



The Teacher Wellbeing Index 2019

This publication uses a series of indicators to benchmark educational professionals' mental health and wellbeing, which also affords the ability to analyse trends over time. It includes responses received from education professionals working in all job roles – including a) Teachers (Qualified, Newly- Qualified, Trainees, Teaching Assistants and Supply Teachers) and those working with Special Education Needs; b) Senior Teachers with specific roles (Head of Department, Head of Year, Assistant Head, Deputy Head, Head Teachers); and c) staff working in nonteaching roles (such as School Business Managers). Where the findings differ between different job roles, such as Senior Leaders, Teachers and other roles, these have been noted in this report.

To read the report click [here](#).

The Annual Bullying Survey 2019

This year, we are celebrating our seventh annual edition of this crucial body of evidence; documenting the true extent and nature of bullying behaviours from the real and often unheard voices of the young people who experience it. Our research continues to influence policy and innovation within the anti-bullying sector; whilst empowering educators and various other stakeholders to make more informed decisions in the prevention of bullying.

50% of the report benchmarks bullying behaviours, with the remainder of the survey this year exploring the climate and rates of prejudice-based attitudes, with an emphasis on racism, sexism, homophobia, disablism and transphobia. It is our hope that this new body of research will influence more preventative work, both internally and across the sector.

Included in the report is the following:

- Key bullying statistics in the UK
- The motivations of bullying
- Frequency and nature of bullying experienced
- The impact of bullying
- Rates of young people bullying others
- The rate and climate of prejudice
- Real stories and experiences

To read the full report click [here](#).

The EEF Guide to Pupil Premium

MYTH: “Only eligible children can benefit from Pupil Premium spending” The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider

strategies will benefit other children, including children with Special Educational Needs and Children in Need.

MYTH: “All data is good data” Data is valuable when it supports decision-making. For example, collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify trends and target additional support. It might also be helpful for schools to compare the outcomes of their eligible pupils to schools serving similar populations. The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn't required by the Department for Education or Ofsted.

MYTH: “The Pupil Premium has to be spent on interventions” There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.

To read more please click [here](#).

State of the Nation - 2019: Children and Young People Well-Being Report

All children and young people (CYP) deserve to have good well-being and grow up equipped with the tools they need to understand and support their mental wellbeing as they move into adulthood. Whilst there is growing awareness of the importance of wellbeing and the majority of children are happy with their lives, it remains the case that many are not.

Robust evidence is the cornerstone of understanding children and young people's wellbeing, and particularly identifying the drivers of low wellbeing and the children and young people most in need of support. In October 2018 the Prime Minister Theresa May committed to publishing a State of the Nation report to integrate the available evidence on the state of children and young people's wellbeing, and to provide an accessible narrative on current evidence to guide discourse and action. This report seeks to build on the strength of work happening across children's organisations, charities, and academia to understand the current state of children's satisfaction with their lives and the range of experiences they face.

To read the full report click [here](#).

Flexible Working in Schools

Click [here](#) to read the guidance which is for:-

school leaders
school staff
governing bodies

It applies to schools maintained by the local authority, academies and free schools.

Career ambitions 'already limited by age of seven'

By the age of seven, children are already facing limits on their future aspirations in work, according to a report from the OECD international economics think tank.

Andreas Schleicher, the OECD's director of education and skills, says "talent is being wasted" because of ingrained stereotyping about social background, gender and race. He is backing a project from the Education and Employers careers charity to give children a wider understanding of the range of jobs available.

Social mobility barriers - Mr Schleicher says children have begun making assumptions about what type of people will enter different types of work while they are still in primary school. There are only "minimal changes" in attitudes towards career options between the ages of seven and 17, says the report produced jointly by the OECD and Education and Employers.

To read more click [here](#).

Character Education - Framework Guidance

In November the Department for Education (DfE) published new guidance on Character Education. The guidance is aimed at maintained schools and academies and is non-statutory.

The document is introduced on the DfE website supporting school thinking on: the new Ofsted framework; Spiritual, Moral, Social and Cultural Education; personal development of pupils, and the introduction of the new Relationship and Sex Education guidance. The guidance contains six benchmarking questions which the DfE describes as "to support reflection and the self-evaluation of current provision."

The six questions are:

What kind of school are we?

What are our expectations of behaviour towards each other?

How well do our curriculum and teaching develop resilience and confidence?

How good is our co-Curriculum? Co-curriculum is defined as school provision that sits alongside the taught curriculum (i.e. extra-curricular and enrichment)

How well do we promote the value of volunteering and service to others?

How do we ensure that all pupils benefit from what we offer?

Each of the questions is supplemented by additional guidance, a self-evaluation checklist, details of organisations supporting character education and a number of school case studies supplied by schools who responded to the DfE's call for evidence earlier this year.

Questions for Governors to ask: Governors and trustees should be seeking assurance through asking questions such as:

Are school leaders aware of this new guidance?

Will the checklist, within the document, be used to evaluate current provision and its effectiveness?

How good is character education in our school/trust?

Click [here](#) to open the full document

Pisa tests: UK rises in international school rankings

The Pisa tests are the OECD's Programme for International Student Assessment, in which the ability of 15-year-olds is tested every three years in reading, maths and science. They are voluntary but an increasing number of countries take part, wanting to see how their pupils compare by international standards

The UK has made "positive" progress in international school rankings, based on tests taken by 15-year-olds in 79 countries and regions. The Pisa tests, run by the Organisation for Economic Co-operation and Development, show the UK rising in reading, maths and science. But the UK lags behind top performers such as China, Singapore and Estonia.

The UK's teenagers were also found to have among the lowest levels of "life satisfaction".

To read more click [here](#).

What is PISA? PISA is the OECD's Programme for International Student Assessment. PISA measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges.

Ofsted News - November 2019

Click [here](#) to read the latest Ofsted news
