	70.6%	32.9%	37.7%
Eastleigh	71.2%	36.8%	34.4%
Fareham	71.3%	46.2%	25.1%
Gosport	60.8%	41.9%	18.9%
Hart	71.7%	45.1%	26.6%
Havant	63.4%	39.8%	23.6%
New Forest	63.7%	45.9%	17.8%
Rushmoor	61.0%	43.2%	17.7%
Test Valley	63.7%	35.5%	28.3%
Winchester	70.4%	33.1%	37.3%

- District % are excluding Specials

Data source: DAIT: HCC- KS2 – First Cut 2025 4. Pupil Characteristics 08-Jul-2025

KS2 2025 - SEN

% Exp+	RWM	Reading	Writing	Maths	GPS
England (all state funded schools)	62%	75%	72%	74%	73%
Hampshire (all)	60.8%	75.4%	71.6%	74.0%	71.2%
No SEN (Nat.)**	73.7%	84.9%	84.2%	84.5%	83.8%
No SEN (Hamp)	72.4%	85.5%	84%	84.5%	82.9%
SEN support (Nat.)**	28.8%	50.2%	38.8%	47.2%	42.0%
SEN support (Hamp)	23.3%	47.3%	33.4%	44.0%	34.5%
EHCP (Nat.)**	9.4%	19.7%	13.1%	18.0%	17.2%
EHCP (Hamp)	10.0%	24.0%	14.7%	21.0%	19.7%

Data source: RWM - Analysis by the DAIT, run 08/07/2025, as provided by DfE.

*NCER National based on 16,117 schools from 150 LAs

**NEXUS as at 13/08/2025

KS2 – SEN over time

RWM – EXS+	2025	2024	2023
England (all state funded schools)	62%	61%	60%
Hampshire (all)	60.8%	60.3%	61%
No SEN (Nat.)	73.7%	72%	70%
No SEN (Hamp)	72.4%	72%	71.2%
SEN Support (Nat.)	28.8%	26%	24%
SEN Support (Hampshire)	23.3%	20.0%	17%
EHCP/ Statement (Nat.)	9.4%	9%	8%
EHCP/ Statement (Hampshire)	10.0%	8.3%	12%

Data source: RWM - Analysis by the DAIT, run 08/07/2025, as provided by DfE.

*NCER National based on 16,117 schools from 150 LAs

**NEXUS as at 13/08/2025

KS2 SEN District

Percentage of pupils meeting the expected standard in RWM combined– SEN Analysis

HIAS District	EHCP	SEN Support	No SEN
England - All state funded schools	9.4%	28.8%	73.7%
LA - Hampshire (published- all schools)	10.0%	23.3%	72.4%
Basingstoke	11.2%	23.3%	74.4%
East Hants	8.1%	25.7%	76.6%
Eastleigh	10.1%	21.9%	74.1%
Fareham	11.4%	21.1%	77.5%
Gosport	6.9%	19.6%	67.5%
Hart	15.8%	23.6%	76.8%
Havant	9.0%	21.8%	68.0%
New Forest	20.2%	28.3%	67.8%
Rushmoor	6.1%	29.3%	68.5%
Test Valley	6.5%	21.7%	68.6%
Winchester	5.3%	19.0%	76.1%

- District % are including Specials

Data source: RWM - Analysis by the DAIT, run 08/07/2025, as provided by DfE.

*NCER National based on 16,117 schools from 150 LAs

**NEXUS as at 13/08/2025

Inclusion and Educational Engagement (Attendance) Hubs

Autumn Term - Mental Health & Wellbeing theme

Themed inputs this term:

- CAMHS – supporting parents around wellbeing
- Virtual School – Relational practice to support attendance
- SEN advisory service – Ordinarily Available Provision
- STOP Domestic Abuse – Services and support available for young people

Regular features:

- Hampshire & DfE attendance updates
- Opportunities to discuss and network around best practice
- You Said, We Did – Moodle, Flowcharts



