



## Updates from Ofsted and the DFE June 2025

*Please click on the links below to access documents.*

### [Ofsted Academy](#)

Updated 6 May 2025- Ofsted

Ofsted's training, learning and professional development publications.

#### **Recordings of inspector training materials**

[Watch our school inspector training videos](#)

[Watch our early years inspector training videos](#)

### [School inspection data summary report \(IDSR\) guide](#)

Updated 1 May 2025

The IDSR has been updated for all applicable schools with final key stage 2, key stage 4 and 16 to 18 data. We have also updated absence data with the final 3-term data.

### [Curriculum quality: evaluating the impact of the education inspection framework \(EIF\) –](#)

Published 6 March 2025- Ofsted

Research report into curriculum quality, part of a programme of evaluation assessing the EIF. See also the accompanying [news story](#), which highlights that the EIF played a part in influencing improvements of curriculum quality in schools, although these were fundamentally driven by school leaders and staff.

### [Experienced practitioners vital for educating youngest children –](#)

New research by Ofsted shows that delivering high-quality care and education for babies and toddlers takes skill and expertise, meaning experience and qualifications among early years workers matter when it comes to the youngest children's development. You can read the full report.

['Getting it right from the start: how early years practitioners work with babies and toddlers'](#),

Published 30 April 2025 - Ofsted

Ofsted's report looks at how early years practitioners care for and educate babies and toddlers up until they are 2 years old. The aim of the report is to help early years leaders and staff refine their approach to supporting the youngest children.

The research also considered to what extent practitioners use the [early years foundation stage \(EYFS\) statutory framework](#) when educating and caring for toddlers and babies. It found that the 'key person' role is a strength of many providers, with early years practitioners recognising that this role is vital for babies and toddlers.

Ofsted also found:

- most practitioners recognise the importance of positive relationships with parents in helping them support children more effectively
- communication and language, and personal, social and emotional development were well understood by practitioners, but they did not always understand how they could support physical development as well
- there is some work to do in understanding how routine times can be used for high-quality interactions, particularly where mixed ages are grouped together
- some survey responses reflected a misconception that babies and toddlers are too young to be taught anything
- some of the challenges considered in the research may be partly influenced by ongoing difficulties in recruiting and retaining experienced practitioners

The report sets out a series of recommendations for practitioners, managers and policy-makers to achieve the best possible outcomes for babies and toddlers. Foremost is support for practitioners to take part in professional development specific to babies and toddlers to improve their qualifications and experience.

### [Free courses for jobs](#)

[GOV.UK](#)

Childcare and early years

Contents

1. [What you can study](#)
2. [Who is eligible](#)
3. [How to apply](#)
4. [Get help with careers and training](#)
5. [Information for providers and employers](#)

### [\*\*Local-authority-maintained schools: governance\*\*](#)

Updated 29 April 2025 – DFE

Added 'SEN and disability duties: guidance for school governing boards' to the 'Safeguarding, SEND and pupil wellbeing' section.

### [\*\*Academy trusts: governance\*\*](#)

Updated 29 April 2025 – DFE

Added 'SEN and disability duties: guidance for school governing boards' to the 'Safeguarding, SEND and pupil wellbeing' section.

## **More teachers to benefit from flexible working**

Published 23 May 2025 - DfE

Government extend successful programme that supports teachers to plan lessons from home, job-share or work flexible hours.

The government's [Flexible working ambassadors programme](#) has been extended for a further year to support more schools across the country, enabling teachers to plan lessons from home, job-share or work flexible hours.

Use the [flexible working toolkit](#) resources.

Use the toolkit to:

- increase your understanding and awareness of flexible working in schools, including its benefits
- develop and implement a flexible working policy, strategic approach and effective practice
- help staff request flexible working

## **Flexible working ambassador multi-academy trusts and schools**

[Flexible working ambassador multi-academy trusts and schools \(FWAMS\)](#) offer advice and practical support to school leaders to improve flexible working in their schools.

Flexible working support can help with:

- designing a flexible working policy
- flexible hiring
- overcoming common challenges such as:
  - timetabling
  - budgeting

## **Settings that can access FWAMS**

Bespoke support is available to:

- MATs
- mainstream primary schools
- mainstream secondary schools
- special schools

## **Latest information and actions from the Department for Education about funding, assurance and resource management, for academies**

### **Department for Education energy for schools – a new way to buy energy**

The [Department for Education's Energy for schools](#) is a new way to buy energy for your school or trust. Offering full DfE oversight and support, removing the burden of complex procurement processes from schools.

### **Webinar: DfE Energy for schools: simplified buying of gas and electricity**

Wednesday 11 June 2025, 9:30am to 10:00am. [Register online](#).

### **Webinar: DFE- Buying ICT for your school**

Wednesday 11 June 2025 11:00am to 11:30am. [Register online](#).

### **Financial Benchmarking and Insights Tool (FBIT) replaces the Schools Financial Benchmarking website**

In autumn 2024, the [Financial Benchmarking and Insights Tool \(FBIT\)](#) was released and became the principal place for schools to examine their financial data and benchmark their spending.

The new tool combines the best elements of the 2 it replaces: 'View My Financial Insights' and the 'Schools Financial Benchmarking' website.

View My Financial Insights has already been switched off and Schools Financial Benchmarking website will be switched off in the coming weeks.

### **GCSE and A level grading: what you need to know**

Published 9 April 2025-DFE

### **How GCSE and A level grading works – teachers' and headteachers' guide**

Published - 7 April 2025- DFE

Ofqual have designed a toolkit to explain how qualifications are graded. These resources can support you to have those conversations and answer some common questions about topics including:

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- how exam papers are marked
  - how grade boundaries are set
  - how the quality of a student's work in their exams determines the grade they get

### **Stay cyber secure**

Are you taking action to meet the Department for Education's [cyber security standards for schools and colleges](#)? By meeting these standards, schools and colleges can increase their cyber resilience and help protect their students' data. The Joint Council for Qualifications (JCQ) has also published [guidance for centres on cyber security](#).

The National Cyber Security Centre (NCSC) have also provided schools with a cyber security offer of [actionable advice, guidance and tools](#), including a [free cyber security training package](#) specifically tailored for school and college staff. The training includes hints and tips on password creation and management, multi-factor authentication, and protecting against phishing threats.

Alongside this, schools can sign up for a [free cyber defence service](#) which helps block online threats such as malware, ransomware, and phishing attacks.

**[Read Department for Education's cyber security standards](#)**

## **Updated rules and guidance on artificial intelligence (AI) use in assessments**

The Joint Council for Qualifications (JCQ) has updated its [rules and guidance on AI Use in Assessments](#) for teachers and assessors.

It clarifies rules on students' use of AI and has been updated to provide additional resources and clarify the roles of teachers, centres, and senior leaders in monitoring AI use and ensuring the authenticity of student work.

JCQ has also developed additional materials (including posters and information sheets) for students, teachers and senior leaders.

**[Read the guidance](#)**









