



**ARISE SIR KEVAN!
QUEEN'S HONOURS
THE FULL LIST**

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**SIMON KNIGHT:
DON'T ASK ME
IF I'M PATIENT**

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**ALL WORK
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SUMMER IS
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SCHOOLSWEEK.CO.UK

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NORTHERN ROCKS 2015

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From left: Kevin Courtney, Laura McInerney, Jonathan Simons, Debra Kidd, Mike Cladingbowl, Melissa Benn and Mick Waters

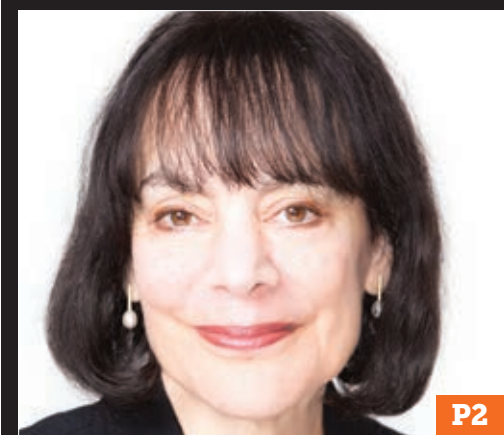
Grade changes set pupils up to fail their GCSEs

- Grade five replaces C as the new 'good pass', says Morgan
- New analysis shows up to an extra fifth of all pupils will fail

FREDDIE WHITTAKER
@FCDWHITTAKER

Exclusive

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Carol Dweck
"Mindset is
not the new
self-esteem"

APPRENTICESHIPS:

THE ROUTE INTO A GREAT CAREER

City & Guilds



EDITION 33

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NEWS

Strike threat over summer working with no extra pay

ANN MCGAURAN

@ANNMCGAURAN

Teaching assistants at a special needs school will take industrial action over new contracts forcing them to work an additional 15 days a year with no extra pay.

In previous years, Epina Business and Enterprise School in Jarrow, South Tyneside, has run a summer school manned by staff who volunteered for the work and received overtime.

According to Unison, from September teaching assistants will be required to work 15 days during school closure periods for no extra money.

Unison, which represents 14 of the 15 assistants at the school, held a ballot at which 13 members voted in favour of an industrial action day later this month. Four members already work the extra days after being employed on the new contracts, but are willing to support their colleagues.

The school is a Co-operative Trust School, funded by the local authority, and is the employer – as in all voluntary-aided schools.

Gemma Taylor, area organiser for Unison, said: "The summer school is extending to four weeks and I think (the school) are wanting to gradually move on to a 39-week contract.

"What they are effectively saying is that because you get 13 weeks off you get paid anyway and we want you to come in. People are not happy with that."

In 2014 a union campaign stopped plans

by South Tyneside Council to move school support staff from 52-week to 39-week contracts. The council proposed to pay staff pro-rata for 39 weeks – effectively meaning they would not be paid for the 13-week school holidays.

Ms Taylor said she believed other schools would watch the dispute closely. "Individual schools are trying to change the terms and conditions of staff... if the assistants lose this one I think other schools will be tempted to try to get their teaching assistants in over the holidays."

A spokesperson for South Tyneside Council said: "Some schools are seeking to make changes to the contracts of their support staff to rationalise terms and conditions of service. The council is supporting the school to help resolve this dispute."

But a spokesperson at the National Association of School Business Management said schools were facing a "changing financial environment" as budgets decreased.

"All schools will be faced with challenges and will be reviewing their activities depending on what they need to achieve in terms of the best outcomes for children.

"They will be looking at their income and



Epina Business and Enterprise School

outgoings and making sure they are aligned, as any business would."

The Department for Education has promoted summer schools for pupils who receive free school meals and who attract the pupil premium. Schools can apply for government funding and can receive £250 per week, for up to two weeks, for each pupil premium pupil attending. A total of 2,239 summer schools were held across England in 2014.

Evidence from the Education Endowment Foundation suggests that, on average, pupils who attend a summer school make about two additional months' progress.

But Ms Taylor expressed concern about the safety of students: "The children coming to the school have additional and complex needs. There is going to be no supervision for the teaching assistants and there is no provision at all for teachers to come in."

The school declined to comment.

Inspectors swoop into east London schools to check attendance data

SOPHIE SCOTT

@SOPH_E_SCOTT

Exclusive

Ofsted is visiting schools across Tower Hamlets in east London to scrutinise pupil attendance data as fears increase over children travelling to Syria to join extremist fighters.

Schools Week understands inspectors visited a number of schools in the London borough last week without notice.

An Ofsted spokesperson confirmed the visits, stating: "We are undertaking a small number of unannounced survey visits to schools to look at issues concerning attendance and pupil mobility."

The visits would not result in a section 5 or section 8 inspection report. It was unclear if an evaluation or thematic report of the findings would be released.

Tower Hamlets council said it was not aware of the visits.

The attendance reviews follow a number of high profile cases of teenagers travelling to the Middle East to join ISIS fighters.

Three girls from Bethnal Green Academy, in Tower Hamlets, left home in February to join ISIS and this week, three sisters from Bradford are believed to have taken their nine children, aged between 3 and 15, to Syria.

In January the education watchdog appointed Andrew Cook as director



Bethnal Green Academy



Zafar Ali

for extremism. He was part of the team that inspected Park View Academy in Birmingham during the Trojan Horse allegations. He is also director of the East

of England Ofsted region.

The Ofsted spokesperson said Mr Cook's appointment ensured Ofsted inspection policy and guidance reflected best practice "in terms of keeping children and young people safe from extremism and radicalisation.

"We have always taken this into account, but we believe it is important that a member of the Ofsted executive board oversees these issues."

But Zafar Ali, founder of the IQRA School in Slough – one of the first Muslim schools to host a conference to combat radicalisation last year – said he had not heard of this sort of check before.

"All pupils, regardless of religion and race, take unauthorised leave. This will not do any good to get co-operation from the Muslim community. They will ask 'why are you just picking on these schools?'"

"Attendance is an important issue, but it should be monitored closely by every school, many of which have active school homing teams to look at long-term absences."

On Wednesday, Ofsted chief Sir Michael Wilshaw also called for greater sharing of information to reduce child sexual exploitation. At a meeting with the National Police Chief's Council, Sir Michael said the lack of meaningful data about missing children was problematic.

NEWS

Grade changes set pupils up to fail their GCSEs

FREDDIE WHITTAKER

@FCDWHITTAKER

Grades that once achieved a pass at GCSE will no longer count for up to a fifth of pupils when the new grading system is introduced, *Schools Week* can exclusively reveal.

Education secretary Nicky Morgan, who announced the new system on Monday, says that once the grades structure has changed, the government will consider a grade 5 as the new “good pass” rate.

A “postcard” designed by exam regulator Ofqual to explain the impact of the reform shows that a grade five will only be awarded to the top third of pupils achieving the current C grade. Pupils who achieve a middle or low C will get a level four – which will not count as a pass.

But the postcard also says that “broadly the same proportion of students will achieve a grade four and above as currently achieve a grade C and above”, suggesting that while the expectation on schools to raise the bar will increase, the regulator will continue to guard against grade inflation – a key part of its brief.

Analysis by *Schools Week* shows that in 2014, 25.6 per cent of grades across all subjects were Cs. Under the new system where only a third of those pupils will get a grade five, 8 per cent will continue to pass, but 17 per cent will fail.

In English in 2014, 27.3 per cent of grades were C; on the same basis 9.1 per cent will

now be likely to get a grade five, while 18.2 per cent will fail.

In maths, 30.4 per cent of students received a C grade. This means 10 per cent receiving a grade five, and 20.2 per cent failing.

Despite being asked several times to deny that the change will mean more students failing, a Department for Education spokesperson would only say: “We have been clear that the new ‘good pass’ is comparable to a high C or low B under the current system – making it similar to the standard aimed for by pupils in top-performing countries such as Finland, Canada, the Netherlands and Switzerland.”

The postcard also describes how the top fifth of pupils getting a grade seven or above in each exam will be awarded an overall grade nine, which sits above the current A* grade.

The bottom of grade one will be aligned with the bottom of grade G.

Pupils sitting GCSEs in 2017 and 2018 will receive a mixture of numerical and alphabetical grades, but the DfE has insisted that “students will not lose out as a result of the changes” as broadly the same number of students will achieve the same grades as now. The different grades could still be “confusing” for pupils and employers, says Brian Lightman, general secretary of the Association of School and College Leaders.

“They say they want to make the exams harder so standards rise, but I think standards rise through better teaching, not

raising the pass mark.”

Loic Menzies, director of think-tank LKMco, also questions whether raising the pass rate is an “effective lever” for school improvement.

“My view is that it is not that teachers lack will, so it’s not going to be a particularly effective lever.

“A big question is, given that the DfE said what it is trying to do is move away from that cliff-edge of the C grade, are they not just replacing it with a new cliff edge? And one with all the damaging effects that had.”

Ms Morgan also announced in Tuesday’s speech at King Solomon Academy in London that pupils starting secondary school this September “must study” the EBacc subjects – English, maths, science, history or geography and a language – when they reach GCSE level.

“As part of this government’s commitment

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	C
4	C
3	D
2	E
1	F
U	G
	U

to social justice we want every single person in the country to have access to the best opportunities Britain has to offer – starting with an excellent education.”