Dates – Autumn Term - Primary

Area	Date	Time	Confirmed Venue
Test Valley	Tuesday 16th September	1.00pm-3.00pm	Roman Way Primary School
New Forest	Wednesday 1st October	9.30am-11.30am	Bartley C of E Junior School
Basingstoke & Deane	Tuesday 14th October	1.30pm-3.30pm	Chalk Ridge Primary
Winchester & Eastleigh	Thursday 23rd October	9.30am-11.30am	Saint James Church of England Primary School
Havant	Thursday 6th November	9.30am-11.30am	Hart Plain Junior
Fareham & Gosport	Wednesday 12th November	9.30am-11.30am	Cornerstone Primary
Hart & Rushmoor	Thursday 20th November	9.30am-11.30am	Green Oaks Federation
East Hants	Tuesday 2nd December	9.30am-11.30am	Bedales

To book hubs for the **whole 25/26 year**:

<https://forms.office.com/Pages/ResponsePage.aspx?id=tdiBPwfuF0yGnB20OQGNmyTKwxCUduFFt3dyGpwiNXhUOFgxSDBGSzFSMkZHNkdKNzVITVNCT0M2UC4u>

For further information or queries email: IEattendancehubs@hants.gov.uk

Targeting Support Meetings (TSMs)

Primary - Targeting Support Meeting

Thank you for choosing to book a virtual Targeting Support Meeting. This is an opportunity to talk through some of the issues that your severely absent pupils face. **Please indicate below 3 times when you are available for a TSM. Your booking slot will be confirmed soon and you will be sent a Teams invite.**

In preparation for your meeting, please think about your key priorities for improving attendance. Consider choosing areas where you think you may have exhausted your current toolkit. We would like to reference the four themes from the recent Impact Ed attendance study:

- Sense of belonging
- Sense of safety
- Relational approach
- Attendance as everyone's job

Useful links:

- LA Attendance website: <https://www.hants.gov.uk/attendance>
- Impact Ed website: <https://www.impacteducation.org.uk/>
- Tackling Educational Disadvantage Moodle: <https://moodle.hants.gov.uk/>

Purpose

- **Focus on banding analysis** – please come prepared with the data that you have explored.
- **Identify, discuss, and agree action plans and joint approaches for severely absent pupils (where they do not already have a plan in place).**
- **Discuss and agree approaches for persistently absent pupils where they have barriers to attendance that require a multi-agency response to overcome.**

