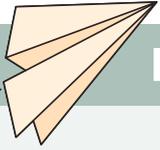


TERM TIMES

BIG NEWS IN A SMALL BOOK

ISSUE: 007 | APRIL 2026



ELEVATING EDUCATION FOR EVERY CHILD

 HFL Education

MAT EXCELLENCE AWARD NOMINATION!

We are delighted to announce that HFL Education has been shortlisted for a MAT Excellence Award 2026 in the **Company of the year** category.

We are incredibly proud of the work we do to support trusts and that this has been recognised, but we wouldn't have been shortlisted for this award without the generosity of two trusts, Spiral and the Diocese of Norwich Education and Academies Trust (DNEAT), who helped us with our entries. The judges were truly impressed by the quality and impact of the nominations.

We work in collaboration with MATs nationwide to provide award-winning resources, services that save trusts time and money, and top-level strategic support that ensures every student gets the best education. It's fantastic to see that our extensive and innovative offer is being recognised by MAT Excellence as well as moving the needle for trusts through transformative changes that help teachers teach, learners learn, and leaders to run their operations effectively.

Presented by Optimus Education, in partnership with the Confederation of School Trusts (CST), the awards recognise the outstanding work and commitment of multi-academy trusts, and those that serve them, around the country. We will find out in June if we are winners, but whatever the outcome, this is a huge achievement for us.



 **See page 14 for more information on our MAT work.**

HFL – HEADLINE SPONSOR AT THE CST SCHOOL IMPROVEMENT CONFERENCE.

As an organisation who exist to support all schools regardless of their status, we are proud to have been able to sponsor the Confederation of School Trusts (CST) School Improvement conference this year. Alongside the LAs and maintained schools and settings we support, we are delighted to be working with over 100 multi-academy trusts too.



CST Recognised Supplier

We are also proud to have become a CST-recognised supplier. This status is only granted to organisations with a proven history of working with trusts, those who are reputable and are deemed to understand the needs of the sector.



Tamsin Moore speaking at the 2025 School Improvement Conference. Photo credit Sarah Elliot.



We're partnering with Mix 92.6 to offer parents advice on nurturing confident children, what to do if things aren't working for their child at school, and exam support. We hope that providing advice to parents will lead to outcomes that are better for all involved.



CLICK TO LISTEN

<https://hfl.education/TT7MIX>





BIG NEWS IN A SMALL BOOK

HFL Education

WELCOME TO THE SUMMER TERM TIMES.

As we step into the summer term, it finally feels as though the sun is beginning to make a reappearance. Those first moments of warmth and the longer days bring a lift that I'm sure many of us have been craving. There's something about this time of year that sparks a little renewed energy and optimism. All of this is welcome, even if – in true education fashion – we don't have the chance to slow the pace down. Alongside the sports days and summer fêtes, we also welcome exam and test season. Schools and settings across the county are once again deep in the familiar rhythm of preparation, revision sessions, exam halls and all the support that wraps around pupils during this period.

Of course, amidst that, we now have the Schools White Paper to digest. As we move through the year, we will keep in touch with you all about the changes that will herald across the system. But as ever, we are making sure that HFL's advice is considered and reflective and will ensure that you are able to act in a timely fashion but not get caught in the "bleeding edge" of educational policy. More on that later in the year!

In this edition of Term Times, we have sought to bring together a time-efficient digest of national and local updates to keep you informed, connected and supported. As ever, as a schools-owned organisation, our aim is to be useful and provide a relevant snapshot of the news, developments and ideas shaping the world of education.

Inside this edition you'll find a great article on **governance**, which highlights the centrality of strong, reflective and evolving governing boards and bodies, particularly as expectations, frameworks and cohorts change. There are also updates from our work on **RISE**, highlighting how the programme is developing and the impact

we're seeing through its focus on improvement, collaboration and evidence informed practice. And, reflecting a theme that feels increasingly important across the sector, we've included a timely piece on the rising significance of **foundational skills**. In a landscape where demands on learners grow more complex each year, focusing on the basic building blocks and skills of learning has never mattered more.

We hope you enjoy reading this edition and that it brings value, insight and maybe even a moment to pause in an otherwise busy term.

Wishing you a bright and positive term ahead, and hopefully plenty more sunshine to come.

Warm regards,

Carole Bennett CEO
carole.bennett@hfleducation.org

GET IN TOUCH

We're committed to providing a high-quality service and working in an open and accountable way.

If you have any queries or require support, please call us on **01438 544464** or email info@hfleducation.org



CLICK TO EMAIL HFL



CLICK TO EMAIL CAROLE

01. The new HFL Business Services podcast series

Hear from our CEO Carole as well as other familiar in-house HFL experts on our new series of five Business Services podcasts. In this pilot series they'll be sharing their insights, experience and passion for all things education in well-considered conversations, on topics from finance to technology.

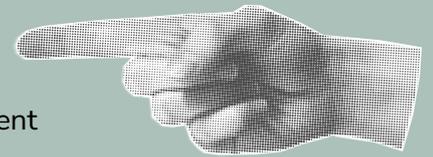
The HFL Podcast will be available on various platforms in the summer term, so look out for us on YouTube, Apple Podcasts and Spotify. Please let us know if this format works for you and if there are any other topics you'd like us to cover.



02. Shortlisted again!

In addition to our MAT Excellence Award shortlisting, our work with Harbour Learning Trust has been recognised and selected by the Education Business Awards researchers and shortlisted in their Procurement category.

We worked with Harbour Learning Trust to roll out a new Management Information System (MIS) to eight schools in Lincolnshire through a procurement framework, which saved the Trust 40% on costs while delivering time and efficiency savings. If you'd like to know more about our data management services, [read our article on page 12.](#)



03. Eagerly awaiting the Evaluation Report from the EEF Reading Fluency efficacy trial

1,260 pupils at 180 schools have been part of an Education Endowment Foundation (EEF) efficacy trial measuring the impact of the HFL KS2 Reading Fluency Project on reading comprehension. The trial of our targeted intervention, designed to improve reading comprehension for pupils working below age-related expectations, started in the autumn term of 2024 and concluded at the end of the academic year. We can't wait to see and share the report and its findings.

Sign up to receive our news alerts to ensure that you are kept up to date, or visit our website for more information on our Reading Fluency Project.



RECEIVE OUR NEWS ALERTS
<https://hfl.education/TT7NEWS1>



FIND OUT MORE ABOUT THE HFL
READING FLUENCY PROJECT
<https://hfl.education/TT7RFProj>

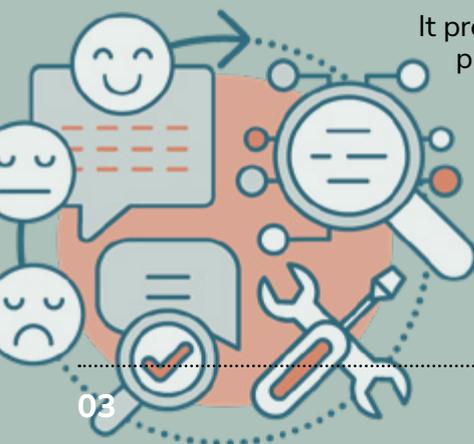
04. Are parental complaints taking up too much of your time?

We interact with schools and headteachers every day and we know that parental complaints are increasing in complexity and volume and taking up more and more of your time. In response, we developed an affordable Complaints Toolkit, designed to make dealing with concerns and complaints simpler.

It provides step-by-step guidance on the complaints process from start to finish, complete with timescales, a suite of suggested responses and essential dos and don'ts. In addition to this, you will have access to helpdesk support when you need it. The toolkit has proved to be invaluable for schools; so much so, Hertfordshire County Council have purchased it for all their schools as part of their contract with us.



CLICK TO FIND OUT MORE
AND TO PURCHASE
<https://hfl.education/TT7Complaints>





STRENGTHENING SCHOOL IMPROVEMENT: HOW HFL EDUCATION SUPPORTS LAs.



by Penny Slater,
Partnership Lead

Across the country, local authorities (LAs) are facing unprecedented pressures to deliver high-quality school improvement, evidence-based professional development and robust support for their schools. At HFL Education we are proud to work alongside LAs nationally to meet these challenges through a trusted blend of expertise, innovation and research-informed practice. Our renewed core contract with Hertfordshire County Council (HCC), our expanding national partnerships and our award-winning services show the strength and impact of our offer for authorities across England.

A RENEWED COMMITMENT TO HERTFORDSHIRE AND A BLUEPRINT FOR OTHER AUTHORITIES

The renewal of our core contract with HCC reaffirms the confidence placed in HFL Education's expertise. It ensures that Hertfordshire schools continue to benefit from exceptional advisory support across safeguarding, SEND, early years, literacy, curriculum, digital strategy and school leadership.

Importantly for other LAs, this contract demonstrates the sustainability and scalability of the area-based partnership model (learn more about the range of area-based partnerships operating across the country by visiting our association webpage). The systems, expertise and infrastructure underpinning our work in Hertfordshire can be adapted to a wide range of local contexts – large or small, rural or urban.



