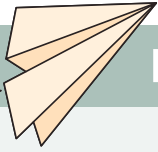


TERM TIMES

BIG NEWS IN A SMALL BOOK

ISSUE: 008 | JULY 2026



ELEVATING EDUCATION FOR EVERY CHILD



HFL EXPERTS TAKE THE STAGE AT SCHOOLS & ACADEMIES SHOW 2026.

We are delighted to be taking a leading role at the Schools & Academies Show 2026 this November, with three colleagues selected to share their expertise on some of the sector's most pressing priorities.

Paul Jenkins, HFL Head of Secondary Curriculum Services, will explore practical approaches to improving attendance, wellbeing and behaviour, while Carole Bennett, our CEO, will discuss the progress and opportunities emerging from recent SEND reforms. Catherine Loake, Head of Business Services, will join a fireside chat on achieving best value for inclusion and SEND services.

We look forward to showcasing some of our subject experts and supporting schools with practical, impactful solutions.



CLICK TO FIND OUT MORE

<https://hfl.education/TT8SAS>



TUNE IN: THE PODCAST TACKLING EDUCATION'S BIGGEST CHALLENGES.

School leadership has never been more demanding. With growing responsibilities, rising costs and limited budgets, the challenge of delivering high-quality education while maintaining financial stability has never been greater.



That's where the HFL Education Business Services Podcast comes in. Each week Catherine Loake, Director of Business Services, is joined by education experts to share insights, practical advice and candid conversations to help school leaders think strategically about the future.

This series is designed for heads, CEOs, school business leaders and governors and can be found on YouTube, Spotify and Apple Podcasts. Upcoming episodes include managing complaints in the age of AI, responding to falling rolls, and creating sustainable SEND provision.



CLICK TO LISTEN

<https://hfl.education/TT8POD>



Do you subscribe to School's Week? If so, take a look at the recent profile on our CEO Carole. Learn about her wealth of experience and why she's so well suited to be at the helm of HFL Education.



CLICK TO READ MORE

<https://hfl.education/TT8SW>





BIG NEWS IN A SMALL BOOK

HFL Education

WELCOME TO TERM TIMES.

The sun is beaming down as I write to you, and we are finally reaching the end of the 2025/26 academic year. What a year it was – the White Paper, SEND reform, a curriculum review and a renewed OFSTED framework! All alongside the “business as usual”...

At HFL Education we remain firmly focused on staying at the forefront of both national and local policy. Our mission is to help the schools, settings and trusts we work with navigate change with purpose, confidence and clarity. The pace of change in our sector can sometimes feel relentless, and our role is to support you in responding in an informed and considered way rather than feeling the need to react quickly and be caught at the “bleeding edge” of change.

We are fortunate to work closely with a range of national partners, including the Area-Based Education Partnerships Association (AEPA), who strengthen our ability to bring the most relevant insight, guidance and practical support to our community. The AEPA helps us bring policy makers directly to you through “breaking news” webinars. It also enables local partnerships like ours to engage with the DfE, Ofsted and other educational bodies to share practice, share your concerns and work as a group to drive change on your behalf. This insight means we can help interpret developments as they emerge and ensure you are equipped to make the decisions that are right for your specific context.

Term Times also plays an important role in HFL Education being proactive across our community. We work hard to bring you the right news at the right time, shaping content directly according to the

questions and conversations we are having with schools, settings and trusts throughout the year. This edition reflects that approach. For example, our feature on handwriting builds on the increasing number of enquiries we receive around foundational skills and how best to support them in practice. Our article on cyber security addresses the very real and growing risks faced by the education sector, as cybercrime becomes more sophisticated and its impact more significant.

As the summer break approaches, on behalf of all at HFL Education, thank you for all that you do every day. We are privileged to work with the very best educators, who always put the needs of their children and young people first, and your drive and focus shapes all that we do.

I hope you are able to take time to rest, recharge and enjoy a well-earned break after a demanding year – before we do this all again in September!

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

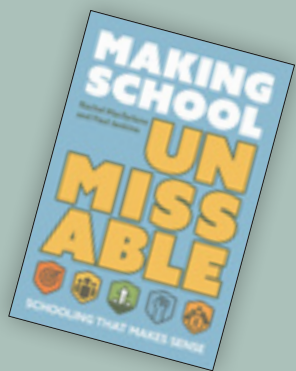


CLICK TO EMAIL CAROLE

01. Celebrating connections at the MAT Excellence Awards

We were honoured to attend the MAT Excellence Awards in June and to be nominated for Company of the Year. It was inspiring to meet some of the sector's most passionate, forward-thinking trust leaders. While we didn't take home the award, the real prize was connecting with wonderful colleagues and sharing insights and inspiration across the MAT community.

Congratulations to Magma Maths on being named Company of the Year, and to CPOMS for being highly commended in the same category. The evening highlighted the innovation, dedication and collaboration that define the MAT sector. We look forward to building on these connections as our journey continues together.



02. Making School Unmissable

Is the fantastic new book authored by two HFL names you may know of, Head of Secondary Curriculum Services Paul Jenkins and ex-HFL colleague Rachel Macfarlane. Their new title went on sale in June and explores why school no longer feels essential for everyone – and how educators can reignite that engagement and make it impossible to miss again. Find it on Amazon and in all good bookshops!



CLICK TO VISIT AMAZON
<https://hfl.education/TT8MSU>

03. Welcome to our new non-executive directors

Working in close partnership with schools, settings and trusts is central to everything we do at HFL Education, and we are delighted to welcome two new non-executive directors whose experience and leadership will further strengthen those relationships. They are Robin Newman, Principal of Haileybury Turnford in Cheshunt; and Tony Fitzpatrick, Director of Education at Hertfordshire County Council. Carole Bennett, HFL CEO said, "We are delighted to welcome both Robin and Tony to the HFL board. Their combined experience of school and system leadership will bring valuable insight and challenge as we continue to support schools, settings and trusts to deliver the best possible outcomes for children and young people."



CLICK TO FIND OUT MORE
AND MEET OUR FULL
BOARD OF DIRECTORS
<https://hfl.education/TT8BOD>

04. HFL in Headteacher Update

We're delighted to have been featured in Headteacher Update recently, with two evidence-informed articles from our HFL colleagues. Anne Peck, Education Director for Primary and Early Years, explores the craft of effective transitions, sharing practical guidance on achieving seamless pupil handovers. Alongside this, Joanna DiBella, Lead District School Effectiveness Adviser, sets out seven proven strategies to raise attainment for disadvantaged pupils, grounded in research and classroom practice. Together, these pieces offer clear, actionable insights to support strong outcomes for all learners.



CLICK TO READ ANNE'S ARTICLE
<https://hfl.education/TT8HTU1>



CLICK TO READ
JOANNA'S ARTICLE
<https://hfl.education/TT8HTU2>

HEADTEACHERS' CONFERENCE 2026 – INCLUSIVE LEADERSHIP.



by Kate Beaumont and Anne Gorolini,
District School Effectiveness Advisers

The HFL Primary and Nursery Headteachers' Conference is a well-established and much-valued event in the autumn term, bringing together primary and nursery school leaders from across Hertfordshire and beyond. Held each October, it provides a welcome opportunity to come together away from the busy demands of daily life in schools and settings, creating space for connection, conversation and shared learning.

At a time when leadership is increasingly complex and demanding, the conference offers something leaders value deeply: time to think. Last year's conference was particularly valued for the strength of its professional community and clear sense of shared purpose. Headteachers spoke positively about the opportunity to reflect meaningfully on emerging priorities and engage in open, thoughtful conversations about leadership and school improvement. Feedback from schools highlighted the value of time spent away from daily pressures, learning alongside peers and reconnecting with the wider leadership community.

Delegate feedback from schools captured the depth and quality of the experience:

"A rare opportunity to reflect deeply and reconnect with our core purpose as leaders."

"Great speakers and variety of workshops, all very relevant."

"This was my first time attending the Primary Headteachers' Conference, and I'm genuinely glad I did. The keynote speakers were a real highlight – each brought insight, challenge and inspiration in their own way."

This year's conference is set to be another hit. Guided by the 2026 theme, **Inclusive leadership: getting the best out of everyone**, the conference will explore inclusion in its fullest sense – recognising that truly inclusive leadership is about creating environments where adults as well as children feel valued, supported and able to thrive. It will provide a forum for professional learning that is both intellectually rigorous and emotionally sustaining, grounded in collaboration, curiosity and a shared commitment to inclusion and excellence across whole school communities. Above all it is an opportunity to collaborate and innovate.

The HFL Primary and Nursery Headteachers' Conference remains a keystone event for leaders who value principled, collaborative and forward-thinking professional development. It offers both challenge and reassurance as, together, we shape a hopeful and inclusive future for education.

In response to feedback, a refreshed pricing model offers greater flexibility and value, supporting accessibility and enabling a wider range of settings to engage fully.



CLICK TO BOOK AND FIND OUT MORE
<https://hfl.education/TT8PNHC26>



GOVERNANCE SUPPORT FOR TOMORROW'S CHALLENGES.



by Cathy Irons,
Head of HFL
Governance Services

We are proud to be a trusted partner, providing a comprehensive offer to schools and academy trusts through a wide range of governance services.