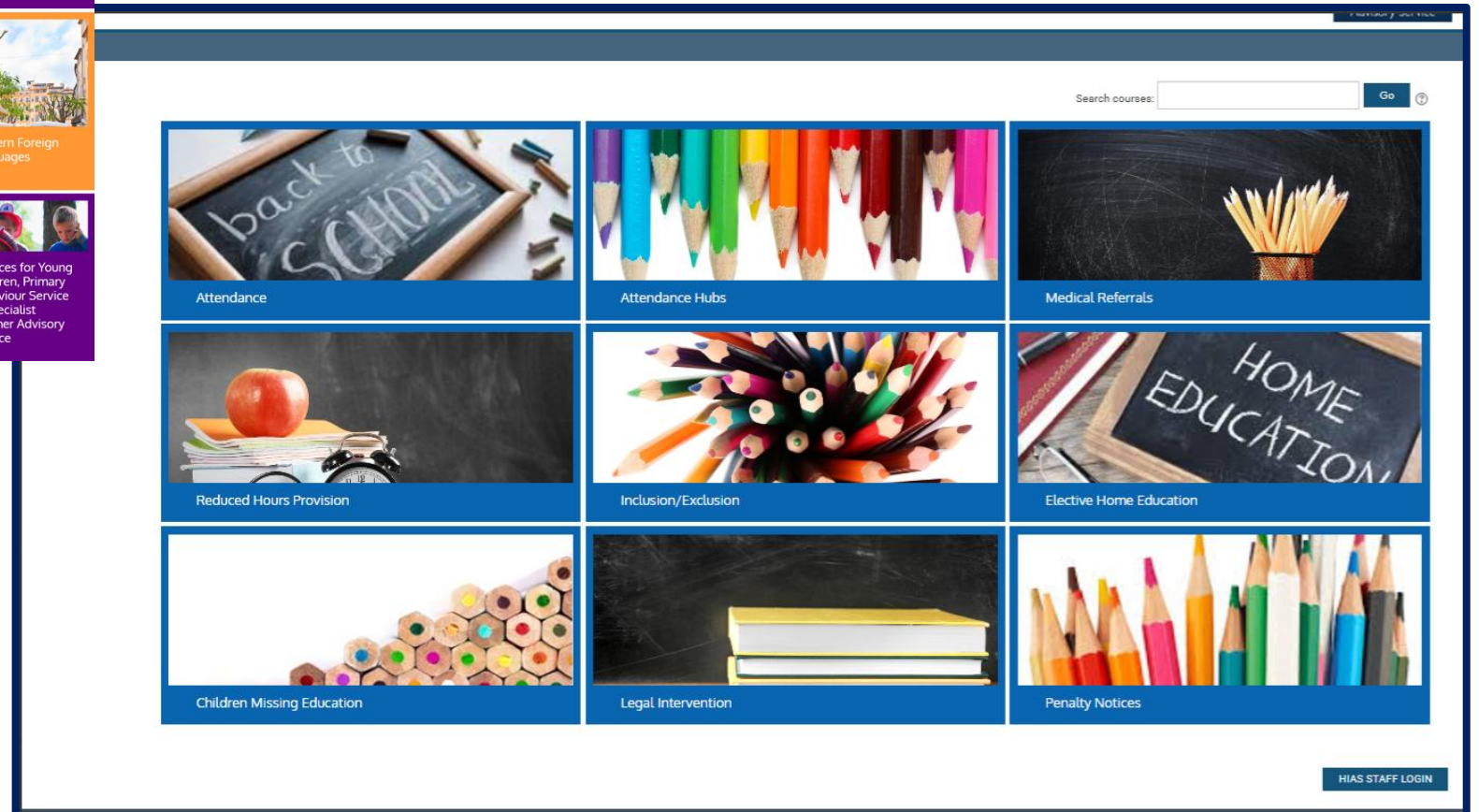
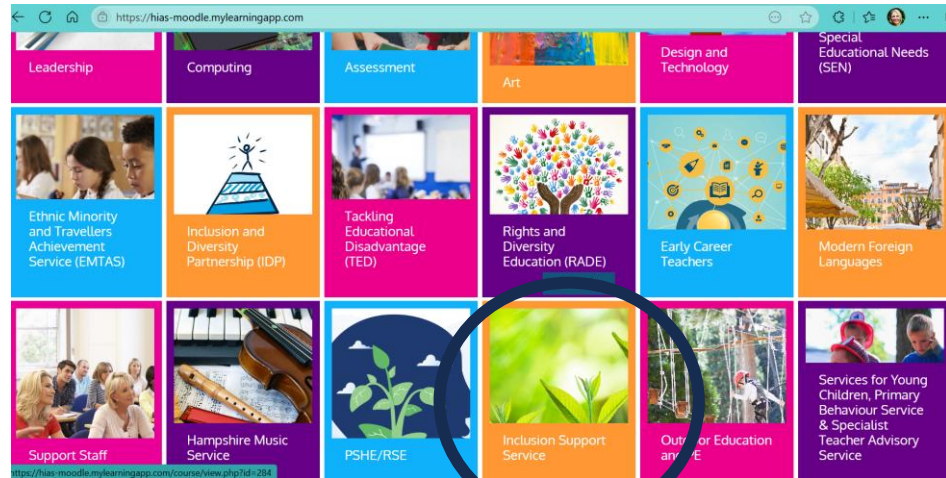
Booking

- Via the booking link for IEE (attendance) hub

Attendance Hubs Booking Form 2025/2026 (Primary)

