



WEEKLY DEPARTMENT FOR
EDUCATION PUBLICATIONS
INSIGHT

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Date	Title	Type	Document Details
25 February 2019	<u>Revised GCSE and equivalent results in England: 2016 to 2017</u>	National Statistics	<p>This statistical first release (SFR) provides information on the achievements in GCSE examinations and other qualifications of young people in academic year 2016 to 2017. This typically covers those starting the academic year aged 15.</p> <p>It also includes data broken down by pupil characteristics, including:</p> <ul style="list-style-type: none"> • gender • ethnicity • eligibility for free school meals • disadvantage • special educational needs (SEN) • English as a first language.
25 February 2019	<u>Destinations of KS4 and KS5 pupils: 2017</u>	Official Statistics	<p>Statistics showing the percentage of students staying in education or going into employment or an apprenticeship for at least 2 terms in the 2016 to 2017 academic year, after finishing study in the 2015 to 2016 academic year at:</p> <ul style="list-style-type: none"> • key stage 4 (after year 11, usually aged 16) • key stage 5 (after A levels or other level 3 qualifications, usually aged 18) <p>Sustained destinations include:</p> <ul style="list-style-type: none"> • school sixth forms • further education and sixth-form colleges • higher education institutions (universities) • apprenticeships • employment
25 February 2019	<u>Relationships (and sex) education and health education</u>	Consultation outcome	<p>DfE is proposing that schools are required to teach relationships education at primary school, relationships and sex education at secondary school and health education at all state-funded schools.</p> <p>The draft regulations and associated statutory guidance build on the findings from the call for evidence and DfE's engagement with a wide range of expert organisations and interested parties.</p> <p>The responses to the consultation will help inform any further refining of the draft regulations and statutory guidance before the regulations are put before Parliament and the guidance finally published.</p>
26 February 2019	<u>Free school meals supplementary grant: 2018 to 2019</u>	Guidance	<p>The free school meals supplementary grant provides schools with extra funding to help them meet the higher costs of providing extra meals before the lagged funding system catches up.</p>

			This follows the introduction of Universal Credit, which increases the number of pupils eligible for free school meals.
28 February 2019	Further education and skills data	Statistical data set	This includes information on learners who are studying on a course at a further education college, learners studying courses within their local community, employees undertaking an apprenticeship, and employees undertaking other qualifications in the workplace. Please note: data on providers is only published annually. It has been designed to complement the main statistical releases, and act as a 'one stop shop' for data and information on learners, learning programmes and learner achievement.
28 February 2019	NEET statistics annual brief: 2018	National Statistics	This National Statistics release is based on data from the Labour Force Survey (LFS). This release was published quarterly until February 2019, but is now published annually. It gives estimates of young people not in education, employment or training (NEET), and estimates of young people not in education or training (NET). The figures cover 16 to 24 year olds in England, together with age breakdowns such as 16 to 17 year olds. The figures also include breakdowns by region, gender and labour market status.
28 February 2019	Level 4 and 5 qualifications and provider market	Research and analysis	This research supports the department's review of Level 4-5 (L4-5) education, examining the characteristics of and effectiveness of the Level 4-5 qualification and provider market. It investigates: <ul style="list-style-type: none"> • factors affecting the design and development of L4-5 qualifications • factors affecting the provision of L4-5 qualifications by higher education and further education providers • barriers to providing L4-5 qualifications, such as from: <ul style="list-style-type: none"> • current legislation • policy and funding arrangements • issues related to student demand/choices • relationships between L4-5 and other qualification markets
28 February 2019	Schools financial value standard (SFVS)	Guidance	The standard for 2019 to 2020 consists of a checklist and a dashboard. The checklist asks questions of governing bodies in 6 areas of resource management.

			<p>The dashboard shows how a school's data compares to thresholds on a range of statistics identified by the Department for Education (DfE) as indicators of good resource management and outcomes.</p> <p>The checklist guidance provides clarification for each question, examples of good practice, and details further support available to assist schools in addressing specific issues.</p> <p>The dashboard guidance provides explanations of the each of the indicators and helps schools in filling in their data and understanding the results.</p>
28 February 2019	<u>Early years providers cost study: 2018</u>	Research and analysis	<p>This report includes an analysis of:</p> <ul style="list-style-type: none"> • the cost and income structure for different types of early years providers • revenue sources, including parental fees and funding levels • the reasons why costs vary across the early years market
28 February 2019	<u>Maintained nursery schools: contribution to early years provision</u>	Research and analysis	<p>This report analyses the delivery costs of maintained nursery schools (MNS) and other comparable providers.</p> <p>It uses existing sources and new data to examine how MNS differ from other early years providers in terms of the:</p> <ul style="list-style-type: none"> • quality of childcare offered • provision of additional and specialist services
28 February 2019	<u>Academy transfers: information for academy trusts</u>	Guidance	<p>This information is for trusts organising the transfer of an academy from its current trust ('the outgoing trust') to another trust ('the incoming trust').</p>
28 February 2019	<u>Due diligence in academies and maintained schools</u>	Guidance	<p>Due diligence can be defined as the process of making sure a trust fully understands the information needed to enable it to decide whether to bring a school into the trust.</p> <p>Information can include:</p> <ul style="list-style-type: none"> • costs • risks • benefits • assets • liabilities