**Primary Perspectives**

**Edition 3. Summer 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**

* The National Audit Office report into Ofsted inspections suggests that funding and staff cuts have made it difficult for Ofsted to meet its own targets on inspections especially on re-inspections of outstanding or inadequate schools
* The Education Policy Institute examined school performance in both academy chains and LAs and found little difference between the two systems in terms of performance
* Mental health could become compulsory in all schools

**Policy**

**The Government’s Green Paper on mental health: failing a generation**

According to this 1st Joint Report of the Education and Health and Social Care Committees, the government's proposed Green Paper on Transforming Children and Young People's Mental Health (Published 9 May 2018), lacks ambition and will provide no help to the majority of those children who need it. It welcomes the direction of travel of Green Paper but concludes that its ‘narrow scope’ does not take several vulnerable groups into account, and the proposals put significant pressure on the teaching workforce without guaranteeing sufficient resources. In the section on early years, the report states: “Another element of the wider picture missing from the Green Paper are the early years…… A lack of focus on the early years means that opportunities are being missed to promote emotional resilience and prevent mental health and well-being problems later in life. There is no consideration given to the important role that health visitors and children’s centres can have in promoting emotional wellbeing in the early years or of the adverse impact reductions in funding for these areas might have on support for the 0 to 5 age group”.

**Strengthened guidance for schools and colleges on safeguarding including maintained nursery schools: DfE**

New guidance for schools and colleges on how to keep children safe, including advice on how to support young victims of sexual violence and harassment has been produced by the Department for Education. The revised Keeping Children Safe in Education statutory guidance now provides additional advice to help school and college staff deal with allegations of child-on-child sexual violence and sexual harassment. The new guidance will be applicable to all schools, including primary schools, on how to best support children of all ages. The revised statutory guidance, Keeping Children Safe in Education (KCSIE), is published for information only and will come into effect for schools and colleges on 3 September 2018. Until that point schools and colleges should continue to have regard to KCSIE 2016 Guidance. Revised departmental advice on Sexual Violence and Sexual Harassment between Children in Schools and Colleges has also been published and is available immediately to support schools and colleges.

**Schools**

**Teachers unsure of benefits of working for a Multi-Academy Trust**

Many teachers in England are unsure of the benefits of working for a Multi-Academy Trust (MAT) and two thirds (68 per cent) would choose a role in a standalone school over a job working within a MAT, according to research from Affinity Workforce.Nearly two thirds (63%) of teachers have no understanding of how working for a MAT differs from teaching in a normal school, and even teachers that are already working within a MAT are unsure of the advantages it brings (54 per cent).The research explored the main considerations for teachers when selecting an employer, beyond salary. The findings show that 87 per cent of primary and secondary school teachers say that the opportunity to work more flexibly is important, yet most do not recognise the flexibility and opportunities that MATs can offer them. The research found that, alongside flexibility, other key decision criteria include the reputation of a school as a ‘good employer’ (95%), ‘high performance aspirations’ (94%), and leadership of the school (94%). The findings are revealed in a new white paper, Resourcing the Performance Agenda in Education, which explores the teaching crisis from both an employer and teacher perspective, and reveals the key priorities for education leaders looking to overcome the teacher shortage.

**Curriculum**

**The case for PSHE**

The PSHE’s Strategic Partners Group has published a report, entitled ‘Statutory PSHE Education: meaningful change supported by busy teachers and school leaders’ on why PSHE should become a statutory school subject, arguing that it would help clarify focus and support government pledges to improve children’s health and wellbeing. The report from school leaders’ union NAHT, the National Education Union (NEU), NSPCC, Sex Education Forum, and PSHE Association, shows overwhelming support for making personal, social, health and economic (PSHE) education a compulsory subject for all pupils in all schools. Making PSHE education statutory is a case of building on what is working well in many schools at the moment rather than major overhaul. It is about ‘levelling-up’ so that all pupils, in all schools benefit. This would involve modest change to workload and resourcing in some schools in return for significant impact on children and young people. Statutory status would also help ensure that schools already dedicating resource to PSHE do so effectively.