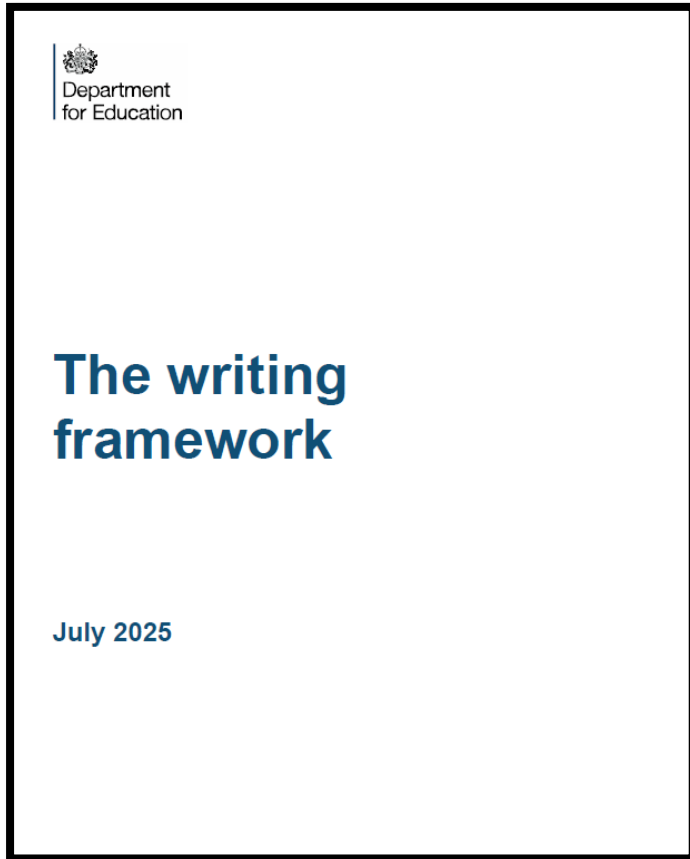


Coming Soon... ISS Moodle Site



General update

Autumn 1 2025



The writing framework

July 2025

Overview

- The document provides non-statutory guidance for Primary schools
- Sets out some of the research underpinning the importance of talk, handwriting, spelling, sentence mastery, teaching of grammar and vocabulary and feedback
- Provides several audit tools
 - Writing in reception
 - Handwriting
 - Spelling
 - Composition
 - Keeping up from the start
 - Pupils who need further support
 - Leadership and management of writing

In the context of possible changes to the current statutory national curriculum

The document focuses on the importance of understanding how to build and extend sentences and paragraphs, and the importance of grammar and punctuation in conveying meaning.

Once the final curriculum review report is published, and a revised national curriculum drafted, an updated version of the writing framework will be published to align it to the revised national curriculum.

The Curriculum and Assessment Review has emphasised the importance of mastering foundational concepts in English. For writing, it is essential to teach pupils transcription skills (handwriting and spelling) from an early age, beginning in reception. This early instruction helps pupils to acquire these skills gradually, allowing them to free up working memory for composing. It may be sensible, therefore, for schools to focus on securing high-quality teaching of transcription now, pending publication of the revised national curriculum.

Department for Education (2025) [Curriculum and assessment review - GOV.UK](#)

Department for Education (2025) '[Curriculum and Assessment Review: interim report - GOV.UK](#)' London: Department for Education.

Transcription: handwriting and spelling

It explains the importance of teaching spelling and handwriting effectively to reduce the cognitive load on pupils and ensure they become skilled writers who write fluently and legibly.

Handwriting

- It emphasises the importance of teaching handwriting regularly, explicitly, precisely and cumulatively.
- Handwriting teaching and practice should be in addition to phonics teaching and should begin at the start of the reception year.

Transcription: handwriting and spelling

Spelling

- It emphasises the importance of teaching spelling systematically, starting with phonics in reception, and the need for pupils to have plenty of practice in applying spelling knowledge.
- It recommends dictation as a way for them to practise spelling.
- It considers the challenges of the complex alphabetic code in English and recommends developing pupils' knowledge of orthography, morphology and etymology, when appropriate, to help them to spell accurately.

Composition

Sentence-level teaching, which focuses on pupils' understanding about how to construct sentences, should be a key component of any writing curriculum.