Why mindset is not ‘a tool to make children feel good’

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

The woman behind the theory of growth mindset says she is kept awake by some teachers misusing it to “make kids feel good about themselves”.

Psychologist Carol Dweck devised the concept after decades of research on achievement and success. It explains how intelligence can be developed, so that children focus on improvement rather than worry about how smart they are.

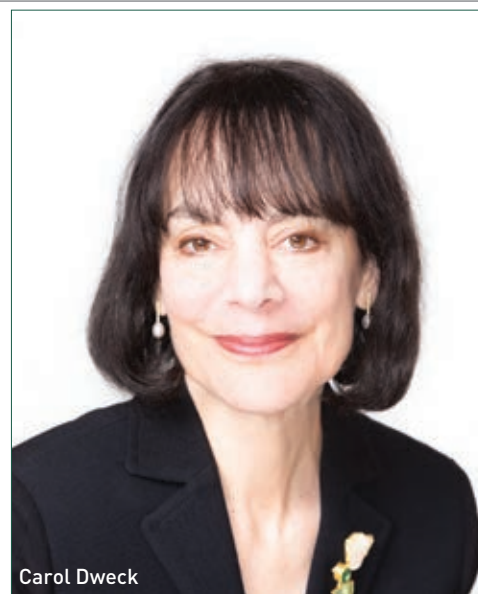
The buzz words of character and resilience are at the front of today’s education agenda and the idea has excited many with some schools developing “growth mindset” programmes.

But Ms Dweck, professor of psychology at Stanford University, will tell the Festival of Education at Wellington College today that a culture of misuse is seeping into the sector.

Speaking to *Schools Week* earlier this week, she said: “A lot of teachers are saying ‘yes I have a growth mindset’, without doing the work and without making a journey to deeply understand it and to know how to apply it.

“Even some teachers who genuinely have a growth mindset aren’t understanding how to apply it properly.

“They are just telling kids to try hard: which I call nagging, not growth mindset.



Carol Dweck

Or they are just saying ‘hey kids, have a growth mindset’.

“They are still worried about the child making mistakes and glossing over them.”

Ms Dweck developed the concept in reaction to the 1990s fashion for self-esteem, which told teachers that they must protect children from failure.

“The thing that keeps me up at night is that some educators are turning mindset into the new self-esteem, which is to make kids feel good about any effort they put in, whether they learn or not.

“But for me the growth mindset is a tool

for learning and improvement. It’s not just a vehicle for making children feel good.”

Dweck argues there are two mindsets – fixed and growth. She says children with a fixed mindset believe that traits such as intelligence, talent and personality are set in stone. They therefore avoid taking on challenges in favour of completing easier tasks to look clever.

“And when asked about their scores on tests – they lie.”

However, children with a growth mindset believe qualities can be developed through dedication and effort. They are more likely to see setbacks as an opportunity and relish taking on difficult situations.

A programme based on the theory, called “Changing Mindsets”, was launched in May 2013 by the Education Endowment Foundation (EEF) to build soft skills in 36 Hampshire schools.

However EEF chief executive Kevan Collins said last week that the study found teaching teachers about growth mindset in CPD sessions had “little impact” on students’ progress.

However, they also taught pupils directly in six workshops and found they made an average of two additional months’ progress in English and

maths. Dr Collins said the approach showed “promise”.

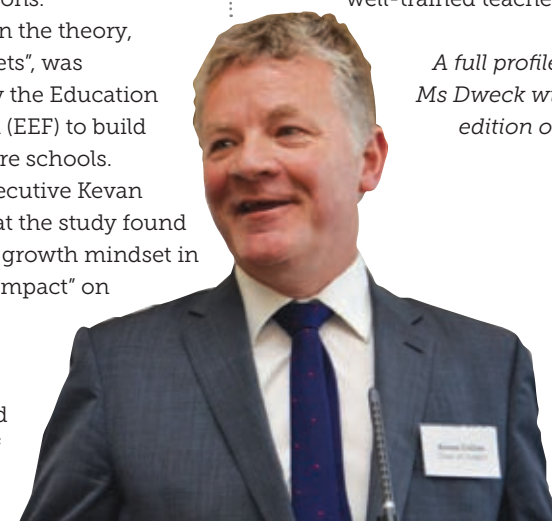
But Ms Dweck has reservations about using mindset for accountability – or testing it.

“It should not be used for the purposes of accountability – I’m highly opposed to that. We don’t care if people have it, we care if they use it to make people learn.”

She also says that growth mindset should not be used as an excuse for why learning was not taking place.

“It’s one approach to improving education. There are so many other things that are necessary, such as resources and well-trained teachers.”

A full profile interview with Ms Dweck will be in the next edition of *Schools Week*.



Kevan Collins

NEWS: OFSTED REFORMS

Sir Michael sets out new inspection framework

FREDDIE WHITTAKER
@FCDWHITTAKER

Ofsted will presume good schools are still good under a new common inspection framework (CIF) published this week.

From the beginning of the next academic year, early years, schools and further education will be inspected under the same set of headings. Schools will have to adapt to the new criteria.

But in a bid to fight claims of a negative bias among inspectors, chief inspector Sir Michael Wilshaw confirmed that new, shorter inspections - lasting as little as one day for those schools previously rated good - will begin with the assumption that they had not slipped.

Speaking at the launch of the reforms in Westminster on Monday, Sir Michael said: "Make no mistake, this is a very different inspection model to what has gone before.

"The starting assumption . . . will be that the school or college remains good. This should engender an atmosphere in which honest, challenging, professional dialogue can take place."

The new handbook confirms the measures on which schools and other providers will be judged.

The word "effectiveness" has been added to the "leadership and management" heading,

while the former "quality of teaching" brief has been expanded to include "learning and assessment". "Behaviour and safety" becomes "personal development, behaviour and welfare", and "achievement of pupils" has become "outcomes for pupils".

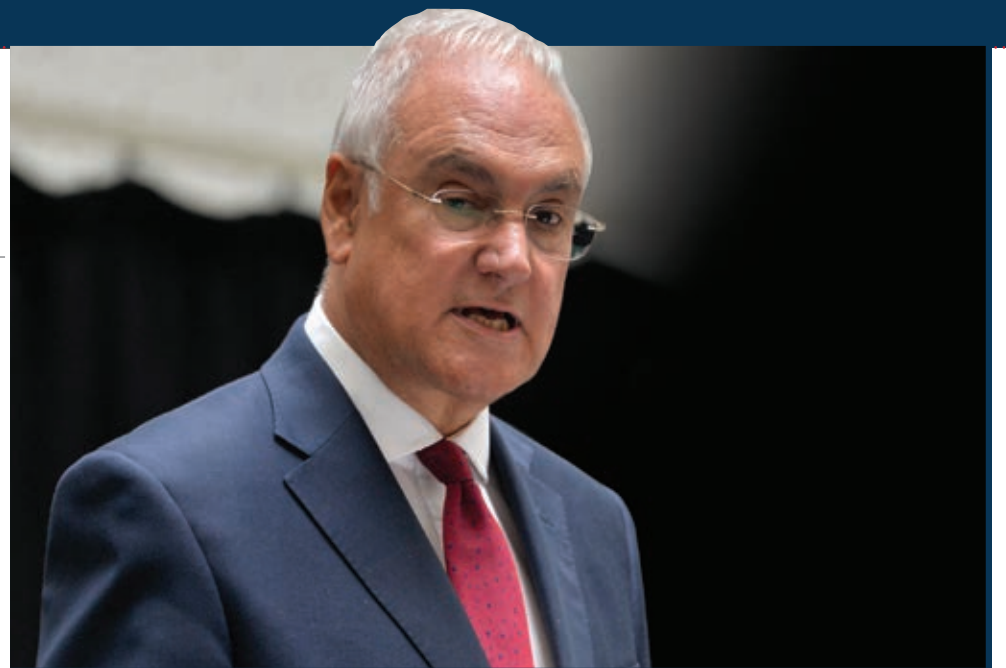
National Association of Headteachers (NAHT) general secretary Russell Hobby hailed the reforms as a "refreshing change of tone", while Brian Lightman, general secretary of the Association of School and College Leaders (ASCL), said they represented a "step in the right direction".

Mr Hobby said: "The way the inspectorate approaches good schools tells us much about how the profession is being treated as a whole.

"The announcement suggests a move away from a culture of suspicion towards a culture of greater trust, with the presumption that good schools are doing a good job, unless inspection reveals the contrary."

He was also "pleased" that more

BEFORE	AFTER
Overall effectiveness	Overall effectiveness
Leadership and management	Effectiveness of leadership and management
Behaviour and safety of pupils	Personal development, behaviour and welfare
Quality of teaching	Quality of teaching, learning and assessment
Achievement of pupils	Outcomes for pupils



Sir Michael Wilshaw

practitioners would be involved with more than 70 per cent of inspectors expected to be current educators.

"However, what's important is what comes next. Ofsted needs to ensure that practitioner-inspectors are matched to the sectors they know best, that quality assurance processes are consistently applied and that scrutiny boards are given sufficient freedom to make the changes required to address injustices

while maintaining the integrity of the system."

Mr Lightman also welcomed the plans to carry out short inspections of "good" schools rather than completing full inspections.

