

Primary Perspectives

Edition 1. Autumn 2017.

Welcome to the first edition of Primary Perspectives. 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

- **Apprenticeship routes into teaching gain momentum**
- **The Teaching & Leadership Innovation Fund offers new opportunities for CPD**
- **A new consultation on Ofsted plans for short inspections of ‘good’ schools**
- **99% of university-led partnerships and 100% of school-led partnerships judged to be ‘good’ or ‘outstanding’ at their most recent inspections**
- **Progress in closing the attainment gap continues to be slow**

Policy

Support for an apprenticeship model

Yet another route into teaching? Government plans for a degree-equivalent apprenticeship route to QTS continue. Education Secretary Justine Greening supports higher apprenticeships as equal to university degrees. A poll by Teacher Tapp found 82% per cent of teachers believed teaching should be “graduate only”. While attractive to some and it could potentially help with recruitment in certain areas, an apprentice route raises questions about salaries, quality of training and accreditation.

Teaching & Leadership Innovation Fund

Six organisations will share £17million now available to support teachers CPD in schools. The overall funding worth £75 million is to develop areas such a leadership, phonics and early reading.

Schools

ITE Inspections

Ofsted ITE Inspections 2016-7 show that 99% of all partnerships are outstanding.

More than 50% of combined primary/secondary partnerships were judged outstanding and 43% of primary partnerships were outstanding. No early years partnerships were judged outstanding.

Closing the gap

A report from the Education Policy Institute examined the progress made in closing the gap in attainment between pupils eligible for the Pupil Premium and their peers. While the report found that the gap has closed slightly, progress is slow. Between 2007 and 2016, the gap by the end of Primary school only narrowed by 2.8 months. Over the last decade, the attainment gap for the most disadvantaged pupils has widened slightly by 0.3 months. In 2016 the most disadvantaged pupils were on average over two years of learning behind their peers by the end of secondary school. Access the report at : https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI.pdf

Curriculum

Primary Science a hit!

Ahead of UK-wide primary science campaign due to be launched this term, a State of the Nation report commissioned by Wellcome into the nature of Primary Science found that-

- 82% of science leaders strongly agreed that it is important for pupils to study science
- 50% strongly agreed that the skills taught in science are transferrable

The research also examined pupils' perceptions of Science and found

- 93% of pupils 'agree a lot' or 'agree' that they like to understand how things work
- 87% find science interesting
- 30% of pupils reported a job with links to a science-related job later in life.

For the full report visit: <https://wellcome.ac.uk/sites/default/files/state-of-the-nation-report-of-uk-science-education.pdf>

Classroom talk benefits attainment

The Education Endowment Foundation (EEF) has just released the report of a trial conducted in Primary schools based on the effect that cognitively challenging classroom talk can have on pupil attainment. Children in 'Dialogic Teaching Schools' made on average two additional months progress in English and Science, and one additional month's progress in maths. This trial found consistent, positive effects in English, science and maths for all children in Year 5, equivalent to about 2 months additional progress. The result was similar when looking only at children eligible for free school meals. This is consistent with other EEF trials focusing on cognitively challenging talk, such as Philosophy for Children, and Thinking, Doing, Talking Science. Read the paper at <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching>

Teacher workforce

In October the National Foundation for Educational Research (NFER) published the latest in its series on teacher retention and turnover. View the full report at <https://www.nfer.ac.uk/publications/NUFS03/NUFS03.pdf>. The report found that:

The number of older teachers (aged 50+) leaving the profession increased between 2010 -2015

Part-time teachers are more prevalent in the Primary than Secondary sector

Teachers in schools rated inadequate by Ofsted are more likely to leave or move schools

Routes into teaching

The number of school-led partnerships has increased year-on-year since 2013 and 52% of all partnerships are now based in schools. Despite the fact that the number of SCITTs has rapidly increased, the number of university-led partnerships has also increased slightly in the same period, from 163 to 177.

The average number of trainees in school settings in the academic year 2016 to 2017 was about 120; for universities it was about 530. This means just under two-thirds of trainees are still training in university based partnerships.

Research snippets

The Education Endowment Foundation recently published its research findings into the effectiveness trial of the Success for All (SFA) programme to evaluate its impact on the literacy outcomes of Reception pupils. SFA is a whole-school approach to improving literacy in primary schools. The main analysis found that Reception pupils in SFA schools made more progress than pupils in control schools after two years (effect size = +0.07). The effect was slightly larger for pupils eligible for free school meals compared to FSM pupils in control schools after two years (effect size = +0.12). See https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Success_for_All_Evaluation_Report.pdf

Speeches

Justine Greening's October speech to *Teach First* highlighted the important role teachers play in addressing social justice and outlined two schemes to assist with teacher retention.

Quote of the month

'We've barely gone through 3 years of loan repayments and the scheme has been changed twice" – fees 'expert' , Andrew McGettigan reflects on the government's latest tuition fees announcement.

Wishing all NaPTEC colleagues a very happy Xmas and peaceful New Year

Jonathan Doherty (Chair of NaPTEC)