- Once pupils have a good understanding of how to write a sentence, paragraphs can be composed with much greater ease.
- It emphasises the importance of teaching grammar in the context of a sound understanding of reading and writing and how a broad and deep vocabulary enables pupils to communicate accurately, concisely and creatively.
- The guidance stresses the importance of understanding the different phases of the writing process – planning, drafting, revising, editing, and sharing – and the value of each phase.

Introduction to Martyn's Law

- New legal duty under the Terrorism (Protection of Premises) Act 2025
- Aims to improve protective security and preparedness
- It sets out a tiered approach for premises with a capacity of 200+ people
 - Standard tier – 200 to 799 individuals
 - Enhanced tier – 799+
- **EY, primary, secondary and FE settings have a special consideration in place so will be in the standard tier regardless of their capacity**

Timeline and Next Steps

Law enacted April 2025

- 24-month preparation period before enforcement
 - Statutory guidance will be published by the Home Office, SIA and DfE during this period, subject to stakeholder consultation prior to publication
- Gives time to review policies, train staff, plan for compliance
- For further information: [How Martyn's Law will affect education settings - GOV.UK](#)

What you will need to do to comply with the act

- **Have appropriate procedures in place.** This includes:
 - Evacuation (to get people out of the building)
 - Invacuation (moving people to a safe place)
 - Lockdown (to secure the premises against attackers)
 - Communication
- There is no requirement to put physical security measures in place.
- Settings will need to appoint a responsible person and notify the Security Industry Authority (SIA).
 - For education settings the responsible person is the LA, a relevant proprietor, or governing body as opposed to a designated individual.

Further Information

[Protective security and preparedness for education settings - GOV.UK](#)

Contained in this link:

- Guidance
- Self-assessment templates
- A link to free training

School Transport and school website information

We have recently added a new page to the website which lists timetables for services into Hampshire mainstream schools, where transport is arranged by Hampshire County Council for children who are eligible for school transport assistance. It does not include public bus services.

www.hants.gov.uk/educationandlearning/schooltransport/school-routes

Please avoid quoting parts of the School Transport website on your school pages, as we frequently update the information on our website so that it is up to date as possible. We update our School Transport policies periodically, including annual revisions to Post-16 transport policies, so you should avoid publishing direct links to these documents.

Early Years updates and ‘Giving every child the best start in life’

District Headteachers - October 2025

Reception baseline assessment

Schools must administer the RBA to all eligible pupils in the first 6 weeks after they enter reception. The Baseline e-Portal has now closed. School staff involved in the administration of the RBA should now use DfE Sign-in to access the:

- Assessment service: start an assessment
- Assessment service: manage your school's assessments

All pupils must be uploaded to the service. If your headteacher decides a pupil should not take the assessment, you must provide a reason and update the pupil status.

For more information:

- watch our new video on [managing pupils and administering assessments](#)
- refer to our full [collection of RBA guidance](#)
- get further support in the [RBA help centre](#)

Using the RBA service by completing our RBA feedback survey.

Context – Giving every child the best start in life

Key to increasing outcomes is:

- early intervention,
- access to early childcare and quality of childcare,
- breaking down barriers to opportunity through equity,
- evidence-based approaches and
- ensuring that Early Years is a national priority and a collective endeavour.

School readiness is a key priority. Nationally meeting the ambition that 75% of 5-year-olds in England have a good level of development (GLD) by 2028 is set out as the key measure.

Giving every child the best start in life

‘Giving every child the best start in life’ confirmed that we will also set a statutory **numerical target for each local authority** to raise the proportion of children achieving a good level of development in their local area by 2028.

(EYFS Profile handbook)

The Good Level of Development Targets

National, Local Authority and school level data sets are based on how many children (%) have achieved the measure called the 'Good Level of Development.'

Measure	Group	2025 provisional	Target 2028
GLD - Good Level of Development	England - All Schools (All children)	68.3%	75%
	Hampshire (All children)	71.9%	80.9%
	England - All Schools (Disadvantage)	51.4%	Not currently specified
	Hampshire (Disadvantage)	50.4%	61.1%

What is the purpose of the EYFS Profile?