"We felt that schools likely to be downgraded, or upgraded, should immediately have the required full inspection rather than being kept in limbo. We are reassured that our advice has been acted upon."

He said he was also pleased that the emphasis in the revised handbook would be on "assessing schools on the outcomes they achieve for students, particularly in terms of the progress made at school.

"It is right that the inspection system should focus on outcomes, rather than telling schools how to teach. This is a step in the right direction."

New complaints 'committees' will have two members

FREDDIE WHITTAKER
@FCDWHITTAKER

Ofsted's newly announced scrutiny committees, which will review complaints about inspections, will comprise of a Her Majesty's Inspector (HMI) and an "external school leader", both chosen by "appropriate national representative bodies", the watchdog has said.

Speaking to *Schools Week* following Sir Michael Wilshaw's announcement on Monday that eight regional bodies would be set up to review complaints, an Ofsted spokesperson explained how the two-person scrutiny committees, also referred to as "moderation panels", would be appointed.

The spokesperson said: "To make our complaints process more transparent [and] with greater accountability, from September 2015 Ofsted plans to introduce a new

moderation panel as part of the existing internal review [for the] handling complaints in each of Ofsted's eight regions.

"The panel will be made up of a HMI and an external school leader not involved in carrying out inspections for Ofsted and put forward by appropriate national representative bodies."

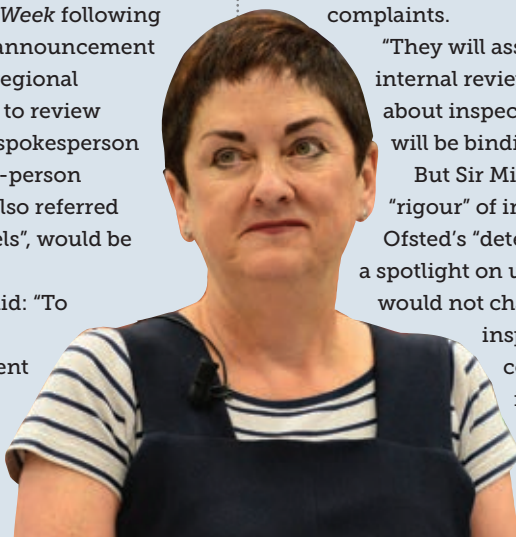
The announcement follows concerns raised in *Schools Week* by Dr Mary Bousted about Ofsted independence. Speaking last week after figures revealed a rise in complaints Dr Bousted (pictured) questioned whether Ofsted ought to investigate itself.

During his announcement about the committee, Sir Michael said that an HMI and an education professional not involved in inspections would internally review complaints.

"They will assess and rule on the internal reviews of complaints about inspection. Their decision will be binding on Ofsted."

But Sir Michael said the "rigour" of inspections and Ofsted's "determination to shine a spotlight on underperformance" would not change. "As chief

inspector, I will continue to tell it how it is, no matter how many brickbats are thrown at Ofsted and towards me."



Inspectors will send recognition letters to heads who help others

ANN MCGAURAN AND BILLY CAMDEN
NEWS@SCHOOLSWEEK.CO.UK

Headteachers doing an "exceptional turnaround job" in other schools will be recognised with a letter, says chief inspector Sir Michael Wilshaw.

At the launch of Ofsted's new framework he said: "We need great leaders in our education system from the early years upwards. Indeed, we need more mavericks, not fewer. And I take exception to the suggestions that somehow Ofsted constrains those leaders who want to do things differently."

Inspectors who see a head effectively supporting the turnaround of schools other than their own will send a letter to acknowledge that head's "exceptional" leadership.

A copy of the letter will also go to the Secretary of State and receive a mention in Ofsted's annual report. The change will take effect from September.

Tom Sherrington (pictured), the head of Highbury Grove School in Islington, north London, said that leaders should focus on their own school as "the most important thing" but some could have the capacity to support other schools.

"But I am always slightly nervous about some sort of formal hierarchy where



supporting other schools is seen as kudos. There are people who wear their National Leader of Education status as a badge of honour."

Dame Kate Dethridge, headteacher at Churchend Primary School in Reading, welcomed the recognition.

"At one stage [Ofsted] said leaders could not be judged as outstanding if they were not helping those beyond their own school . . . having that acknowledgement would be good."

Sir Michael has repeatedly pushed for a school leader's work outside his or her institution to be recognised in the school's Ofsted grade. But schools minister Lord Nash dismissed the idea as too confusing for parents.

'Double visits' will extend into secondary schools

ANN MCGAURAN

@ANNMCGAURAN

Exclusive

Ofsted plans to extend dual visits to secondary schools from September as a test of its new short inspections.

Schools Week revealed in January that the school watchdog planned to conduct "double visits" during the spring term to see if different inspectors reached different verdicts about a school's judgment.

The paper has now learned that the schools watchdog conducted six "double visit" pilots during the term in primary schools.

Two inspectors visited the schools concurrently, and completed different activities while in the schools. Both then came to independent conclusions and compared whether their differing methodologies had led to different inspection judgments.

In all six pilots the inspectors reached the same conclusions. But Ofsted said it would anticipate more variation in a larger sample. It called the results encouraging, but said there were not enough to enable statistically

valid conclusions.

According to Ofsted the pilots were to ensure it had a reliable way of testing the methodology for its short inspections, which it was confident it now had. It would now work with university researchers to help it to analyse the outcomes and refine the methodology further.

When *Schools Week* revealed the dual visits earlier this year, Ofsted's national director for schools, Sean Harford (pictured), acknowledged that the watchdog did not ensure different inspectors in the same school on the same day would give the same judgment. The pilot testing has not resolved this.

Tom Sherrington, head of Highbury Grove School in north London, said when the dual visit pilots were announced he expected Ofsted to be frank about the level of reliability uncovered in the pilots.

But Ofsted has now told *Schools Week* that if inspectors reach different judgments during double visits, this will not be communicated to the school as the process is only designed to test the methodology, not to



produce multiple judgments.

A spokesperson said: "The validity of inspection judgments is of the utmost importance to Ofsted. We already have a rigorous quality assurance process to ensure that inspectors make judgments that are consistent and based firmly upon the evidence gathered.

"However, we are always looking at ways to further improve our approach, and this methodology testing forms part of this work."

During the pilot, inspectors each came up with separate judgments and wrote up their findings separately. Their reports were moderated by a senior HMI before a single judgment was communicated back to the school.

Mr Sherrington said: "They are starting to explore if what the inspectors do has an influence on the outcome, but it does not

seem like a robust evaluation. I think it sounds like they are trying to cut corners.

"If they want to do a proper trial they should sign up the school and communicate everything about it to the school – but not have it as a formal outcome - rather than trying to cut a corner and do it as a real inspection. A proper evaluation would need to factor out the data element of the judgment to see if the judgments made in school are critical at all. It does not sound as if they are testing that out."

He also questioned how much inspectors could tell about a school from one day. "It's an institutional delusion that they have the skills to judge a school beyond the data. I can honestly say that it takes weeks when you arrive at a school as a headteacher to evaluate a school and its strengths and weaknesses."

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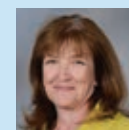
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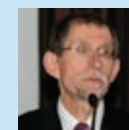
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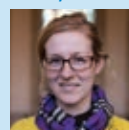
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Schools Week



Sam Freedman
Teach First



Prof David Reynolds
Policy Advisor to Welsh Assembly Government

NEWS

In-house Ofsted sheds half of hopeful inspectors

FREDDIE WHITTAKER

@FCDWHITTAKER

Less than half the current “additional inspectors” asked to join Ofsted’s new in-house inspection team made it through the watchdog’s tough new assessment process.

Ofsted’s director of schools, Sean Harford, revealed the low pass rate at the Northern Rocks pedagogy conference in Leeds last Saturday during a debate about the inspectorate’s future with Association of Teachers and Lecturers general secretary Dr Mary Bousted.

Ofsted’s upcoming reforms include bringing all school inspectors in-house, rather than contracting from third parties.

Mr Harford told the 500 delegates: “We took a system that had between 2,800 and 3,000 additional inspectors. Those people were asked to apply for



Mary Myatt



the new inspection arrangements.

“They went through an application sift, they did online assessment, they did training and as a result of that we’ve now got something around the order of 1,200 to 1,300.

“By January we will have 1,500 people, more than 70 per cent of whom will be from the sector.”

But Mr Harford’s reassurances about reform were not enough to ease the concerns of Dr Bousted, one of Ofsted’s fiercest critics.

She said Ofsted had been “unable to answer the charge” that its judgments lacked “sufficient reliability” and, in particular, “that the grade given by one inspection team would be replicated by another”.

She added: “It is this issue of quality control that goes to the heart of the effectiveness and the ethics of Ofsted’s inspection regime, because if Ofsted’s

judgments can’t be trusted, how can the agency justify the £142 million a year it takes in taxpayers’ money?”

Mr Harford said that “despite the best efforts” of critics such as Dr Bousted, Ofsted was “not about to be sent into the wilderness like some mythical goat.

“We’re going to be tougher on inspectors and on what they can and cannot do in the name of Ofsted inspection, so you won’t see them doing ‘mocksteds’ if they want to carry on doing their work.

“I know we will never be loved, but I do aim for greater respect of the inspectorate, to enable us to get on with our job and to report fairly and without fear or favour on all sides.”

