

Overview and Scrutiny

Review of recruitment and retention of school staff

Children and Young People's Select Committee
December 2017



Membership of the Children and Young People's Select Committee in 2017/18:

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Chair's Introduction

Alongside funding shortfalls, the recruitment and retention of school staff, especially teachers, is a major challenge facing State-provided education today. In a recent survey, 76% of secondary school leaders reported it as a difficulty coming only second to budget pressures as their area of highest concern. Between 2011 and 2014 the number of teachers leaving the profession rose by 11% with 28% of Newly Qualified Teachers abandoning their career within five years of starting. A Guardian Survey in 2016 reported that 43% of teachers in England were planning to leave the profession within five years (exclusive of retirement).



Clearly this is not a challenge specific to Lewisham but a national one and as such is controlled by factors often outside of Lewisham Council's direct influence such as central government policy. It also has to be set against a regional background such as the cost of living (particularly housing costs) in London and the South East. Significantly, the "wastage rate" in London of 1 in 8.5 teachers is one of the highest in the developed world. Finally there is the local context with Lewisham's position as one of the most deprived boroughs in the country and an estimated 11% drop in real term funding facing our schools between now and 2020.

One motivation for conducting this research is the lack of evidence of nationally driven systematic solutions to address the growing crisis. The Institute for Fiscal Studies predicts a 450,000 rise in secondary school places over the next three years requiring an additional 30,000 teachers yet the National Audit Office in 2016 concluded "the Department (DfE) has **not** set out in a coherent way and shared with schools and the teaching profession how they can work together to improve the teaching workforce." While the most recent School Teachers' Review Body report concluded "the trends in recruitment and retention evident last year have continued... we consider that this presents a substantial risk to the functioning of an effective education system."

While the Children and Young People Select Committee recognises the varying degrees of autonomy granted to Head Teachers and Governing Bodies, even more so in Academy Schools, and previous efforts made in this area, we felt there remains a deficit in successful strategic thinking around teacher (and other staff) recruitment and retention which we might contribute toward filling. So our recommendations below are made in the spirit of partnership with all those who work with and within Lewisham's schools, many of which we witnessed on our visits fostering the same culture of mutual support and commitment to positive change embraced by this committee.

With that in mind I would like to thank not only my fellow Committee members, both Councillors and non-Councillors alike, for their efforts but also the schools themselves whose staff gave up precious time to support our investigations; and Council officers, particularly our Scrutiny Manager who shouldered the heaviest burden in compiling this report.

Councillor Luke Sorba

Chair of the Children and Young People Select Committee

1. Introduction

- 1.1. The London Borough of Lewisham is committed to raising standards in its secondary schools. In support of this aim, the CYP Select Committee agreed to look in-depth at the recruitment and retention of school staff across the borough's schools.
- 1.2. Multiple studies have shown unequivocally that good quality teaching leads to better learning outcomes across all ability groups. Recruiting, preparing, and retaining good teachers is key to raising attainment levels in our schools.
- 1.3. This review looks at the challenges for Lewisham schools and recommends ways in which recruitment and retention rates and practices could be improved.

2. Purpose and structure of Review

- 2.1. At its meeting on 18 April 2017, the Committee agreed the scope of the review. It was agreed that the review would address the following key lines of enquiry:
- 2.2. **Financial context**
 - What are the challenges and constraints faced by schools?
 - New Funding Formula
 - Inflationary pressures including changes to employer contributions
 - Pupil place planning, forecasting and forward planning
 - Changes in curriculum and government legislation
 - Demographics of local population
 - Balancing budgets – experience and quality versus cost?
- 2.3. **National context – recruitment and retention**
 - What is the data showing us in terms of numbers training, qualifying and remaining in teaching?
 - What are the challenges faced by schools at primary and secondary level?
 - What are the barriers to successful recruitment and retention of staff?
- 2.4. **Recruitment and retention in Lewisham**
 - What are the challenges for Lewisham and Lewisham schools?
 - Are there school specific issues that make recruitment and retention more challenging?
 - What is the role of the Council?
- 2.5. The timetable for the review was as follows:
 - **28 June 2017** - first evidence taking session to consider evidence relating to the national context, including school finances.
 - **13 July 2017** – second evidence taking session to consider recruitment and retention issues in Lewisham, and to look at current practices.
 - Survey of school head teachers and governors (April – June 2017)
 - **13 September 2017** – recommendations and final report.

- 2.6. The Committee agreed to extend the timeframe due to the unforeseen general election, to ensure sufficient time for evidence gathering. As a result the second evidence session was postponed until 13 September 2017. The final report was considered on 11 December 2017.
- 2.7. As part of their evidence gathering, Members of the Committee attended the following visits to schools:
- On 13 June to St William of York R. C. Primary School where Councillors Johnston-Franklin, Jacca and Monsignor Rother met the head teacher.
 - On 12 July to Brindishe Green Primary School, where Councillors John Paschoud, Jacq Paschoud and Luke Sorba met the Executive head teacher and head teacher
 - On 29 June to Haberdasher Aske's Hatcham College where Councillor Klier met the Principal of HAHC and HR Director for the Haberdasher Aske's Academy Federation (HAAF).
- 2.8. On 3 July 2017 the Scrutiny Manager attended a seminar hosted by Nottingham City Council to find out about England's first fair workload charter for school staff, and the findings were reported to the Committee on 13 September.

3. Policy Context

- 3.1. The Council's overarching vision is "Together we will make Lewisham the best place in London to live, work and learn". In addition to this, ten corporate priorities and the overarching Sustainable Community Strategy drive decision making in the Council. Lewisham's corporate priorities were agreed by full Council and they remain the principal mechanism through which the Council's performance is reported.
- 3.2. The Council's corporate policy of "Young people's achievement and involvement" promotes raising educational attainment and improving facilities for young people through working in partnership. The Council's Sustainable Community Strategy's priority of "Ambitious and Achieving" aims to create a borough where people are inspired and supported to achieve their potential.
- 3.3. The Children and Young People's Plan 2015 – 2018 also sets a strategic vision for the London Borough of Lewisham and partners and a key aspect is "Raising the attainment of all Lewisham children and young people" and this has a number of specific outcome areas:
- AA1: Ensuring there are sufficient good quality school places for every Lewisham child.
 - AA2: Ensuring all our children are ready to participate fully in school.
 - AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.

- AA4: Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19.
- AA5: Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between underachieving groups at primary and secondary school.
- AA6: Raising achievement and progress for all our children and closing the gaps between under-achieving groups at KS5 and post-16 so that all young people are well prepared for adulthood and able to access the best education and employment opportunities for them.
- AA7: Raising achievement and attainment for our Looked After Children at all Key Stages and Post 16.

4. National context

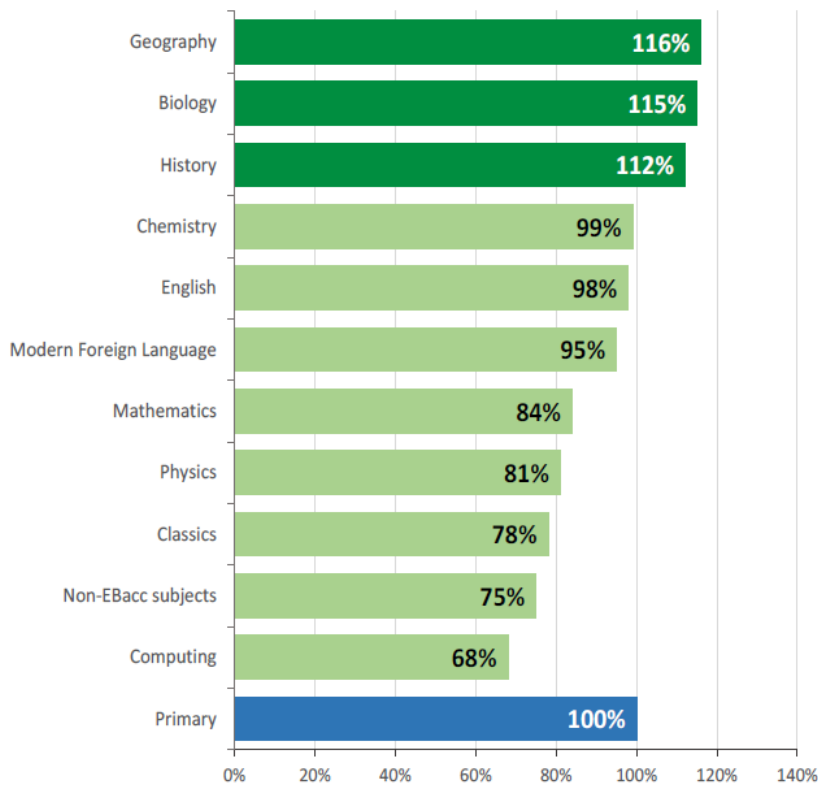
“The quality of teaching is more important to pupil outcomes than anything else a school can control, so it is essential that the education system can recruit, train, develop and retain the best possible teachers.”