CLICK TO VISIT

<https://hfl.education/TT7AEPA>



AWARD WINNING, NATIONALLY RECOGNISED EXCELLENCE

HFL Education continues to earn national recognition for excellence across the sector. In the past year alone, we have been proud to receive:

- **The Teacher Tapp High Riser Award** – recognising organisations gaining exceptional traction among teachers nationwide. This award is especially meaningful, demonstrating that HFL Education's resources and CPD are becoming increasingly well known, not because of marketing but through word-of-mouth recommendations, teacher trust and strong professional credibility.

- **The Education Today Award** – a further validation of the positive impact our services have across the country, particularly in school improvement, curriculum design and teacher development.
- **The Teach Primary Award for ESSENTIALWRITING** – celebrating one of our flagship products. The award highlights the programme's strong research base, its practical classroom impact and the clarity of the resources. One LA has been so impressed with the outcomes that it has now funded access to **ESSENTIALWRITING** to all of its maintained schools throughout the academic year.

These awards reflect the depth, rigour and real world impact of our work, and the trust placed in us by schools and authorities across England.

WORKING WITH LOCAL AUTHORITIES NATIONWIDE

We are proud to support LAs across the country with a wide range of strategic and operational services, including:

- school improvement and leadership development
- Early Years consultancy, moderation and workforce development
- SEND and inclusion strategy
- safeguarding support, reviews and training
- assessment and data services
- digital strategy, EdTech and online safety
- workload reduction and quality assurance tools

Our partnerships range from extended multi-year collaborations to targeted consultancy projects,

ensuring each authority receives the support most aligned to its needs and priorities.

SPOTLIGHT ON KEY AREAS OF GROWING LA DEMAND

1. Reading Fluency Project: Supporting LA-wide improvement in foundational literacy

Our Reading Fluency Project continues to gain national attention for its proven impact on reading confidence, prosody, decoding and comprehension. In the past year, multiple LAs have approached us to deliver specialist workshops for their English advisers, literacy leads and school improvement teams. These sessions provide:

- robust, research informed pedagogical guidance
- a shared framework for supporting fluency across schools
- tools for identifying and supporting pupils who require targeted fluency intervention
- strategies for embedding effective practice in classrooms and leadership teams

By equipping LAs with this expertise, we help them provide strong, evidence-based literacy guidance to their maintained schools, strengthening consistency and improving outcomes at scale.



CLICK FOR READING
FLUENCY INFO

<https://hfl.education/TT7RFP1>

2. The BIG Staff Meeting: High impact CPD for every adult in school

Our BIG Staff Meeting series has quickly become one of our most widely adopted CPD offers. Local authorities are increasingly choosing this format because it enables them to:

- offer meaningful CPD to their entire workforce
- bring schools together around shared priorities
- provide high-quality, research-informed training without logistical complexity
- build coherence across teaching and support staff

Topics such as literacy, SEND, classroom practice, wellbeing, behaviour and curriculum development make this series a valuable addition to LA wide CPD strategies.



CLICK FOR
BIG STAFF MEETING INFO

<https://hfl.education/TT7TBSM>

3. The School-Based Complaints Toolkit: Meeting a clear sector need

Our School-Based Complaints Toolkit, now provided to all Hertfordshire maintained schools through our

contract with HCC, is becoming one of our most frequently requested resources from other LAs. Authorities recognise that the toolkit:

- brings clarity and consistency to school complaints procedures
- reduces workload for school and LA officers
- provides a compliant, robust and user-friendly framework
- supports schools in resolving concerns constructively and promptly

We are now in discussion with several LAs, exploring how to roll out the toolkit across their maintained schools as part of their statutory or traded offer.



CLICK FOR MORE
TOOLKIT INFO

<https://hfl.education/TT7COMP>

A PARTNERSHIP APPROACH THAT WORKS

What makes HFL Education's support distinctive is our commitment to true partnership. We work with LAs – not simply for them – to design high-impact, context-sensitive solutions. Our approach includes:

- bespoke leadership and governance development
- tailored curriculum support
- targeted intervention programmes
- whole school and LA-wide professional development
- SEND and inclusion reviews
- digital strategy design
- moderation and assessment expertise

Everything we do is shaped by the needs, priorities and identity of the local area.

LOOKING FORWARD

As educational demands evolve, local authorities need trusted, credible, research-driven partners who can support improvement, reduce workload and strengthen practice across their schools. With award-winning services, national recognition and a growing network of LA partnerships, HFL Education stands ready to support authorities in delivering excellence for every child.

If you would like to explore how we can support your local authority, we would be delighted to talk. Call us on 01438 544464 or email support@hfleducation.org



CLICK TO CONTACT US
support@hfleducation.org

SECURING STRONG FOUNDATIONAL LEARNING.

The notion of building something from the bottom up is a familiar one to us all, whether developing a sport from the grassroots, creating a dish using the freshest, basic ingredients or building a LEGO structure that is the envy of friends (we're thinking the 9023 piece LEGO Star Wars Death Star). Indeed, who would not want to live in a house with firm, solid and dependable foundations?

This principle was brought firmly into the Education spotlight in 2024 when Ofsted published their report "**Strong foundations in the first years of school**".



This report outlined how early learning has profound, long-term effects on academic, health and wellbeing outcomes. Since then, securing "foundational skills" has become a key area of focus in the renewed Ofsted framework, whatever the age or stage of the pupils. The word "foundations" occurs 13 times in the Ofsted toolkit, and the word "foundational" a further 17. These words are peppered through the "Curriculum and teaching", "Early Years" and "Achievement" sections. In the first of those sections, inspectors focus on how "Leaders make sure that pupils build strong foundations for accessing the curriculum and for later success, including academic achievement, good health and wellbeing". In the achievement section there is reference, within the expected standard descriptors, of how successfully "Pupils develop the foundational knowledge and skills they need, including language and communication skills".

WHY SUCH A STRONG FOCUS ON THIS AREA?

We could all be forgiven for thinking this is relevant only to those teaching in Early Years and Key Stage 1. However, we know that the most vulnerable pupils

often fail to secure these skills to an appropriate level at the right time; and once children fall behind, it becomes very difficult for them to catch up. Nationally, the disadvantaged gap is wider now than it was in 2013, and it increases over the course of a child's education. Research suggests this can often be attributed to foundational skills not being secure.

WHAT EXACTLY DOES OFSTED MEAN BY "FOUNDATIONAL SKILLS"?

Ofsted refers to foundational learning as the essential knowledge, skills and behaviours that children must secure in order to thrive in later learning. These essential elements of knowledge, skills and behaviours include:

- communication and language skills
- early reading skills – such as learning the phonic code and then becoming more fluent in reading
- early writing skills – such as transcription and composition
- early mathematics – such as subitising
- executive functioning skills – such as the ability to plan, to attend to one thing at a time, and to block out distractions or to collaborate

Throughout the "**Strong foundations in the first years of school**" report, educators are warned of the dangers of expecting children to accelerate through the curriculum too quickly before ensuring that key foundational learning has been sufficiently secured. As an example, a pupil who is asked to write their own fairy tale but who has yet to establish a secure understanding of basic sentence structure is unlikely to be successful in their task. Other examples are a student who cannot write legibly and fluently,



by Anne Peck,
Director of Education
(Primary and Early Years)

and Liz Shapland,
Director of Education
(Secondary, Special
and Alternative
Provision)

and therefore has insufficient transcriptional skills to take notes in any lesson; or a pupil who is navigating long division without a secure concept of number bonds or of a “fair share”.

Foundational learning also encompasses children’s physical, social and emotional development. How do we, as educators, ensure a sense of belonging and security for all pupils in our schools, regardless of background? How do we build up key social skills, such as establishing positive relationships, negotiating challenge and change? What about basic self-care skills such as, for our very youngest pupils, using the toilet or eating with a knife and fork?

Crucially, foundational learning is not just for our youngest pupils or the business of colleagues working in Early Years and Key Stage 1. Pupils of all ages and phases need to secure foundational skills in order to succeed.

WHAT DOES THIS MEAN FOR SCHOOLS?

It has long been recognised that communication and language skills by the age of five predict future success, and many schools have ensured that this is an ongoing priority in their provision. However, data from end of key stage testing suggests that the significant improvements we have seen in reading have not been replicated in writing.

Fluency in English Language is an essential foundation for success in all subjects. Many schools have embraced the principles of Reading Fluency, ensuring that both word reading and comprehension are secure. Now is the time for writing to have its moment in the spotlight. Improving writing means focusing on transcription (spelling and handwriting), composition (and cohesion), vocabulary grammar and punctuation – all coming together to create an impactful piece of writing, whatever the purpose or audience.

More fundamentally, leaders of all phases of education are therefore likely to find it helpful to consider the following questions when reviewing their provision.

- To what extent does your curriculum planning (in every subject) explicitly identify the key foundational learning pupils will acquire, and when?
- How are your staff trained and supported to recognise when there is a gap in a pupil’s foundational learning and identify precisely what that gap is?
- What are the systems and processes in your school that allow for rapid and timely intervention so that pupils do not simply quickly catch up with their peers but, crucially, continue to keep up?

If we want to ensure that our pupils are truly ready for the next stage in their education and indeed for lifelong success, we must ensure the foundations of learning are securely in place, however big a gap there might be for some pupils.