Saturday’s event was the second annual Northern Rocks conference, which focuses on pedagogy and is held in the north of



Sean Harford

England specifically to benefit teachers in the region who find it difficult to access events in London.

Other speakers included education consultant David Cameron, who led a workshop on why “education tourism”, the act of turning to other countries for policy

inspiration, had to stop, and former Ofsted inspector Mary Myatt, who gave her breakout session advice on inspection from the inspector’s point of view.



David Cameron

Former bouncer heads new behaviour group

SCHOOLS WEEK REPORTER

NEWS@SCHOOLSWEEK.CO.UK

Former bouncer and current teacher Tom Bennett has been appointed as the government’s new behaviour expert.

He will lead a new group made up of education professionals who will devise “as many real-life, real-time models as possible, so that we can give teachers a practical guide ... and they don’t get eaten alive”.

Ofsted figures show that up to an hour a day is lost to low-level disruption in some schools.

Speaking to *Schools Week*, Mr Bennett said he met many new teachers who did not know the first step to take when pupils misbehaved. “They don’t know if they should be pally with them, or make them smile or laugh – it is almost as if behaviour management is an ancient art that has been forgotten.”

Additional members of the advisory group will be announced in due course.

2,000 more MFL teachers needed for EBacc

ANN MCGAURAN

@ANNMCGAURAN

Exclusive

Schools will have to find more than 2,000 “missing” teachers to meet the government’s demand for the inclusion of a modern foreign language in the English Baccalaureate (EBacc), *Schools Week* can exclusively reveal.

The new qualification requires every secondary pupil to study English, maths, science, history or geography and a modern foreign language (MFL) until they are 16. The change will affect all pupils starting year 7 this September.

Figures from research body Education Datalab reveal that delivering this for MFL will require 2,000 extra teachers and about 7,000 extra language classes across secondary schools.

Analysis by the organisation, which produces independent quantitative research in education, found that about 50 per cent of pupils are currently entered for language GCSEs.

It estimates that a rise to 65 per cent could be accommodated simply by filling empty seats in existing French, Spanish and German GCSE classes.

But Education Datalab director Rebecca Allen (pictured) added: “Even filling empty

seats leaves the need to create about 7,000 extra language classes across secondary schools for each GCSE cohort, or well over 2,000 missing language teachers across key stage 4.

“With 30,000 people graduating each year with a degree in languages this isn’t an impossible ask, but is pretty close.”

Shirley Lawes, former head of PGCE languages at the Institute of Education, said the recruitment of an extra 2,000 MFL teachers was “not going to be a possibility”.

Making MFL optional rather than compulsory at GCSE in 2005 had affected the workforce over the past decade, she said.

“They are trying to find staff who are not there.”

Last year the government recruited just 80 per cent of its target number of language teachers, with one in five training places left empty. Figures also show that up to 40 per cent of people who train to teach leave before entering a second year of teaching

The government currently offers tax-free bursaries of £25,000 for language graduates with first-class honours to do a PGCE, and

£20,000 for those with an upper second degree.

However Ms Lawes noted that there was no obligation for those on the courses to go into teaching at the end of the year. PGCE tutor and MFL consultant Carmel O’Hagan said: “We already have quite a lot of bursaries and incentives, but we don’t have a lot of teachers coming through.”

Dave Baker, executive head of Olympus Academy Trust in South Gloucestershire, said in-school programmes such as School Direct and Teach First may help balance out the requirement for extra language teachers.

But he admitted that making MFL compulsory at key stage 4 might mean even more teachers were needed as schools increased language teaching time in lower year groups so that students were better prepared for their GCSE.

Mr Baker, a former languages teacher, said requiring all students to take a MFL at key stage 4 was a flawed approach. “If a student finds it really difficult it’s just bizarre to force them into something they can’t succeed at and don’t like.”



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NEWS

The right to shun Christian worship already exists

SOPHIE SCOTT
@SOPH_E_SCOTT

Schools can apply to be exempt from collective worship of a Christian ethos, a former chair of the national association for SACREs has reminded the sector.

Lesley Prior's comment follows calls to end the required daily act of worship from a group that includes former education secretary Charles Clarke.

In a report from Westminster Faith Debates, Mr Clarke and Linda Woodhead, professor of religion and philosophy at Lancaster University, said religious education legislation needed to be updated.

But any school could ask their local SACRE (Standing Advisory Council on Religious Education) board, which is run through the local authority, to be exempt from the Christian nature of statutory collective worship, said Ms Prior.

"[A determination] lifts the requirement for a collective worship to be wholly or broadly of a Christian character.

"It allows schools of diverse populations, if they wish, to apply to their local SACRE so they can provide worship that draws from a range of traditions in their community."

Ms Prior, who is currently working with eight boards in London, said schools in the capital often took advantage of the exemption.

A whole-school determination exempted whole school collective worship from having a Christian ethos; a part-determination allowed one faith/belief group to meet for worship separate to the Christian character assembly; a series of determinations could be granted for multiple faiths and beliefs, including atheism or non-religion.

She argued that worship in schools was not always overtly Christian and said, particularly in secondary schools, it could take the form of a thought for the day.

But British Humanist Association education campaigner Jay Harman said: "The calls for both a nationally-agreed syllabus on beliefs and religions, and an end to compulsory worship, are in tune with longstanding public opinion."

The report, by Mr Clarke and Professor Woodhead, said: "We recommend that the current requirement in statute for an Act of Collective Worship should be abolished, and the decision about the form and character of school assemblies should be left to the governors of individual schools.

"Schools should be required to set out their statement and strategy for promoting spiritual, moral, social and cultural education, with school community assemblies as an important part of that strategy, upon which they would be inspected by Ofsted. The government should provide non-statutory guidance to help to achieve this."

Academy membership group folds after 13 years

SOPHIE SCOTT
@SOPH_E_SCOTT

The Independent Academies Association (IAA), has gone into liquidation, blaming financial pressures and the changing landscape of academies.

The IAA was set up in 2002 when academies were first introduced as a replacement for under-performing maintained schools, under plans drawn up by Labour's Lord Andrew Adonis – now the IAA's honorary president.

Since 2010, any school can convert to academy status and there are now more than 4,500 academies and free schools in England.

The group said the creation of multi-academy trusts (MATs) to support the academies meant many academy leaders were now looking within those trusts for advice and support, instead of coming to a group such as the IAA.

The IAA's directors said in a statement: "This radically changed landscape, together with the ever increasing pressure on school budgets, has necessitated academies giving even more careful consideration to how and from where they seek to find the support they need, with much of it now being provided from within the growing number of MATs."

Sir Peter Simpson, IAA interim chief executive, told *Schools Week* the "figures didn't add up" for the organisation's future.

"We have had an increase in membership, which has, to some extent, been coming from MATS, but the way we charge MATs and the recruitment per school just made it look like it was not viable."

Ros McMullen, an IAA director and chief executive of LEAF Academy Trust in Leeds, said the body had been her "go-to"



Sir Peter Simpson

organisation for many years.

"Back in 2005 when I was getting ready to open one of the first 30 academies it was such a support to be able to get the wisdom of the principals who had opened the first state-funded independent schools (city technology colleges) and share experiences with principals in the same position as myself.

"IAA has always provided the highest quality of networking opportunities and the highest quality of advice – I think it will be sorely missed by many of us; although the networks and the relationships it has fostered will carry on for long into the future.

"As a director of IAA I found the decision to go into liquidation difficult but it is the right one."

The association said it has been working with another, as yet unnamed, membership organisation to provide its service to members until their subscription period ended.



Ros McMullen

The group said the organisation was "receptive" as it felt it was "important to the education service that schools continue to be represented and supported by a schools-led organisation".

The statement said the IAA could no longer "realistically expect the levels of membership or sponsorship required to resource the organisation moving forward.

"As a result of this, the board has reluctantly come to the inescapable conclusion that IAA is sadly no longer sustainable long term.

"On June 11, IAA directors met, having taken advice from a licensed insolvency practitioner, and in the light of our projections regarding reduced membership income, it was agreed that a liquidator should be appointed.

"The process for this is underway and all current active IAA members will be contacted by the professional advisers involved."

DfE runs 'targeted' consultation on academy rules

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

The Government has quietly launched a "targeted" consultation over plans to rewrite regulations that enabled a sole staff member to halt an academy conversion.

Schools Week can reveal the Department for Education (DfE) has written to selected stakeholders for their views on plans to amend governance regulations for federated schools.

The planned change follows department officials being forced to stop the conversion of three schools in Lewisham, run by the Leathersellers' Foundation, after what it called a "technicality".

Parents at the schools – who oppose the plans – challenged the legality of the academy orders after they noticed a sole staff governor had not voted in favour of the conversion.

Regulations for federation schools state that a staff governor must vote in favour in order to convert.

The DfE swiftly halted the process and is now consulting over plans to rewrite



Prendergast School

the rules.

But the targeted consultation has angered anti-academy campaigners.

Martin Powell-Davies, NUT branch secretary for Lewisham, said: "The fact this is a targeted consultation, seemingly being sent to hand-picked people, shows it is not genuine.

"Will people who have been against the academy order – and actually reminded the Government about the regulations – get to have a say?"

The DfE confirmed the consultation is underway, but would not answer any other questions.