Our spring customer survey captured encouraging feedback from boards citing the value of the services we offer, but it is just as important to listen and understand what emerging needs are for boards, to support their confidence and effectiveness in a changing environment. Also vital is how we weave this into our training and guidance to work well for and with clients, particularly recognising time constraints as volunteer governors.



Another opportunity to engage and collaborate came as we welcomed an audience of 200 to our April Governor & Trustee Conference, on “Governing for Tomorrow – Exploring Innovation”, with sessions from an experienced HMI inspector and on the responsible adoption of AI in settings and for boards.

Our interactions with our customers have confirmed and highlighted that parental complaints, regularly reported on in the media, are still a cause for concern to our schools and trusts. In recognition of the increase of parental complaints, we’ve developed our Complaints Toolkit to provide practical guidance for school leaders and boards.

We encourage leaders to engage and train their teams, building confidence to spot signs early; to handle letters; and follow steps and protocols correctly and confidently through to resolution.

We offer two toolkits – one (funded by HCC in Hertfordshire) to support LA maintained schools, and one for academies (discounted for academy trusts). Please get in touch by emailing governance@hfleducation.org to learn more. Each toolkit includes:

- a step-by-step guide to handling complaints
- a list of essentials
- guidance and support
- a complaints process summary

With changes in the education landscape, it’s key that we are proactive in continuing to support boards well. Last autumn we led a session on the renewed Ofsted framework, to improve boards’ understanding and help them feel equipped. We have begun reviewing our overall service offer to ensure that:

- we remain agile and accessible
- our briefings and resources are well presented and easy to absorb
- our training is of a high quality and focused on topics you need to know
- our clerking and consultancy services meet your needs
- we provide you with a premium service at a competitive rate

We will keep you updated in future editions, but we would also love to hear from you. Email us at governance@hfleducation.org to let us know how we can support your board with the skills and confidence you need to support your setting well.



CREATING CULTURES FOR POSITIVE BEHAVIOUR.



by Sarah Jane Ferguson,
Wellbeing Adviser,
Behaviour



and Shammi Rahman,
Wellbeing Adviser,
Equalities and
Diversity; and lead
SACRE Adviser for
Hertfordshire

WHY BEHAVIOUR NEEDS A RELATIONAL LENS

Behaviour remains high on the agenda for schools. When we work alongside leaders and staff, we hear the same questions repeatedly: *How do we maintain high expectations while responding to increasing need?* and *How do we support behaviour without losing compassion, consistency or clarity?*

Changes in wellbeing, attendance and additional needs, alongside increasing complexity and demand, are shaping behaviour in classrooms and corridors. As a result, many schools are recognising that behaviour cannot be separated from relationships, identity and emotional safety. In response, many schools are developing a better understanding of the factors that influence behaviour, including relationships, context and how adults respond.

This shift is not about lowering standards. Instead it recognises that how adults respond matters as much as what they expect. Strong behaviour cultures are built not on systems alone but through relationships, consistency and whether pupils experience school as a place where they feel noticed and valued. Belonging matters, but going further into “mattering” is where culture begins to shift.

HERTFORDSHIRE'S RELATIONAL APPROACH

In Hertfordshire there is a shared relational approach, articulated through three connected pillars that many schools are already embedding.

Developing relationships prioritises connection before correction. When pupils feel emotionally safe, known and valued, they are better able to regulate, engage and learn.

Responding and calming highlights the importance of adult regulation. Calm, consistent responses

help prevent escalation and model the emotional regulation pupils are still developing.

Repairing and restoring focuses on accountability through restoration. Pupils are supported to reflect, repair harm and rebuild relationships, rather than experiencing consequences in isolation.

Together these pillars support a culture where expectations remain high and responses are fair, humane and relational. Behaviour becomes part of learning, not something separate from it.

FROM VALUES TO ACTION: SUPPORT IN PRACTICE

Behaviour support is most effective when it operates as a continuum spanning universal, targeted and – where needed – more specialist input. As advisers we work alongside schools to understand context and priorities, offering support within inspection windows for school leadership queries, and termly briefings and signposting that help schools strengthen relational practice.

Where focused work is required, support can include






behaviour reviews, coaching, training and inclusive policy development.

Our role is collaborative and responsive, supporting sustainable approaches that reduce escalation over time.

TRAINING AND PARTNERSHIPS: THERAPEUTIC THINKING AND POSITIVE REGARD

There is no single programme that fixes behaviour. What matters most is coherence, shared principles, consistent language and professional judgement shaped by context.

In Hertfordshire **Therapeutic Thinking** has been well established for many years. It provides a shared framework, structured training and high-quality resources that support understanding of individual pupil need and restorative practice. Training can be booked through the HFL Hub, enabling schools to sustain and refresh practice over time.

Alongside this, HFL is also working in partnership with  **Positive Regard**, a relational behaviour service. Its holistic approach focuses on developing empathetic school cultures through training, practice modelling and policy review. Training will also be hosted through the HFL Hub.

These are not approaches schools must choose between. HFL supports schools regardless of their behaviour model, with relational practice underpinning all our work. Our role is to help schools make coherent, context-sensitive decisions that strengthen relational approaches and meet the needs of their communities.

BEYOND BELONGING: BEHAVIOUR, EQUITY AND MATTERING

Relational approaches are rooted in connection, trust and belonging. However, these experiences are not equal for all pupils.

Behaviour is not neutral. It is interpreted through adult lenses shaped by culture, bias and expectation. The same behaviour can be viewed very differently depending on who displays it. Where pupils do not feel understood or fairly treated, as a response to disconnection, engagement can reduce and behaviour may escalate.

Belonging is important, but mattering goes further. Mattering is about feeling significant, noticed and valued – not just included but genuinely counted. Schools that actively build cultures of mattering – where identity is recognised, voice is valued and expectations are both high and fair – create

conditions where behaviour improves through connection rather than control.

CURRICULUM, RE AND RESPECTFUL DIALOGUE

Curriculum also plays a vital role in shaping behaviour and relationships, particularly through religious education.

High-quality RE enables pupils to explore identity, belief and difference in ways that are rigorous and respectful. It builds empathy, supports constructive disagreement and develops the language needed to engage safely with difference.

By reflecting the diversity of local communities, RE strengthens inclusion, understanding and cohesion. This contributes directly to behaviour and relationships, supporting classrooms where pupils feel heard, respected and able to engage meaningfully.

AN INVITATION TO ENGAGE

High expectations and compassion are not competing priorities; they strengthen one another. When pupils experience school as a place where they truly matter, behaviour improves and relationships deepen.

Through relational and inclusive approaches, schools can create cultures where every child is seen and valued. Support is available to schools at every stage of this journey.




CONTACT US TO FIND OUT MORE
wellbeing@hfleducation.org

WHY DOES HANDWRITING STILL MATTER?



by Sally Robinson,
Primary English
Teaching and
Learning Adviser

Whether you're planning your curriculum, refining pedagogy or pursuing professional development, conversations about standards increasingly return to children's foundational skills. Ofsted's research reviews and inspection toolkit consistently emphasise the importance of securing the essential knowledge and skills that enable pupils to access learning confidently and successfully. Within writing, this brings transcription – at the heart of which sits handwriting – sharply into focus.

 **The Writing Framework** clearly states that handwriting still matters because of its impact on cognitive load, fluency and equity. When letter formation is automatic, pupils can devote more mental energy to composing sentences, selecting vocabulary and shaping meaning. When it is not, working memory becomes overloaded and writing can feel slow, effortful and frustrating. Evidence shows that legible handwriting speed in primary-aged children predicts the quality of writing, not just the quantity.

A focus on handwriting does more than support composition; it also strengthens spelling. The physical act of handwriting reinforces neural pathways linking letter shapes to the sounds they represent. Over time this supports orthographic mapping, the process by which spelling patterns are stored in long-term memory. In other words, improving handwriting also improves spelling.

What about the handwriting elephant in the room, though? Won't they all only be typing in the future?

While digital tools are valuable – and essential for some pupils – they do not offer the same developmental benefits. This is why The Writing Framework prioritises secure handwriting in the primary phase.

There is also a crucial equity dimension. Pupils who struggle with handwriting are more likely to write less, avoid writing at any costs and

see themselves as “not good at English”. They often receive more negative feedback and are judged less favourably. In contrast, fluent handwriting supports confidence, motivation and enjoyment – vital when the disadvantage gap continues to widen.

In our world of bursting timetables and looming deadlines, timing is critical. The Writing Framework specifies that explicit handwriting teaching should begin from the first term in Reception. By the end of Year 1, children are expected to form recognisable letters, hold a pencil effectively and write simple, readable sentences. This progression continues through Key Stage 1 and into Key Stage 2, where pupils should write legibly, fluently and at speed.

This all points towards the need for a whole-school, systematic approach: regular, explicit teaching, a clearly sequenced progression, consistent modelling and expectations, and assessment tools that identify precise gaps so pupils can keep up. Handwriting still matters; not as an outdated skill but as a powerful lever for learning, confidence and equity.

Explore how our Handwriting Teaching Overview can support your setting with assessment, planning and SEND provision. Also included as part of a PA Plus subscription.