Education Excellence Everywhere, Department for Education, March 2016

- 4.1. The recruitment and retention of teachers is a key issue nationally. Birth rates have been rising since 2002, leading to increased pressure for places in primary school from 2010. Between 2015 and 2024, pupil numbers in state-funded secondary schools have been projected to increase by 20%.¹
- 4.2. There is a teacher shortage. Schools are finding it hard to attract quality candidates. The problem is felt more acutely in secondary schools.
- 4.3. Some subjects are harder to recruit to than others. The table below shows the percentage recruited against the 2016-17 targets set out in the Teacher Supply Model, a statistical model that seeks to predict the future national need.

¹ Department for Education “Schools, pupils and their characteristics: January 2016” published 28 June 2016.

Recruitment against TSM targets varies by subject and phase



- 4.4. The State of Education Survey Report 2016² highlights that more than half of leaders in London schools stated that they were facing a shortage of teachers, which the percentage rising further in secondary schools.
- 4.5. While the total number of full-time equivalent (FTE) teachers working in state funded schools in England has continued to rise, the FTE number of teachers in secondary schools has reduced by 2500 (a reduction of 1.2%).³
- 4.6. In 2016 the rate of qualified teachers entering the profession was the lowest it has been in five years.⁴

² State of Education Survey Report, 2016 http://anep.mx/boletin/pdf_infos/2016-05_survey_keyorg.pdf

³ Department for Education "Schools, pupils and their characteristics: January 2016", published 28 June 2016

⁴ Schools Week, page 8-9, Friday, 20 June 2017

TEACHERS ARE CONTINUING TO LEAVE FASTER THAN EVER						
	Year qualified	Recorded in service by	Number of newly qualified entrants entering service	1 year	2 years	3 years
First, the good news: the percentage of teachers remaining in the profession after one year has remained stable - at 87%.	1996	March 1997	18,100	91%	84%	79%
	1997	March 1998	18,900	90%	83%	77%
	1998	March 1999	17,800	89%	81%	77%
	1999	March 2000	18,300	88%	82%	77%
	2000	March 2001	17,600	89%	83%	78%
Now, the bad news: after three years in the job, they are leaving faster than ever.	2001	March 2002	18,600	89%	82%	78%
	2002	March 2003	20,700	89%	83%	78%
	2003	March 2004	23,000	90%	83%	77%
	2004	March 2005	25,200	89%	81%	77%
Just 74% of teachers that started working in 2013 were still in a teaching post three years later - that's the lowest figure since records	2005	March 2006	25,700	86%	81%	77%
	2006	March 2007	24,000	87%	81%	77%
	2007	March 2008	24,400	88%	82%	78%
	2008	March 2009	24,400	88%	82%	80%
	2009	March 2010	22,300	87%	83%	79%
	2010	November 2010	24,100	87%	82%	77%
	2011	November 2011	20,600	88%	83%	77%
2012	November 2012	23,000	88%	81%	75%	
2013	November 2013	23,600	87%	80%	74%	
2014	November 2014	24,200	87%	79%		
2015	November 2015	25,500	87%			
2016	November 2016	24,400				

- 4.7. Schools have also seen an increase in numbers of unqualified teachers working in schools, usually in free schools or academies.
- 4.8. There are six main routes in teaching in the UK: University-led undergraduate; university-led postgraduate; Teach First; Schools Direct (fee); Schools Direct (Salaried); and school-centred initial teacher training. The Department for Education has missed its overall target for filling training places over the last four years. and the problem is getting worse. In 2012/13 the Department for Education (DfE) missed its overall target for filling training places by 1%. By 2014/15 this had risen to 9%. The reporting method was changed in 2015/16 to cover only post graduate trainees but the target was still missed by 6%.
- 4.9. In 2015/16 some 14 out of 17 secondary subjects had unfilled training places. The harder to fill the place, the more likely training providers will accept applicants with lower qualifications⁵. The number of routes into teaching and plethora of providers has also been criticised for causing confusion and discouragement to potential candidates.⁶
- 4.10. Although the national primary target has been met, some primary head teachers “are struggling to recruit enough teachers and are doubtful about

⁵ NAO, Training New Teachers, February 2016 <https://www.nao.org.uk/wp-content/uploads/2016/02/Training-new-teachers-Summary.pdf>

⁶ ibid

the teacher supply model suggestion that we are overtraining on primary teachers”.⁷

- 4.11. The Wellcome Trust, in its report “Primary Science: is it missing out?”⁸ reported a lack of science and maths expertise in primary schools, as well as weak strategic leadership in these subjects.
- 4.12. The Institute for Fiscal Studies estimates that, in order to maintain the current pupil: teacher ratio, there would need to be an additional 30,000 teachers in the profession by 2020 compared to today, as the pupil population is expected to rise by 450,000 between 2016 and 2020.⁹

Recommendation 1:

That, where appropriate, teaching assistants are actively encouraged to qualify as teachers and given appropriate mentoring to facilitate this.

New teachers are leaving the profession faster than ever

- 4.13. Whereas 87% of teachers entering the profession remain in teaching at the end of 1 year, the figure drops dramatically and by the end of 3 years, just 74% remain, the lowest figure since records began in 1996.
- 4.14. Teacher ‘wastage’ – the number of teachers leaving the profession for reasons other than retirement – is at the highest rate for 10 years, at 9.4% for full time teachers and 14% for part time. Teacher wastage rates are greater in London than in any other region – a rate of around 1 in every 8-9 teachers.¹⁰

Reasons for leaving

- 4.15. The 2016 Teacher Workload Survey highlighted that the majority (93%) of respondents stated that workload in their school was at least a *fairly serious problem* with just over half of those surveyed (52%) calling it a *very serious problem*.

⁷ James Noble-Rogers, Universities Council for the Education of Teachers, giving evidence to the House of Commons Education Committee, report published 21 February 2017

⁸ Primary Science: is it missing out? – recommendations for reviving primary science, Wellcome Trust, September 2014.

⁹ Institute for Fiscal Studies “English schools will feel the pinch over the next 5 years” 2015, available at: <http://www.ifs.org.uk/publications/8027>

¹⁰ Martin Powell-Davies, London Regional Secretary, NUT, giving evidence to the GLA Education Panel on 17 November 2016. A transcript of the meeting can be found at <https://www.london.gov.uk/moderngov/documents/b14896/Minutes-%20Appendix%201-%20Transcript%20of%20Item%205%20Thursday%2017-Nov-2016%2014.00%20Education%20Panel.pdf?T=9>

Staff working beyond timetabled hours

- 4.16. Changes to the National Curriculum and exams and tests have brought additional pressures for teachers. A recent article in the Guardian states that: “Recent analysis by the Education Policy Institute found teachers in England are working longer hours on average than in most other countries. Full-time teachers in England reported working 48.2 hours a week on average, including evenings and weekends.
- 4.17. It was 19% longer than the average elsewhere of 40.6 hours. Only Japan and Alberta reported longer average working hours than teachers in England.

The analysis found that half of full-time teachers work between 40 and 58 hours, while a fifth of teachers work 60 hours or more.”¹¹

Other factors

- 4.18. Britain’s decision to leave the EU may impact on the recruitment and retention of school staff, but the full implications are yet to be understood. Department of Education figures show that nearly 5000 of those gaining QTS in the year 2015-16 were from the European Economic Area (EEA), up from 2000 in 2010.¹²
- 4.19. Schools with “requires Improvement” or “Inadequate” Ofsted ratings find recruitment even more challenging¹³. Local factors such as reputation, accessibility, cost of housing also affect schools’ ability to attract good quality candidates.

Recommendation 2:

That financial incentives to encourage teachers to join struggling schools be considered.

