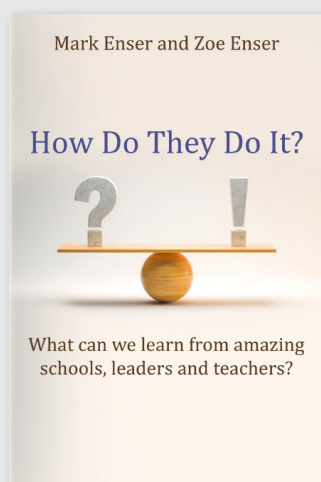


P R E S S R E L E A S E

"How Do They Do It? is a terrific book and will be immensely helpful for teachers and leaders across the sector."

Mary Myatt, education writer and speaker, Myatt & Co



How do they do it?

What can we learn from amazing schools, leaders and teachers?

By Mark Enser and Zoe Enser

ISBN: 9781785837425

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Date of publication: August 2025

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Dispelling myths, highlighting best practices, and prompting readers to assess their strengths and weaknesses.

Former Ofsted Inspectors Respond to New Government Behaviour Hubs: "Treat this as a long-term culture change."

As the new school term begins, Education Secretary Bridget Phillipson has highlighted a growing "behaviour crisis" in classrooms.¹ According to new research from the Department for Education (DfE), teachers estimate that seven minutes out of every half-hour lesson is now lost to disruptive behaviour. This means every pupil misses approximately nine weeks of learning a year.

To tackle this, the DfE has announced the first 21 of 90 new integrated behaviour and attendance hubs set to open this month.² These hubs aim to create local school networks that share successful strategies for tackling persistent absence and disruption. The government said 800 schools, responsible for around 600,000 pupils, will benefit from these networks.

For Mark and Zoe Enser - former teachers, HMIs in Ofsted's Curriculum Unit, and authors of the new school improvement book, *How Do They Do It?* - the initiative is a welcome and important change. But they stress the need to treat it as a long-term cultural shift, rather than a quick fix. They write:

- **Behaviour and attendance are "wicked problems"** – they're complex, shaped by multiple factors inside and outside the school gates. Quick-fix initiatives rarely shift the dial without sustained support for schools.
- **Consistency and clarity of purpose are key.** What we found in writing the book is that the schools with the calmest, most purposeful cultures didn't just have strong sanction systems – they had clarity about the values and behaviours they wanted to foster, and they deliberately re-taught and reinforced them.
- **Attendance is deeply connected to disadvantage.** Post-pandemic, persistent absence has disproportionately affected pupils with SEND and those from disadvantaged backgrounds. Hubs can only have an impact if they help schools to really understand barriers in their context and work with families, rather than defaulting to compliance measures.
- **The best schools treat behaviour and attendance like a curriculum.** They are taught, revisited and embedded,

¹ Louise Eccles, 'Bridget Phillipson: Pupils lose 45 days a year to behaviour crisis', *The Times*, Available at: <https://www.thetimes.com/article/36932a4b-64fe-46f4-a79b-0d161984d38f?shareToken=fd10c5a93adc552ea23a1b88085fa0d8>

² Ruth Lucas, 'Government names first 21 new 'behaviour and attendance hubs'', *Schools Week*. Available at: <https://schoolsweek.co.uk/government-names-first-21-new-behaviour-and-attendance-hubs/>.

P R E S S R E L E A S E

not left to chance. This takes resource, time and leadership commitment – things a hub might help coordinate if done well.

- There's a risk of headline measures vs. long-term culture change. Hubs could become another initiative unless they help schools to build capacity and clarity of purpose in the long term.

"A timely and valuable book that provides an evidence and experience-based guide to improving schools, based on insights from highly successful schools and teachers."

Daniel Muijs, Professor of Education, Queen's University Belfast

About the authors

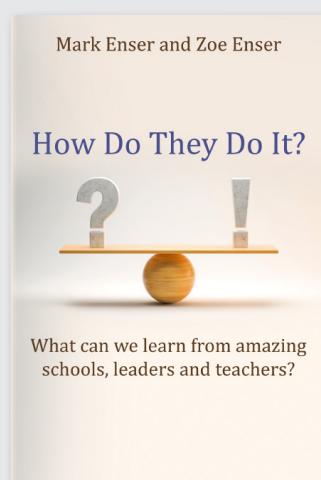
Mark Enser is a former HMI and was a member of Ofsted's curriculum unit as the National Lead for Geography. He is a former head of department and research lead as well as author of numerous books on education (including *Powerful Geography*, *Teach Like Nobody's Watching* and *The CPD Curriculum*) and a regular *TES* columnist.

He is now a freelance writer, speaker and provider of school support.

Zoe Enser is a former HMI and was a member of Ofsted's curriculum unit as the National Lead for Secondary English and Drama. She was a school leader and local authority adviser, as well as the author of numerous books on education (including *Bringing Forth the Bard*, *Generative Learning in Action* and *The CPD Curriculum*) and a regular *TES* columnist. She has also worked with The Teacher Development Trust, Best Practice Network, The Ambition Institute and the Chartered College of Teaching.

She is now the school improvement lead for a multi-academy trust in the Northwest of England, which includes mainstream primary and secondary schools, as well as alternative provision and specialist settings.

Mark and Zoe are available for interview, expert comment or bylined articles on sustainable approaches to behaviour and attendance strategies in light of the government's new initiative.



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