

All Party Parliamentary Group for the Teaching Profession



Opportunity Areas: Implications for the Teaching Profession

Minutes of the meeting held on Monday 29 January 2018 at 4.00-6.00pm in Committee Room 6, Palace of Westminster

1. Welcome

Ian Mearns MP welcomed attendees to the meeting of the All Party Parliamentary Group for the Teaching Profession everyone to the meeting.

2. Introductions

Ian Mearns MP introduced members and attendees and identified the key areas for discussion as:

- (i) Opportunities Areas
- (ii) Update on Teacher recruitment
- (iii) Apprenticeships in the teaching profession

3. Changes in ministerial team –

Mr Chris Waterman advised members of the changes within the ministerial team and that the APPG for the Teaching Profession was now one of nine creativity APPGs drawn together under a new brand.

4. Opportunity Areas (Sarah Lewis)

REPORTED:

That Opportunity Areas (OAs) are in 12 districts across country and that the methodology of selection of these areas was available on the Opportunity Areas website https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/650036/Opportunity_areas_selection_methodology.pdf.

That opportunity areas were selected from amongst these that were in the weakest sextile in both the methodology published alongside the 2016 white and the weakest sextile of the 2016 social mobility index and that it meant there were none in the North East.

It was stressed that the DfE does not suggest that these are the weakest areas in England for education. They are amongst the areas which face the greatest challenges across a range of issues.

That the previous Secretary of State had been interested in extending these areas and the new Secretary of State had not yet been consulted although he had been involved in previous discussions.

That circa 3.5% of the funding for OAs was being allocated to evaluation of the scheme and there is a process evaluation and an impact evaluation.

That the overall challenges were identified as removing the barriers to social mobility across a broad span with a particular focus on the disadvantaged.

That a single focus on the disadvantaged would not deal with those pupils that did not achieve for number of reasons.

That the social mobility index had shown those affected by very poor social mobility had limited chances of achieving career success and were affected by the location in which they grew up. Those that lived and grew up in London were considered very lucky and their chances of achieving career success were considered good.

That the project had adopted an evidence based approach, which focused on a small number of priorities in each area with £72 million of funding made available over a total of three years.

That essential life skills funding of £22million over two years would focus of the latter was disproportionately on the disadvantaged.

That this was not the only government response to disparity of school qualities across the country, SSIF funding and Teacher and Leadership Fund were also available across the whole country; focused on the weakest parts of the country.

(by Lord Knight)

That Weymouth had been included in the opportunity areas and anyone bidding in school improvement funding would see a focus in category 5/6 areas.

That all OAs were category 6 areas.

(by Pat Black, Bath Spa)

Why was there a bid process for schools to apply for funding?

That OAs were granted down to Local Authorities and devolved for work with local partners and DfE and money was held and managed locally.

(by Mr Chris Waterman)

How was the £24million allocated for evaluation being used?

That process evaluations were being carried out by NFER, and two interim reports would feed into internal planning looking at how the teams work with local partners.

That an impact evaluation had been out to tender and would run for the whole lifetime of the project.

That there was no quality assurance for Subject Knowledge Enhancement – so can it be expected that there will be successful local QA of CPD in the programme?

That it was not expected there would be much buying in through OA funding of teacher CPD, as total of other teacher and leadership CPD activity was going into OAs was already quite significant and only a limited number of days were available for teachers to engage in CEDP.

(by Andy Samways, Samuel Ward Academy Trust)

That there was a sense the challenge is for school leaders to understand how areas are evolving, regional delivery would be very helpful but would require time of system leaders to look at best ways to invest.

(by Lord Listowel)

That OAs appeared to focus on achieving middle-class values but what of others? That Social Mobility was about not having barriers to achievement, and about every child knowing careers available to them and how to achieve them as well as having backing to achieve them should they wish to pursue.

(by Lord Knight)

How will OAs tackle behavioural and social barriers? 3rd worst performing area was situated in Weymouth and that those children from council estate did not pursue A Levels and did not aspire to professional areas. How do OAs address these barriers?

That OAs were designed to offer every single young person opportunities with 4 points of engagement in the world of work and would include work experience and work-shadowing programmes.

That the culture amongst professionals was key and children should not be written off

That there needed to be a change in culture in areas and belief that children within the OA can achieve.

(by Anna James, MAT, Ipswich) *What research had been undertaken with primary aged children and what was available to them? That it was frustrating that OAs were aimed at high schools, and there was a need to work with primary schools and parents or the project could miss some work already been done.*

That there was a governance careers strategy that had a focus on moving into primary schools and working with Primary age children.

That work was been undertaken with a wide range of partners, over the course of 1yr to agree 3-4 priorities for each area.

That it was felt important to focus on key areas and narrow down.

That there were published plans to provide a commitment and strong political backing with partners feeling sense of partnership.