John Fowler, a local government legal expert, said the use of targeted consultations – aimed at specific stakeholders – was normal practice for minor amendments to regulations.

He expected national representative

organisations would be consulted along with people "known by civil servants to understand the issue".

But added: "It has convinced me what a total nightmare federation governance is and that nobody understands it."

The School Governance (Federations) England Regulations 2010 require all "prescribed governors" of a school in a federation to support an academy order application, which includes any parent or staff governors.

The new proposals would mean only 50 per cent of the school's prescribed governors would need to support an application.

Meanwhile, children's minister Edward Timpson has revealed the DfE does not check whether applications for academy orders have stuck to the law.

Answering a Parliamentary question he said: "It is for schools to ensure they have complied with relevant requirements at the point they make their application."

This means more schools could have been granted academy orders that break rules.

Thirty federated schools have been granted orders, but have yet to sign funding agreements. Mr Timpson said department officials would be contacting these schools to "check they are compliant".

The government's consultation is due to end on July 3.



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NEWS



It's time for a change as UTC decides to clock off

SOPHIE SCOTT
@SOPH_E_SCOTT

The clocks have stopped at one university technical college in a bid to make pupils more “professional and business-like”.

Kate Tague, the principal of Coventry's WMG Academy, decided not to install clocks in any of the school's classrooms to create a more realistic working environment.

The 14-19 UTC opened in September and is currently 70 per cent full, taking in pupils in years 10 and 12 only at present.

It bucks a national trend for low pupil numbers at UTCs. *Schools Week's* sister paper *FE Week* revealed in April that six of the 30 open UTCs are only a third full.

Mrs Tague said all pupils were encouraged to bring in

their own devices – mobiles, laptops or tablets – for school work and to let them know the time.

“We want the pupils to take responsibility for themselves. Most businesses will not have a clock on the wall, but you will use the clock on your computer or phone.

“We are very much business led. How do you get to work on time? You use your watch, or your mobile, to figure out how long it will take you to get somewhere and you plan accordingly.

“We want the pupils to have that same attitude.”

She said about 50 per cent of pupils wore watches, and the other half used their mobile phones.

The school also did not use bells to mark the end of lessons and during classes, pupils were encouraged to use their phones or laptops to Google and to take pictures of the board for future reference.

A study published by the London School of Economics last month found test scores increased by more than 6 per cent in schools that banned phones.

But Mrs Tague said mobiles were “unavoidable these days in the classroom. We think this is the best way to harness the technology. Of course, sometimes students will misuse the devices.

“It is not necessarily something every school can do. We have nowhere near the amount of pupils a normal secondary school will have, and we are new, so we can cope with people using our wifi all at the same time.”

UTCs offer technical education alongside core subjects. WMG specialises in engineering and has an intake of 80 per cent boys, although Mrs Tague said it had the highest proportion of girls studying engineering in the country.

EDITOR'S COMMENT

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No one is ever happy about an inspection. In airports, bag inspections reveal your underwear to strangers; a doctor's inspection means prodding, usually right on the spot where it hurts.

But school inspectorate Ofsted's reforms, as announced on Monday and described across these pages, have clearly been designed to make the prodding and revealing process more positive.

While letters to tell heads how great they are sound a little patronising – especially for professionals who are usually the merit badge

givers – the move towards presuming schools are doing the right thing is a welcome shift, as is a more independent complaints process.

It was disappointing, though, to hear that Ofsted's trumpeted ‘reliability tests’ have so far only been limited to six schools, and only check methodology rather than inspector judgments. Given the rigour of scrutiny schools increasingly find themselves under this seems lacklustre.

It is heartening to hear that reliability testing will continue and will extend into secondary schools. Let's hope the roughly-once-a-month

pace picks up too.

At the same time as Ofsted is dialing down the negative rhetoric, the Secretary of State seems to be picking it up. It has long been the plan to make the reformed GCSEs ‘harder’ and commentators, such as Conservative MP Graham Stuart, pointed out at the time that this could mean more pupils failing to pass their GCSEs – which impacts on their ability to access further education.

What we didn't know until this week was the extent to which this

would occur. But our analysis, using the 2014 GCSE figures, suggests that up to one in five pupils who passed their GCSE Maths last year would ‘fail’ it under the new system. That's a lot.

Nicky Morgan already thinks too few pupils study maths to A level. If fewer pass their maths GCSE, this number is only going to drop.

Exams, like inspections, are never pleasant. But there's no need to hold the painful spot for any longer than necessary. The government could learn a lesson from Ofsted, on this one.



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Uptake of three-day ICT 'GCSE' soars 2,000 per cent .

Lynda Feeley, BCS, the Institute for IT

Putting the story straight

The BCS level 2 ECDL Certificate in IT Application skills has been designed specifically for schools. This means they can tailor it to fit with their timetable and curriculum programme. The majority of students taking the qualification are in Year 10 and Year 11 and they complete it over a 12 or 24 month period. Some schools do run intensive revision sessions, as they do for any other subject prior to exams, building on core knowledge already developed over a long period.

We do not condone any school running BCS Level 2 ECDL Certificate in IT Application skills over a 3 day period and do not believe that this qualification can be taught in three days.

German pupils swell free school's roll

Tracy Doyle, Hertfordshire

I would be surprised if the students were on roll for more than a few weeks. I would

also be interested to see the timetables and registers – did they actually attend Parkfield at all?

Private school firm fined for breach of safety law

Intelligensa
@intelligensa

Emphasises the need for due diligence including when Positive Handling. Don't just use the councils preferred supplier.

rob kelsall @rob_kelsall

Just like 'giving-away' community schools without consulting Parents? Hollow gestures will not make-up for a democratic deficit

John Kennedy @JohnKennedyJnr

Didn't elect MPs to hand wage rises to charity. Gov't should have rejected pay rise by IPSA...

REPLY OF THE WEEK RECEIVES
A SCHOOLS WEEK MUG!



All pupils to take EBacc subjects to age 16, says schools minister

REPLY OF THE WEEK

Cait, address supplied

I was in school when they first brought in the EBACC and I can vouch from friends that the EBACC proved ultimately useless as it was scrapped only a short while after.

Now bringing it in and making these subjects compulsory is going to reduce arts funding in schools to the point where creative subjects cease to exist (I've been at a school where fine art very nearly dropped from the curriculum), completely do away with any student autonomy, and create students with identical skill-sets and shoddy grades because they've been forced to partake in subjects that they don't care less about. Does the conservative government want a generation with no variation in skills? Apparently so. The idea that geography, history and languages are more important than anything else is simply antiquated.

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EXPERTS:



CHRIS HUSBANDS

Professor of education policy,
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Twenty-seven years on from the national curriculum

Will the 2015 drive for curriculum entitlement succeed where 1988 and the national curriculum did not?

We've been here before. A government re-elected; impatient to press on with education reform; concerned about the way schools respond to change; determined to implement radical curriculum and assessment change.

This time it is the proposal that the EBacc become a requirement for all 16-year-olds. In 1988 it was the then novel national curriculum. It was to be a requirement for all pupils from 5 through to 16, embedding academic subjects as the building blocks for curriculum planning.

Never before had government set out an entitlement curriculum for all young people. I can remember attending any number of conferences at which models for the delivery of the statutory curriculum were considered, costed, and their implications for staffing, timetabling and continuing professional development debated. The argument then was that curriculum specification would improve outcomes; now it is reversed – that prescribing assessment will drive curriculum compliance. Of course, the national curriculum of 1988 was never fully implemented: subjects became optional rather than core at the age of 14, and the assessment regime was never fully realised.

It's always seemed to me that schools have a central responsibility to prepare young people to thrive and to succeed as adults, and that a broad and balanced curriculum for all is a core component of that. I began my professional life as a history teacher and I've always been passionate about the importance for young people, whatever their prior attainment or learning trajectory, of learning about the past – I've written a series of books about it.

The EBacc subjects – English, mathematics, science, languages, humanities – are part of a broad and balanced curriculum for all. And, whilst it is unfortunate that the arts are unaccountably excluded, it is one step on the route to securing a genuinely comprehensive curriculum for everyone. It has been a serious failing of upper secondary provision in too many schools that some young people have been excluded at the age of 14 from the broad and balanced curriculum to which they should be entitled. It has happened for a range of reasons, including schools' concern for their examination performance. Floor targets have too often privileged schools' priorities above their pupils' interests.

So is it likely that the 2015 drive for curriculum entitlement will succeed where 1988 did not? After 1988, the brute

reality of implementation sank Kenneth Baker's expansive curriculum aims, buried by decisions made by his (Conservative) successors, John McGregor, Ken Clarke and Gillian Shephard.

Making the EBacc compulsory removes a significant curriculum freedom

This time round, teacher supply may prove to be as tricky as they were then: not enough teachers in the right places to deliver the curriculum. Moreover, there are difficult technical issues. Hitherto, government has made great play of the curriculum freedoms accorded to academies, which account for half of secondary schools. Making the EBacc compulsory essentially removes a significant curriculum freedom. On this, government has concluded that it cannot trust schools to make the right decisions for their pupils, so prescription is needed.