Stress

- 4.20. Research commissioned by the charity *Education Support Partnership* indicated that 81% of people working in education experienced mental health symptoms stemming from their work.
- 4.21. Of those, 77% experienced stress, 60% experienced anxiety and 38% experienced depression. Some 81% blamed workload for their mental health

¹¹ https://www.theguardian.com/education/2017/jul/08/almost-a-quarter-of-teachers-who-have-qualified-since-2011-have-left-profession?CMP=Share_AndroidApp_Email

¹² Initial Teacher Training Census 2016/17, Department for Education https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/572290/ITT_Census_1617_SFR_Final.pdf

¹³ The NAHT school recruitment survey 2016

issues, and 77% of those surveyed had already or were considering leaving education due to pressure on mental health.¹⁴

Schools' finance and budgetary pressures

- 4.22. At the time of embarking upon this review, the government was planning to introduce a national funding formula for schools. This looked set to see the majority of London schools lose funding.
- 4.23. The new national formula will be introduced in April 2018. It will be operated by the Department of Education, who will run the national formula for each school, add up the sum generated for each local authority and then pass it to the LA for distribution amongst their schools. This does not need to be the same method as the national funding formula but the funding can be distributed in line with the Local Authority's own current funding formula mechanism. This arrangement is currently planned to last for two years.
- 4.24. When proposals for the new formula were introduced, it was anticipated that Lewisham schools would lose a significant amount of funding. The government had previously committed to protecting the worst affected schools by ensuring that no school would lose more than 3% of its annual budget. Under the original proposals every one of Lewisham schools was at the 3% funding floor.
- 4.25. However, since the policy was announced, a general election had taken place and in their manifestos all parties committed to providing more funding for schools. Following the election, government ministers confirmed their commitment to introducing the national funding formula. However they also gave reassurances that no school would lose out under the formula. The government also provided a guarantee that there would be sufficient funds to provide a 0.5% increase in the per pupil sum for both the next two years.
- 4.26. Over the past few years, schools' funding settlements have been frozen in Lewisham, meaning that schools have faced a real terms loss due to inflationary pressure. Inflation is expected to amount to 8% over the next three years with the additional funding of 0.5% in the next two years, means schools in Lewisham are likely to see a real terms reduction of 7% over this period.
- 4.27. The pupils projections show that pupil numbers overall are falling in Lewisham, this has reversed the trend in the last few years, and schools will need to address the consequent reduction in funding.
- 4.28. As schools are feeling the pinch, so are teachers. Austerity pay limits imposed by central government mean teachers' salaries have been subject to a pay cap, initially of 0% and then 1%, since 2010. According to the NUT, 7 successive years of below-inflation pay deals has seen teachers' pay fall in real terms by 13%.¹⁵

¹⁴ <https://www.educationsupportpartnership.org.uk/resources/research-reports/2015-health-survey>

¹⁵ <http://www.bbc.co.uk/news/education-40557378>

4.29. The School Teachers' Review Body is an independent pay body that provides recommendations to ministers about the pay of more than 500,000 teachers in England and Wales. The review body was obliged to keep pay rises to 1% but has expressed concern about exacerbating problems of teacher shortages and funding pressures, a view shared by the teaching unions¹⁶.

Budget 2017

4.30. On 22 November 2017 Chancellor Phillip Hammond delivered the autumn 2017 Budget, which made the following commitments affecting schools:

- £40m teacher training fund for underperforming schools in England. Worth £1,000 per teacher
- £84m to triple the number of full-qualified computer science teachers, totalling 8,000 additional teachers.
- Secondary schools and sixth-form colleges to get £600 for each new pupil taking maths or further maths at A-level, at an expected cost of £177m.

4.31. No further details are available at the time of writing.

5. Barriers to recruitment and retention

5.1. On 8 February 2017, the House of Commons (HoC) Education Committee published a report on the recruitment and retention of teachers¹⁷. The report identified a number of barriers to recruitment and retention as follows:

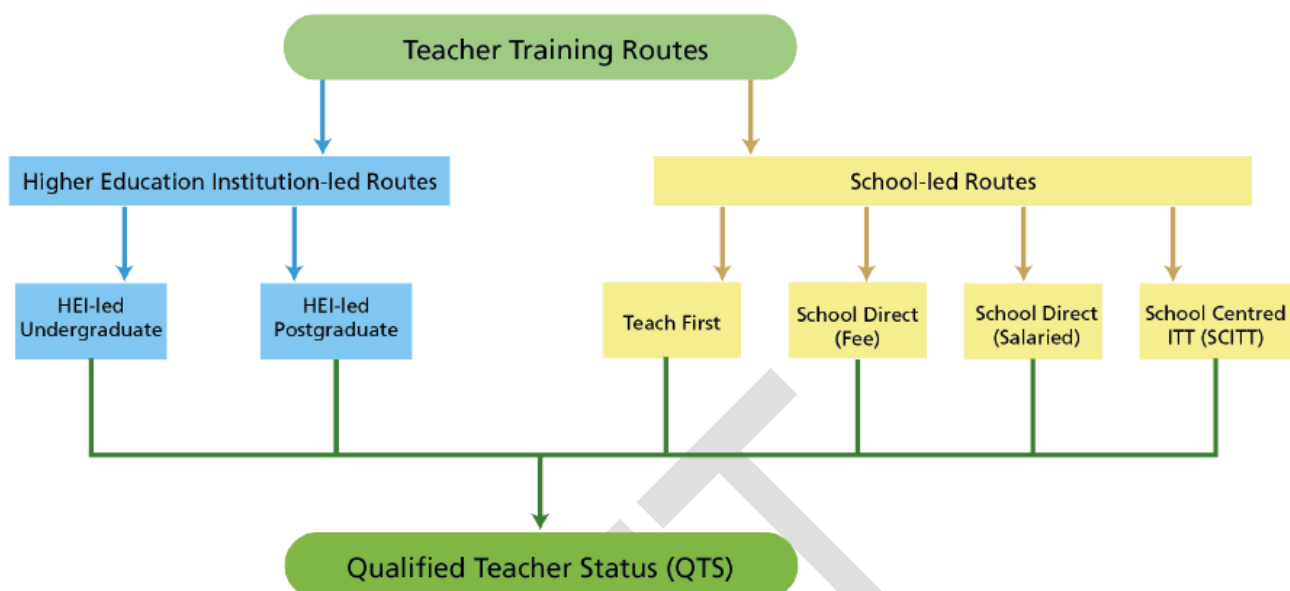
ITT routes

5.2. Firstly, the range of available routes to teaching can be confusing. Currently, Initial Teacher Training (ITT) can be undertaken through a higher education institute (HEI)-led route or a school-led route. School-led routes include salaried options (Teach First or School Direct) or fee-based options (School Direct or School Centred ITT). Just over half of teachers entered the profession via the school-led route in 2016/17.¹⁸

¹⁶ Ibid

¹⁷ House of Commons Education Committee, Recruitment and Retention of Teachers, Fifth Report of Session, published 21 February 2017

¹⁸ DfE Initial Teacher Training census for the academic year 2016 to 2017



5.3. The HoC Education Committee found that:

“The number of different routes into teaching are not always well understood by applicants and can be confusing. The absence of a central application system for school-led ITT leads to inefficient application systems and does little to address regional shortages”.¹⁹

Pay

5.4. Pay may impact on both recruitment and retention. Teaching offers a lower salary than many of the career options available to graduates. The House of Commons Public Accounts Committee heard that:

“A graduate can earn far more money going to work in Aldi than they can from being a teacher”.²⁰

5.5. Teachers of certain subjects – such as Science, Technology, Engineering and Maths (STEM) – are perhaps more likely to have lucrative alternative employment options. However a National Foundation for Educational Research report showed that science teachers were most likely to leave teaching at 31%, whereas only 17% of maths teachers were considering leaving²¹.

Workload

5.6. Heavy workloads have been well documented as a problem in teaching. Workload may be a factor that deters new recruits to the profession, and it

¹⁹ Recruitment and Retention of Teachers, Fifth Report of Session 2016-17

²⁰ Oral evidence of Rachel Shaw – Head teacher of Branston Junior Academy in Lincolnshire, to House of Commons Education Committee, 7 March 2016

²¹ Engaging Teachers: NFER analysis of Teacher Retention, September 2016

certainly has a bearing on retention rates. In a Guardian survey²² of more than 4,000 teachers in 2015/16, 82% described their workload as “unmanageable”, with more than three-quarters reportedly working between 49 and 65 hours a week.

- 5.7. A survey published in October 2015 by the NUT and YouGov found that over half of teachers were thinking of leaving teaching in the next two years citing ‘volume of workload’ (61%) and ‘seeking better work/life balance’ (57%) as the two top issues causing them to consider this²³.
- 5.8. This view is supported by The Key, an information service for school leaders, which reported that 44% of primary leaders and 42% of secondary leaders thought the pressure of workload was the main reason teachers’ left their school.²⁴
- 5.9. The Education Policy Institute (EPI) found teachers in England work on average 48.2 hours per week, some 19% longer than the average in other OECD countries, with 20.4 hours spent teaching. This is the same as the average across OECD countries.²⁵
- 5.10. Over the past six years, schools have had to face changes to the curriculum, assessment and the accountability system as well as uncertainty about school structures and funding, all of which have added to workload.

Recommendation 3:

That schools support the development of social networks (both online and ‘in person’) for their teachers, where ideas, concerns and solutions can be shared. An informal mentoring scheme could be a useful element of such networks.