As Ofsted reminds us in their webinars, context does not have to be destiny.

HFL Education has developed a number of resources to support with the above. You can explore some of them here:

CLICK TO FIND OUT MORE
ABOUT READING FLUENCY

<https://hfl.education/TT7RFProj>



CLICK TO FIND OUT MORE
ABOUT ESSENTIALWRITING

<https://hfl.education/TT7EW1>



CLICK TO FIND OUT MORE
ABOUT ESSENTIALSPELLING

<https://hfl.education/TT7ESpel>



GOVERNING AI IN SCHOOLS: KEY PRINCIPLES FOR GOVERNING BOARDS.



by Jonathan Ellam,
Governance Adviser

WHERE TO BEGIN?

Before any AI tool is trialled or adopted, governors should expect leaders to be clear about *why* AI is being considered. AI is not a default solution; it should be introduced only where it offers genuine benefit – for example in reducing workload, strengthening data insight, improving communication or enhancing access for pupils with SEND.

Governing boards can maintain strategic focus by asking:

- What outcomes are we trying to improve?
- How will we measure whether AI is having the desired impact, both short and longer term?
- Have we explored non-AI alternatives?
- Has the school cross-checked its planned use of AI against the DfE's product safety guidance?

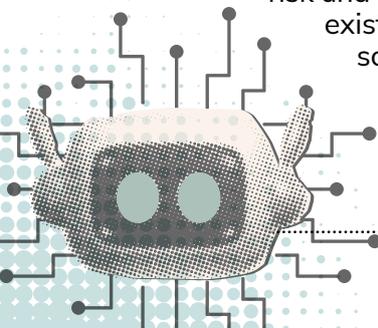
Establishing purpose should also prevent unnecessary spending and rushed adoption, ensuring (as best as possible) that the desired impact is achieved.

AUDIT YOUR CURRENT USE OF AI

Most schools already use AI-enabled applications – often so many that some use goes unrecognised. Governors should ensure the school completes a full audit of all tools and applications that use AI, identifying such things as:

- What AI tools and applications are being used
- Who the end users are, i.e. staff, pupils or both
- What data sources the AI tools can access
- What the current perceived benefits are
- Whether there are concerns around data protection, safeguarding and ethics

This audit provides clarity, exposes any unmonitored risk and helps boards identify whether existing use aligns with the school's values and statutory responsibilities.



SAFEGUARDING CONSIDERATIONS

AI introduces its own safeguarding considerations. While day-to-day oversight is operational, governors should scrutinise how AI is incorporated into the school's existing KCSIE-aligned policies and safeguarding framework.

Key areas of assurance include:

- age restrictions for AI platforms, especially those not suitable for children
- how pupil use is managed and monitored, and what systems are in place to detect harmful prompts, inappropriate content or concerning behaviour
- whether existing filtering and monitoring systems are sufficient to deal with AI-generated risks

Safeguarding must remain a cornerstone that underpins all considerations on the use of AI in schools.

ENSURING COMPLIANCE WITH DATA PROTECTION AND INTELLECTUAL PROPERTY (IP)

AI raises significant questions about privacy, personal data and IP. Governors should be satisfied that sufficient processes and procedures are in place, including:

- prohibiting the entry of personal data into generative AI tools
- ensuring staff know how to anonymise information effectively
- completing data protection impact assessments (DPIAs) for any AI-enabled tool

- using applications with clear, transparent data handling practices
- protecting staff and pupil work from being uploaded to platforms that may use it to train their models without consent

These checks protect the school from legal risk and safeguard the rights of pupils and staff.

ETHICAL PRINCIPLES AND AI

Good governance of AI is built on clear ethical principles that should underpin any decisions made to incorporate AI tools and applications into school life:

- fairness – AI outputs must not reinforce bias
- transparency – staff, pupils and parents should understand how and where AI is being used
- equity – AI should support inclusion and avoid widening digital inequalities
- wellbeing – AI needs to positively support staff and pupil digital wellbeing

Governors should expect leaders to have reliable methods for checking the accuracy, fairness and impact of AI outputs, and for swiftly addressing concerns that arise.

MAINTAINING CLEAR-EYED OVERSIGHT OF AI

AI should support professional judgement, not replace it. Governors need to ensure that:

- critical decision making and scrutiny is a collective responsibility, with a particular focus on leaders, teaching staff, IT support and safeguarding leads to manage and challenge the application of AI
- all staff recognise that human judgement is essential and understand the limitations of AI
- AI outputs are checked for accuracy, errors and bias
- clear boundaries are set for what AI may and may not be used for

A “safety-first” approach will protect the integrity of both the setting and its staff and will ensure that AI remains a support tool rather than a substitute for professional expertise.

STRENGTHEN THE GOVERNANCE OF AI THROUGH POLICY AND REVIEW

A robust policy framework is essential for consistent oversight. Schools may choose to:

- develop a standalone AI policy
- embed AI considerations across existing policies such as safeguarding, data protection, cyber security, filtering and monitoring



Alternatively, at this stage of the AI journey, schools may choose to adopt a belt-and-braces approach and do both.

Governing boards should schedule regular review of AI-related policies and ensure leaders stay up to date with rapidly evolving DfE guidance, product safety standards and national expectations.

THAT’S A LOT TO DIGEST!

AI can be a powerful tool when used with positive intent, a healthy dose of caution, and continuous monitoring and oversight. Responsible AI governance means focusing relentlessly on the intent, impact, safety, ethics and legality of the use of AI, and the protection of staff and pupils and their precious pedagogical bond. By grounding decisions in these principles, governing boards can help schools adopt AI in ways that support staff, strengthen learning, and keep children safer in school, at home and in the wider community.

This article has used HFL Education guidance and references DfE guidance, which is subject to continual review. Please always check the latest DfE guidance.

CLICK TO SEE THE GUIDANCE USED:
GENERATIVE ARTIFICIAL
INTELLIGENCE (AI) IN EDUCATION - GOV.UK

<https://hfl.education/TT7GOVAI>



CLICK TO SEE THE GUIDANCE USED: GENERATIVE
AI: PRODUCT SAFETY STANDARDS - GOV.UK

<https://hfl.education/TT7GOVAI2>



CLICK TO GET IN TOUCH
governance@hfl.education.org





by Tracey Harper,
Lead Adviser for RSHE/PSHE
and Wellbeing

RSHE 2025: READINESS, PRACTICE, SAFEGUARDING.

WHY GETTING RSHE RIGHT – AT THE RIGHT TIME – MATTERS

As schools prepare for full implementation of the updated Department for Education (DfE) relationships, sex and health education (RSHE) guidance by September 2026, leaders are being asked to think differently about RSHE. This is no longer simply about statutory coverage or curriculum compliance; it is about safeguarding, culture and the conditions in which children and young people can thrive.

The revised guidance reflects a rapidly changing safeguarding landscape. Increasing online risk, exposure to misogynistic content, unhealthy relationship models and harmful sexual behaviour, alongside a renewed national focus on preventing violence against women and girls (VAWG), demands a more deliberate, preventative and evidence-informed approach to RSHE.

For HFL Education this work matters deeply. We see RSHE as one of the most powerful levers schools can use to shape culture, foster belonging and equip pupils with the knowledge, skills and values they need to feel safe, respected and able to succeed.

RSHE AS A SAFEGUARDING STRATEGY, NOT AN ADD-ON

The updated guidance makes explicit what strong practice now requires: age-appropriate sequencing; curriculum decisions informed by pupil voice; and clear, evidence-informed links between safeguarding intelligence and what is taught when. It also places greater emphasis on transparency with parents and confidence in staff delivery.

This matters because RSHE brings safeguarding, behaviour, inclusion and wellbeing together in daily practice. When it is carefully designed and well delivered, it supports pupils to build healthy relationships, recognise risk, seek help and contribute positively to school life. At its best, RSHE creates the conditions in which pupils feel safe and able to thrive.

SUPPORTING LEADERS THROUGH CHANGE

Throughout this year we have been working closely with Hertfordshire schools through HFL Education's **Monitoring your RSHE provision** programme, supporting leaders to review, refine and strengthen their RSHE approach in line with the updated guidance. This is a fully funded offer for Hertfordshire settings.



CLICK TO FIND OUT MORE ABOUT MONITORING
YOUR RSHE PROVISION

<https://hfl.education/TT7RSHE>

Session 1 of the programme focused on curriculum intent and policy alignment, while Session 2 explored parental engagement and SEND inclusion. For schools unable to attend in person, recordings of both sessions are available on sign-up. The final live briefing this April will focus on monitoring and assessment, supporting leaders to evaluate impact and articulate their RSHE approach clearly.

What has stood out throughout this work is leaders' shared determination to ensure RSHE is purposeful, valid and responsive to pupils' needs.

WHAT HAS STRENGTHENED IN THE UPDATED GUIDANCE?

The guidance sharpens expectations in several key areas. Schools are now expected to demonstrate:

- justified, age- and stage-appropriate curriculum sequencing
- meaningful use of pupil voice to inform curriculum design
- stronger alignment between RSHE and safeguarding data including data related to online harm and harmful sexual behaviour
- increased transparency and communication with parents
- confident, well-trained staff delivering sensitive content safely

These expectations are brought together through the DfE's seven guiding principles.