That Partnership Board members were not paid to be involved, and included VCs of universities, some private sector etc.

That it was important to show the Partnership Boards were driving change and not appointed by Secretary of State.

That Teach-First were also focusing on OAs and there was a strong commitment to support the development of these areas with CPD, retention and national professional qualifications.

That there were challenges and risks associated with the capacity of system and a key concern was to not overload and saturate the work being undertaken.

That the pace of delivery was being considered as some had stated work was being carried out either too quickly or slowly.

That generally feedback had identified there was a wish to deliver more quickly, and that pace of delivery adopted was deliberate to build relationships and analyse data.

That it was important to understand what was happening in each area and identify if it was going to be sustainable.

That there was a lot of work to do to raise the profile of work being carried out but that the team were waiting to be at point to share tangible information.

That there were local programme managers appointed in each area to coordinate activities.

(by Tanya Ovenden-Hope, Plymouth Marjon University)

That some coastal, ex-industrial areas were likely to be disadvantaged, therefore would the criteria be changed?

That this was a question for the new ministers to answer, but that areas were quite deliberately very different and needed very different inputs.

(by Lord Listowel)

That focus needed to also consider mental health as well as attainment

That there was a very narrow focus on attainment and that there may need to be a focus on avoiding addiction and working with parents to understand their aspirations for their children.

That underpinning themes were included and teachers were those that raise the barriers to learning in the study.

That Bradford were working in conjunction with health organisations i.e. ensuring those that require eye-care were provided this.

(by Lord Knight)

That local labour market conditions should determine what was provided as there may not be the local labour market conditions to support aspirations.

That local enterprise partnerships were focusing on this and looking at local job opportunities and the need to support and enable students to win these jobs.

(by Andy Samsway, Samuel Ward Academy Trust)

That capacity in system was key and that the alignment and leverage in terms of investment is important.

That there was a requirement to support school leaders to have the project management skills needed to deal with things like SSIF bids.

That local culture was a key challenge and parental/societal culture could have an impact, therefore interdependence was crucial.

(By Georgina Newton, University of Warwick)

That sustainability was important, with 12 OAs mapped against other areas facing similar situations and therefore benefits of OA funding could be maximised across the nation and built into the overall outcomes.

That this was an important consideration, though currently it was unclear how this might be achieved and the team was keen to engage; evaluation will be important.

EEF and other partners were keen to spread the learning of the programme.

That the sharing of success was being carried out within OAs and the next step would be to share with everywhere and use the evaluations to provide information.

(by Pat Black, Bath Spa)

How do OAs touch orphan, untouchable and non-MAT schools? Who is fighting for these schools? How can we be sure children in these schools will benefit?

That it was accepted OAs are not perfect and were trying to tackle this and how they can improve things, however there would still be some schools that will miss out.

That bidding is to provide a high quality bar and fund those likely to be most successful.

(by Julia Flutter, Chartered College of Teaching)

That the effort put in to understand local difficulties was appreciated and the Chartered College of Teaching would like to see how networks could support the reaching and getting ideas across.

(by Lord Knight)

That valuable work was being carried out however there was a strong sense those successful in areas move away and there is a need to bring them back to the OAs therefore there was a question as to whether there should be leveraging of HEIs to bring back people through their alumni networks.

That there was a strong potential to explore the returning of people to OAs.

That the geographical approach presented a danger in KS4 of kicking issues down the road and that this related to schools outside these catchment areas and recruit from within catchment area which could result in a postcode lottery.

That the tilting of SSIF was key to this, and would need to consider outside the 12 areas, with work in Doncaster considering neighbouring areas

(by John Howson, TeachVac)

That work had to fit inside current government policy and interested in teaching supply area, Suffolk had done a lot to attract people into the area. Action from dioceses could also be important in securing teacher supply to various areas.

That Oxfordshire had a high employment rate, but figures showed worse early KS outcomes than other areas, therefore presenting issues of attainment even inside a high employment zone.

That half of OAs are district within county council areas and half are single tier authorities, and that little difference had been seen.

That there were value differences that could bring in great ideas from different parts of country to others, and should not be seen as big barrier.

(d) Implications for the Teaching Profession

That members were encouraged to let Mr Chris Waterman know of 2-3 implications for the Teaching Profession and any specific difficulties

That a paper would be produced outlining thoughts and concerns identified by the APPG for the Teacher Profession

5. Update on Teacher Recruitment

That January 2018 had seen 5,000 jobs advertised with 75% in main-scale secondary schools, with Maths and Science now ahead compared to last year and fewer History and RE jobs advertised.

That leadership posts appeared to be in a similar position to last year.

That the government were going ahead with the National Teachers Vacancy website with a beta version expected within the next nine months, although this was unlikely to provide the data they were expecting as use of the service was optional.

That 2018 recruitment through UCAS presented a worrying picture with it now appearing that the sector had reached a base level of those wishing to be a secondary school teachers.