The main purpose of the EYFS Profile assessment is to support a successful **transition to year 1** by informing the professional dialogue between EYFS and year 1 teachers. It should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children.

The EYFS Profile is also used to inform parents and/or carers about their child's development. (EYFSP Handbook)

How is the EYFS Profile used nationally?

DfE uses EYFS profile data to monitor changes in levels of children's learning and development nationally, regionally, at local authority level and at school level, and to compare the development outcomes of different groups of children according to characteristics such as sex and eligibility for free school meals.

Other organisations also make use of the data to support good outcomes for children. For example, the draft Local Government Outcomes Framework by the Ministry for Housing, Communities and Local Government (MHCLG) includes the proportion of children with a good level of development at the end of reception as an outcome measure. (EYFS Profile Handbook)

Changes to how data is used

EYFSP data submitted from the summer term in 2026 onwards will be available in Analyse School Performance (ASP) a secure web-based platform accessible via Department for Education Sign-in from the end of the 2026 autumn term. (EYFS Profile handbook)

Ofsted will also have access to the same school level EYFSP data that is available in ASP. As stated above, this will apply to EYFSP data submitted from the summer term in 2026 onwards and therefore will feature in Ofsted's inspection data summary report (IDSR) from the end of the 2026 autumn term. EYFSP data will be used as a starting point for conversations during inspection, including how schools use the data to support transitions from reception into key stage 1. Ofsted will not make gradings solely using EYFSP data. (EYFS Profile handbook)

EYFS Moderation 2025 - 2026

Would you like an opportunity for an EYFS moderation support offer with a member of the Early Years Advisory Team?

The moderation support offer is two half day visits, followed by two reports.

Visit 1 focuses on the principles of assessment and visit 2 focuses on moderation of judgements

HALF PRICE

£420 – Hampshire maintained schools
£630 – Hampshire academies or independent schools

You can apply for an EYFSP moderation.

[Request for an additional EYFS Review 2025 - 2026 online application form](#)



Request for additional EYFS Review
2025 - 2026



Early Years Training Opportunities



Academic Year 2025-26

Headteacher and Senior Leaders New to Early Years (two full days)	6.11.25 & 10.2.2026
EYFS Leading the Way in Reception	4.11.25
Inclusion in Year R – Schemas in school	12.03.26
EYFS Diving Deeply into Literacy	10.2.26
The Great Outdoors	26.3.26

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

School Library Service

A unique service tailored to your school's needs

SLS@Home



SLS@Home is available to support pupils with reading for pleasure resources in cases where children have minimal access to books at home, during the Christmas, Easter and Summer holidays. SLS staff will select titles to be delivered to the school for the designated child. Schools will then be responsible for arranging the books to reach the pupils at home.

For further information please contact your local SLS Centre or email hq.sls@hants.gov.uk

SLS Portal

<https://hampshiresls.oliverasp.co.uk/library>

Each school is provided with a shared login that can be used by all staff members.

- Browse our catalogue.
- Explore curated booklists.
- Request materials from our Central Collections, including Group Sets and Story Sacks.
- Access SLS training materials.
- Discover resources to support library management and promote reading across your school.



ABOUT US



ADVICE



BOOKLISTS



EVENTS &
ACTIVITIES



RESOURCES



USING THE
SLS PORTAL

Back to Basics



A free, after school, virtual course that will provide you with a wealth of resources and information that will enable you to support vulnerable children, their parents and their families.

Do you have parents coming to you for advice? Telling you that they can't get children to.....

Many leaders talk about the number of parents that find their children's behaviour challenging, are struggling to get children to school or develop routines that will enable their children to learn well in school.

This free course is targeted at professionals in your school – headteachers, deputy headteachers, SENCos, Home/School Link workers, Family support workers. It aims to provide support to set up and support a group of parents to support their children and also enables access to a wide range of research and literature to support vulnerable children and their families.