CLICK TO EMAIL THE TEAM
primaryenglish@hfl.education.org



CLICK TO
FIND OUT MORE

<https://hfl.education/TT8HW>



READING FLUENCY: BUILDING THE BRIDGE TO COMPREHENSION.



by Kathy Roe,
Lead Teaching &
Learning Adviser
Primary English

At HFL Education we are proud to have worked with the Department for Education to develop the Reading Fluency Medium Level Support (MLS) programme for English Hubs. Built on over a decade of research and practice, it is already positively impacting schools, improving pupils' confidence, outcomes and engagement with reading.

Unlike the renowned Reading Fluency Project, which is an intervention for struggling readers, the MLS programme aims to support teachers in bringing effective fluency practice into their reading lessons for all learners.

This article summarises the programme's core principles and classroom impact in Key Stage 2.

FLUENCY: THE BRIDGE TO COMPREHENSION

At the heart of the programme is a simple premise: fluency enables understanding. Drawing on the EEF's definition, we frame fluency as comprising three interdependent elements:

- **accuracy** – reading the words correctly
- **automaticity** – reading effortlessly, without conscious decoding
- **prosody** – reading with expression, phrasing and meaning

Together these reduce cognitive load, allowing pupils to focus on comprehension. As the DfE Reading Framework reminds us, fluent decoding allows the brain to “lift the meaning from the page”, and this is where motivation, enjoyment and volition begin to grow.

Importantly, fluency is not fixed; it develops and varies depending on text complexity. This insight sits at the core of our work with schools.

The journey across the year and the six modules takes delegates from establishing the underpinning theory and evidence base through to focusing explicitly on comprehension as the ultimate goal of reading.

We emphasise that comprehension is not a single skill but a complex interplay of processes: vocabulary knowledge, background knowledge, inference, visualisation, connection-making and more. Fluent reading is essential because it frees the working memory required to coordinate these processes.

AN EVIDENCE-INFORMED, PRACTICE-RICH PROGRAMME

Across the six modules, the programme carefully balances theory and classroom application. Teachers are not only introduced to the research but also supported in:

- developing their subject knowledge
- rehearsing practical strategies
- reflecting through structured “gap tasks”
- embedding approaches over time

This aligns closely with the EEF's mechanisms for effective professional development, ensuring that learning is sustained and translated into classroom practice.

JOIN US FROM SEPTEMBER

The MLS programme is now being delivered nationally through English Hubs. The feedback so far has been overwhelmingly positive, with leaders valuing both the clarity of the evidence base and the immediate applicability of the strategies. Most importantly, we are seeing the difference it makes to pupils: improved access to high-quality texts, increased confidence and a growing sense that reading is manageable, meaningful and joyful.

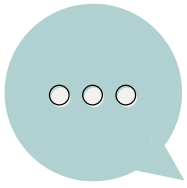
If you are interested in being part of this impactful programme, **contact your local DfE English Hub.**

To join the impactful Reading Fluency Project intervention, get in touch using the QR code below.

At HFL Education we remain committed to **supporting evidence-informed practice** and ensuring every child can cross that bridge from decoding to true understanding.

CLICK TO FIND OUT MORE AND TO GET IN TOUCH WITH THE TEAM
<https://hfl.education/TT8RFP>






DIGGING INTO THE DATA.




by Ben Fuller,
Lead Adviser for
Assessment and for
Primary Science and
the Wider Curriculum

After a few years in the wilderness, data is now back in quite a big way, as far as Ofsted inspections are concerned. The  [Inspection Data Summary Report \(IDSR\)](#) is the key data tool for informing the inspection process. It displays important data about school context and characteristics, attendance and exclusions, and academic achievement.

The data on school context and characteristics is important for leaders to explore and consider within their self-evaluation process for many reasons, not least because it provokes leaders to think about key questions such as:

- How does our context inform our provision?
- In what ways does what we do (curriculum, wider experiences, etc) meet the needs of our specific learners?

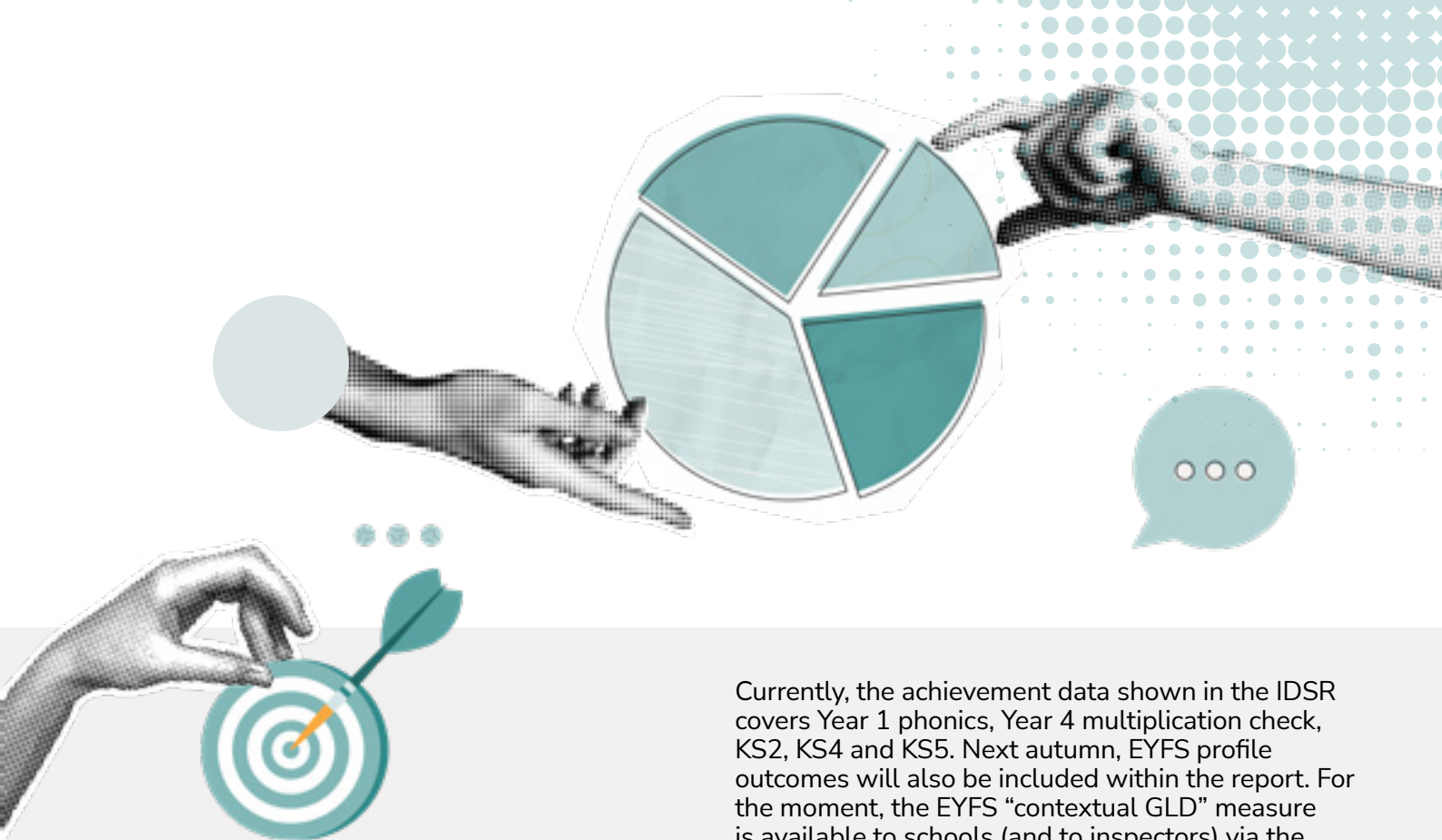
Articulating clearly the lens through which leaders make decisions, in relation to the context of their school, is central to the inspection process. This may include aspects of school context that are not reflected in the IDSR.

The sections on attendance and exclusions data and on achievement relate directly to the “Attendance and behaviour” and “Achievement” sections of the  [Ofsted Toolkit](#). Colour-coding (red and green) within the IDSR highlights areas where the school data is both statistically significantly different to

the national average and more than 0.5 standard deviations away from the national mean. The fact that these two different statistical approaches are applied is a way of ensuring that something is flagged as particularly noteworthy only when it really is, leading to meaningful and statistically valid lines of enquiry. Data based on very small cohorts of learners (five or fewer) is not flagged as significant. Small schools should take note, though: the fact that there is an increased emphasis on amalgamated data, based on the outcomes across three consecutive years, means that datasets become larger and differences from the national average are therefore more likely to be flagged.

Although Ofsted’s judgement on Achievement is not merely a desktop exercise, careful scrutiny of your IDSR can give you a very strong indication of which judgement within the toolkit is most likely to apply. Bear in mind that the toolkit is applied using a “secure fit” approach, so if a statement from the Expected Standard is not met (e.g. “On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils”), that would likely prevent this judgement from being awarded, unless there were significant contextual factors alongside signs of improvement. However, it is important to note the terms “on the whole”, “typically” and “broadly”, as these lend themselves to a small amount of wriggle room. Where





possible, the IDSR presents three separate years of data as well as the three-year combined outcome, which allows for a judgement to be made about achievement “on the whole”.