THE SEVEN RSHE PRINCIPLES IN PRACTICE

The seven principles are practical tools that enable leaders to design RSHE that is protective by default, inclusive in practice and responsive to risk.

- **Engagement with pupils:** Use surveys or focus groups to identify emerging needs and review content regularly.
- **Engagement and transparency with parents:** Share curriculum overviews, consult meaningfully and maintain dialogue.
- **Positivity:** Reinforce respectful behaviour through assemblies, modelling and daily practice.
- **Careful sequencing:** Introduce key concepts early, revisit learning and justify timing using safeguarding rationale.
- **Relevant and responsive:** Use safeguarding trends and local intelligence to adjust lesson focus and timing.
- **Skilled delivery of participative education:** Prioritise CPD that builds confidence in managing discussion and sensitive topics.
- **Whole-school approach:** Align RSHE with behaviour, safeguarding and inclusion policies.

Taken together, these principles act as safeguarding mechanisms, supporting both prevention and timely response.

PREVENTATIVE AND RESPONSIVE SAFEGUARDING

The updated guidance is clear: RSHE must operate as both a preventative framework and a responsive safeguarding tool. This requires close collaboration with safeguarding and mental health leads, attention to pupil and staff voice, and consideration of local and national priorities, including VAWG. Addressing VAWG through RSHE is fundamental to a culture of respect, safety and equality.

Supporting schools through this work is a core part of my role, whether through curriculum development, policy review or helping leaders evidence impact.

NOW IS THE TIME TO GET IT RIGHT

As September 2026 approaches, now is the time for leaders to reflect honestly on their RSHE provision. Can you clearly articulate why content is taught when it is; how safeguarding intelligence informs decisions; and how RSHE contributes to culture, belonging and pupils' ability to thrive?

In our work with schools, we see most clearly the impact of RSHE when it is woven into everyday practice rather than confined to lessons or documents. Where pupils feel listened to, respected and safe to talk, RSHE supports not only safeguarding but also a wider sense of belonging. This is where children and young people are best placed to develop the confidence, resilience and understanding they need to thrive in school and beyond.

HFL Education maintains that getting RSHE right, at the right time, is one of the most powerful steps a school can take to ensure children and young people feel safe, valued and able to succeed.

CLICK TO GET IN TOUCH
tracey.harper@hfleducation.org



THE HIDDEN ENGINE OF SCHOOL SUCCESS: WHY MIS SUPPORT TEAMS MATTER MORE THAN EVER.



by Catherine Loake,
Director of
Business Services



and Tracy House,
Head of Data
Management Services

Education is in a period of rapid and ongoing transformation. From evolving government white papers to curriculum reform, schools are navigating a landscape in constant motion. The school MIS market reflects this turbulence; over the past five years, there has been a dramatic shift away from traditional on-premises systems towards modern cloud-based platforms. As a result, the school management information system (MIS) has evolved from acting as little more than a digital filing cabinet to becoming the backbone – the true “operating system” – of the school.

In this environment, high-quality, independent MIS support has become essential. While schools can purchase support directly from MIS vendors, this often provides only the basics and is limited to a single product. At a time when budgets are tight and every service must demonstrate clear value for money, the question becomes: *What does a top-tier MIS support service – such as HFL Education’s Data Management Service – bring to the table?* While schools can purchase support directly from MIS vendors, it often provides only the basics and is limited to a single product.

A STRATEGIC PARTNER IN A SHIFTING MARKET

Recent years have seen major changes in MIS contract models, migration approaches and pricing structures. Despite this upheaval, most schools have stayed with their specialist MIS support partner. The reason is simple: a strong support team acts as a strategic navigator, guiding schools through market changes and helping them avoid costly missteps.

MIS support teams don’t just fix issues. They work tirelessly behind the scenes as the critical link between the school and the MIS supplier, translating technical challenges, advocating on behalf of schools and ensuring the system evolves with the school’s needs.

EXPERTISE THAT SAVES TIME, MONEY AND STRESS

High-quality MIS teams work across multiple systems, giving them broad, comparative expertise that no single vendor can provide. This cross-system knowledge is invaluable at a time when schools struggle to find capacity and funding for major change projects.

Value for money in MIS support is rarely found in the cheapest monthly fee. It lies in consolidated expertise. A multi-skilled team – versed in cloud migration and analytics platforms such as Power BI and Google Looker – helps schools unlock benefits, including:

- **System integration:** Understanding how the MIS interacts with finance, safeguarding, HR and communication tools prevents duplicated spending and ensures efficient workflows.
- **Data accuracy:** Expert guidance on high-stakes statutory returns such as the School Census protects crucial funding by ensuring pupil data is correct at source.
- **Staff retention and wellbeing:** Bespoke training and rapid problem solving reduce staff frustration and “death by data”, giving teachers and office teams back hours each week.

PREPARING SCHOOLS FOR THE FUTURE

As MIS providers introduce AI-enabled analytics, predictive safeguarding features and ever-expanding functionality, the gap between basic and premium support will widen. High-quality support teams don’t wait for problems to arise – they proactively audit system health, ensuring schools use the 40% of features that too often remain untouched.

In 2026 your MIS should empower your school, not encumber it. Investing in a support partner with deep, multi-platform expertise ensures data works in service of pupils, not the other way around.

Email the team via support@hfleducation.org



CLICK TO FIND OUT MORE ABOUT OUR MIS SUPPORT
<https://hfl.education/TT7MIS>



by Kate Kellner-Dilks,
Head of Primary: Teaching
& Learning, Curriculum &
Assessment

PROVIDING STAFF WITH EFFECTIVE CPD.

For a few years now we have been using phrases like “coherently planned” and “cumulatively sequenced” when talking about the curriculum. Educators in all phases have taken time to review curriculum mapping, explore progression documents and refine their thinking. In the primary phase, this has had a particular benefit for foundation subjects, which are now, typically, more carefully and thoughtfully planned than was previously the case.

With this aim to build knowledge and skills sequentially and the need to refine our planning and mapping coherently comes the driver to upskill our staff to understand precisely how that learning builds. Primary teachers have a wide range of subjects and content to cover. It would be hard, without some CPD or support, to be expert in the progression hidden within all of them.

In the Ofsted Toolkit (November 2025) there is an interesting line in the “Expected Standard” grade descriptor that indirectly references teachers’ CPD: “Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.”

CLICK FOR OFSTED TOOLKIT
<https://hfl.education/TT7OTK>



A couple of years ago HFL Education recognised the need to support primary schools with subject knowledge and progression through low-cost CPD, and this was when the Big Staff Meeting was born – offering online sessions particularly focused on foundation subjects and progression. It has evolved slightly over the years to also cover aspects of primary teaching that are current or topical. For example, this summer term, one session is looking at progression in geographical enquiry and fieldwork in a primary geography, while another session explores how to promote independence in the classroom for children with SEND.

In the Ofsted toolkit, under the heading “Strategic leadership of curriculum and teaching”, inspectors are asked to gather evidence to explore the extent to which “leaders assure themselves that the curriculum is taught well; they identify areas for improvement and take effective action to tackle these, including through professional learning that ensures teachers develop the expertise needed to deliver the curriculum effectively”.

Through The Big Staff Meeting, we aim to support schools with this.

With this in mind, it is worth considering to what extent leaders have thought about the following questions:

1. In your setting, what does “Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach” involve and look like, and how do you manage this?
2. Have you identified any areas for improvement within teaching and the curriculum, where professional learning could help to ensure that teachers can deliver the curriculum effectively?
3. Is low-cost, whole-staff CPD such as The Big Staff Meeting something you would consider?

In the summer term 2026 our four sessions will cover:

- **Geography:** Progression in geographical enquiry and fieldwork in geography – Tuesday 21st April 2026
- **SEND:** Promoting independence for children with SEND through ordinarily available provision – Tuesday 19th May 2026
- **PSHE and personal development:** Enriching your RSHE, PSHE and PD provision – Tuesday 16th June 2026
- **English:** Writing Across the Curriculum: Ensuring excellence and enjoyment in all subjects – Tuesday 30th June 2026

Sessions are aimed at teachers from EYFS to Year 6, are led by expert advisers and cover practical strategies. Sessions are usually live on Tuesdays (3:45–5:00pm), once or twice a half-term, with a recording available afterwards.



CLICK TO FIND OUT MORE
<https://hfl.mobi/TT7TBSM>

COLLABORATING FOR EXCELLENCE:

HOW A COLLABORATION BETWEEN DNEAT AND HFL EDUCATION IS STRENGTHENING TEACHING, LEADERSHIP AND OUTCOMES



by Penny Slater,
Partnership Lead

When the Diocese of Norwich Education and Academies Trust (DNEAT) set out to deepen the consistency, quality and impact of teaching across its schools, leaders sought a partner who could provide trusted, evidence-informed expertise across a wide range of curriculum and assessment priorities. Over the last two years, that partnership with HFL Education has evolved into a powerful model of collaboration – one that is strengthening leadership, improving outcomes and building confident communities of practice across its 39 schools.