The course is available across the county, funded by Hampshire, with an aim to have a Back to Basics champion in every school. The programme has already been successfully implemented in some schools in Hampshire where they report that the growing confidence and impact of parents can be seen in children's learning and attendance at school. The course is a result of work by education, social care, educational psychologist and mental health professionals and is now a prerequisite for CaMHS referrals

The course consists of six after school, virtual sessions across the year.

To book your place please complete the [Back to basics booking form](#) (on the Moodle District Offers reference 2526-040)



Back to Basics

Helping parents to look after their and their child's wellbeing



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

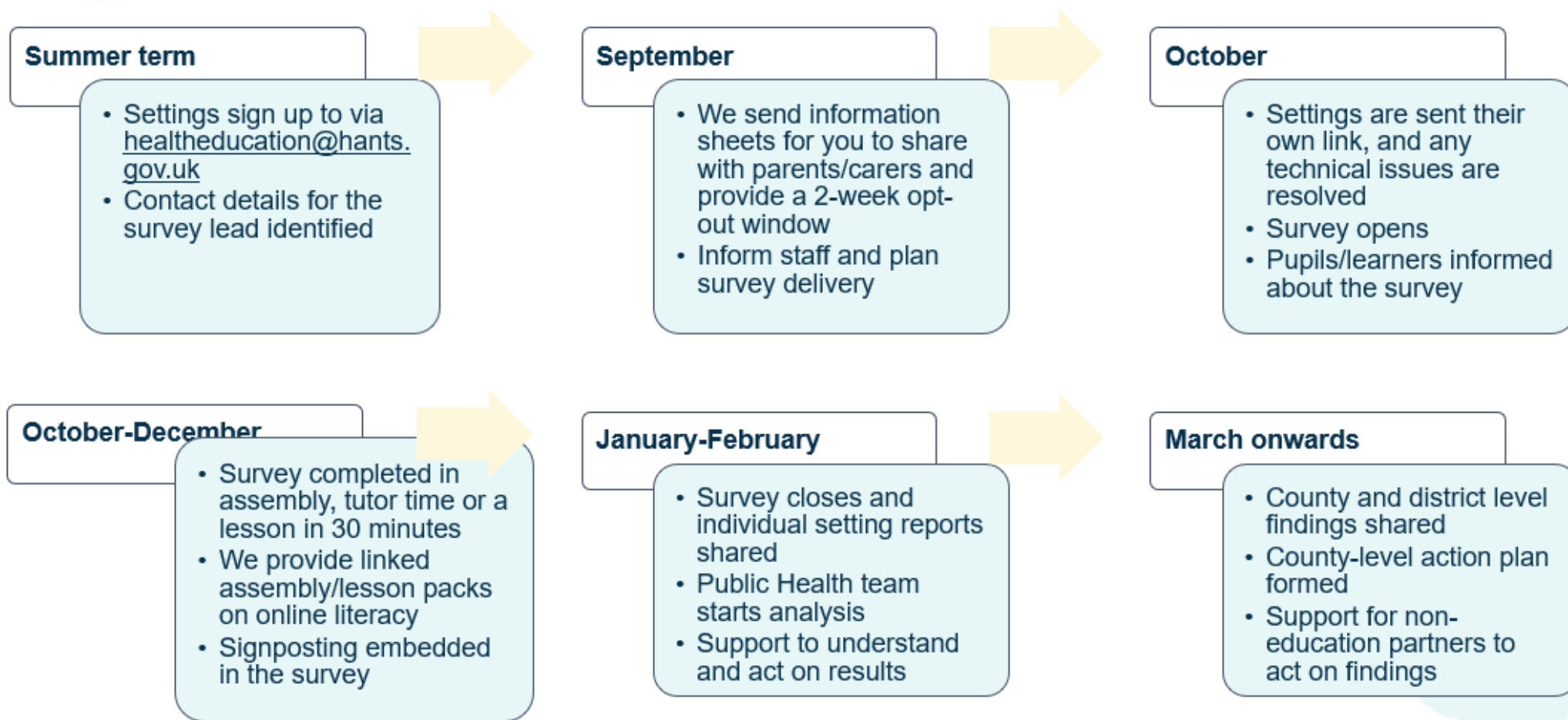
Public Health, in partnership with Children's Services, conducts surveys of pupils and learners in Primary Schools and Post-16 settings, and all education staff in early years, primary, secondary and post-16. These are every two years.

