**Primary Perspectives**

**Edition 4. Autumn 2018.**

This short newsletter is published once a term bringing you recent policy news, reports, research updates and the latest developments in Primary education. I hope you enjoy it!

**Key headlines**

* Ofsted’s latest Annual Report noted that 86% of schools in England inspected over the past year were rated as Good or Outstanding
* The charity Parentkind on its latest survey of parents reported that 85% were supportive of their child’s school with a similar number keen to play an active role. Over half of parents surveyed wanted schools to be more accountable
* Disadvantaged families are to benefit from extra support to nurture early development at home, thanks to multi-million pound projects launched by the Education Secretary Damian Hinds
* **Religious primary schools achieve better results than private schools. Faith schools account for almost half of the top 500 state Primaries in the annual Parent Power tables**
* Exeter University found that primary teachers **have significantly more long-term mental health problems than other professionals**

**Policy**

**Teacher Workload Advisory Group report**

The Workload Advisory Group which has been looking into the issue of data management in schools published its report outlining ways in which government, Ofsted and schools could help reduce the burden on teachers and make the approach more focused and efficient.

Access the report at : <https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response?utm_source=97e7cf2e-2b0a-4495-b732-8a28b9ac8122&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate>

**Primary School Accountability**

The DfE updated its guide on primary school accountability, last issued in September, adding more advice on removing unnecessary workload on data collection and clarification on support available for schools below the floor standard. Read the report at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/763614/Primary_school_accountability_technical_guide_2018_.pdf>

**Schools**

**Four in 10 teachers struggle with behaviour**

Many teachers say they are not being adequately supported by their senior leadership teams with behaviour management, according to the research by the Education Support Partnership – a charity that supports teachers with poor mental health. The charity published its 2018 teacher-wellbeing index which revealed that [a third of teachers were suffering from mental health issues](https://www.tes.com/news/third-teachers-have-mental-health-problems), and that half of teachers were suffering from insomnia

**Mental health and behaviour**

The DfE updated its previous guidance on supporting pupils with mental health and behavioural problems, adding further information on school responsibilities and working with other agencies. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf>

**Curriculum**

**Times Tables again.**

The Standards and Testing Agency published the assessment framework to be used for the development of the multiplication tables check that will be piloted next summer before becoming statutory for Year 4 pupils from 2020. Read at <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755745/2018_MTC_assessment_framework_PDFA.pdf>

**Teacher workforce**

A new research report was published last month by the DfE to explore the support required for early career teachers and good practice in CPD. The report found that in a teachers’ induction year, their main development priorities included: behaviour management, assessment, pedagogy and supporting pupils with particular needs such as pupils with special educational needs and disability. Many teachers in their second or third year reported that they wanted training and support that would help them to progress into subject, year group/key stage, or other middle leadership roles, while some wanted to take on specialist roles or responsibilities.

A link to the full report is at <https://www.nfer.ac.uk/early-career-continuing-professional-development-cpd-exploratory-research/>

**Research snippets**

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| **Education at a Glance 2018 - new report published** |

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| The OECD has published its annual education at a glance report, comparing the state of education in 36 countries. Among the findings in this year's report is that the teaching workforce in the UK is one of the youngest among all countries included in the study. |

Read the full report on line at:

<http://www.oecd.org/education/education-at-a-glance/?dm_i=4R3K,1XD1,10I06Y,5UQP,1>

**Speeches**

“It takes a village to raise a child and to be sure a school is part of that village. But the fundamental purpose of schools is to educate and inspire children, not to parent them” – said Ofsted Chief inspector Amanda Spielman.

**Quote of the month**

“As someone involved in the curriculum development movement of the 1970s and 80s and in the development of the national curriculum post-1988 I am both gratified and bemused that the curriculum is suddenly and belatedly becoming the “favour of the month”.  It is no longer a ten-letter dirty word; it is being cited by Ofsted as the centre piece of its proposed new framework”.

Professor Colin Richards: The Curriculum Matters After All

**May I take this opportunity to wish the Committee and all our NaPTEC friends a very happy Christmas and a peaceful New Year!**

**Jonathan Doherty**

**(Chair of NaPTEC).**