A PARTNERSHIP BUILT ON TRUST AND EXPERTISE

DNEAT describe HFL Education as “known for their high-quality and evidence-based support that is clearly and precisely delivered to ensure maximum impact on outcomes”. What has set the collaboration apart is not only HFL’s specialist knowledge but also the way it is tailored: flexible, responsive and always centred on the trust’s needs. From executive leaders to classroom practitioners, staff across the trust say they feel supported, challenged and well equipped at each stage of the school improvement journey. This confidence led DNEAT to invest in an ongoing programme of consultant time from HFL Education, ensuring that specialist advice, CPD and professional dialogue are embedded throughout the academic year. The collaboration is intentionally broad, spanning curriculum, assessment, moderation, national priorities and bespoke school-level needs.

CURRICULUM CLUSTERS: BUILDING EXPERTISE THROUGH AMBASSADORS

At the heart of the partnership are termly curriculum clusters – known as *Ambassador meetings* – covering Early Years, English, maths and computing. These sessions bring together subject leaders from across the trust, creating vibrant communities of practice where staff can deepen expertise, explore new research and discuss emerging priorities.

...support that is clearly and precisely delivered to ensure maximum impact on outcomes.

The impact of these clusters is consistently reviewed, with high percentages reporting the sessions would impact their work *extremely well* or *very well*:

- EYFS Ambassadors: 85%
- English Ambassadors: 83%
- Maths Ambassadors: 88%

These strong evaluations reflect the quality of professional dialogue and also the sense of connection that leaders feel: a trust-wide movement focused on improving teaching for every child.

RAISING STANDARDS THROUGH RIGOROUS MODERATION

Alongside the Ambassador programme, HFL Education advisers support the trust with standardisation and moderation, including statutory moderation of Year 6 writing. This has brought increasing clarity and confidence to teachers’ judgements, ensuring consistency both within and across schools.

Participants report high impact from these sessions, with the following percentages reporting they would impact their work *extremely well* or *very well*:

- Years 3–5 moderation: 75%
- Year 6 moderation: 94%
- Year 6 maths “Reaching the Expected Standard” training: 86%

This focus on accuracy and alignment means teachers can plan more



effectively, leaders can target support more precisely, and pupils benefit from clear expectations across year groups.

TAILORED SUPPORT AND BESPOKE PROJECTS

While trust-wide structures provide coherence, the collaboration between HFL Education and DNEAT is intentionally bespoke. Throughout each academic year, leaders meet regularly with HFL advisers to discuss emerging needs across the trust. These conversations then inform specific work with individual schools: targeted CPD, specialist projects and bespoke support linked to curriculum priorities. One example is the Fixing Full Stops project, delivered to all schools across DNEAT. This initiative led directly to a 3% increase in KS2 GPS attainment at the expected standard between 2024 and 2025. Schools also use HFL Education's Teacher Assessment Frameworks across Key Stages 1 and 2, helping teachers make consistent judgements and identify clear next steps in pupils' writing.

IMPACT ON OUTCOMES: A THREE-YEAR UPWARD TREND

Perhaps the most compelling evidence of the partnership's success is the impact on pupil outcomes. In the Early Years Foundation Stage, continued collaboration has supported a three-year upward trend in GLD outcomes, meaning that Reception pupils across DNEAT are now achieving in line with national averages. This improvement represents hundreds of children starting Key Stage 1 with a stronger foundation in communication, language, early literacy and numeracy, opening up future learning and ensuring greater equity across the trust. Across the curriculum leaders report similar momentum: improved subject knowledge, greater confidence among teachers, and a more unified approach to curriculum and assessment. The trust notes

that staff appreciate being connected to national priorities and current research, helping ensure practice remains informed by the latest professional thinking.

A MODEL OF COLLABORATION FOR THE SECTOR

The relationship between HFL Education and DNEAT demonstrates what effective MAT collaboration can look like: trust-centred, evidence-informed, personally tailored and relentlessly focused on improving outcomes for children. For HFL the partnership has also deepened and refined our own offer. Working at trust scale has enabled advisers to sharpen products, tailor training more precisely, and develop models that support both consistency and local context. The learning from this collaboration continues to influence the way HFL Education designs and delivers services for other MATs across the country.

LOOKING AHEAD

The collaboration between DNEAT and HFL Education continues to evolve, strengthening practice, deepening professional confidence and keeping children's learning at the centre of every decision. The partnership remains focused on impact, ensuring that staff across the trust feel supported, informed and equipped to secure the best possible outcomes for their pupils. As DNEAT leaders put it: "HFL support us with expertise and confidence in our school improvement journey."

If you'd like to know how you can work more closely with HFL Education, email me at penny.slater@hfleducation.org



CLICK TO EMAIL PENNY
penny.slater@hfleducation.org

EXPLORING THE UNIVERSAL RISE OFFER.

It seems there have been a number of new initiatives in education recently, and it can feel like we are being bombarded with information and competing demands. It might be hard to know where to start and what to focus on.

RISE (the DfE's Regional Improvement for Standards and Excellence programme) is a newer initiative, which feels like it is moving at a fast pace. In this piece we will explore what RISE aims to offer.

First of all, there are two levels:

1. bespoke targeted interventions to eligible schools
2. universal service to all schools

Where schools are part of the targeted intervention, they will be contacted directly by the local RISE team. Whether this is about attendance, outcomes or previous Ofsted gradings, the school will receive direct communication to set out what is being offered or advised.

The other level is the universal services, available to all schools, which leaders might appreciate some support to navigate. Some of this offer is about signposting to networks that already exist such as the English and maths hubs, but some of the support on offer is newer and so less familiar.

We know there are four national priorities for RISE, that are part of the universal work:

- attainment, with a focus on English and maths
- inclusive mainstream
- reception-year quality
- attendance

We also know that there are regional areas for some of the universal offer. For example, Hertfordshire is part of the East of England region, which also includes areas such as Bedfordshire, Cambridgeshire, Essex, Norfolk and Suffolk.

There are a few places in which schools in the East of England might look to access support. This page, for example, shares details of the English and maths hubs as well as teaching school and music hubs in the area:



CLICK FOR HUB DETAILS

<https://hfl.education/TT7RISE>





by Kate Kellner-Dilks,
Head of Primary: Teaching
& Learning, Curriculum &
Assessment

A newer source of support, recently set up, is the East of England Teaching Exchange. This is a collaboration between MATs / trusts, local authorities, hubs and other organisations, including HFL Education.



CLICK FOR DETAILS OF THE
ADVISORY GROUP
<https://hfl.education/TT7RISEADV>

The East of England Teaching Exchange has developed a series of webinars and sources of support **focused on KS2 attainment in English and maths**.



CLICK TO VISIT THE EAST OF ENGLAND
TEACHING EXCHANGE
<https://hfl.education/TT7RiseEEE>

We are delighted to be supporting and leading some of the webinars, which are designed to benefit schools across the East of England and are free to access. We are especially delighted to be co-delivering a series of **free maths leadership network webinars** alongside Matrix Maths Hub.

RISE East of England universal offer support around KS2 outcomes. The webinars are free to access for all schools across the East of England region and provide a combination of webinars, resources and signposting to follow-up support.

Free webinars are also available for:

- all Year 6 teachers that focus on Success in Year 6
- senior leaders focusing on Leadership Network
- all English leads focusing on English Leadership Network



CLICK TO EXPLORE THE FREE WEBINARS
AND BOOK YOUR PLACE
<https://hfl.education/TT7RISEWEB>



by Gabi Gutteridge,
Head of Events

THE HFL HUB IS HAVING AN UPGRADE!

We've listened to your feedback and are excited to share that the HFL Hub is moving to a new, user-friendly platform. It will still look and feel like the hub you know but with a fresh, modern design and some long-awaited improvements.

One of the biggest changes is the search function. Many of you have said this has been a challenge in recent years, so we've completely rebuilt it. You'll now be able to search easily by title, keyword, subject or phase, helping you find the right CPD or product faster.

We've also made it simpler to add new colleagues, ensuring they are attached to your school, setting or trust. A quick link is all you'll need, and once you're in, you'll see a much clearer dashboard, where all your bookings and products sit neatly in one place. Our hope is that the hub will feel intuitive and easy to navigate, reducing the need to contact us for support. That said, the team will still be right here to help, especially in those early weeks as everyone gets used to the new layout.

You will need to reset your password the first time you log in after Monday 23rd March 2026, but this should only take a moment.

We'd love to hear what you think once you've explored. Please email any feedback to training@hfl.education.org, and happy browsing!



TRAINING AND EVENTS

We are a trusted partner to education and learning professionals across the country, and we work with over 3,100 schools, trusts and settings. More than 300,000 delegates have benefitted from our training courses, events and conferences.

Conference and events programme

Our annual conference and events programme includes high-profile national online events for teachers, leaders and practitioners in all educational phases. It attracts nationally and internationally renowned education experts.

JOIN OUR MAILING LIST TO BE SENT DETAILS OF FUTURE CONFERENCES AND EVENTS



High-quality training and CPD to meet your needs. Explore our range of high-quality continuing professional development opportunities, including in-person, online webinar and self-paced e-learning programmes offered throughout the year.