If one freedom has gone, can others be far behind? That's pressing because the school system is now more complex than in 1988, with university technical colleges, pupil referral units and studio schools alongside mainstream provision. At points in the past 25 years we have appeared to be moving away from a 5-16 assumption about the curriculum to thinking about 5-7, 7-14 and 14-19 curricula: that trend, certainly in terms of the implications for secondary seems to have been parked.

The final challenge is perhaps more technical still. The route government has chosen to move towards curriculum prescription is to make some examinations – that is, some forms of assessment – compulsory. It's one thing to require that all 16-year-olds follow a common curriculum; it's a different one to use specifications of examinations to make the curriculum compulsory. Here, as in so many of its reforms, government is struggling with the tensions between conformity and diversity, prescription and delegation.



DR REBECCA ALLEN

Director, Education Datalab

How many schools should we be trying to help?

The question may not be how many coasting or failing schools need help, but how many we have the resources to help

Since the Conservative return to power in May, the papers have been full of Nicky Morgan's promise to get tough on "coasting" schools. Attracting fewer headlines, but still important, was the government's commitment to convert every school judged to be "inadequate" into an academy.

The Department for Education (DfE) has suggested that this might affect up to 1,000 schools. More than 1,000 schools are eligible now because they fall below exam floor standards or because they have received an inadequate rating (or both). The commitment to get tough on "coasting" schools will add hundreds or even thousands to the list.

The government has yet to define "coasting". It won't be based on Ofsted ratings alone, Ms Morgan has confirmed, though a judgment of requiring improvement may form part of the definition.

So, how many schools should we be trying to help?

The debate about which schools are subject to intervention, or to receive extra support, has always been in terms of how many are failing, or coasting – defined in terms of not hitting a certain standard.

I would turn the question around and ask: at any given point in time, how many schools can we reasonably support to improve? And how can we make sure those schools get help?

There are three main constraints on the number of schools we can feasibly support in any year.

The number of academy sponsors

Are there enough academy trusts willing to take over these schools?

Writing in *The Guardian* last month, Warwick Mansell pointed out that of the 447 schools rated inadequate, more than one in four – 123 – had failed their Ofsted a year or more ago and had not yet converted to academy status, or been recorded by the DfE as planned for academisation.

If inadequate schools have long been eligible for conversion, and the DfE hasn't explicitly committed to turning all of them into academies, perhaps because it cannot find enough good sponsors for them all.

The task of boosting the number of academy sponsors has been made a priority of the regional schools commissioners. They need to choose carefully. As *Newsnight's* policy editor Chris Cook has shown, there are as many underperforming multi-academy trusts as there are local authorities.

The number of headteachers

We need to find more than 2,000 new headteachers every year just to stand still. These new heads replace a roughly equal split of those retiring at the normal age, those taking early retirement and those leaving, despite being years away from a pension. The government has made it clear that coasting schools unable to demonstrate a plan for improvement will be given new leadership. If headteacher unions are right and recruiting headteachers has become increasingly difficult, they may struggle to find anyone.

The amount of support that Ofsted is able to provide

Given that a coasting school's existing leadership may be preferable to any available other choices, support from promised "experts" will be crucial. The number of support hours practising heads can give to other institutions is necessarily limited. Hence, England must look again at the collaborative inspectorate model used in other countries. This sort of inspectorate-supported school improvement takes time to do well.

If we overstretch ourselves we risk doing more damage

So unless the education secretary can find more money from within the shrinking DfE budget, Ofsted will need to limit the number of schools it works with.

Changing the terms of the discussion on intervention wouldn't be without controversy, though. After years of talking about failing (and now coasting) schools, the question will inevitably be asked – why aren't you helping all failing schools? This implies that the current system is free of risks or downsides. Which it's not.

Conversion to academy status, even as part of one of the most established trusts, isn't a panacea. And if we overstretch ourselves we risk doing more damage than helping. Those who really need help don't get enough, while those on the margin who might improve on their own are destabilised and lose the confidence of staff and pupils.

Additional analysis by Philip Nye at EducationDatalab.

EXPERTS



JON COLES

Chief executive, United Learning

Forget (most of) your post-election blues

Funding cuts, a recruitment crisis . . . what is there to be happy about? Well, the quality of the profession and the initial signals the government is sending about how it will work with it

So, the job of steering the school system through its most difficult challenges for a generation falls to Nicky Morgan. Not for her the passing satisfaction of fawning headlines as alleged sacred cows are slaughtered. Instead, the hard yards of implementation and improvement with the tide against us and the wind in our face.

The tide against us because funding reduction is coming. You may not think it, as national insurance and employer pension cost increases begin to hit school budgets, but 2015/16 is the last year of the good times, not the first of the tough times.

Over the remainder of the Parliament, the

promise to protect per pupil school funding in cash terms will feel like a cut of 12 per cent per pupil. In case this hasn't sunk in: deduct 12 per cent from your budget and now try to balance the books and raise standards.

The wind in our face because teacher supply is getting more difficult. This is what we see every time the economy picks up: major employers throw more time, effort and money at recruiting graduates. Persuading them to be teachers gets harder.

But it will get tougher. In five years' time there will be 100,000 fewer 21-year-olds to persuade to teach and 550,000 more pupils in England.

Little has actually changed in implementation and improvement, despite all the sound and fury of recent years. We mostly haven't yet started teaching the new national curriculum, the new GCSEs and the new A-levels. Many converter academies converted

to stay as they were, not to change.

But there are reasons to be cheerful: the teaching profession itself and the signals the government is sending about how it will work with it.

The success of a policy is always much more about its implementation than about the idea itself. Brilliant ideas implemented rigidly and without refinement rarely succeed. Modest ideas implemented with serious attention to concerns and building of capacity can have real impact.

Reformers have been far better at structural change than at quality improvement. In the last generation, there has been no three-year period without reform of curriculum, testing, exams or school funding. When the tectonic plates are constantly shifting beneath you, it is hard to develop a consistently successful and improving approach.

For all the structural change, the most important objective of reform is that more teachers succeed with more children. And the most important mechanism for achieving that is professional development – best realised through teacher collaboration, observation of others and the joint development of practice.

So the initial post-election messages from government are in many ways encouraging. If you were serious about listening to the profession, you might start by holding an online listening session with teachers. If you were serious about supporting and building the capability of the profession, you might make a priority of supporting the College of Teaching; and if you wanted to lower the political temperature, you might make clear this support is part of a political consensus.

The government's policy on academy conversion of requires improvement (RI) schools is no one's idea of soft or nuanced. Intervention to improve struggling schools is not a bad idea, but will only succeed if subtly led by skilled leaders and teachers. So if you were setting out to make it work in the

The initial messages from the government are in many ways encouraging

interests of schools and children, you might try to combine pace with consultation with the profession.

The fact government is doing these things ought to give us hope. The fact the quality and maturity of the profession is much greater than when we last faced these problems a generation ago should give us even more. Profession-led proposals like the College of Teaching and the Foundation for Leadership in Education show just how much we can take the lead in shaping our own destiny.

The secretary of state we need for the next five years will combine unusual levels of determination and unusual levels of humility, openness and listening. The profession we need will have to engage with government in the same way.



GREG WATSON

Chief executive, GL Assessment

Four guiding principles of a good assessment system

The confusion, debate and disagreements that have followed the move away from levels are necessary if teachers are to work out the best assessment system for their school

A "necessary stage of confusion" is how one commentator recently portrayed the move away from the national system of levels to monitor progress. It seems an apt description.

A fairly blunt instrument for assessment, levels could not take account of regional issues or the individual differences between schools.

Teachers, finally released from these shackles, are now working their way through "freedom from" the imposed levels into the "freedom to" stage, where they can seize the opportunity and choose whatever measure of pupil attainment and progress they feel is most appropriate.

The current confusion, debate and

disagreements that have resulted are, however, exactly what are needed to allow teachers to work out which is the best system for their school.

While schools navigate through this transition, some guiding principles will help teachers and school leaders shape the right system for them. Here are my four.

Do not lose sight of the pupil

Assessment is about helping the pupil progress. Therefore, the needs of the pupil (rather than the needs of Ofsted or anyone else) should be the central focus when creating any new system.

Careful planning is vital. Schools should free up time for subject heads or senior leaders to develop their view of what progress should look like for each school or subject.

Hinchingbrooke School in Cambridgeshire invited subject teachers to think about what makes a good historian, mathematician

or linguist, and then to come up with a maximum of five assessment objectives for each subject.

The result was a simple, one-page summary for students of their assessment goals and how they performed against them. The summaries then doubled up as a road map for the year ahead, making it easier for both pupil and teacher to understand their next steps.

Assess the right thing

You can test a child's progress in maths again and again, but you need to ask whether the results are differentiating between those pupils who are struggling with a particular topic and those that have an underlying issue.

The Newark cluster of schools has recently taken a wider approach to assessment, looking at pupils' attitudes to learning as well as more standard progress measures. They discovered that lack of self confidence was holding some pupils back. With this new insight, teachers could work on developing a child's confidence to help them progress rather than work on their subject knowledge alone.

Too much is as bad as not enough

One response to the removal of levels is to "over assess" to avoid misjudging a pupil's attainment. We must resist this temptation as we may overwhelm teachers with data and lose the ability to judge overall progress. You will not triumph in the Tour de France by endlessly stopping to take in the views.