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.

[Register your setting for the HealthEd Surveys today!](#)

How do settings deliver the survey?





Coaching for Heads

There are many forms of coaching and many definitions. We see it as a coach (in this case a qualified psychologist) being able to help a Head to achieve all that they can in their role. The focus of the coaching may include developing your work role, achieving better work-life balance, communication, team work or leadership. This is negotiated with you.

The sessions will include a range of activities including setting goals, understanding your strengths and agreeing changes that you are able to put into practice. There will be some short activities for you to complete between sessions. We hold close the principle of empowering others. We ensure trust can be achieved so that work takes place in a positive professional relationship. Thus, the sessions are confidential, with the obvious exception of any safeguarding concerns.

“Coaching is the art of facilitating the performance, learning and development of another” (Downey, 2003).

Contact details

Tel: 019 6287 6239 Email: anna.nolan@hants.gov.uk

Administrator: Alli Head (Allison.head2@hants.gov.uk)

[Hants.gov.uk/educationalpsychology](https://hants.gov.uk/educationalpsychology)

Venue

- your local EP office or
- your school (to be agreed
- whatever is best for you)

Cost per
Head
£775 for 6
sessions

Supervision for Heads

Individual supervision sessions for Heads can be a valuable space for supporting wellbeing and deep thinking. We can often think more clearly and feel more confident when we do this with a supervisor. Supervisors are skilled empathetic listeners who bring their psychology to the process of supervision, allowing exploration of the emotional components of the Headteacher role and providing psychological containment.

There is recognition of the multiple and conflicting demands upon you and opportunities for you to choose the focus of the sessions, often varying over time.

**Supervision can give you the space you need to
“Pause, Reflect and Press Reset”**

Contact details – Contact your local Area Senior Educational Psychologist

Email:	West -	anna.nolan@hants.gov.uk
	North-	dan.taylor@hants.gov.uk
	East -	caroline.robertson@hants.gov.uk
	South	Jamie.coe@hants.gov.uk

[Hants.gov.uk/educationalpsychology](https://hants.gov.uk/educationalpsychology)

Venue

– your local EP office, your school
or virtually (to be agreed –
whatever is best for you)

Cost per
Head
£775 for 6
sessions



Work Discussion (supervision) Groups for Heads

Providing a confidential space and time for Headteachers in Hampshire to access a supportive and reflective group with opportunities to reflect on work related challenges and support for emotional wellbeing.

Facilitated by two educational psychologists who bring problem solving frameworks and psychological approaches.

“The HT development group provides a space to explore and understand the demands that we face in school. Psychological models, peer support and biscuits allow us to reflect, collaborate and challenge ourselves and each other, leaving sessions motivated, empowered and smiling!”

(Headteacher, 2023)

Contact details

Tel: 019 6287 6239 Email: anna.nolan@hants.gov.uk

Administrator: Alli Head (Allison.head2@hants.gov.uk)

[Hants.gov.uk/educationalpsychology](https://hants.gov.uk/educationalpsychology)

Venue

– your local EP office in Winchester,
Farnborough, Basingstoke or Havant

£360 per
Headteacher
(covers one
session per
half term)

Headsup4HTS



HeadsUp4HTs

All support is confidential
and not shared with
HIAS

SIGN UP TO JOIN A PROGRAMME

<https://forms.gle/XKJWX6PHUL9BYU2S9>



HeadsUp4HTs and Hampshire (google.com)

OVERWHELMED? NEED A LISTENING EAR?

Get in touch & we will call you back



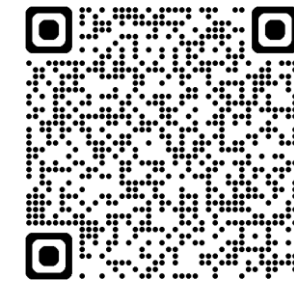



<https://forms.gle/F944PCjLkENNcSUx5>

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