Our courses, delivered by experienced subject specialists, span a broad range of education subject areas, delivering dynamic and engaging content to teachers and leaders. They also include training for ECTs and teaching assistants and those working in Early Years PVI settings.

In addition, we cater for the training needs of business management and office support staff, as well as governors and leaders in all types of education settings.

OUR UPCOMING CONFERENCES

01.



SIXTH FORM CONFERENCE 2026

FRIDAY 9TH JUNE

IN PERSON - HERTFORDSHIRE LOCATION

Key updates, practical strategies and tailored CPD opportunities through keynote sessions and specialised workshops to enhance sixth form provision and personal development.

SAVE THE DATE

CLICK TO RECEIVE NEWS ON BOOKING

£233.50
+VAT



<https://hfl.education/TT7NEWS>

02.



SECONDARY HEADS OF ENGLISH SUMMER CONFERENCE

THURSDAY 18TH JUNE

IN PERSON - FIELDER CENTRE, HATFIELD

This return of our ever-popular event will provide the most up-to-date curriculum news and advice, as well as offering suggestions and strategies to lead and manage the issues and challenges that secondary English subject leaders face.

CLICK TO FIND OUT MORE

£233.50
+VAT



<https://hfl.education/TT7ENGCONF>

03.



PRIMARY AND NURSERY HEADTEACHERS' CONFERENCE 2026

THURSDAY 8TH AND FRIDAY 9TH OCTOBER

IN PERSON - HINXTON HALL CONFERENCE CENTRE, CAMBRIDGESHIRE

Inclusive Leadership: Getting the best out of everyone. A celebration of leadership that places people, purpose and possibility at its heart.

SAVE THE DATE

CLICK TO RECEIVE NEWS ON BOOKING



<https://hfl.education/TT7NEWS>



NEED MORE INFORMATION?

VISIT THE HFL HUB TO SEE OUR FULL CONFERENCE OFFERING

LEADERSHIP AND MANAGEMENT

SECONDARY SENIOR LEADERS' BRIEFING

These twilight webinars will support members of SLT to keep abreast of news and developments across the academic year, offering a mixture of "briefing" updates, and sharing key materials and resources.

NEXT DATE **TUESDAY 21ST APRIL WEBINAR**

£60.75 +VAT

<https://hfl.education/TT7LNM2>



<https://hfl.education/TT7LNM3>

USING THE OFSTED TOOLKITS TO PREPARE FOR YOUR NEXT INSPECTION

This training course provides an in-depth overview of the new Ofsted School Inspection Toolkit, enabling participants to develop a clear understanding of the key changes and their implications for school practice.

NEXT DATE **TUESDAY 23RD JUNE IN PERSON**
BANK HOUSE, PRIMETT ROAD, STEVENAGE, HERTS SG1 3EE

SINGLE CENTRAL RECORD TRAINING

This half-day webinar will remind delegates of the importance of meeting the statutory requirements for SCR.

MONDAY 18TH MAY WEBINAR

£82.50 +VAT

<https://hfl.education/TT7LNM4>



£39 +VAT

<https://hfl.education/TT7SEND4>



LEADING A WHOLE-SCHOOL STRATEGY FOR EAL (THE BELL FOUNDATION - LANGUAGE FOR RESULTS COURSE)

This session equips school leaders with strategies, systems and resources to implement evidence-informed, inclusive interventions that improve attainment for learners who use EAL.

TUESDAY 2ND JUNE WEBINAR

PRIMARY HEADTEACHERS' SEMINAR

Delivered by a range of specialist advisers from HFL Education, this session will provide updates on current topics in primary education.

MONDAY 15TH JUNE IN PERSON HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE
WEDNESDAY 17TH JUNE WEBINAR

£74.00 +VAT IN PERSON

£60.75 +VAT WEBINAR

<https://hfl.education/TT7LNM5>



NEED MORE INFORMATION ABOUT LEADERSHIP AND MANAGEMENT?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.education/TT7LNM1>

SEND

SEND... READY FOR OFSTED?

A full-day course relevant for SENCOs and senior leaders with responsibility for special educational needs and disabilities (SEND).

MONDAY 27TH APRIL IN PERSON HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

£196 +VAT

<https://hfl.education/TT7SEND2>



£133 +VAT

<https://hfl.education/TT7SEND3>

THE BIG STAFF MEETING SERIES 2025-26 - SEND 3

Promoting independence for children with SEND through ordinarily available provision. Explore how to guide learners with SEND to become increasingly independent during high-quality teaching.

TUESDAY 19TH MAY WEBINAR

SEND BRIEFING

Exploring the local and national context, covering topical issues and signposting to a wide range of new and helpful resources.

MONDAY 15TH JUNE WEBINAR

£60.75 +VAT

<https://hfl.education/TT7SEND8>



CLICK TO REGISTER
YOUR INTEREST

<https://hfl.education/TT7L3EY>

LEVEL 3 CERTIFICATE FOR SENCOS IN EARLY YEARS (CERTSEY)

Enabling SENCOs in the Early Years (PVI), including childminders, to have the necessary knowledge, skills and confidence in relation to their duties, as outlined in the SEND code of practice.

NEED MORE INFORMATION ABOUT SEND?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING



Helping you support every pupil's wellbeing

Our Wellbeing team is here to work alongside your school with practical, down-to-earth support. As experienced specialists, we help you strengthen key areas, including behaviour and relational practice, RSHE/PSHE, equality and belonging, mental health, online safety, and support for young carers and vulnerable pupils.

We focus on partnership, offering clarity, challenge and guidance rooted in real school life.



Stay connected

Click to receive our Wellbeing & Online Safety newsletters or request information on key topics and funded briefings. <https://hfl.education/TT7OSN>

Prefer a friendly one-to-one conversation?

Email wellbeing@hfl.education.org and we'll be in touch to arrange a suitable time.



NEED MORE INFORMATION ABOUT WELLBEING?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.education/TT7WELL>

BUSINESS MANAGEMENT SERVICES



£103 +VAT

<https://hfl.education/TT7BMS1>

BUSINESS MANAGEMENT BRIEFING FOR ACADEMIES/ MAINTAINED

These sessions are aimed at finance, HR and operational professionals working in maintained schools or academy trusts.

STARTING TUESDAY 28TH APRIL WEBINAR

SINGLE CENTRAL RECORD TRAINING

This half-day webinar will remind delegates of the importance of meeting the statutory requirements for SCR.

MONDAY 18TH MAY WEBINAR

£82.50 +VAT

<https://hfl.education/TT7BMS2>



£65 +VAT

<https://hfl.education/TT7BMS3>

HEALTH AND SAFETY FOR SCHOOL BUSINESS MANAGERS

A comprehensive introduction to the key health and safety risks within school environments, focusing on how to manage them effectively and proportionately onsite.

WEDNESDAY 3RD JUNE WEBINAR



NEED MORE INFORMATION ABOUT BUSINESS MANAGEMENT SERVICES?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.education/TT7BMS>

EARLY YEARS



£82.50 +VAT

<https://hfl.education/TT7EYS1>



BEST PRACTICE FOR WRITING IN THE EYFS - MAXIMISING ELG OUTCOMES WHILST DEVELOPING CHILDREN AS KEEN, CONFIDENT WRITERS

This webinar will provide you with proven, quality-first teaching approaches to develop your cohorts as writers.

THURSDAY 16TH APRIL WEBINAR



EFFECTIVE TRANSITION TO YEAR 1

This two-part course will guide practitioners working in both Reception and Year 1 in how to plan the delivery of an effective transitional programme by applying the principles of EYFS pedagogy during the summer and autumn terms.

STARTING THURSDAY 16TH APRIL WEBINAR

£109.35 +VAT

<https://hfl.education/TT7EYS2>



£60.75 +VAT

<https://hfl.education/TT7EYS3>



SHOWCASING YOUR EARLY YEARS PROVISION DURING AN OFSTED INSPECTION (SCHOOLS ONLY)

Develop your knowledge of what to expect under the proposed new Ofsted inspection framework, and be confident to showcase all aspects of your provision.

TUESDAY 5TH MAY WEBINAR



THE ROLE OF A TEACHING ASSISTANT IN EYFS – HIGH-QUALITY INTERACTIONS: MAKING A DIFFERENCE

Drawing on the work of Julie Fisher and insights from the Oxford Brain Study, we will explore how consistent, responsive and intentional interactions can support children's cognitive and emotional growth across the provision.

THURSDAY 4TH JUNE WEBINAR

£60.75 +VAT

<https://hfl.education/TT7EYS4>



£49 +VAT FOR FIVE LICENCES

<https://hfl.education/TT7EYS5>



HFL ESSENTIAL WRITING FOR EYFS (3-4 YEARS)

Carefully designed to support settings to deliver a curriculum for mark making, drawing and writing, which is rooted in sound Early Years pedagogy, whilst tapping into the children's own interests and experiences.

ELEARNING

NEED MORE INFORMATION ABOUT EARLY YEARS?

VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.education/TT7EYS>



ESSENTIAL WRITING for Early Years Curriculum

Our programme for preschool/nursery and reception-aged children offers a balance between child-led and adult inspired activities.