Continuing Professional Development

- 5.11. There is no requirement for teachers to complete CPD so long as they meet the Teachers’ Standards, as defined by Schedule 2 of The Education (School Teachers’ Qualifications) (England) Regulations 2003 and The Education (School Teachers’ Appraisal) (England) Regulations 2012.
- 5.12. Analysis by the Education Policy Institute of the Teaching And Learning International Survey (TALIS) 2013²⁶ showed that teachers in England carried out fewer days of CPD than most other OECD countries, averaging 4 days a

²² <https://www.theguardian.com/education/2016/mar/22/teachers-plan-leave-five-years-survey-workload-england>

²³ Source: NUT commissioned YouGov poll of 1020 teachers carried out in June/July 2015 and published in October 2015. Available at: <https://www.teachers.org.uk/news-events/press-releases-england/nutyougov-teacher-survey-government-education-policy>

²⁴ The Key, State of Education survey report, May 2016, p 30

²⁵ Teacher workload and professional development in England’s secondary schools: insights from TALIS, available at http://dera.ioe.ac.uk/27930/1/TeacherWorkload_EPI.pdf

²⁶ <http://www.oecd.org/edu/school/talis-2013-results.htm>

year. Giving evidence to the House of Commons, the EPI advised that “60% of teachers agreed that one of the key barriers to accessing professional development was their work schedule.”²⁷

- 5.13. Heavy workload and access to CPD are linked, but CPD can improve teacher retention, as well as teaching practice.
- 5.14. Quality of CPD available can also be an issue. Schools often carry out CPD in-house which is often very effective but exposure to external expertise can be beneficial. One witness reported to the House of Commons that most CPD currently being provided is driven by regulatory or statutory frameworks, eg curriculum change, Ofsted, Prevent. Subject specific training is necessary to retain and develop subject knowledge and practice, and especially so for teachers teaching outside of their specialism. A culture of valuing and encouraging CPD needs to come from senior leadership within each school.

Recommendation 4:

That schools consider increasing Continuous Professional Development from the usual five days per year to seven or more.

6. Local context

- 6.1. Lewisham is the fifth largest inner London borough and the thirteenth largest in London. It is a relatively young borough. Children and young people aged 0-19 years make up almost a quarter of residents, and there are approximately 39,000 pupils within Lewisham’s 90 schools.
- 6.2. Lewisham ranks 48th most deprived nationally of 326 local authority district in the overall Index of Multiple Deprivation²⁸. This puts Lewisham within the 20% most deprived Local Authorities in the country. The proportion of children in income deprivation is very high and Lewisham ranks as the 19th most deprived in the country for this category.
- 6.3. Education is a means to overcome disadvantage and achieve social mobility. Excellent education is therefore particularly important to the lives of Lewisham children and to the development of Lewisham as a strong and vibrant place to live and work. Standards and pupil outcomes in early years and primary are amongst the best in the country, however the borough’s secondary school system sits in stark contrast, with average pupil outcomes being well below those of Inner London and London as a whole.

²⁷ <https://www.publications.parliament.uk/pa/cm201617/cmselect/cmeduc/199/19908.htm>

²⁸ Office of National Statistics, Indices of Multiple Deprivation 2015, File 10: local authority district summaries <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

- 6.4. Many of the barriers to recruitment and retention described above affect Lewisham and Lewisham schools. In addition, Lewisham has its own barriers to overcome.
- 6.5. Lewisham Secondary Challenge was created to encourage schools to work collaboratively across the borough to improve progress, raise standards, close attainment gaps, improve perception and support secondary schools to become financial sustainable.
- 6.6. The Secondary Challenge is working towards the following successes by 2020:
- All schools with secondary provision will be good or better, as judged by Ofsted
 - Performance at Key Stage 4 will be at least the London average, with some schools competing with very best performers in London
 - The vast majority of parents in Lewisham have confidence to choose local schools
 - Every pupil in a Lewisham secondary or all through school will feel proud of their school and want to continue learning
 - Teachers will feel proud of an ambitious and successful education system in Lewisham.
- 6.7. Getting recruitment and retention of school staff right is a key to delivering this.

7. The role of Lewisham council

- 7.1. Lewisham's schools are responsible for their own recruitment and retention. Schools can buy services from Lewisham council, such as schools HR – outsourcing recruitment, staff contracts, managing teacher absence – or NQT training through the local authority of one of the Teaching School Alliances in the borough.
- 7.2. There are four Teaching School Alliances in Lewisham, which together make the Lewisham Teaching School Alliance Partnership (LTSAP). There are South Thames Early Education Partnership (STEEP), Altas Partnership (delivered through Haberdasher Aske's Federation), Endeavour Teaching School Alliance (Tidemill Academy) and the Education Teaching Alliance (ETAL) Haseltine Primary.
- 7.3. Lewisham's schools can choose how they recruit trainee teachers. Schools can procure services from the Teaching School Alliances to recruit trainees to employment-based routes to achieving QTS. Teaching School Alliances offer school to school support and CPD for staff. To be a teaching school, the school must achieve an outstanding Ofsted rating.
- 7.4. While the council's role in teacher training is limited, the local authority with LTSAP recently ran a "Teach in Lewisham" event, with the aim of attracting a greater pool of good quality candidates, mainly through the School Direct route, but open to all potential ITT candidates regardless of training route. Over 50 delegates attended, including non-graduates. As a result, STEEP

received three School Direct applications, and recruited two. The third was not early years trained and so was redirected to other Lewisham TSAs but applied too late. Two further events are planned for the academic year 2017-18.

- 7.5. Because responsibility for recruitment and retention lies with schools and not with the council, data is not centrally gathered and therefore little is known about teacher numbers, vacancies and wastage rates within the borough. There is also a lack of data on how many of its NQTs Lewisham retains after they have passed their induction period as the local authority is not required to report this information to the National College for Teaching and Leadership. Nor is there a requirement for Lewisham schools to register their NQTs with Lewisham council as the 'Appropriate Body' (AB). The AB has responsibility for the registration, monitoring and assessment of NQTs.
- 7.6. Schools can use any local authority or teaching school for the AB role. Similarly there is no collated data on whether teachers trained in Lewisham schools on an employment-based route to Qualified Teacher Status (QTS) stay within the borough or otherwise, and no data on where teachers move on to. The council has a limited role in recruitment and therefore does not collate this data. There is no requirement on schools to gather this information either.

Recommendation 5:

(A) That schools supply the following data to the Council on an annual basis:

- teacher numbers per school
- any vacancies lasting longer than 3 months
- turnover rates
- NQT numbers
- a summary of reasons given by teachers for leaving [see (C) below].

The Council will share this information with the Schools Forum.

(B) That schools keep a record of NQT pathways (recording whether they stay in the borough and for how long).

(C) That schools conduct online anonymised entry and exit interviews and provide the information collected to the council on an annual basis, in addition to using it to inform their recruitment and retention policies.

8. Teach First

- 8.1. To gain some insight into the numbers of teachers being trained and retained in Lewisham schools, Teach First was invited to provide some statistics. These represent the alumni of Teach First only, and inferences cannot be drawn about the retention levels in the borough more widely.
- 8.2. Teach First is a charity that recruits and trains participants to teach in schools serving low-income communities. Teach First has placed 216 participants in

Lewisham in the last 15 years. Some 24 of these are part of the 2017 cohort who started in their schools in September 2017. Excluding those 24, of the 192 already started in school, 177 completed the first year of the programme and to date 139 have completed the full two years. Some 2015 starters have yet to complete all of the requirements to formally complete the second year of the Teach First Programme, so this may be an underestimate. Of these Teach First teachers, 111 are in teaching, the overwhelming majority in London. There are currently 56 Teach First alumni working in teaching positions in Lewisham, 16 of whom trained in other parts of London.

Recommendation 6:

That the Council works with schools to enlist Lewisham's Teach First Alumni as advocates for the borough's schools, as good places to work, as part of a formal advocate programme.

- 8.3. Schools can only be eligible for Teach First participants by a combination of their attainment and the deprivation of the communities they serve. In addition, schools must commit to employing a Teach First participant for the full two years of their training. According to Teach First, teachers trained with Teach First are over seven times more likely to be in leadership positions.
- 8.4. The local authority's involvement with Teach First is limited to acting as a broker, which means that the relationships are between individual schools, the Lewisham Teaching Schools Alliance Partnership (LTSAP) and Teach First. Teach First is keen to develop relationships with Lewisham secondary schools in particular.

9. The NUT's view

- 9.1. A teacher at Sydenham School and representing the Lewisham branch of the NUT, gave evidence to the Committee on 28 June 2017. In his experience, recruitment problems were more acute in London than in the rest of the country due to the high cost of living. The biggest issue faced by local NUT members was workload, followed by the high cost of living.
- 9.2. The committee heard that in England teachers work 20% longer than in other OECD countries, but spend the same amount of time in class.
- 9.3. Increased workload has a human cost, impacting on physical and mental health, and on relationships inside and out of school. Teachers working long hours are unlikely to perform to their best ability in the classroom. Conversely, teachers with a manageable workload have time and energy for their class time, which benefits the children.
- 9.4. NUT members report that excessive data collection is a contributing factor to increasing workloads. As many as 6-8 data sets per pupil per subject per year are being gathered. Too much focus on statistics can mean that creative, interesting one-off staff are being pushed out.