Schools should take account of teachers' observations when making judgments about

progress. Where teachers lack confidence in their abilities, then CPD rather than more assessments will fill the gap. Perhaps a national programme of CPD is needed around assessment and data analysis, backed by an organisation such as the new Royal College or the Chartered Institute of Educational Assessors.

The needs of the pupil should be the central focus

Use data well

"Assess once and use the data often" is a good guiding principle. The North Liverpool Academy has a significant proportion of students with a lower than average reading ability, so all students' reading is assessed as soon as they start at the school. The English department then shares this data with all subject teachers. Literacy is addressed as a priority across all lessons – not just in English – as the academy recognises that a child's literacy levels will affect their progress across the board.

In my view, if we stick to these guidelines we will work our way through the debate more quickly and have an assessment system that meets each school's needs.

PROFILE



“

WE WANT
EVERY CHILD
TO BE TREATED
AS UNIQUE

SIMON KNIGHT

ANN MCGAURAN

@ANNMCGAURAN

Simon Knight, deputy headteacher, Frank Wise School, Banbury, Oxfordshire

Simon Knight smiles when he tells of the one question he is often asked about his work: “Often the comment I get when I tell people what I do is ‘you must be so patient’. There’s this perception that working in a special school requires you to be patient.”

This is not a question he would ask any prospective member of staff. “It’s actually a case of how do you think and how do you analyse things? What approaches do you take to the nature of the children’s needs? We try to avoid anything that leads to generalisation or presumption around our kids’ particular learning disabilities. We want every child to be treated as unique.”

Ofsted describes the 105-pupil Frank Wise School as “outstanding and inspirational”. It takes pupils aged 2 to 19 and is one of three teaching schools leading the Oxfordshire Teaching Schools Alliance.

Knight, a fast-thinking, fast-talking advocate for the special needs community, is proud of the “extraordinary talent pool” in the school, the “very strong culture of staff development and improvement” and the “exceptional” head Sean O’Sullivan.

When I meet him he is gearing up for his presentation at the Festival of Education at Wellington College this week. He won’t be pulling any punches.

“There has been a lot of investment in SEN legislation and in the administration of special education – but far less on the actual quality of provision. I find it interesting that there’s a lot of money being spent on realising the potential of children who come from socially disadvantaged backgrounds, but far less on trying to realise the potential of those with a learning disability. That for me is a real issue from the point of view of equity and equalities.”

Knight believes there’s “far too much misunderstanding around that idea that we are a caring profession . . . you’re told that it must be so rewarding as if teaching in general is not rewarding. It is. But it’s rewarding because it’s a difficult, challenging and demanding job. You have to be very resilient.”

He says that many of Frank Wise staff have some form of non-professional connection to learning disability. He ended up there “in the same way as many of us ended up teaching here – I had a personal connection to the school”.

His mother was a teaching assistant here in the Eighties, and he used to come after school to get a lift home. “I would sit in reception and wait for her to finish. It was the kind of place where you started to get a real sense that it was doing some amazing work.”

“Then when I went to university the headteacher (of

Frank Wise) at the time – an incredible man called Kevin Griffiths who really took this school from nothing to outstanding – used to say ‘do you fancy coming and doing some casual work for us during the holidays?’

“I wasn’t really sure I wanted to be a teacher. But after graduating I got persuaded to come and be a teaching assistant for a year while I mulled over what I wanted to do. By the December I had applied for teacher training at Warwick University and have been here ever since.”

Yes, it’s a “nice heartwarming anecdote”, Knight says. But behind that lies a hard-edged message. “So many of us have ended up in this field of education through those sorts of routes. The reason for that is that there is no investment by the National College for Teaching and Leadership into attracting people into special education.”

Knight was born near Durham, one of two children of David and Jane; his sister Rachel is a nursery nurse. When he was very young the family moved to Hounslow in London, where they spent five years living in a council flat in a tower block. They then moved to Banbury.

He says his parents were exceptionally supportive. “They met very young, had me very young and they’ve been together ever since. In some ways we did not have much in the way of money. But I was very well insulated from all of that.”

He describes an idyllic childhood. “But when you look back on it now you realise that actually things were quite

IT'S A PERSONAL THING

What's the best advice your parents gave you?

Get out and make mistakes in life, but try to make sure the consequences are ones that you can move on from.

What are your two most treasured possessions?

My road bike and a picture of my wife and me, taken in a photo booth in Paris on our first holiday.

How would you spend your perfect day?

With my family swimming in Lake Como before eating and drinking whilst watching the sun set.

Which six people, alive or dead, would you invite to a dinner party?

Chrissie Wellington, Rene Magritte, Nick Drake, Ivan Campo, Geraint Thomas and Dorothy Parker.

What keeps you motivated in your work?

The children and their families, and the knowledge that they only get one shot at school and it needs to count.

What's your favourite book and why?

It's the Bear! By Jez Alborough. It's the book I most enjoy reading to my children.



Clockwise from top left:
Simon with wife Leanne at the Silverstone half marathon in aid of Cancer Research UK; Simon and Leanne with sons Jack (left on scooter) and Harry; In a fireman's hat age 5 at Halsted fire station in Essex; Age 6 in Stanmore, North London

tough at times. We used to talk of cheque writing day which was the day you could write a cheque and know it wouldn't be cashed before the money had gone into the bank."

His father, a Durham University graduate, did a Masters in biology and ended up in a senior finance role in local government. His mother – who began as a teaching assistant when her children went to school – studied in the evenings with the Open University. She did a Masters and became a clinical lead for speech and language therapy at a regional hospital trust. "She had a remarkable professional journey."

As a child he found learning "quite easy in many ways and got into the habit of not really working very hard as a result. I kind of coasted through primary school and secondary school up to GCSE".

His says that "things have turned out all right, but could have been very different". His secondary school, Banbury School, was "not the kind of place where you wanted to be particularly open about wanting to learn". He had a "rude awakening" when he was asked to leave the school for sixth-form college because of his lack of application. It took him three years to do his A-levels.

He went to Teesside University through clearing to study English and philosophy. "I had a great time – and it was a course that made you think about things."

It also informed what came later. "Special education is a very philosophically driven sector. You spend a lot of time thinking, reflecting and trying to work out how to do things

better – and the answers are not always straightforward."

Family is a vital part of his life. He is married to Leanne, a part-time teaching assistant at Frank Wise. They have two boys, Jack, 5, and Harry, 2. "If you have ever seen those nature documentaries where you see lion cubs rolling over each other – it's like that in our house!"

This is a family that works hard and plays hard. Both he and Leanne do a lot of sport. Knight competes in triathlons on a "fairly regular" basis, while his wife coaches and plays netball.

Walking around the school with him, it's clear that he cherishes this place. But he does not let sentiment get in the way of a forensic focus on ensuring the best learning outcomes for each pupil.

He points to details that make a difference, such as the generally two-to-one staff/student ratio and the £15,000 projection equipment that enables teaching staff to create immersive learning environments.

But the apparently smaller details matter too. I see the laminated photographs on easy to access open top boxes that help each student look after their own equipment – a vital daily aid to independence.

"There is still a perception that we (in special education) are all soft and cuddly, but we are not," he says. "Everything we do is about what are the kids learning and what they need to learn next. It's a very driven process. Effective practice in a special school is just effective practice anywhere."

Curriculum Vitae

Born March 15, 1974

Education

- 1978 – 1979** Heathfield Infants, Twickenham
- 1979 – 1985** Hardwick Community Primary School, Banbury
- 1985 – 1990** Banbury School
- 1990 – 1993** Banbury School Sixth Form
- 1993 – 1996** BA (Hons) English and history of ideas Teesside University
- 1997 – 1998** PGCE Warwick University
- 2008 – 2009** Postgraduate Certificate in Professional Studies in Education, Inclusive education, Open University

Career and professional roles

- 1996 – 1997** Classroom support officer, Frank Wise School
- 1998 – present** Teacher, assistant head, deputy head, Frank Wise School
- 2011 – 2012** Trustee, Oxfordshire Family Support Network
- 2013 – present** Associate director, National Education Trust
- 2013 – present** Director of a teaching school, Oxfordshire Teaching Schools Alliance
- 2013 – present** Governor, Queensway Primary school
- 2015** Member of the DfE Professional Standards for Teaching Assistants panel
- 2015** Member of the DfE Professional Development Group



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REVIEWS

TOP BLOGS
OF THE WEEK

To view individual blogs visit
www.schoolsweek.co.uk/reviews



Our blog reviewer of the week is Emma Hardy, primary school teacher and union activist @emmaannhardy

Northern Rocks: Return Journey

By @jonnywalker_edu

Sitting and writing this with bleary eyes from Northern Rocks fatigue and smearings of icing and cake across my jeans following my daughter's birthday party has maybe made me a little more emotional than usual. Reading this brought a lump to my throat but in true Northern style I swallowed it down because the show must always go on!

If I could choose one blog to summarise what I wanted Northern Rocks to be, how I wanted people to feel then I choose this. Jonny's articulation of northern pride made me smile so much that I've already forgiven him for not knowing that Hull is the Capital of Culture 2017.

"We ought to speak up for our profession, and if anyone outside of teaching was to see us today, I cannot help but think they would be mesmerised. We are right to bemoan our lack of time and money, but the fact we give up our Saturday for a paid event to celebrate pedagogy speaks more of our passion than it does of our inability to appreciate irony!"