Designed around engaging bookmaking projects that make writing a joyful, multi-sensory, and purposeful experience.



CLICK TO FIND OUT MORE

<https://hfl.education/TT7EWEY>



HFL

TECH IN SCHOOLS

KEEP YOUR SCHOOL SAFE WITH OUR CYBER SECURITY AUDIT

Cyber security can feel overwhelming, but you don't have to face it alone. With online threats continuing to affect schools, now is a great time to make sure your systems – and your school community – are protected.

Our Cyber Security Audit is designed to be supportive, straightforward and school-friendly. We will help you understand where your strengths are and where, even small improvements, can make a big difference.



CLICK TO EXPLORE OUR
CYBER SECURITY AUDIT

<https://hfl.education/TT7CYBER>

If you'd like to discuss your requirements and find out more, email support@hfl.education.org

Our Cyber Security Audit includes:

- a clear, easy-to-understand review of your current security
- practical, tailored recommendations that fit your school's needs
- guidance on keeping pupil and staff data safe
- helpful tips to build confident, cyber-aware staff
- expert support to strengthen your school's long-term resilience

We are here to make cyber security simpler, safer and stress-free.

NEED MORE INFORMATION ABOUT TECHNOLOGY IN SCHOOLS?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.education/TT7AI>



DATA MANAGEMENT SERVICES

MASTERING ARBOR REPORT CARDS IN PRIMARY & EARLY YEARS

A practical guide exploring the four types of Arbor Report Cards, learning how to effectively use assessment data to enhance your reporting.

THURSDAY 21ST MAY WEBINAR

£60.75 +VAT

<https://hfl.education/TT7DMS1>



£60.75 +VAT

<https://hfl.education/TT7DMS2>

HOW TO SUCCESSFULLY RETURN THE PRIMARY END OF KEY STAGE USING ARBOR

Learn how to efficiently manage and return primary end-of-key-stage data using Arbor, including creating DfE assessment batches, entering marks, generating statutory reports, exporting CTFs, uploading submissions, and resolving common issues.

WEDNESDAY 10TH JUNE WEBINAR

HOW TO SUCCESSFULLY RETURN THE PRIMARY END OF KEY STAGE USING SIMS

Learn how to efficiently manage and return primary end-of-key-stage data using SIMS, including importing wizards, entering marks, generating statutory reports, exporting CTFs, uploading submissions, and resolving common issues.

THURSDAY 11TH JUNE WEBINAR

£60.75 +VAT

<https://hfl.education/TT7DMS3>



£30 +VAT

<https://hfl.education/TT7DMS4>

ARBOR NEW SCHOOL YEAR SETUP WEBINAR FOR PRIMARY SCHOOLS

This webinar explains how to complete all New School Year Setup processes in Arbor during the summer term, including creating the new academic year and promoting pupils to their next year and registration groups.

WEDNESDAY 17TH JUNE WEBINAR

ARBOR NEW SCHOOL YEAR SETUP WORKSHOP FOR PRIMARY SCHOOLS

An in-person afternoon with a DMS consultant, supporting you to complete Arbors New School Setup during the summer term. We will guide you as you create the new academic year and promote pupils to a new year group.

WEDNESDAY 17TH JUNE IN PERSON HFL EDUCATION, BANK HOUSE, STEVENAGE

£99 +VAT

<https://hfl.education/TT7DMS5>



NEED MORE INFORMATION ABOUT DATA MANAGEMENT SERVICES?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.education/TT7DMS>

FINANCIAL SERVICES



£121.50 +VAT

<https://hfl.education/TT7FS2>

NEW TO SCHOOL FINANCE

This two-session course (delivered over two separate days) will provide you with the key information that you need to effectively understand and oversee the finances in your school or setting.

STARTING TUESDAY 12TH MAY WEBINAR

NEED MORE INFORMATION ABOUT FINANCIAL SERVICES?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.education/TT7FS>



HR SERVICES

At HFL Education we are not just another HR service provider; we are specialists dedicated exclusively to serving educational institutions. Our team of seasoned HR professionals possess extensive education sector knowledge and experience working within schools, settings and trusts. We understand the challenges and opportunities you face, allowing us to provide tailored solutions that align with your specific needs.

Our full-service approach to your HR requirements is offered on either an ad hoc or a subscription basis. It is designed to meet your individual school needs at a fair and transparent price to suit any budget, ensuring we save you time and money that can be invested where it really matters: the delivery of learning.

We offer a comprehensive range of services that cover every aspect of HR, from recruitment and employee onboarding to performance management, compliance and staff development.

Click on the QR code at the bottom of the page to find out more or email us at hrservices@hfl.education.org



NEED MORE INFORMATION ABOUT HR SERVICES?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING



PRIMARY ASSESSMENT

KS2 SATS AND PHONICS CHECKS

A comprehensive guide to administering KS2 SATs and phonics screening checks, covering best practices, common pitfalls, test security, roles of adults involved and answers to frequently asked questions.

THURSDAY 16TH APRIL WEBINAR

£60.75 +VAT

<https://hfl.education/TT7PA1>



£85 +VAT

<https://hfl.education/TT7PA2>

YEAR 6 WRITING MODERATION CLUSTER

An opportunity to hear key messages surrounding assessment, to explore standards and expectations in writing, and to work together with colleagues, analysing where pupils are currently attaining, and identifying gaps and next steps.

WEDNESDAY 20TH MAY IN PERSON PEARTREE SPRING PRIMARY SCHOOL, STEVENAGE
THURSDAY 21ST MAY IN PERSON BELSWAINS PRIMARY SCHOOL, HEMEL HEMPSTEAD

YEAR 2 WRITING MODERATION CLUSTER

An opportunity to hear key messages surrounding assessment; to explore standards and expectations in writing; and to work together with colleagues, analysing where pupils are currently attaining and identifying gaps and next steps.

TUESDAY 2ND JUNE IN PERSON BELSWAINS PRIMARY SCHOOL, HEMEL HEMPSTEAD
WEDNESDAY 3RD JUNE IN PERSON PEARTREE SPRING PRIMARY SCHOOL, STEVENAGE

£85 +VAT

<https://hfl.education/TT7PA3>



**NEED MORE INFORMATION ABOUT PRIMARY ASSESSMENT?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING**

<https://hfl.education/TT7PA>

**WOULD YOU LIKE TO
RECEIVE RELEVANT
NEWSLETTERS FROM US?**

<https://hfl.education/TT7SignUp2>



Written by our expert advisers and containing news from the sector, our regular newsletters will also keep you well informed on forthcoming training, events and resources which may be of interest to you.



HFL

SCIENCE AND WIDER CURRICULUM

BIG STAFF MEETING SERIES - GEOGRAPHY

CPD for your whole teaching staff - progression in geographical enquiry and fieldwork. Focusing on equipping teachers with practical strategies to enhance students' geographical skills, enabling them to ask questions, investigate and interpret the world around them.

TUESDAY 21ST APRIL WEBINAR

£133 +VAT

<https://hfl.education/TT7SWC1>



£133 +VAT

<https://hfl.education/TT7SWC2>

BIG STAFF MEETING SERIES - RSHE, PSHE & PERSONAL DEVELOPMENT

CPD for your whole teaching staff - explore your statutory duties, incorporating DfE updates, and gain tools to enhance your curriculum in line with local and national context.

TUESDAY 16TH JUNE WEBINAR



**NEED MORE INFORMATION ABOUT SCIENCE AND WIDER CURRICULUM?
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<https://hfl.education/TT7SWC>

PRIMARY MATHS

YEAR 4 MATHS CHALLENGE

Teams of four pupils join together online for a friendly interschool competition, with a mixture of challenge, problem-solving, teamwork and fun. All teams take part in one of the preliminary heats, with the best-performing teams going through to the final.

STARTING THURSDAY 23RD APRIL WEBINAR

£35 +VAT
FOR A TEAM OF FOUR



<https://hfl.education/TT7MATH1>



£35 +VAT
FOR A TEAM OF FOUR

<https://hfl.education/TT7MATH2>

YEAR 3 MATHS CHALLENGE

Teams of four pupils join together online for a friendly interschool competition, with a mixture of challenge, problem-solving, teamwork and fun. All teams take part in one of the preliminary heats, with the best-performing teams going through to the final.

STARTING THURSDAY 4TH JUNE WEBINAR

ESSENTIALMATHS STAFF MEETING SUMMER 2026: SUCCESSFUL TRANSITION

CPD for your whole teaching staff – plan effective and time-efficient transitions between year groups using ESSENTIALMATHS, with strategies for end-of-year activities and September engagement.

WEDNESDAY 24TH JUNE WEBINAR

****FREE TO ATTEND FOR SCHOOLS WITH A PREMIUM ESSENTIALMATHS V2.0 SUBSCRIPTION****

£60.75 +VAT



<https://hfl.education/TT7MATH3>



NEED MORE INFORMATION ABOUT PRIMARY MATHS?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.education/TT7MATH>



PRIMARY ENGLISH



£48 +VAT
PER SESSION

<https://hfl.education/TT7ENG1>

LEADING PRIMARY ENGLISH IN CURRENT TIMES

Designed to help primary English subject leaders focus on their leadership role by keeping them up to date with guidance, research and updates.