There is a strong focus on inclusion within the current Ofsted approach, and the IDSR supports this by presenting data on the achievement of disadvantaged learners, compared with national figures. It is important to note that this is referred to in two different ways:

1. the performance of disadvantaged pupils in the school compared with the performance of disadvantaged learners nationally
2. “the gap”, which is defined as the difference between performance of disadvantaged learners in the school and non-disadvantaged learners nationally

When interpreting one’s data with reference to the statements in the toolkit, it is important to note which measure is being referred to – the straightforward comparison, or the “gap”.

The achievement of learners grouped by prior attainment is also a focus within the IDSR (although at Key Stage 2, this requires looking back to the 2023 and 2022 cohorts – a legacy of Covid’s effect on statutory assessment in 2020 and 2021). No other pupil groupings are displayed within the achievement section. However, attendance and exclusions data is displayed for learners on the SEN register as well as those registered for free school meals. National data demonstrates that these two pupil groups in particular are a high priority for improving attendance and engagement.

Currently, the achievement data shown in the IDSR covers Year 1 phonics, Year 4 multiplication check, KS2, KS4 and KS5. Next autumn, EYFS profile outcomes will also be included within the report. For the moment, the EYFS “contextual GLD” measure is available to schools (and to inspectors) via the view your education data site (one of the many services accessible with a DfE Sign-in account). This new measure compares a school’s average GLD (over the last three years) with the score that the model would suggest might be expected, based on contextual factors, of those cohorts, and it could therefore lead to a line of enquiry in an inspection.



CLICK TO VIEW
YOUR EDUCATION DATA

<https://hfl.education/TT8VYD>



CLICK TO SIGN IN TO YOUR DfE
ACCOUNT

<https://hfl.education/TT8DFE>

Aside from the IDSR, which is produced specifically to support the inspection process, schools will use other datasets to inform their internal processes and to support transition between key stages, including the data within the DfE’s Analyse School Performance platform (accessible via DfE Sign-in) and the data based on internal assessments.

For bespoke support in interpreting or making effective use of your school data, please email us at assessment@hfl.education.org.

RETHINKING REVISION: PREPARING FOR GCSEs

Supporting students to revise effectively is a perennial challenge for schools. Striking the right balance is not straightforward: encouraging engagement beyond the school day without overwhelming students, promoting independence without increasing anxiety, competing with packed extra-curricular schedules, and increasingly, the lure of quick-fix revision content online.

Our long-running GCSE revision sessions were designed with this reality in mind. They are not intended to replace high-quality classroom teaching or existing in-school interventions. Instead, they complement what schools already do well – offering structured, expert-led sessions that reinforce learning, build exam confidence and help students understand how to apply their knowledge under pressure.

WHAT MAKES THESE SESSIONS EFFECTIVE?

Delivered live, online, by highly experienced subject specialists, the sessions are grounded in the most recent exam board guidance and shaped by ongoing work with schools and students. We offer coverage across AQA English literature and language writing, and both foundation and higher tiers in maths and science. Sessions range from 50 minutes (maths and science) to 90 minutes (English language writing) and two hours (English literature), focusing on what to revise, how to revise and how to secure marks in exams. Students also leave with resources to support their independent revision, which helps

bridge the gap between guided learning and self-study.

A PROGRAMME THAT SUPPORTS THE WHOLE REVISION JOURNEY

Over time we have developed a comprehensive wraparound revision schedule for Year 11, reinforcing the message that revision is a marathon, not a sprint.

- **Autumn term:** English and maths sessions begin in October, supporting resit students and those preparing for early mock examinations.
- **Spring term:** Science sessions run midweek in January and February, targeting students aiming to secure grades 6/7. Saturday sessions in February and March focus on maths (foundation and higher) and English literature.
- **Easter period:** Additional science sessions for grades 4/5 and further English language writing sessions provide a final boost.

This staged approach helps students build confidence incrementally rather than them relying on last-minute revision.

WHY LIVE SESSIONS STILL MATTER

While online videos and recorded content all have a place, they cannot replicate the depth of expertise or personal understanding that experienced educators bring.

The live format creates a space where students can engage actively. Through anonymous Q&A features and interactive polls, they can ask questions they may hesitate to voice in class.

While we strongly encourage students to attend live sessions, flexibility is essential, and all sessions are recorded and available until the summer exams. Students can revisit content and pause and rewatch challenging sections to reinforce understanding over time.





by Tamsin Church,
Lead for
Secondary Curriculum,
Development
and Training

HOW SCHOOLS ARE USING THE SESSIONS

Over the past year, a significant number of schools across Hertfordshire and beyond have engaged with our revision programme in a variety of flexible ways:

- **Targeted individual access:** schools purchasing sessions for Pupil Premium students to attend live or view independently
- **Supervised in-school delivery:** larger groups accessing sessions either live or via recordings, with costs capped at the equivalent of 15 students, regardless of cohort size
- **Whole-cohort packages:** full Year 11 bookings across subjects, offered at a discounted rate based on the size of the year group

The cost of our revision sessions remains highly competitive: £10 for maths and science, £15 for language writing, and £20 for literature (prices per student).

This year we also introduced a subsidised “Complete Core GCSE Revision Package for Disadvantaged Students”, priced at £160 per student. A total of 118 students across nine schools benefited from full access to all core sessions, and we plan to extend this offer in 2026–27.

LOOKING AHEAD

The full programme will return from October for the next academic year, with booking details released early in the autumn term. Session costs will remain unchanged, and we will explore additional ways to make provision as affordable as possible for both schools and families.

In a crowded revision landscape, structured, expert-led support can be the difference between passive review and purposeful preparation.



CLICK TO LEARN MORE
<https://hfl.education/TT8REV>



MIX-AND-MATCH INTERVIEWS FOR PARENTS.

Earlier this year we partnered with Herts Mix 92.6 to deliver a series of interviews featuring our advisers on their popular **The Parents’ Show**. These segments were created for schools and settings to share easily with parents and carers via websites, social media and newsletters.

Our aim is simple: to provide clear, practical guidance that helps parents work in partnership with schools, supporting children in achieving the very best outcomes. Topics covered so far include nurturing a confident child, what to do if things are not going well at your child’s school, and ways to support teenagers through exam periods.

Following excellent feedback, we are delighted that our collaboration with Herts Mix is continuing. Upcoming shows will feature Louise Jennings, Head of Early Years, offering advice on children’s first steps into education and choosing the right setting. Kathy Roe, Lead Adviser for Primary English, will also share insights on supporting children through change, whether transitioning between classes or moving from primary to secondary school, and how these experiences can build resilience.

We encourage you to share these interviews with your school community to support stronger engagement and communication. Previous episodes are available on Spotify – simply click on the QR code to listen.



CLICK TO LISTEN
<https://hfl.education/TT8SPOT>

New interviews will be highlighted in our news stories and on social media. Click on the QR code to sign up to our newsfeed and to stay up to date.



SIGN UP TO OUR NEWSFEED
<https://hfl.education/TT8SUB>



GIVING EVERY CHILD THE BEST START:

WHY THE EARLY YEARS MATTER MORE THAN EVER AT HFL EDUCATION.



by Louise Jennings,
Head of Early Years
Services



by Emma Wild,
Senior Early Years
Consultant

It is an incredibly exciting time for the Early Years sector. Early Years education continues to receive the attention it truly deserves, with clear signals from government through the white paper; the continued expansion of funded Early Years entitlements; and, most importantly, the Best Start in Life Strategy. Together these developments are shaping renewed interest, increased investment and a strong focus for continuous improvement across early years. They reinforce what practitioners have always known: the earliest years are not only important; they are transformative.



CLICK TO ACCESS THE BEST START IN LIFE STRATEGY

<https://hfl.education/TT8BEST>

The Best Start in Life Strategy sets out an ambitious vision to ensure every child has the foundations they need to thrive, from before birth through to age five and beyond. The strategy places early language, communication and high-quality provision firmly at the heart of early education.

In Hertfordshire, HFL Education – in partnership with Hertfordshire County Council (HCC) – plays a pivotal role in helping settings translate this national strategy into meaningful local impact. Through its work with Early Years leaders, teachers and practitioners (the everyday heroes of our sector), HFL supports reflection, professional dialogue, and a constant focus on improving the quality of teaching and learning. This collaborative approach ensures that ambition becomes action and policy becomes practice.

Through visits, training and professional conversation, practitioners are encouraged and supported to reflect deeply on their environments and everyday interactions. They consider how communication and language, alongside personal, social and emotional development, are prioritised. There is a strong emphasis on embedding high aspirations from the very earliest years, on using adult interactions intentionally, and on designing rich learning experiences that identify and close gaps early, before they widen.

An example of this work is Terrific Talkers, a whole-setting approach developed by HFL Education to improve outcomes in speech, language and communication. Terrific Talkers aligns closely with the Best Start in Life vision, supporting children to become confident communicators through high-quality interactions, language-rich environments, and targeted support where it is needed most. Central to the programme is a belief in the power of relationships, recognising that communication blossoms through warm, responsive and consistent adult support.

Terrific Talkers also connects directly with the Department for Education's national oracy drive, reinforcing spoken language as a foundation for learning, achievement and long-term life chances. By embedding oracy from the early years, schools and settings empower children – particularly those who benefit most from early intervention – to express themselves, listen attentively and develop the confidence they need to thrive.