That the next two months were a crucial period and was dependent on those that were looking to career switch as the number of final years intending to apply would drop off and any increase would be dependent on the economic environment.

That if there were a period of economic instability this would have an impact on recruitment to the teaching profession, seeing a rise in numbers of applications.

That there was a significant drop in those wishing to train as primary school teachers, and had been seen across country and age brackets, with the greatest decrease amongst women.

That the number of those wishing to train as primary teachers was the same as secondary and when considered alongside applicant's abilities to make three applications, it was anticipated there would not be enough applicants to fill all places available, this was a unique situation at this point in recruitment.

That Nick Gibb had spoken to Ofsted to request changes to the inspection framework that considered the number of trainees who do not go on to complete their training as this was an Ofsted criterion used when assessing programmes.

(by Helen Main, Samuel Ward Academy Trust)

That there was no funding available for trainees entering a Primary training route and that schools faced difficulties in funding a salary for the salaried route.

That if the issue of recruitment was not addressed there consequences were clear.

That there were more applications for SDS in Primary than Secondary and it was suspected that applications were from those people already working in the sector as Teaching Assistants etc..

(by Mr Chris Waterman)

Damian Hinds article in The Times talked about Teacher recruitment and didn't disagree there was an issue in recruitment.

(by Lord Storey)

That assuming the government wanted to retain similar pupil teacher ratios, in 8 years there will be a shortage of 60,000 teachers and to fill gaps in Maths there was a need to recruit 40% of Maths graduates.

(by Ian Mearns MP)

That a round table meeting of the Education Select Committee had highlighted that the recruitment of new teachers in Maths was very difficult and that schools were required to appoint Heads of Departments with 2-3yrs experience due to the shortage in Maths teachers.

That the Maths bursaries offered for 2017/18 appeared to attract applicants, however the numbers of D&T teachers had meant only 33% had been recruited against the TSM of what was required and it was predicted that the number of Business Teachers would run out in February 2018.

(by Pat Black, Bath Spa University)

When will Nick Gibb recognise that there is a crisis? Now not having applicants and those wishing to enter primary teaching are fewer each year

That the three choices option adopted by UCAS was expensive to providers and it was recommended that recruitment should return to the old system which would provide a better indication of where providers stood with their recruitment.

(by Andy Samways, Samuel Ward Academy Trust)

That there were those that wished to join the profession but these were staff working as Teaching Assistants and who did not hold a degree.

That one hope was that undergraduate teaching apprenticeships would support these people who have the passion and are suitable for profession to train as teachers.

That for those graduates wanting to train, the application process needed to be made easier, more accessible and timely and that UCAS did not make it any of these things, therefore was putting people off from applying.

6. Role of supply agencies

That the TES were running an article about supply agencies.

That the role of supply agencies would be a major item for discussion at the next meeting of the APPG for the Teaching Profession.

7. Apprenticeships in the teaching profession

CONSIDERED:

A draft paper outlining the APPG for the Teaching Profession's response to the introduction of Apprenticeships for the Teaching Profession.

REPORTED:

That the apprenticeships in the teaching profession added another brick in the wall.

That apprenticeships were less than successful and there was an interesting debate related to quality control and for teachers

That the apprenticeships appeared to be a blunt instrument to address the recruitment crisis in the professions.

(by Peter Flew, Roehampton)

That the final term accounted for one day and that term four was a misconception amongst providers.

That a number of people wished to commence the apprenticeship in July

That people commencing their apprenticeship in July 2018 and completing in July 2019 would not be required to change schools.

That it was not clear that the delivery timeframe had been thought through as the apprenticeship body sets out that apprenticeships must have a length of 12 months as a minimum requirement.

(by Alison Ryan, NEU)

That the biggest issue fitted with the Strengthening of QTS as it was now proposed that apprentices would not gain provisional QTS in term 4 and that there was a requirement for extra CPD in the shifting landscape.

8. AOB

Mr Chris Waterman asked members to consider areas for discussion at future meetings of the APPG for the Teaching Profession and major areas were identified as:

(i) Strengthening QTS consultation

REPORTED:

That the next meeting of the APPG would take place following the closure of the government consultation however a DfE response would not be available

That the costing of the 2 year "Strengthening QTS" model appeared to be over £100 million and therefore would require significant investment if it was to be delivered effectively.

(ii) Primary Education

(iii) Re-regulation of the profession

REPORTED:

That the profession had become de-professionalised as it had now become de-regulated and this had removed the professional status it once held.

That the situation with recruitment was similar to last year and, informally, people had identified they did not see teaching as a profession.

9. Next meeting

REPORTED:

That the next meeting of the APPG for the Teaching Profession would take place early in April 2018 and would consider

- QTS and Regulating the Profession
- Role of supply agencies
- Primary Education