

Public Document Pack

Items Tabled At Meeting – 18 November 2015

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GCSE results – Poverty matters

- “Some in this country still argue that pupil achievement is overwhelmingly dictated by socio-economic factors. They say that deprivation means destiny, that we can’t expect children to succeed if they have been born into poverty, disability, disadvantage.”

Michael Gove, former Education Secretary

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GCSE results – Poverty matters

- “These differentiated outcomes cannot be solely attributed to the education system: family income, job prospects, health, housing, social capital and social culture are all important. Analysis suggests that schools contribute only between 7% and 20% of the variability in pupil outcomes.”

Sutton Trust, 'Chain Effects' October 2015

The London Challenge

- Perhaps the most effective aspect was that it recognised that individuals and school communities tend to thrive when they feel trusted, supported and encouraged. The ethos of the programme was a key factor in its success, and contrasted with common government discourse of 'naming and shaming' 'failing' schools. Expectations of school leaders, teachers and pupils were high; successes were celebrated; and it was recognised that if teachers are to inspire pupils they themselves need to be motivated and inspired". *Professor Merryn Hutchings, Institute for Policy Studies in Education.*

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YouGov Poll – October 2015

Are you thinking of leaving the teaching profession in the next 2 years?

Yes	53%
No	47%

For which of the following reasons, if any, are you thinking of leaving the profession in the next 2 years? Please tick all that apply.

Volume of workload	61%
Retiring from profession	34%
Seeking higher pay	11%
Seeking better work life balance	57%
Mental health concerns	23%
Physical health concerns	15%
Rapid pace of organisational change	33%
Student behaviour	22%
Unreasonable demands from managers	44%
Other	11%

What do your members worry about most? (Lewisham NUT reps)

1. Teacher workload is too great
2. They might not be given their 'pay progression'
3. They might be put on 'capability' / a support plan
4. Your school could become an academy
5. Teachers' salaries are not enough in London
6. Lack of support for meeting increasing needs
7. Budget cuts mean their jobs might be lost
8. Teachers don't like the curriculum they teach

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What reps reported -a typical 63 hour working week

Time of work	Hours		Weekly Hours
'School Day' (08.30 - 15.30) less 1 hour in breaks	6	x 5	30
At school at 07.30 (average hours per day)	1	x 5	5
Leave school at 17.30 (average hours per day)	2	x 5	10
At home on a school day (average hours per day)	2	x 5	10
At home over the weekend	8	x 1	8
TOTAL WEEKLY HOURS			63
Outside 'School Day' (from a range of responses)			22 - 41
Meetings, clubs, classes etc outside 'school day'			2 - 3
Planning and preparing lessons outside 'school day'			10 - 15
Marking books and assessments outside 'school day'			8 - 20
Other tasks (e.g. emails, data, laminating, phone calls)			2 - 3

Teacher turnover as an indicator

- "Department for Education figures show that in the 12 months to November 2014 almost 50,000 qualified teachers in England left the state sector. That is almost one in 10"

The Guardian

- Lewisham primary 4/14 (28%)
- Lewisham secondary 16/58 (28%)
- Lewisham primary 9/26 (33%)
- Lewisham secondary 22/60 (37%)

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Exam factories?

Figure 8: Percentage of respondents in mainstream schools agreeing with statements about different learning activities, by phase (N = 6,756)