THURSDAY 7TH MAY WEBINAR

SUPPORTING VOCABULARY DEVELOPMENT ACROSS THE PRIMARY PHASE

THURSDAY 11TH JUNE WEBINAR

FOSTERING A READING FOR PLEASURE CULTURE WITHIN THE CLASSROOM AND BEYOND

BIG STAFF MEETING SERIES – ENGLISH

CPD for your whole teaching staff, covering the four main writing purposes – entertain, inform, persuade, and discuss – and how to apply them effectively in foundation subjects, using practical strategies and scaffolds to support all writers.

TUESDAY 30TH JUNE WEBINAR

£133 +VAT



<https://hfl.education/TT7ENG2>



We're delighted that ESSENTIALWRITING has been shortlisted for the 2026 Education Business Award for Primary Resource!



CLICK TO FIND
OUT MORE

<https://hfl.education/TT7ESAWARD>



NEED MORE INFORMATION ABOUT PRIMARY ENGLISH?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING



READING FLUENCY



£950 +VAT

<https://hfl.education/TT7RFP2>

KEY STAGE 3 READING FLUENCY PROJECT – SUMMER 2026

Full training and support package for educators delivering the eight-week HFL Reading Fluency intervention. Designed to swiftly improve reading fluency and comprehension of those students who are working below the expected standard in reading.

LAUNCH DATE THURSDAY 16TH APRIL WEBINAR

KEY STAGE 4 READING FLUENCY PROJECT – SUMMER 2026

Full training and support package for educators delivering the eight-week HFL Reading Fluency intervention. Designed to swiftly improve reading fluency and comprehension of those students who are working below the expected standard in reading.

LAUNCH DATE THURSDAY 16TH APRIL WEBINAR

£950 +VAT

<https://hfl.education/TT7RFP3>



£890 +VAT

<https://hfl.education/TT7RFP4>

YEAR 1 READING FLUENCY PROJECT: FOUNDATIONAL FLUENCY – SUMMER 2026

Full training and support package for educators delivering the HFL Reading Fluency intervention. Providing practical, actionable strategies for identifying and supporting children who need a boost in fluency.

LAUNCH DATE TUESDAY 21ST APRIL WEBINAR

KEY STAGE 1 READING FLUENCY PROJECT – YEARS 2 & 3 SUMMER 2026

Full training and support package for educators delivering the eight-week HFL Reading Fluency intervention. Offering strategies that will have a swift and powerful impact on pupils' reading achievement in a short space of time.

LAUNCH DATE WEDNESDAY 22ND APRIL WEBINAR

£890 +VAT

<https://hfl.education/TT7RFP5>



£890 +VAT

<https://hfl.education/TT7RFP6>

KEY STAGE 2 READING FLUENCY PROJECT – SUMMER 2026

Full training and support package for educators delivering the eight-week HFL Reading Fluency intervention. Designed to swiftly improve reading fluency and comprehension of those pupils who have entered Year 5 or Year 6 working below the expected standard in reading.

LAUNCH DATE THURSDAY 23RD APRIL WEBINAR

READING FLUENCY PROJECT: A SYNOPSIS FOR KS1 & 2

An overview of the transformational teaching strategies skilfully woven throughout the HFL Reading Fluency Project.

WEDNESDAY 6TH MAY BLENDED

£165 +VAT

<https://hfl.education/TT7RFP7>



£165 +VAT

<https://hfl.education/TT7RFP8>

READING FLUENCY ACROSS THE PRIMARY CURRICULUM

Taking a close look at how reading fluency instruction and development of disciplinary literacy can enhance learning across the curriculum.

WEDNESDAY 3RD JUNE BLENDED

HFL READING FLUENCY PROJECT MAINTENANCE PACKAGE

Aimed at schools who have participated in the Reading Fluency Project before and who are looking to have staff trained across the school to ensure successful implementation. With this package you will have six places on our synopsis training as well as a two-hour consultancy visit at a mutually agreeable time.

£570 +VAT

<https://hfl.education/TT7RFP9>



NEED MORE INFORMATION ABOUT READING FLUENCY?

VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.education/TT7RFP>

SECONDARY

SECONDARY SENIOR LEADERS' BRIEFING

These twilight webinars will support members of SLT to keep abreast of news and developments across the academic year, offering a mixture of "briefing" updates, and sharing key materials and resources.

NEXT DATE TUESDAY 21ST APRIL WEBINAR

£60.75 +VAT



<https://hfl.education/TT7SSLB>



**£35 +VAT
FOR A TEAM OF FOUR**

Teams of four join for a friendly interschool competition, with a mixture of challenge, problem-solving, teamwork and fun. All teams take part in one of the preliminary heats, with the best-performing teams going through to the final.

<https://hfl.education/TT7Y8MATH>

YEAR 8 MATHS CHALLENGE

STARTING MONDAY 27TH APRIL WEBINAR

HEADS OF ENGLISH SUMMER CONFERENCE

The return of our ever-popular event will provide the most up-to-date curriculum news and advice as well as offering suggestions and strategies to lead and manage the issues and challenges that face secondary English subject leaders.

THURSDAY 18TH JUNE IN PERSON FIELDER CENTRE, HATFIELD

£233.50 +VAT



<https://hfl.education/TT7SECONF>

Boost Your Year 8s' Confidence with our 2026 Maths Challenge!

Looking for a fun, low prep way to stretch your young mathematicians?

Our **Year 8 Maths Challenge** is a friendly inter school competition designed to get students problem solving, collaborating and thinking creatively. With four varied rounds—from general maths questions to estimation and a lively memory task—your pupils will be buzzing with mathematical energy.

Heats run **online**, making it easy to take part from your classroom, and the very best teams will be invited to an exciting **face to face final**.

Perfect for building confidence, boosting teamwork skills and celebrating maths beyond the curriculum.

Book your team now and give your Year 8s an experience they'll remember!



CLICK TO FIND OUT MORE
AND GET INVOLVED

<https://hfl.education/TT7MATHSYR8>



NEED MORE INFORMATION ABOUT SECONDARY TRAINING AND EVENTS?
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<https://hfl.education/TT7SEC>

POST-16



CLICK TO RECEIVE
NEWS ON BOOKING

£233.50 +VAT

<https://hfl.education/TT7NEWS>

SIXTH FORM CONFERENCE 2026

Key updates, practical strategies and tailored CPD opportunities through keynote sessions and specialised workshops to enhance sixth form provision and personal development.

TUESDAY 9TH JUNE 2026 IN PERSON HERTFORDSHIRE LOCATION

NEED MORE INFORMATION ABOUT POST-16 TRAINING AND EVENTS?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING



SUPPORTING LEADERS TO EVALUATE PROVISION IN EARLY YEARS.



by Emma Wild,
Early Years Quality Manager

High-quality Early Years provision plays a vital role in shaping children's learning, development and wellbeing. For schools with Nursery and Reception classes, taking time to regularly evaluate practice is essential, not only to meet statutory requirements but also to ensure every child gets the best possible start.

Effective evaluation begins with a clear understanding of what strong Early Years provision looks like. The Early Years Foundation Stage (EYFS) statutory framework sets out expectations around teaching, learning, safeguarding and welfare, while the Ofsted inspection toolkit highlights how quality is judged in practice. Reviewing your provision against these benchmarks can help you identify strengths to celebrate, alongside areas that may benefit from further development.

A robust self-evaluation process should look beyond paperwork. Observing teaching and learning, reflecting on interactions and considering how well the environment supports children's needs are all key. Professional dialogue within your Early Years team can be particularly powerful, allowing staff to share perspectives, challenge assumptions and agree priorities together. This collaborative approach supports consistency and builds confidence across the team.

Schools may also find it helpful to step back and consider how well their provision meets the needs of all children:

- Are learning opportunities carefully sequenced?
- Do adults use assessment effectively to move learning forward?
- Are routines, transitions and relationships supporting children's emotional development?

Honest reflection in these areas helps ensure that provision is inclusive, purposeful and impactful.

However, evaluating Early Years practice can sometimes feel overwhelming, particularly when preparing for inspection or other external reviews. Many schools value the experience that comes from an external perspective. A supportive review can help confirm what is working well, highlight any gaps in alignment with the EYFS, and clarify what meaningful next steps might look like.

Achieving Inspection Readiness (AIR) visits have been designed with this in mind. Led by experienced Early Years Advisers, AIR visits provide a thorough review of EYFS provision. Through observation, professional discussion and careful evaluation, advisers work alongside school leaders to support accurate self-evaluation, prioritise improvement and build confidence.

Schools taking part in an AIR visit receive clear, constructive feedback focused on quality, compliance and next steps, helping leaders and practitioners feel well prepared and assured about their provision.

If your school would benefit from additional support in evaluating your Early Years provision, an AIR visit could offer clarity, confidence and reassurance.

To find out more about how an AIR visit can support your setting, please get in touch to discuss your needs. Email earlyyearsteam@hfleducation.org

CLICK TO FIND OUT MORE
<https://hfl.education/TT7AIR>



HFL Education (formerly Herts for Learning) is a not-for-profit organisation providing all the services, training and resources needed to deliver a great education to every child.

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