- 9.5. Increasing class size impacts on workload, with some A-level classes having close to 30 pupils.
- 9.6. Performance Related Pay and performance management targets within schools focused on staff outputs and not on the children, and added to workload.
- 9.7. The NUT highlighted two tasks which, in his opinion, were not a productive use of time, namely photographing children participating in activities participating in activities as part of the monitoring of progress for Early Years pupils and preparing end of year reports for all pupils. It was the NUT's representation that if an activity did not benefit the child then stopping it could be an easy workload win. However, the committee heard that there was support among parents and school governors for both photographs and reports.
- 9.8. Although the local authority is not involved in the day to day running of schools and therefore has no direct control of workloads, the NUT called for the committee to look at creating a fair workload charter, as Nottingham had done and Coventry was seeking to do.

Recommendation 7:

That the Council, in partnership with schools and unions, creates a fair workload charter and promotes the concept across all Lewisham schools.

10. The Nottingham Fair Workload Charter

- 10.1. The Nottingham Fair Workload Charter (FWC) came about as part of a drive to improve recruitment and retention. In November/ December 2013, 8 of the secondary schools in Nottingham City were Ofsted inspected and as a result, 7 went into special measures.
- 10.2. Towards the end of 2015, Nottingham City Council (NCC) set up an Education Improvement Board (EIB) made up of representatives from MATs, primary schools, FE providers, the DfE, the University of Nottingham and the local authority. The EIB drew up a strategic 10-year plan following the inspections, which it consulted on. Some 150 responses were received from teachers, pupils, parents and other interested parties. Notably, despite a 6-year pay freeze for school staff, just one response mentioned pay. The highest mentioned single factor was workload, which was revealed to be a systemic issue and was not limited to any particular type of school, nor was it limited to teachers, but to all staff, including leaders and support staff. Recognising that good teaching was key to improving outcomes, the EIB set up a 'workload reduction' subgroup in an effort to improve recruitment and retention of school staff.

- 10.3. Around the same time, three government working parties looking at reducing workload (i) around marking, (ii) around planning and teaching resources and (iii) with data management, reported:

on eliminating unnecessary workload around marking:

'... We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term.'

'... One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.'

'Policies should be judged on the actual hours spent on marking, and adjustments to requirements made where necessary.'²⁹

on eliminating unnecessary workload around planning and teaching resources:

'Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development.'

'Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.'³⁰

on eliminating unnecessary workload with data management:

"do not routinely collect formative assessment data"

"... summative data should not normally be collected more than three times a year per pupil".³¹

- 10.4. A copy of the Charter is attached at Appendix C.
- 10.5. The Charter gained in principle support from Sean Harford, HMI Ofsted's national director, as well as from the Department for Education and eTeach.
- 10.6. Schools that decide to adopt the charter receive the EIB fair workload logo to use on their adverts and publicity. The logo is akin to a kitemark - potential applicants will be reassured about the workload they might experience in choosing a FWC school over one elsewhere that has not adopted the charter.
- 10.7. There are four broad elements to the Charter, namely:
- ensuring staff have a fair and reasonable workload
 - providing high quality training and professional development opportunities that meet the needs of individual members of staff
 - offering competitive and attractive pay and rewards packages
 - prohibiting the use of 'probationary period type' contracts in schools.

²⁹ "Eliminating unnecessary workload around marking" Report of the Independent Teacher Workload Review Group, March 2016

³⁰ "Eliminating unnecessary workload around planning and teaching resources" Report of the Independent Teacher Workload Review Group, March 2016

³¹ "Eliminating unnecessary workload associated with data management" Report of the Independent Teacher Workload Review Group, March 2016

- 10.8. The charter seeks to explicitly define what 'reasonable' means in terms of the additional hours teachers are expected to work beyond directed time each day. Schools are expected to assess the likely workload impact of their policies on their staff and to share this assessment each year. Schools must ensure their policies are deliverable within no more than an additional two hours a day beyond directed time for teachers (and three hours a day for those with leadership responsibilities). For staff other than teachers, policies should be reasonably deliverable within contracted hours.
- 10.9. The charter also commits schools to ensuring staff are well trained and appropriately qualified and to enabling staff to access EIB promoted training and to access the 'ladder' of EIB generic training programmes we are developing, linked to the different stages of career progression.
- 10.10. Essentially, the charter is a commitment by the school to nurturing and protecting its staff.
- 10.11. Some 10% of Nottingham City schools adopted the charter almost immediately. Another group of schools was enthusiastic about the charter but has yet to adopt it, including the UK's biggest national MAT. Sticking points for these schools vary but (according to NCC) include:
- being keen, but not a priority for the Head Teacher
 - individual schools wanting to do their own version, which Nottingham City Council will not allow as the point of the Charter is to be a gold standard
 - general instability within school staff, in particular churn of head teachers
 - lack of confidence in Senior Leadership Teams to have open dialogue with staff
 - a culture of head teachers believing that if staff are unhappy, the head teacher is doing something right
 - fear of falling foul of Ofsted
 - some MATs use 'sharp' recruitment practices.
- 10.12. For successful take up, the FWC needs to be a priority for the local authority and needs a senior lead with conviction and capacity.
- 10.13. The FWC has received lots of national interest, with enquiries from around 20 local authorities and having given evidence to the House of Commons Education Select Committee. No London local authority has adopted such a charter however.
- 10.14. The first schools to adopt the Charter did so with effect from September 2016 therefore it is too soon to measure the impact. The first results are expected in December 2018, which should give schools time to resolve some of their local and systemic issues.
- 10.15. Coventry is following suit and creating its own fair workload charter, building on the principles set down in the Nottingham charter. The NUT hopes it will go further and address weekend working.

11. Northern Ireland has a teacher surplus

- 11.1. The committee heard evidence that Northern Ireland is a net exporter of teachers, each year training more than it can recruit. According to a representative of the teachers union ATL Northern Ireland, entry requirements are high to enter teaching colleges in Northern Ireland, as is the calibre of the teachers that qualify. The high numbers are due to the tripartite system of Catholic, Protestant and non-denominational training colleges and schools. Less than a quarter of Northern Ireland's newly qualified teachers are able to secure a teaching job upon qualification. Australia offers incentives to Northern Ireland's newly qualified teachers who are willing to relocate.
- 11.2. Recent articles in the Scottish press reveal that Scotland is also tapping into Northern Ireland's surplus of new teachers³².

12. Evidence from Lewisham schools

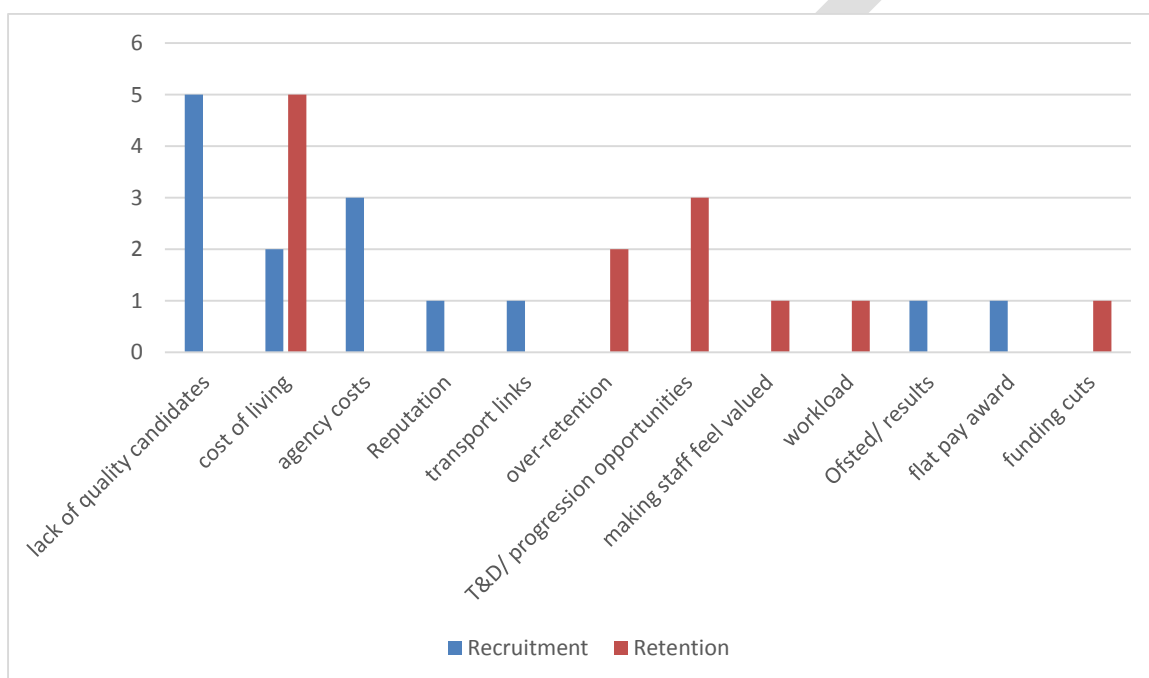
- 12.1. In order to gather evidence from schools, committee members visited St William of York Catholic Primary School (SWOY), Brindishe Green Primary School (BG) and Haberdasher Aske's Hatcham College (HAHC).
- 12.2. Forest Hill School, Sedgemoor School and Deptford Green School were all approached for a visit but either declined or did not respond.
- 12.3. SWOY is a small, single form entry Catholic primary school in Forest Hill. Members of the committee met the head teacher.
- 12.4. BG is a 3-form entry primary school in Hither Green. It is federated with 2 other Brindishe schools: Brindishe Lee and Brindishe Manor. Over-arching responsibility for all three schools lies with the Executive Head. BG has its own head teacher.
- 12.5. HAHC is a 3-18 through school in New Cross which comprises Hatcham Temple Grove Primary School, Hatcham Temple Grove Free School (also primary), and the secondary phase, Hatcham College.
- 12.6. HAHC forms part of the Haberdasher Aske's Federation (HAAF) together with Crayford Academy and Knight's Academy. HAAF is a Multi-Academy Trust (MAT). Altogether, the MAT incorporates 5 x primary schools, 3 x 11-16 schools and 3 x 6th Form Colleges. Evidence was gathered from the Principal of HAHC/Deputy Chief Executive of the HAAF, who has responsibility for HR and Recruitment and Retention across the academy chain.
- 12.7. In addition, a short survey (Appendix A) was circulated to all Lewisham schools to try to gauge the level of concern about recruitment and retention.