**Teacher workforce**

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| [**The effects of teacher stress on pupil outcomes**](https://instituteforeffectiveeducation.cmail19.com/t/d-l-bzkuhl-plrajtiy-n/) |

A US study published by authors Keith Herman, Jal’et Hickmon-Rosa and Wendy Reink in the Journal of Positive Behavior Interventions, included 121 teachers and 1,817 pupils between kindergarten and fourth grade (Years 1 to 5) from nine elementary (primary) schools. Data included survey responses from teachers on their levels of burnout, stress, efficacy and coping. Based on the data, the authors grouped the teachers into four classes: stressed/low coping (3%), stressed/moderate coping (30%), stressed/high coping (60%) and well-adjusted (7%). The authors then linked these results with pupil behavioural and academic outcomes, and found that teachers in the high-stress, high-burnout, and low-coping class were associated with the poorest pupil outcomes. In conclusion, the authors say that these findings suggest that investing resources in supporting teacher adaptation, both by equipping them with coping skills and by providing more environmental supports, may improve not only their well-being but also the well-being and functioning of pupils in their class.

**Teacher Apprenticeship Survey (Trailblazer Employers’ Group)**

Currently the Post-Graduate Teacher Apprenticeship is a salaried route into ITT that allows employers to draw down training costs (not salary) from their digital apprenticeship levy accounts. The first cohort will start their training in September 2018. This route will run alongside the existing School Direct Salaried Route for the year 2018-19.The Trailblazer (Employers’) Group is currently reviewing the Post-Graduate Teacher Apprenticeship Standard and Assessment Plan. As part of the process the Group wishes to explore if there is national demand for a new Teacher Apprenticeship Standard which would have two points of entry: under-graduate and post-graduate. An under-graduate entry point would involve trainees without a degree, being employed and working in a school whilst studying for a degree and QTS.

A new Teacher Apprenticeship with two such entry points would replace the current Standard as only one Standard is permissible per profession.

**Research snippets**

**Can summer schools improve outcomes for disadvantaged pupils?**

In a NFER report Caroline Sharp argues that summer schools are not enough to redress the issue of social mobility and that the Government is not doing enough on this issue. By the age of five, there is a 17 percentage point gap in those reaching a ‘good level of development’ between pupils eligible for free school meals and their peers. The gap continues to widen. Even when disadvantaged pupils have performed well at primary school, they often fall off from their high‑performing trajectory during secondary education. The implication of this is that initiatives focused on improving access to higher education among older secondary pupils may come too late.

Summer schools are a promising intervention and demonstrate the importance of engaging young people by offering an attractive and relevant programme, liaising with schools and families and addressing any barriers to participation. However, summer schools need to be seen in a wider context of initiatives to encourage social mobility, such as high‑quality teaching, tutoring and mentoring and the use of contextual information by HEIs in offering places to pupils from disadvantaged backgrounds. This is in line with the recommendation of the 2013 Aimhigher review that there should be a framework of ‘consistent and sustained interventions’ by HEIs and their partner organisations.

Full report can be viewed at <https://www.nfer.ac.uk/media/2842/can-summer-schools-improve-outcomes-for-disadvantaged-pupils.pdf>

**Speeches**

In her speech, billed as “Developments in Education and Inspection” at the Bryanston Education Summit, Ofsted's Chief Inspector Amanda Spielman discussed the future of school inspections and the three principles she holds that inform the new framework for 2019 . (1) Inspection is about much more than giving schools a grade. (2) Inspection should always use data appropriately. In particular, inspection and performance tables should complement rather than intensify one another. (3) Wider societal issues are important but we are wary inspections becoming the vehicle for every type of worthy societal change.

**Quote of the month**

“Better procurement or reducing colour photocopying simply won’t address the funding crisis” – the headteachers’ roundtable group spells out school funding issues for MPs

**Jonathan Doherty**

**(Chair of NaPTEC)**