For us the Best Start in Life strategy is more than a policy or a plan. It is a real opportunity for children and families. By focusing on early language, supporting staff to develop their practice and working together across schools and settings, we can give every child the confident and positive start they deserve.



CLICK TO FIND OUT MORE ABOUT TERRIFIC TALKERS

<https://hfl.education/TT8TT>



RETHINKING PROCUREMENT: AVOIDING THE RACE TO THE BOTTOM.



by Catherine Loake,
Director of
Business Services

The financial pressures facing educational settings, schools and trusts are now so unrelenting that many leaders feel they have reached the point where there is simply nothing left to cut. Incremental savings and short-term fixes are no longer enough, and continuing to trim around the edges risks a race to the bottom – one that ultimately dilutes quality and increases risk.

Too often, procurement is focused on inputs: hours, visits, headcount or detailed line-by-line specifications. While familiar, this approach can lock schools into legacy delivery models that no longer reflect tight financial realities or a rapidly changing educational landscape. It prioritises activity and compliance over impact and can make meaningful change or paradigm shift impossible.

An outcome-led approach starts from a different place. Instead of asking *What are we buying?*, leaders step back and ask, *What are we trying to achieve?* That might be secure and reliable IT, improved attendance, reduced staff workload, safer estates or stronger financial assurance. Value for money is then measured against those outcomes, not against the volume of service delivered.

When procurement becomes truly outcome-led, services may look very different. Delivery models change, traditional roles blur and long-held assumptions are challenged. This requires confidence from leaders and strong change management, but above all else: trusted partnerships. Schools do not need to design the solution in detail; they need to be uncompromisingly clear about the *why* and the *what* and transparent about the constraints. Innovation happens when expert partners are trusted with the *how*.

Working positively with trusted partners allows schools to benefit from sector insight, economies of scale and evolving technology, and with new ways of working that are rarely visible when services are procured in isolation. It also creates space for prevention rather than reaction – fewer crises, greater stability and better use of limited resources.

Crucially, this is about protecting quality, not sacrificing it. Cutting cost without regard to impact often carries hidden consequences: increased disruption, safeguarding risks, reputational damage and unsustainable pressure on staff. A value-for-money service is not the cheapest option; it is the

one that consistently delivers the right outcomes at a sustainable cost over time.

In challenging times, leadership means resisting the temptation to make incremental cuts and instead having the courage to rethink. By being clear on the *what*, trusting partners with the *how* and holding everyone accountable for outcomes, schools can redesign services that are more resilient, more effective and better aligned with the future of education.

In the first HFL Education Business Services Podcast, Carole Bennett and I explore why schools need to shift towards an **outcome-led approach** to procuring goods and services. We discuss real examples of where this mindset has enabled leaders to deliver significant savings, reduce risk and workload, and improve effectiveness – not by cutting harder but by thinking differently.



CLICK TO LISTEN TO THE
HFL EDUCATION BUSINESS SERVICES PODCAST
<https://hfl.education/TT8POD1>



FROM REACTIVE TO RESILIENT:

HOW PROACTIVE REMOTE MONITORING AND MANAGEMENT PROTECTS SCHOOLS AND MATS

As technology advances, education evolves and innovates alongside it. Schools, settings and trusts are increasingly extending their use of technology to add value to teaching, learning and the smooth running of back offices. Alongside the opportunities that technology presents is a growing cyber security challenge. The DfE Digital and Technology Standards have recently been updated to reflect growing risks and threats, stating that schools must operate secure, resilient and well-governed digital environments, with IT support that is proactive rather than reactive.



To ensure full compliance with DfE standards, HFL has redesigned its IT Managed Support Service, leveraging modern platforms powered by data analytics and intelligent issue classification. This enables schools to better plan device lifecycles, set clear short- and long-term strategies, and prioritise investment effectively. The service provides 360° transparency through customer portals, giving full visibility and control of IT assets, while agentic AI supports both users and technicians to resolve issues more quickly.

At the heart of our transformation is a proactive Remote Monitoring and Management (RMM) platform, which helps to automate crucial aspects of IT infrastructure while also managing to offset rising costs. Although an RMM is often associated with efficiency and automation, its most critical role for schools, settings and trusts is strengthening resilience and reducing risks in an affordable, sustainable way.

PROACTIVE PROTECTION, NOT REACTIVE RESPONSE

Historically, many school IT support models relied heavily on scheduled site visits or responding only once an issue had already caused disruption. In a cyber security context, this approach leaves schools exposed. Threats can exist silently for weeks or

months before becoming visible, which is often when the damage has already been done.

An RMM platform changes this dynamic completely. It provides continuous, real-time monitoring of school devices, servers and key infrastructure. This allows potential security risks to be identified early, often before staff or pupils are aware of them. Suspicious activity, devices falling out of compliance or critical updates missing can be flagged and addressed automatically, without the need to wait for an onsite visit.

KEEPING SYSTEMS SECURE AND COMPLIANT

One of the simplest but most effective cyber security controls is ensuring systems are kept fully up to date. In practice this is challenging for schools with limited time and stretched budgets. An RMM enables automated patching and update management across operating systems and applications, helping to close known vulnerabilities that cybercriminals commonly exploit.

RMM can be configured to enforce agreed standards for encryption, antivirus protection and access controls. Any device that drifts away from these standards is automatically highlighted, helping schools stay aligned with DfE expectations for secure and well-managed technology.

REDUCING RISK ACROSS AGEING INFRASTRUCTURE

Financial pressures mean many schools are operating with older hardware than they would ideally choose. Extending equipment lifecycle and replacement timeframes inevitably increases cyber risks. While an RMM cannot replace the need to modernise equipment over time, it can reduce some risks associated with ageing infrastructure.



by Zoran Dimitrijevic,
Head of
Tech in Schools

By providing visibility across all devices, including those that are older or used less frequently, the RMM allows targeted action where risk is highest.

EARLY DETECTION OF THREATS

RMM platforms enhanced with AI-driven automation are increasingly capable of identifying unusual behaviour that could indicate an incident. This might include unexpected spikes in processor activity, unauthorised software installations or abnormal patterns of network usage. Early detection allows swift intervention, reducing the likelihood of data loss, service disruption and safeguarding concerns.



Consider how this compares with relying on a single technician who visits once or twice a week. With such limited time on site, is it realistic to expect them to resolve day-to-day issues like device faults and email problems, while also keeping systems updated, managing cyber risks and proactively monitoring your environment? Delivering all of this would require constant upskilling outside of working hours to keep pace with rapidly evolving threats and technologies. These challenges make it clear that the traditional reactive support model is no longer fit for purpose.

In a school setting this is particularly important. Downtime and security incidents do not just affect productivity; they also disrupt learning, place

additional pressure on staff and can undermine trust with parents and governors.

SUPPORTING A SKILLED, SECURITY-FOCUSED SUPPORT MODEL

Our investment in RMM goes hand in hand with changes to our technical team structure. By focusing on fewer but more highly skilled Tier 1, 2 and 3 technicians, supported by intelligent automation, we ensure that cyber security issues are handled by specialists with the right expertise. Routine tasks are automated, freeing skilled staff to focus on prevention, resilience and strategic improvement rather than firefighting.

A SAFER, MORE RESILIENT DIGITAL ENVIRONMENT

For schools, an RMM is not just another automation tool. It is a foundation for a safer digital environment that supports learning, protects sensitive data and aligns with national standards. It enables a shift away from reactive support towards continuous protection, ensuring that proactive security is built into everyday operations rather than treated as an afterthought.

Through our redesigned support model, we are helping schools and MATs meet their cyber security responsibilities in a way that is robust, affordable and sustainable – now and for the future.

To learn more about how RMM and our Technology in Schools service can support your school's cyber security and alignment with the DfE Digital Standards, email ITsales@hfleducation.org.



CLICK FOR MORE
ON OUR TIS OFFER

<https://hfl.education/TT8TIS>



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.



PRIMARY AND NURSERY HEADTEACHERS' CONFERENCE 2026

THURSDAY 8TH AND FRIDAY 9TH OCTOBER

IN-PERSON - HINXTON HALL CONFERENCE CENTRE

Various booking options and prices available, from £125.

Focusing on inclusive leadership for primary and nursery school headteachers, exploring wellbeing, school culture, leadership practice and creating inclusive teams.

CLICK TO FIND OUT MORE



<https://hfl.education/TT8PNHC1>

02.



SECONDARY HEADS OF ENGLISH: WINTER CONFERENCE

FRIDAY 4TH DECEMBER

IN-PERSON - FIELDER CENTRE, HATFIELD

Updates and support for English subject leaders, with the latest key information and developments in preparation for the autumn term.

£241 +VAT

CLICK TO FIND OUT MORE



<https://hfl.education/TT8SENGCONF>

03.



THE BIG INSET 2027: SECURING FOUNDATIONAL LEARNING

MONDAY 4TH JANUARY

IN-PERSON - ROTHAMSTED CONFERENCE CENTRE, HARPENDEN

Join us in person as a teaching team for this shared INSET day exploring foundational learning. Allow us to support your staff development, creating a shared understanding of what foundational knowledge is, where to find it and how to secure it.