³² <http://www.scotsman.com/news/education/worldwide-search-for-teachers-to-address-scotland-s-classroom-shortage-1-4357854> and http://www.dunfermlinepress.com/news/15391723.Fife_recruits_staff_from_Northern_Ireland_to_help_tackle_teacher_shortage/

Of the 87 (including special schools and the Pupil Referral Unit) schools in the borough, 10 schools responded. Surveys were all completed by head teachers except for one, which was completed by a school governor. A summary of the results can be found at Appendix B.

12.8. Of the responses received, 7 were primary schools, 2 were all-through schools, and one was a secondary school.

12.9. Schools were asked to identify their key challenges/ barriers to recruitment and to retention. The chart below displays the results. A range of issues were mentioned, with lack of quality candidates being the most commonly cited problem for recruitment, and cost of living, and specifically housing costs, being the most commonly experienced barrier to retention.



12.10. Schools were also asked what they thought LBL could do to support recruitment and retention.

Advertising

12.11. According to the survey responses, schools felt Lewisham should offer free and wider advertising for schools trying to fill vacancies.

12.12. Advertising can be expensive. An advert in the TES can cost between £500-£1000. Other sources of advertising that schools use include Jobs Go Public and eTeach. Some Catholic schools advertise vacancies in the Catholic Teachers Gazette. The committee heard that it can cost up to £10,000 to recruit a Catholic head teacher. All forms of advertising are costly but often the response is limited.

- 12.13. LBL charges schools £265 per annum for unlimited use of both the Council Website and Jobs Go Public to advertise vacancies. Without this negotiated arrangement, Jobs Go Public would charge schools £500 per advert.

Recommendation 8:

That schools are allowed to advertise vacancies on the Council website free of charge if they are experiencing acute staffing problems.

- 12.14. Given the high cost of recruiting, it is important that schools select the right candidate.
- 12.15. In addition to being expensive, the recruitment process is very time consuming. In federated schools, the Executive Head is able to take this on and to enable heads of schools to focus on pedagogy.

Recruiting NQTs

- 12.16. Survey responses revealed that some schools felt LBL could do more to actively promote Lewisham to NQTs.
- 12.17. Schools' HR attends NQT recruitment fairs annually to promote Lewisham. Schools' HR tends to visit the more local training establishments such as Greenwich, Goldsmiths and the Institute of Education, but does go out as far as Roehampton where there has been keen interest in Lewisham Schools.
- 12.18. LB Lewisham and the Lewisham Teaching School Alliance Partnership (LTSAP) hosted 'Teach in Lewisham' events in March and October 2017. The events provided information for people interested in training to become a teacher. Attendees were invited to complete evaluation forms following the event. Feedback from the events was good, with all attendees reporting that they found the event useful.
- 12.19. One person who came to both events has now applied for Schools Direct Salaried programme and his school is now a new placement school with ETAL. Another person is attending the School Experience Programme at Endeavour.

Strategic recruitment

- 12.20. Several schools called for a coordinated approach to recruitment across the borough, wanting a clear vision of what working in Lewisham means. These schools suggested that subject clusters could be coordinated across the borough as they would be in a Multi-Academy Trust (MAT).
- 12.21. Subject clusters or networks are beginning to be established now at secondary level as part of the Secondary Challenge.

Recommendation 9:

That schools co-ordinate recruitment across more than one school in subject areas where there is a shortage of teachers.

Subject Specific Problem Areas

- 12.22. Schools were also asked to identify any specific problem areas. Secondary schools revealed that there were particular problems recruiting Science, Maths, Geography, Modern Foreign Languages (MFL), and Computing teachers, as well as middle leaders and subject leaders.
- 12.23. Responses from primary schools indicated that there were difficulties across the board with recruitment, with particular examples given of difficulties finding a Year 6 class teacher, Early Years teachers, Head Teachers and Catholic staff.

Agency Costs

- 12.24. Agency costs were reported to be a problem for primary schools in general. Both the cost of supply teachers, and to a greater extent the cost of finder's fees when recruiting Newly Qualified Teachers (NQTs) through an agency, were cited as a barrier to recruitment for schools. Schools reported that the majority of NQT appointments are handled through recruitment agencies.

Retention

- 12.25. See **Housing** below.
- 12.26. In some primary schools over-retention was a problem. Retaining a high number of staff for many years can result in a disproportionate number of employees sitting towards the top end of the pay scale. Some churn is good for a school and in a time of budget cuts, schools would prefer to make staff cuts through natural wastage – staff resigning and the vacancy not being backfilled – than through forced redundancies.

Housing

- 12.27. High housing costs were a major concern for every school that the committee visited, and for those that responded to the survey. High housing costs are a barrier to both recruitment and retention. All schools reported that one of most common reasons for staff resigning was because they were moving out of London in search of more affordable and spacious accommodation.

Recommendation 10:

That schools provide travel subsidy as an incentive to those teachers who move out of borough to remain in employment in Lewisham

- 12.28. There was evidence that good transport links could partially overcome this issue, enabling staff to move to more affordable areas, such as Kent, and travel into school. However, unreliable train services can make this unsustainable.
- 12.29. The committee heard that high housing costs are contributing to teacher poverty. An example is a newly qualified Reception teacher who, after paying rent and bills, is left with just £25 per week.
- 12.30. Some schools reported that the highest levels of staff turnover is among middle leaders. In the experience of HAHC, recently qualified teachers are often happy to live in relatively lower cost shared accommodation. Salaries for senior leaders are generally high enough to cope with the cost of housing. Unless already on the property ladder or having a high-earning partner, middle leaders are often priced out of the nearby area as their housing needs and expectations increase, the committee heard.
- 12.31. Support for key worker housing was the most commonly-raised suggestion in the survey responses. It was suggested that a percentage of all the new developments in Catford and Lewisham be set aside for fixed rent key worker accommodation.

Recommendation 11:

- A) That the Council explores the ways that new intermediate housing supply can best support key workers, including teachers. This will include schemes where the Council partners with a commercial sector organisation. Consideration should be given, for example, to ring-fencing London Living Rent housing for teachers, tied to a contract requiring employment in a Lewisham School for a fixed period or for the whole length of a tenancy.
- B) When granting planning permission for large scale private housing developments, the Council should consider the feasibility of requiring a percentage of the homes available for rent to be let at the 'London Living Rent' level and ring fenced for key workers, including teachers, who do not qualify for social housing and are not currently in a position to enter into home ownership.

Incentives

- 12.32. Some schools offer incentive packages for middle and senior leaders. Local authority schools must adhere to the School Teacher's Pay and Conditions (STPCD) Document, which prevents them from offering incentives to senior leaders (Headteachers, Deputy Heads and Assistant Headteachers). Instead financial incentives are built into the salary offer.
- 12.33. MATs have more freedom to offer incentive packages for senior leaders, although some chose to follow the STPCD.
- 12.34. Having a sixth form in a secondary school is a big attracting factor for candidates, and from a career-development point of view can be a retention tool, as is the opportunity to gain teaching experience across both primary and secondary phases in an all-through school.

Recommendation 12:

That the practice of allowing teachers in secondary schools without a sixth form to teach part time in neighbouring schools which do, is encouraged.

- 12.35. Valuing staff wellbeing also aids retention. The committee heard evidence of the various ways in which schools engage their staff. Some of the examples given included an annual staff survey, creating a staff association to identify issues affecting happiness and wellbeing, encouraging networking, peer mentoring, and teacher lunches.
- 12.36. One school identified that its teachers commonly have a 'wobble' in the third year post-qualification and has put in place additional support for all teachers at this point.