£99 +VAT

CLICK TO FIND OUT MORE



<https://hfl.education/TT8BI>



NEED MORE INFORMATION?
VISIT THE HFL HUB TO SEE OUR FULL CONFERENCE OFFERING

LEADERSHIP AND MANAGEMENT

MOVING TO NEW HEADSHIP

Receive expert guidance on key areas such as workload, school performance and finances, while building a supportive professional network.

STARTING THURSDAY 10TH SEPTEMBER *IN-PERSON* HFL EDUCATION, STEVENAGE

£1450 +VAT
PROGRAMME ONLY

£2250 +VAT
INCL PROFESSIONAL PARTNER



<https://hfl.education/TT8MTNH>



£245 +VAT

<https://hfl.education/TT8SSLB>

SECONDARY SENIOR LEADERS' BRIEFING

Focusing on key national updates in secondary education, including inspection changes, DfE policy and approaches to school improvement to support you across the year.

STARTING TUESDAY 15TH SEPTEMBER *WEBINAR*

USING THE OFSTED TOOLKITS TO PREPARE FOR YOUR NEXT INSPECTION

Providing 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.

MONDAY 28TH SEPTEMBER *IN-PERSON* HFL EDUCATION, BANK HOUSE, STEVENAGE

£201.50 +VAT

<https://hfl.education/TT8OFSTED2>



£85 +VAT

<https://hfl.education/TT8SCRT>

SINGLE CENTRAL RECORD TRAINING

Focusing on safeguarding and promoting pupil welfare, with a focus on SCR compliance, safer recruitment checks, Ofsted inspection expectations and KCSIE guidance.

TUESDAY 6TH OCTOBER *WEBINAR*

PRIMARY HEADTEACHERS' SEMINAR

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

WEDNESDAY 11TH NOVEMBER *WEBINAR*

THURSDAY 12TH NOVEMBER *IN-PERSON* MID HERTS CENTRE FOR MUSIC AND ARTS, HATFIELD

WEBINAR
£62.50 +VAT

IN-PERSON
£76.50 +VAT



<https://hfl.education/TT8PHS3>



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

<https://hfl.education/TT8LM>

SEND



£201.50 +VAT

<https://hfl.education/TT8SEND1>

SEND... READY FOR OFSTED?

Understand how SEND and inclusion sit at the centre of Ofsted's education inspection framework and how SENCOs can evidence secure, effective practice through everyday monitoring.

TUESDAY 13TH OCTOBER *IN-PERSON* FIELDER CENTRE, HATFIELD

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.

VISIT OUR WEBSITE



<https://hfl.education/TT8SEND4>



VISIT OUR WEBSITE

<https://hfl.education/TT8SENDS5>

LEVEL 3 AWARD IN SUPPORTING CHILDREN AND YOUNG PEOPLE WITH AUTISM

Enabling school staff, across all phases, to confidently deliver meaningful support with learning, applied through a real-life case study approach, using the assess-plan-do-review cycle.

By investing in high-quality professional development, leaders create a culture where expertise grows, collaboration flourishes and barriers to learning are dismantled. When we equip our teams with the tools to succeed, we don't just improve provision – we transform lives.

For further information about HFL Education's range of accredited SEND qualifications or to register interest for the next cohort, please visit our website or contact us at easternp.gateway@hfl.education.org.

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



WOULD YOU LIKE TO RECEIVE RELEVANT NEWSLETTERS FROM US?

<https://hfl.education/TT8SUB1>



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.

WELLBEING

RSHE: VAWG PREVENTION AND HSB AWARENESS BRIEFING FOR SCHOOLS

Updates to harmful sexual behaviour content in the DfE RSHE guidance and Ofsted framework, supporting leaders to review curriculum updates, strengthen safeguarding practice and respond to national VAWG concerns.

MONDAY 21ST SEPTEMBER WEBINAR

WELLBEING TERMLY BRIEFING

Keep up-to-date on the latest issues impacting behaviour, equalities, online safety, PSHE/RSHE and mental health.

STARTING WEDNESDAY 30TH SEPTEMBER WEBINAR

LEADING AND MONITORING RSHE IN A TRANSITION YEAR

A live webinar series focusing on leading and monitoring RSHE during the transition to updated DfE guidance, supporting leaders to review provision, address implementation challenges and strengthen practice across the year.

STARTING THURSDAY 6TH OCTOBER WEBINAR

TERMLY ANTI-RACISM AND EDI BRIEFINGS FOR SCHOOLS

Practical updates, shared challenges and guidance to help school leaders respond confidently and effectively.

STARTING WEDNESDAY 14TH OCTOBER WEBINAR

TERMLY BEHAVIOUR AND PASTORAL LEADS BRIEFING

Covering current behaviour guidance, local and national updates, practical strategies, training opportunities and networking.

STARTING WEDNESDAY 21ST OCTOBER WEBINAR

For more information and prices for these events please email us.



CLICK TO EMAIL US

training@hfl.education.org



FAA LEVEL 2 AWARD IN FIRST AID FOR YOUTH MENTAL HEALTH (RQF)

Develop the knowledge, skills and confidence to recognise signs and common impacts of youth mental health. Offering initial support, to respond safely using the NUCO accredited Youth MHFA framework.

MONDAY 25TH JANUARY IN-PERSON HFL EDUCATION, BANK HOUSE, STEVENAGE



£201.50 +VAT

<https://hfl.education/TT8WELL6>



NEED MORE INFORMATION ABOUT WELLBEING?

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

<https://hfl.education/TT8WELL>



TERM TIMES 20

BUSINESS MANAGEMENT SERVICES



£106 +VAT

<https://hfl.education/TT8BMS1>



BUSINESS MANAGEMENT BRIEFING FOR ACADEMIES/MAINTAINED

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

STARTING FRIDAY 25TH SEPTEMBER WEBINAR



SINGLE CENTRAL RECORD TRAINING

Focusing on safeguarding and promoting pupil welfare, with a focus on SCR compliance, safer recruitment checks, Ofsted inspection expectations and KCSIE guidance.

TUESDAY 6TH OCTOBER WEBINAR

£85 +VAT



<https://hfl.education/TT8SCRT>



£67 +VAT

<https://hfl.education/TT8BMS2>



MANAGEMENT OF HEALTH AND SAFETY IN SCHOOLS

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

TUESDAY 13TH OCTOBER WEBINAR

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

<https://hfl.education/TT8BMS>



FINANCIAL SERVICES

FINANCIAL SUSTAINABILITY SERVICES DESIGNED FOR SCHOOLS AND TRUSTS LIKE YOURS

SUPPORTING SCHOOL LEADERS, GOVERNORS, SCHOOLS AND ACADEMY TRUSTS TO STAY FOCUSED ON WHAT MATTERS MOST — EDUCATION.

Managing school business and finances shouldn't take time away from teaching and learning. Our specialist financial and business services teams work with maintained schools and multi-academy trusts to deliver practical, reliable support that helps you operate smoothly and efficiently.

From helping you maximise stretched budgets and maintain essential resources for pupils, to working with you on your strategic business plans, we provide the skills, tools and guidance you need to stay in control.

With increasing financial pressures and ever-changing demands, you don't have to manage it alone. We're here to simplify the process—so you can focus on your students.



CLICK TO FIND OUT MORE

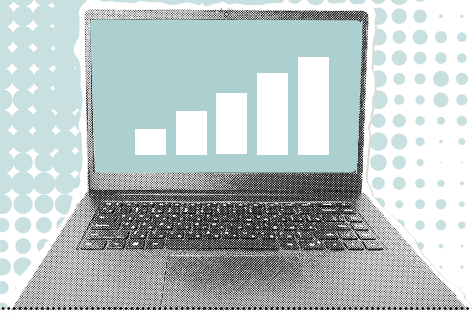
<https://hfl.education/TT8FSAD>



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



DATA MANAGEMENT SERVICES



SIMS NEXT GEN NEW USERS

Focusing on SIMS Next Gen core user tasks, including navigation, registers, pupil profiles, contacts, custom groups, bulk editing, CTF import/export and census-ready data accuracy.

MONDAY 21ST SEPTEMBER WEBINAR

£85 +VAT

<https://hfl.education/TT8DMS1>



£62.50 +VAT

<https://hfl.education/TT8DMS2>

GUARDIAN CONSULTATIONS IN ARBOR

Covering scheduling, time-slot creation, staff allocation, parent access, and monitoring bookings.

WEDNESDAY 7TH OCTOBER WEBINAR

PARENTS EVENING IN SIMS NEXT GEN

Covering scheduling, staff allocation, parent bookings and monitoring activity to support efficient, well-organised events.

WEDNESDAY 7TH OCTOBER WEBINAR

£62.50 +VAT

<https://hfl.education/TT8DMS3>



£99 +VAT

<https://hfl.education/TT8DMS4>

SIMS NEXT GEN: SCHOOL WORKFORCE CENSUS-DATA CHECKS WORKSHOP

An interactive session showing you how to record and check staff data. Pair with the afternoon session so on SWC day you simply run, complete on-the-day tasks and submit.

MONDAY 19TH OCTOBER IN-PERSON HFL EDUCATION, BANK HOUSE, STEVENAGE

SIMS NEXT GEN: RUNNING THE SCHOOL WORKFORCE CENSUS (SWC)

Practical, expert-led guidance walking you through generating the return, completing final checks, and preparing a smooth, confident census-day submission. Ideal when paired with the morning SWC session for a smooth, confident submission.

MONDAY 19TH OCTOBER IN-PERSON HFL EDUCATION, BANK HOUSE, STEVENAGE

£99 +VAT

<https://hfl.education/TT8DMS5>



£62.50 +VAT

<https://hfl.education/TT8DMS6>

ATTENDANCE ANALYSIS IN ARBOR

Learn how to use Arbor efficiently and effectively to analyse statutory pupil attendance records.

TUESDAY 24TH NOVEMBER WEBINAR

ARBOR: SCHOOL WORKFORCE CENSUS (SWC) - DATA CHECKS WORKSHOP

An interactive session showing you how to record and check staff data. Pair with the afternoon session so on SWC day you simply run, complete on-the-day tasks and submit.

TUESDAY 3RD NOVEMBER IN-PERSON HFL EDUCATION, BANK HOUSE, STEVENAGE

£99 +VAT

<https://hfl.education/TT8DMS7>



£99 +VAT

<https://hfl.education/TT8DMS8>

ARBOR: RUNNING THE SCHOOL WORKFORCE CENSUS (SWC)

Gain hands-on expert-led support checking staff data in Arbor, using SWC reports to ensure a clean, accurate workforce record for census day. Ideal when paired with the morning SWC session for a smooth, confident submission.

TUESDAY 3RD NOVEMBER IN-PERSON HFL EDUCATION, BANK HOUSE, STEVENAGE

MANAGING ATTENDANCE IN SIMS NEXT GEN

Streamline daily tasks and unlocking powerful data insights.

TUESDAY 24TH NOVEMBER WEBINAR

£62.50 +VAT

<https://hfl.education/TT8DMS9>



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

EARLY YEARS



£237 +VAT

<https://hfl.education/TT8EYS1>



EARLY YEARS LEADERSHIP ANNUAL PROGRAMME

A series of training events combining webinars and a full day in person session focussing on leadership development, strengthening vision, team wellbeing and leading change.

STARTING TUESDAY 29TH SEPTEMBER WEBINAR



EYFS TEACHING ASSISTANTS: FROM 'GOOD' TO 'GREAT'

A three-part course for early years teaching assistants in school to build skills in EYFS practice, statutory knowledge, high-quality interactions, collaboration, assessment, and strategies for multilingual and underserved learners.

STARTING THURSDAY 1ST OCTOBER WEBINAR

£159.50 +VAT

<https://hfl.education/TT8EYS3>



£62.50 +VAT

<https://hfl.education/TT8EYS5>



SHOWCASING EARLY YEARS PROVISION FOR OFSTED (SCHOOLS)

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

THURSDAY 5TH NOVEMBER WEBINAR

NEED MORE INFORMATION ABOUT EARLY YEARS?

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

<https://hfl.education/TT8EYS>



PRIMARY ASSESSMENT



£85 +VAT

<https://hfl.education/TT8PA1>



SUCCESS IN YEAR 6: FOCUS ON STATUTORY ASSESSMENT

Focusing on the statutory requirements for assessment in Year 6, supporting teachers to be fully prepared for assessment processes, compliance, evidence and statutory responsibilities.

WEDNESDAY 30TH SEPTEMBER WEBINAR



IN-THE-MOMENT ASSESSMENT: RESPONSIVE AND ADAPTIVE TEACHING

Exploring formative assessment and responsive teaching to assess, support, and adapt pupil learning across the curriculum.

WEDNESDAY 14TH OCTOBER IN-PERSON THORN GROVE PRIMARY SCHOOL, BISHOP'S STORTFORD

MONDAY 9TH NOVEMBER IN-PERSON ST THOMAS MORE CATHOLIC PRIMARY SCHOOL, BERKHAMSTED

£109 +VAT

<https://hfl.education/TT8PA7>



£159.50 +VAT

<https://hfl.education/TT8PA4>



PRIMARY ASSESSMENT BRIEFINGS

Key updates in primary assessment, including statutory requirements, SATs processes, moderation messages, data tools and essential termly reminders.

STARTING THURSDAY 5TH NOVEMBER WEBINAR



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.

VARIOUS DATES STARTING FROM MONDAY 16TH NOVEMBER IN-PERSON

VARIOUS LOCATIONS THROUGHOUT HERTFORDSHIRE

£85 +VAT

<https://hfl.education/TT8PA6>



£62.50 +VAT

<https://hfl.education/TT8PA5>



UNDERSTANDING YOUR IDSR (PRIMARY)

Delving into the meaning of the data within the primary Inspection Data Summary Report and how it is likely to be used to inform the inspection process.

TUESDAY 1ST DECEMBER WEBINAR

NEED MORE INFORMATION ABOUT PRIMARY ASSESSMENT?

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



ACADEMY CONTRACT RENEWALS

A reminder to all schools, settings and trusts that hold a contract with HFL Education on the academic billing period (September to August). You will have received a quote for your contract at the end of April, with the new contract rolling over from Tuesday 1st September 2026.

The deadline to respond is approaching, as outlined in your renewal email. If you have any questions about your contract renewal, please email contracts@hfleducation.org.



PRIMARY MATHS



£125 +VAT

<https://hfl.education/TT8PM2>

NEW TO MATHS SUBJECT LEADERSHIP

Covering the key skills and strategies needed for effective and impactful maths subject leadership.

STARTING TUESDAY 6TH OCTOBER WEBINAR

LEADING PRIMARY MATHS: IMPACT AND EXCELLENCE

Updates, strategic guidance, professional learning, classroom approaches, and opportunities to discuss monitoring, feedback, and current issues.

STARTING WEDNESDAY 2ND DECEMBER WEBINAR



£158.50 +VAT

<https://hfl.education/TT8PM3>



£255.15 +VAT

<https://hfl.education/TT8PM4>

PRIMARY MATHS SUBJECT LEADERSHIP EVENT PACKAGE

Includes two courses (six webinars) that will equip you with the foundations and ongoing strategic support needed to build confidence, strengthen pedagogy, make informed decisions, and drive improvement to maximise pupil outcomes across the school year.

STARTING TUESDAY 6TH OCTOBER WEBINAR

SUCCESS IN YEAR 6 MATHS

Strengthen understanding of key maths concepts, high-value learning, effective teaching approaches and data-informed next steps, enabling all Year 6 pupils to succeed.

STARTING TUESDAY 13TH OCTOBER IN-PERSON HFL EDUCATION, BANK HOUSE, STEVENAGE



£199 +VAT

<https://hfl.education/TT8PM5>



£450 +VAT

<https://hfl.education/TT8PM6>

MAKING FLUENT AND FLEXIBLE CALCULATORS: YEAR 4 & 5 PUPILS

Strengthen calculation skills through secure facts and flexible strategies, supported by webinars, diagnostic assessment, and a 12-week intervention.

STARTING THURSDAY 15TH OCTOBER WEBINAR

SECURING FOUNDATIONAL MATHS LEARNING IN KS1

Develop your understanding of KS1 maths foundations to support pupil progress through secure knowledge, effective representations, and well-designed practice.

THURSDAY 28TH JANUARY IN-PERSON HFL EDUCATION, BANK HOUSE, STEVENAGE



£109 +VAT

<https://hfl.education/TT8PM7>



● Funded for Hertfordshire maintained schools as part of the HCC core contract

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

<https://hfl.education/TT8MATHS>

TERM TIMES 24

PRIMARY ENGLISH



£62.50 +VAT

<https://hfl.education/TT8PE10>

IMPLEMENTING ESSENTIAL WRITING

Providing support for those new to the scheme, as well as anyone needing a refresher, to help them navigate and maximise the use of plans and resources from Reception to Year 6.

STARTING WITH YEARS 3 & 4 MONDAY 14TH SEPTEMBER WEBINAR

IMPLEMENTING ESSENTIAL WRITING FOR SUBJECT LEADERS AND SLT

A whole-school overview of the ESSENTIAL WRITING programme exploring the research and pedagogy that underpin it, supporting you with effective implementation in your school.

THURSDAY 24TH SEPTEMBER WEBINAR

£85 +VAT

<https://hfl.education/TT8PE2>



£112.50 +VAT

<https://hfl.education/TT8PE9>

IMPLEMENTING ESSENTIAL SPELLING

A concise online CPD combining a pre-recorded session and live webinar to help you confidently deliver ESSENTIAL SPELLING in Year 2 to Year 6, including mixed-age classes.

STARTING WITH YEARS 3 & 4 FRIDAY 25TH SEPTEMBER BLENDED

NEW TO ENGLISH SUBJECT LEADERSHIP

Strengthen your role by developing a clear vision aligned with whole-school priorities and crafting an effective, impactful action plan.

STARTING TUESDAY 29TH SEPTEMBER WEBINAR

£125 +VAT

<https://hfl.education/TT8PE3>



£255.15 +VAT

<https://hfl.education/TT8PE4>

PRIMARY ENGLISH SUBJECT LEADERSHIP EVENT PACKAGE

Includes two courses (six webinars) that will equip you with the vision, knowledge, and confidence to lead reading and writing effectively, using practical, research-informed strategies to drive consistent, high-quality provision and whole-school improvement.