Recommendation 13:

That systematic additional support is put in place for NQTs in their third year post qualification when "wobbles" can occur.

- 12.37. Offering incentive allowances for working in more challenging schools and offering NQT incentives such as help with travel costs or help finding accommodation were both mentioned in the survey responses.
- 12.38. Recruitment and Retention allowances for teachers such as travel, accommodation, private medical care or financial incentives are available to be used. However, offers must be part of the school's pay policy and careful

thought should be given to using such incentives. The basis for giving these allowances needs to be explicitly clear to avoid individual challenge.

- 12.39. Evidence gathered on the visits did not support the NUT's evidence. Schools found that Performance Related Pay (PRP) could be beneficial.
- 12.40. In contrast, the committee heard that the single status job evaluation for support staff was too restrictive for schools when recruiting support staff with additional skills. Teaching and Learning Responsibility (TLR) payments can only be made to classroom teachers who take on additional responsibility, but are not payable to support staff.
- 12.41. Use of Honorarium Payments can be given to support staff fulfilling additional duties relevant to their role and on a time limited basis.

Recommendation 14:

That additional responsibility allowances are given to non-teaching staff who agree to take on duties beyond their core function, such as enrichment activities.

Career Development

- 12.42. The survey showed that lack of career progression opportunities was a problem in smaller schools, particularly one-form entry primary schools or faith schools.
- 12.43. Evidence from the visit to SWOY highlighted that small schools provide the opportunity for staff to move into positions of responsibility very quickly, but career development opportunities can also be limited in a small school. Small schools have to think creatively about how to create opportunities for ambitious staff with leadership potential, finding a balance between retaining good staff and allowing them to grow.

Recommendation 15:

That the provision of bespoke courses for teachers who are struggling or who are ready for promotion is explored.

- 12.44. The committee heard some of the creative ways that SWOY had enabled development opportunities for its staff, such as putting some of its teachers

through the lead practitioner programme at Bonus Pastor Catholic College³³ participating in Getting Ahead London³⁴, and working for the National Centre for Excellence in the Teaching of Mathematics (NCETM).

- 12.45. In contrast, larger schools such as federations and multi-academy chains are better able to provide staff development opportunities internally and organically. Schools Direct candidates are required to move between different classes at the same stage, which is an opportunity that small single-form entry schools can only offer in partnership.
- 12.46. At secondary level, large schools that are part of a MAT can offer talent acceleration programmes, and provide access to an internal market. HAHC provided evidence of staff movement between federated schools, although loss of inner London weighting meant staff were less likely to move from inner London schools to outer.

Bulge classes

- 12.47. Several primary schools suggested looking at funding issues related to bulge classes. Sometimes bulge classes, which are at capacity in Reception, begin to empty as the class moves through the school. As numbers reduce, funding reduces. One school reported that numbers were so reduced as to necessitate a cut in support staff as the depleted bulge class reached Year 6, only to need to re-recruit support staff for the bulge class as it started again in Reception.
- 12.48. Bulge classes can also have training implications. EYFS is a specialist area and children benefit most from teaching by specialist staff. If existing staff without the necessary expertise are required to teach the additional class in Reception, they need to be trained to do so.
- 12.49. All school places are funded on a per capita basis. Additional funding is not available for bulge classes except at the start up stage when additional funding may be required to purchase, for example, additional chairs and tables. Once up and running, the usual per capita funding arrangements continue. Having a critical mass of pupils attracts a larger budget, which schools can come to rely on. The impact of a reduction in funding resulting from diminishing pupil numbers is often more pronounced in smaller schools.
- 12.50. Diminishing pupil numbers in Years 4 to 6 is a pattern that repeats across the borough as a whole and is not confined to bulge classes. Parents make decisions about the future of their children's education as they get closer to secondary school age, and some families choose to move away in search of

33The SSAT Lead Practitioner accreditation programme recognises the work of teachers that demonstrate outstanding practice in their field and lead colleagues to improve their practice, leading to a positive impact on student learning.

34 Getting Ahead London is a scheme run by the Mayor of London to help talented senior leaders (current associate, acting, deputy or assistant heads) to become future headteachers or principals of some of the most rewarding and challenging primary, secondary, special or all-through schools in London. The scheme is in its second year.

bigger homes and gardens. Increasingly, families in temporary accommodation are being housed on the outskirts of London, and end up settling there and moving their children to a local school.

- 12.51. The School Place Planning and Admissions Forum is a group which includes six head teachers and meets twice per term. The group has worked with schools to convey the message early on that there is no anticipated need for bulge classes in 2018-19, either new or recycled. Place planning can be a “mystical art” and subject to unknown quantities, such as the impact of Brexit, for example.
- 12.52. 2017-18 has seen a 5% drop in primary admissions, and an increase in late applications, which suggests a higher rate of ‘churn’ – people moving into and out of the areas - than in recent years. Target spare capacity in primary schools is around 3% in London, and the council anticipates between 2.5% and 4.5% spare capacity in Lewisham’s schools. This figure takes into account permanent planned expansions and assumes no bulge classes are recycled.
- 12.53. The impact of the UK’s decision to leave the EU has already begun to impact on pupil numbers. Michael Roach, Interim Director of Lewisham Learning Partnership and substantive head teacher of John Ball school one day per week, gave evidence of his experience of the impact of Brexit to date. His school had had a very stable pupil population for last 10 years, however the last 18-24months had seen a rapid increase in mobility. He mentioned 9 children that had left the school in the last 6 months for Brexit-related reasons.

Pressure from Parents

- 12.54. A significant source of stress for teachers is pressure from parents. There was evidence that in some cases, disgruntled parents have taken to social media to criticise the school or personally attack individual teachers. This is extremely damaging for the school’s reputation, as well as for the mental health and wellbeing of the staff affected.
- 12.55. One school felt that this was an issue that LBL could help to tackle. Managing parental expectations is time consuming for schools and some parents need to be discouraged from expecting the school to get involved with every minor issue that the child encounters.

Recommendation 16:

That schools clearly define their complaints procedures and provide parents with a copy when their children start school. This should state that parents should refrain from posting the details of any individual complaint online.

Overseas checks

- 12.56. Statutory Guidance produced by the Department for Education entitled “Keeping Children Safe in Education” (KCSIE) 2016 sets out the legal duties with which schools and colleges must comply in order to keep children safe, and provides guidance about how to fulfil these duties.
- 12.57. At paragraph 114 it provides:
- “Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, ***schools and colleges must make any further checks that they think appropriate so that any relevant events that occurred outside the UK can be considered.*** “
- 12.58. DBS checks detail all criminal convictions an individual has in the United Kingdom. DBS checks do not cover criminal records held overseas and therefore may not provide a complete view of an employee’s criminal record if they have lived outside the United Kingdom. Overseas checks are required to provide the equivalent information as DBS checks but pertaining to any convictions overseas.
- 12.59. Given the continued emergence of historical sex abuse cases, the London Borough of Lewisham (LBL) is of the view that in order to complete criminal record checks and to ensure the safeguarding of children, overseas checks should also be undertaken for all staff working within Lewisham schools who have, since the age of 18, spent over 3 months abroad in any one place.
- 12.60. Additionally, in the course of inspecting schools, Ofsted routinely looks at whether overseas checks have been made.
- 12.61. For new employees, the statutory guidance must be followed, and that although it can be complex and slow, the safeguarding checks are necessary to ensure the same level of assurance as to the suitability of staff who have worked overseas, as for employees who have only worked in the UK.
- 12.62. For existing staff that were appointed prior to these requirements coming into force, overseas checks are only required where there are concerns about the employee’s “suitability to work with children”.
- 12.63. This need for overseas checks can create obstacles for schools. In some cases it can be near impossible to carry out the necessary checks, for example where member of staff in their 60s had been an au pair overseas more than 40 years ago, and their overseas employers had since passed away. Furthermore, some countries do not have adequate systems in place to provide this information.
- 12.64. A Working Party has been set up to review the current situation and formalise a risk-based approach to pursuing overseas checks. The aim is to produce a formal statement and accompanying protocol around this newly agreed process by Christmas 2017.

Faith schools

- 12.65. The Catholic Diocese prefers schools to recruit teachers from the Catholic faith. While not an absolute requirement for teaching and non-teaching staff, deputy or head teacher posts are reserved for practising Catholics. This results in career development opportunities being closed to existing non-Catholic staff (which can negatively impact on retention) , and limits an already narrow pool of candidates even further. It is possible for non-Catholic staff to fill these roles on an interim basis.
- 12.66. This issue was raised in the survey responses, and compounded by the evidence gathered at the visit to SWOY.
- 12.67. Whereas this was a major concern for Catholic schools, the committee heard evidence from St Stephen's Church of England Primary School. The school had recently recruited a Deputy Head and had not found the faith requirement to be a complicating factor.
- 12.68. There are specialist suppliers of Catholic teaching staff, such as St Mary's University College, which is a Catholic college for the education of teachers and is based in Strawberry Hill.