STARTING TUESDAY 29TH SEPTEMBER WEBINAR

GETTING WRITING RIGHT

Deepen your understanding of the latest evidence and research relating to the teaching of writing with Ross Young and Felicity Ferguson, co-founders of the Writing for Pleasure Centre.

THURSDAY 8TH OCTOBER IN-PERSON ELMHURST PRIMARY SCHOOL, LONDON

£201.50 +VAT

<https://hfl.education/TT8PE7>



£85 +VAT

<https://hfl.education/TT8PE8>

SUCCESS IN YEAR 6 READING

Evidence-based strategies to boost reading and plan effective comprehension lessons.

MONDAY 13TH OCTOBER WEBINAR

FIXING FULL STOPS ACROSS KS2

Boost KS2 writing by building firm foundations using practical strategies aligning with the DfE Writing Framework and supporting a Y1–Y6 whole-school approach.

STARTING TUESDAY 10TH NOVEMBER WEBINAR

£210 +VAT

<https://hfl.education/TT8PE5>



£232.50 +VAT

<https://hfl.education/TT8PE6>

WINNING AT WRITING IN YEARS 4 AND 5

Providing subject knowledge and confidence to teach writing effectively, along with detailed lesson plans and resources.

STARTING THURSDAY 3RD DECEMBER WEBINAR

● Funded for Hertfordshire maintained schools as part of the HCC core contract

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



SCIENCE AND WIDER CURRICULUM

BIG STAFF MEETING

Developing staff subject knowledge and understanding of progression (from EYFS to Y6) in a range of subject areas as well as in foundational knowledge and SEND, through six interactive staff-meeting length sessions across the academic year. Big Staf Meeting event package available, see the back page for more information.

STARTING WITH INTRODUCTION TO EAL ASSESSMENT TUESDAY 15TH SEPTEMBER WEBINAR

£137 +VAT
PER SESSION OR
£575.50 +VAT
FOR ALL SIX SESSIONS



<https://hfl.education/TT8PS3>



£62.50 +VAT

<https://hfl.education/TT8PS4>

NEW TO LEADING A PRIMARY FOUNDATION SUBJECT

Gain all the tools to lead your subject with confidence – including curriculum sequencing, adapting a scheme of work for your context, creating action plans that deliver impact, and more.

MONDAY 5TH OCTOBER WEBINAR

PRIMARY SUBJECT LEADER DEVELOPMENT AND UPDATES

Bite-size sessions covering the latest thinking, curriculum developments, subject knowledge and more! Access information, resources and practical ideas to lead your subject with impact.

STARTING WITH GEOGRAPHY WEDNESDAY 4TH NOVEMBER WEBINAR

£62.50 +VAT



<https://hfl.education/TT8PS7>



£85 +VAT

<https://hfl.education/TT8PS5>

PRIMARY SCIENCE SUBJECT LEADER TERMLY UPDATES

Hear about the latest developments, resources and ideas to further enhance the curriculum and secure highly effective science teaching and learning across the school.

STARTING WEDNESDAY 7TH OCTOBER WEBINAR

DEVELOPING EFFECTIVE PRIMARY SCIENCE SUBJECT LEADERSHIP

Gain an in-depth understanding of the role of the science leader in a primary school, to enable subject leaders to lead science successfully across the school.

STARTING THURSDAY 12 NOVEMBER IN-PERSON HFL EDUCATION, BANK HOUSE, STEVENAGE

£199 +VAT



<https://hfl.education/TT8PS6>



**NEED MORE INFORMATION ABOUT SCIENCE AND WIDER CURRICULUM?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING**

<https://hfl.education/TT8PS>

READING FLUENCY



£890 +VAT

<https://hfl.education/TT8RFP1>

READING FLUENCY PROJECT

Designed to swiftly improve reading fluency and comprehension of those students who are working below the expected standard in reading.

STARTING WITH KS2 MONDAY 14TH SEPTEMBER WEBINAR

READING FLUENCY PROJECT: A SYNOPSIS FOR KS1 AND KS2

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

WEDNESDAY 11TH NOVEMBER BLENDED

£165 +VAT



<https://hfl.education/TT8RFP2>



<https://hfl.education/TT8RFP3>



WHAT IS THE HFL KS3 READING FLUENCY PROJECT?

Learn about how joining this impactful project can improve teaching and learning via reading fluency.

WEDNESDAY 4TH NOVEMBER WEBINAR

HFL EDUCATION 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.

£587 +VAT



<https://hfl.education/TT8RFP4>



● Funded by HFL Education for all schools

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

<https://hfl.education/TT8RF> 



A POSITIVE STEP FORWARD: THE UPGRADED HFL HUB

Just before Easter 2026 we successfully upgraded the HFL Hub, offering a more intuitive and efficient experience for our customers. We migrated over 16,500 user accounts and 200 courses from the original HFL Hub, and almost 6,000 of you have already accessed the system since we launched.

A key highlight of the upgrade is the enhanced search functionality. The new search tool allows you to quickly find relevant training, making it easier to identify the right courses to meet your needs. Alongside this, the booking process has been streamlined, enabling a faster journey from selection to enrolment.

We are delighted that many customers have shared how easy they are finding the system to navigate.

We also recognise that, for some, adapting to a new system can take time. If you or your colleagues need additional support, our Help Centre offers a wide range of helpful articles and step-by-step guidance to support you.

We would like to thank all customers for their feedback, particularly school business managers in Hertfordshire, who recently contributed their insights at their first briefing session of the term. We are actively listening and will continue to provide communications and guidance throughout this term to support a smooth transition.

Thank you for being part of this journey.



CLICK TO VISIT THE
HFL HUB HELP CENTRE
<https://hfl.education/TT8HH>



SECONDARY

SECONDARY SENIOR LEADERS' BRIEFING

Focusing on key national updates in secondary education, including inspection changes, DfE policy and approaches to school improvement to support you across the year.

STARTING TUESDAY 15TH SEPTEMBER WEBINAR



£245 +VAT

<https://hfl.education/TT8SSLB>



£241 +VAT

<https://hfl.education/TT8SENGCONF>



SECONDARY HEADS OF ENGLISH WINTER CONFERENCE

Updates and support for English subject leaders with the latest key information and developments in preparation for the autumn term.

FRIDAY 4TH DECEMBER IN-PERSON **FIELDER CENTRE, HATFIELD**



MAKING FLUENT AND FLEXIBLE CALCULATORS

An intervention programme for Year 7 students to ensure they have the foundational skills required to access secondary level maths.

STARTING TUESDAY 29TH SEPTEMBER WEBINAR



£300 +VAT

<https://hfl.education/TT8MFCC>



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

<https://hfl.education/TT8SEC>

POST-16



£109 +VAT

<https://hfl.education/TT8P162>



SIXTH FORM LEADERS' NETWORK - AUTUMN TERM

Providing updates and guidance on key aspects of Sixth Form leadership, including curriculum, funding, personal development and the Ofsted inspection process.

THURSDAY 19TH NOVEMBER IN-PERSON **HFL EDUCATION, BANK HOUSE, STEVENAGE**



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

<https://hfl.education/TT8P16>



by Ben Fuller, Lead Adviser
for Assessment and for
Primary Science and the
Wider Curriculum

HIGH-QUALITY CPD FOR PRIMARY TEACHERS AND LEADERS.

Calling all subject leaders in primary schools!

Our new series of **subject leader updates** across a range of curriculum areas provides the perfect forum for you to hear about the latest thinking in your curriculum subject, expand your professional knowledge and network with colleagues leading on the same subject across other primary schools.

In addition to our well-established updates for leaders of primary English, maths, science and PSHE, this year we are launching twilight webinar updates for leaders of geography, history, computing, art & design and design & technology. Each of these will consist of two one-hour live twilight webinars per year. Recordings and resources will also be made available.



CLICK FOR MORE INFORMATION AND TO BOOK
<https://hfl.education/TT8SLU>

Additionally, we will once again be running our popular series of **Big Staff Meetings** this year. These sessions are designed such that they can be viewed live by a school staff altogether, with pause points for staff discussion and activities, serving as a whole-school piece of CPD. However, the recordings will be made available to all purchasing schools, so the sessions could be viewed at another time if preferred. Each session runs on a Tuesday, from 3:45-5:00pm.

This year, our **Big Staff Meetings** cover the following topics:

- **Introduction to EAL assessment** (Tuesday 15th September)
- **Focusing on foundational knowledge** (Tuesday 20th October)
- **Sustainability through the curriculum** (Tuesday 1st December)
- **High quality practical work in science** (Tuesday 2nd February)
- **SEND – starting points and progress** (Tuesday 9th March)
- **Strategic subject leadership for impact** (Tuesday 18th May)

Big Staff Meetings can be purchased individually at £137 +VAT each, or the whole bundle of six can be purchased at a 30% discounted price of £575.50 +VAT.

CLICK FOR MORE DETAILS
<https://hfl.education/TT8BSM>



Finally, we are delighted to announce, after the huge success of our **Big INSET Day** this January, that we will be running another **Big INSET Day** on Monday 4th January 2027. The theme for the day will be exploring what we mean by “foundational learning” and how to secure it.



CLICK TO FIND
OUT MORE

<https://hfl.education/TT8BI>



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.

NEED MORE INFO ABOUT US? VISIT THE HFL EDUCATION WEBSITE [HFLEDUCATION.ORG](https://hfl.education)