Recommendation 17:

That the Church of England and Catholica dioceses consider making all teaching positions available to non-faith teachers.

- 12.69. The faith criteria also applies to families applying for a place at the school for their child. Whereas some Church of England schools give priority to the children of staff, the Catholic Diocese will not allow it. This can negatively impact on non-Catholic teaching staff with primary age children.

Recommendation 18:

That those schools that control their own admissions policy consider giving priority to the children of staff members.

Pupil premium

- 12.70. Primary schools provided evidence of low uptake of Pupil Premium among eligible families. Eligible families have to 'opt in' in order for the school to receive Pupil Premium for their child. There is little direct incentive for families to do so: there is a universal free school meals offer to all infants, and many families on benefits qualify for Free School Meals into Key Stage 2. Pupil Premium entitlement endures for 6 years, which means that the school continues to benefit even if a child ceases to be eligible for Free School Meals .

- 12.71. To the school, the financial benefit of getting all eligible families to apply for Pupil Premium, is significant. The rate of Pupil Premium for primary schools in 2016/17 was £1,320 per pupil, and £935 for secondary schools..
- 12.72. The Committee found that if Pupil Premium payments were to be automatically awarded to the school without requiring eligible families to opt in, the financial benefit to schools would be great. Brindishe Green school suggested that the committee might lobby the government to make Pupil Premium automatically available to eligible families rather than requiring them to opt in.

Recommendation 19:

- (A) That the Council lobbies the government to make the application process for Pupil Premium automatic for eligible pupils, and not reliant on parental action.
- (B) That schools consider ways in which they might 'sell the benefits' of the pupil premium to parents and incentivise parents to register their children for the pupil premium.

Workload

- 12.73. Just one survey response cited workload as a problem. It is worth bearing in mind that the survey responses do not necessarily represent the views of teachers and other staff as they were completed by head teachers.
- 12.74. Through the visits to the school, the committee heard that heavy workload is an issue for all staff. The committee observed a sense of acceptance of heavy workload as something that schools had little direct control over. External pressures, such as changes to the curriculum had generated a lot of additional work, which schools hoped would settle down now that the new curriculum was starting to embed.
- 12.75. All schools that the committee visited reported that they were looking at activities such as homework, assessment and marking with a view to reducing teacher workload.

Recommendation 20:

That schools streamline marking, lesson planning and data management requirements to reduce teacher workloads.

The Power of a Federation

- 12.76. Through the visits, the committee gathered evidence from a primary and a secondary federation. Both schools felt there was a benefit to being in a

federation in terms of partnership working and resource sharing. One of the key advantages was having an Executive Head to coordinate overarching matters such as recruitment and IT. There was also evidence that Federations can act as a protective barrier between external pressures and teaching staff, due to the size of the Federation and the clout of the Executive Head.

The Lewisham 'brand'

- 12.77. Some schools felt that working for a local authority was a unique selling point that would attract teachers who do not want to work for a MAT or a free school. Evidence from the survey and the visits revealed that some schools felt that LBL could do more to promote the borough as a place to work.
- 12.78. One survey response felt that Lewisham's reputation was a deterrent to recruiting good candidates. This same school reported that low Ofsted grading and poor results contributed to recruitment problems.
- 12.79. In contrast, HAHC was able to attract candidates relatively easily. Its Ofsted Outstanding rating, the school's reputation, its proximity to central London and good transport links made it an attractive employment proposition.
- 12.80. Lewisham Learning Partnership is a way of addressing reputation and image.

Recommendation 21:

- (A) That the Council assists schools in developing a "Lewisham Brand" that promotes and celebrates the public duty ethos to prospective and existing teachers and promotes local loyalty.
- (B) That the Council considers banning advertisements for non-Lewisham schools in Council publications and council controlled advertising spaces.

13. Conclusion

- 13.1. The review summarises evidence received by the Committee regarding recruitment and retention across Lewisham. It draws on the experiences of a range of primary and secondary schools – both under local authority control and belonging to a MAT, the NUT, Nottingham City Council – and presents it against national evidence.
- 13.2. There are many examples of excellent teaching in Lewisham schools. It is imperative that schools are able to recruit and retain high calibre candidates if the borough is to raise standards and attainment for all Lewisham school children.

14. Monitoring and Ongoing Scrutiny

- 14.1. The recommendations from the review will be referred for consideration by the Mayor and Cabinet at their meeting on 10 January 2018 and their response reported back to the Children and Young People Select Committee within two months of the meeting. The Committee will receive a progress update in six months' time in order to monitor the implementation of the review's recommendations.

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Appendix A

Primary

(please tick as appropriate)

Secondary

Survey

Recruitment and Retention of staff in Lewisham schools

The Children and Young People Select Committee is conducting an in-depth review into recruitment and retention of school staff.

The committee is looking to understand the main issues regarding recruitment and retention in Lewisham's schools. Please help by responding to this brief survey.

The committee would like to hear from as wide a range of primary and secondary schools as possible. Please be assured that the purpose of the survey is information gathering - it is not intended to be judgmental. The information you provide will assist the committee to identify any areas where the council could offer support. The review is expected to conclude in the autumn.

If you need any further information or would like to discuss in person, please contact Emma Aye-Kumi, Scrutiny Manager, on 020 8314 9534 or emma.aye-kumi@lewisham.gov.uk.

Should you prefer to reply anonymously, please respond by post to: Emma Aye-Kumi, Scrutiny Manager, 2nd Floor, Civic Suite, Catford Road SE6 4RU.
Many thanks in advance for your time and input.

1. What are the key challenges/ barriers to recruitment for your school?

2. What are the key challenges/ barriers around retention for your school?

3. Are there any specific areas (e.g. subject, specialist roles) where staff recruitment or retention is a particular problem? If so, please provide details.

4. What, in your view, could the council do to support you to overcome any recruitment or retention issues in your school?

5. Using a scale of 1 to 10 where 1 is 'not at all concerned' and 10 is 'extremely concerned', please respond to the following statements:

How concerned are you about recruitment of staff (teaching and/ or non-teaching) in your school?

1 2 3 4 5 6 7 8 9 10

How concerned are you about retention of staff (teaching and/or non-teaching) in your school?

1 2 3 4 5 6 7 8 9 10

Please explain your answer

6. Are there any other comments you wish to make about recruitment and retention?

Thank you for taking part in this survey. If you would be prepared for you and/or your staff to be involved in the review, please leave your contact details below.

Name:

Position:

School:

Email:

Tel:

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Appendix B – Summary of Survey Findings

PRIMARY (7 Schools)

No of mentions

Barriers to Recruitment

Lack of good quality/ experienced candidates	3
Agency costs	2
Recruitment agencies handling NQT teachers	1
Small/ one form/ catholic	2
Transport links	1
Cost of living/ housing	1

Retention challenges

Housing – staff moving out of London	4
Over-retention - most experienced teachers reluctant to move on	2
Training up NQTs only for them to move elsewhere for promotion	1
Limited career progression opportunities	2
Workload – changes in government policies/ exams	1

Specific problem areas

Middle leaders with interest in developing leadership skills	1
Impact of bulge class	1
Year 6 class teacher	1
Head teacher recruitment	1
Early years	1
Catholic teachers	1

What can the council do?

Key worker housing support	2
Address funding issues resulting from reducing bulge classes	1
Promote what's special about living/ working in Lewisham	1
Offer incentive allowances for working in more challenging schools	1
Free and wider advertising	1
Actively promote Lewisham to NQTs	1
NQT incentives	1
Strategic policy/ action plan on recruitment	1

How concerned – recruitment?

2
2
5
8
10
10
10

How concerned – retention?

3
4
7
7

7
8
9

ALL-THROUGH SCHOOL (2 Schools)

Barriers to Recruitment

Lack or quality of candidates	2
Reputation of Lewisham as a 'tough' place to work	1
Diverse community	1
Ofsted rating	1
House prices	1
Flat pay award	1
Poor results in London league tables	1

Retention challenges

Housing costs	1
Salary	1
Government cuts	1
Workload – pressure of changes in government policies/ exams	1

Specific problem areas

Subject leaders – English, maths, science	1
Science teachers	2
Maths teachers	2
MFL teachers	1
Geography teachers	1
computing teachers	1

What can council do?

Key worker housing	2
Recruitment strategy	1
More dynamic and creative leadership and more joined up in thinking	1

How concerned – recruitment?

6
5

How concerned – retention?

9
4

SECONDARY (1 School)

Barriers to Recruitment

Lack of candidates

Retention challenges

Making staff feel valued

Investing in development and training

Specific problem areas

Science

Maths

Geography

What can the council do?

Make Lewisham more attractive to work in

Fund school improvement

Coordinate subject clusters/ consultants like MATs do

Coordinate the approach across the borough. Teachers work for MATs because they know what the deal is – produce a clear image of what working in Lewisham means

How concerned – recruitment?

7

How concerned – retention?

4

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