Educating Brentwood

By @AskBrentwood

This blog jumped out of my timeline and demanded I read it because it is something that I have been saying for years. It draws on evidence from the recent Education Act and links to news articles to make the point that parent choice is not increasing but diminishing.

"In both cases, the choices of parents were only considered to be valid where they supported government policy. What is far worse is that those who have concerns about any such 'reforms' in their own school or area are considered to be actively 'standing in the way of what is best for

children', even if they are their own...And parents with concerns about declining finances at their children's school will be labelled 'idealogues' if they object to the multi-million pound new build just down the road. Perhaps the new bill should be introduced as 'empowering supporters'..."

Advice to Women in Teaching (Or Just Me?)

By @benniekara

I acknowledge that I am in danger of repeating myself but how could I resist this when I recognised so much of what has been written. I have also been subjected to this sort of 'essential' advice for female teachers.

Bennie says: "I can't remember how many times I heard that a deeper voice, the human equivalent to the humble double bass, a dulcet baritone in fact, would instantly mean that children of all genders would respond to the transmission of my instructions quicker than you can say Pavarotti. In any case, I became hyper-conscious that my authority rested on the concealing of an inherently female characteristic – the higher pitch of my voice."

Following the news that female scientists were derided by Sir Tim Hunt for "crying" and "falling in love", this blog is perfectly timed. What angers me is that women still have to put up with this nonsense. Read this, get angry then get involved with #womened and fight back.

Phantom Chaser

By @HeyMissSmith

Anyone who follows me on Twitter knows that I agree with nearly everything HeyMissSmith says. Her style of writing is to be envied and there is one particular satirical blog that I still reread because it makes me laugh so much.

Her recent blog was written in reaction to the idea that teachers should have the content written for them by the "experts"; they should just deliver it. I realise there are some reading this that think that's a jolly good idea and those, like me, who think if you don't know the children in front of you, and what they need, how can you dictate how and what to teach?

Once a teacher is no longer in complete control of the content she is delivering, that fluidity is damaged. Although the idea of a well-designed, well-paced, detailed road map is appealing, teaching is not a straight road. Learning can not be mapped in a linear way, and each and every child's journey is different. The skill of a teacher is keeping everyone hooked whilst they travel on their own paths."

Pathological Demand Avoidance Syndrome – My Daughter is Not Naughty

Author Jane Alison Sherwin

Publisher Jessica Kingsley

ISBN-10 184905614

ISBN-13 978-1849056144

Reviewer Keziah Featherstone, headteacher, Bridge Learning Campus, Bristol



More than one or two eyebrows were raised when I mentioned this book to colleagues; indeed I may have quipped something about my own daughter's pathological avoidance of demands myself.

And I have spent many hours in meetings with parents discussing the relative merits, or not, of attributing labels to children. Essentially, does it matter if a child's behaviours have an identifiable name? Surely we want to move away from referring to children as ADHD, ASD, dyslexic or – as we have now – PDA, rather than looking properly at the child, at the layers of complex behaviours and addressing each one. Conversely, I know a diagnosis can lead to education, health and care plans, support, funding and help. It is a depersonalised cycle.

Despite more than 20 years in education, including a chunk as a Senco, I had not heard of PDA. It is best understood as being part of the autistic spectrum (people with PDA are driven to avoid demands and expectations; they have an anxiety-based need to be in control) and was first identified in the 1980s by Professor Elizabeth Newson. That it remains a relatively unheard of syndrome is partly the reason why Sherwin's daughter Mollie was misdiagnosed for years; that and some incredibly unprofessional attitudes from those paid to help. However, this is no fairytale and diagnosis did not lead to magical solutions.

The main thrust of the book is Sherwin's battle for her daughter. It chronicles the behaviours that her daughter exhibited from about 18 months onwards. She begins by outlining the key characteristics of the syndrome, enabling the uneducated reader to start piecing together Mollie's behaviour as it deteriorates throughout childhood.

Sherwin's narrative is direct, not overtly emotional, and it doesn't have to be. Reading about Mollie's obsessive behaviour, tantrums, offensive language and jealous rages, makes it clear that this really isn't about a naughty little girl. The effect of Mollie's behaviours on her family, particularly her mother, is

horrendous: loss of any semblance of a normal family life, leaving a job to home-school Mollie, mental stresses and periods of time as a virtual prisoner in her home. When Mollie's teaching assistant is signed off from school with stress, when Sherwin genuinely wrestles with the thought of putting Mollie into care, I could not fail to be moved.

What is not so shocking are the stories around Sherwin's interactions with various different agencies. When Mollie's school requests that her parents go to the doctor for support, they are instructed to go on a Triple P parenting course, a complete waste of time and money. Child and Adolescent Mental Health Services and the ASD diagnostic team fail to help; one psychiatrist even refuses to discuss Mollie after Sherwin's

previous disputes with her local health services and effectively "blackballs" her. She is left feeling like "a product on a conveyer belt", trapped in a system creaking under funding cuts, lack of understanding and not able to personalise the care.

It is only when, after one professional had already dismissed PDA as a made-up syndrome, Sherwin's educational psychologist suggests that the work of Professor Newson and Phil Christie (who also writes the introduction) might explain

Mollie's behaviours. It is at this point that light can be seen at the end of the tunnel.

Following her initial narrative, Sherwin moves on to very practical advice for other parents and professionals. Always very much rooted in her own experiences, she explores how to break the PDA cycle, interacting with others, diagnosis plus some very useful resources.

As if she has not shared enough with us, there are eight pages in the appendices that itemise every one of Mollie's PDA traits.

It is a fascinating and insightful book: the story of a loving family under intense pressure, of an unbreakable but fractured bond between mother and daughter, of a rare and unfamiliar syndrome that even those we trust most to help know little about. However, saying that, I wonder who the readership will be – it is clearly aimed at other families with children exhibiting PDA traits, although those numbers won't be excessive. I do hope that the book raises the profile of PDA, particularly amongst professionals, some of who let down one little girl very badly.



NEXT ISSUE
Pedigree: How Elite Students
Get Elite Jobs

Reviewed by Henry Stewart

SCHOOL DAYS REVIEW

2 + 3

Toby Young

Author and co-founder of several free schools

1. What did you like about school?

I went to more than half-a-dozen between the ages of 4 and 19. I liked my friends and the good teachers.

2. What did you dislike?

The institutional smell. The bullies and the bad teachers, often quite similar types. I didn't care for sport and found observing the rules quite hard, particularly concerning uniform and appearance – I once got sent home for turning up with a green streak in my hair.

3. What seems strangest to you about school when you look back?

The fact that so many of the teachers, particularly the senior leaders, were in hock to bad theory. I was educated in the state sector when progressive ideology was at its peak. How could so many people ignore the evidence right in front of their eyes? In time, it will become an interesting psychological case study, like Tulip Fever.



4. Who was your favourite teacher?

Mr Rice, my year 6 teacher. He put a star chart up at the front of the class and every time you did a good piece of work you got a star next to your name. The three pupils with the most stars at the end of the year got a prize. I'd never experienced anything like that before. Suddenly, I was motivated! I ended up coming third and my prize was a biography of Napoleon. I think he must have seen something in me.

5. If you could go back to school and give yourself one piece of advice, what would it be?

You can catch more flies with honey than vinegar. Actually, come to think of it, that would still be a good piece of advice for me today.

6. Would you prefer to be a school child then or now? Why?

Now. Teachers are more engaging. I look at the teachers my daughter has at the West London Free School and I'm envious. Back then, a good lesson was like watching a public information film. Today, it's like a Hollywood blockbuster.

7. What is the biggest problem in education today?

A shortage of senior leaders.

8. What is the solution?

Increase the professional status of teachers so it's at least equal to a lawyer or an accountant. A good start would be a three-year teacher training programme with the emphasis on mastering a particular subject. I wouldn't ban schools from employing teachers that didn't have this credential, but I hope they'd be paid less.

9. What would your ideal school of the future look like?

A non-selective Hogwarts – that is, if it continued to discriminate against Muggles in its admissions arrangements it would be reprimanded by the Office of the Schools Adjudicator.

Toby Young speaks at the Sunday Times Education Festival on June 18 and 19



A week in Westminster

Your regular guide to what's going on in central government

THURSDAY:

Nick Gibb told us, again, that secondary school pupils will be expected to take all subjects in the English Baccalaureate (EBacc) up to the age of 16. Unfortunately there aren't likely to be enough specialist teachers to take the classes (see page 6) and, as the government has continually told us for the past five years, teachers who have degrees in their own subject are better than those ported across ad-hoc.

As one person on Twitter pointed out, the policy is likely to lead to a Gibb's paradox where a greater focus on the subject actually leads to the quality of teaching going down.

FRIDAY:

A financial notice to improve has been lifted for The Education Fellowship Trust.

The Education Funding Agency seems to be content governors are no longer putting in £45,000 expenses claims and going on £20,000 trips to New York

(which prompted the financial notice to improve last year).

MONDAY:

Today was about Ofsted, Ofsted and some more Ofsted. Cue mandatory groans - but wait! Sir Michael Wilshaw unveiled a series of changes that look a bit like cosying up to all you haterz. (See pages 4 and 5).

Exceptional leaders will get a gold star – sorry, letter home (no really) – as a pat on the back for how they are doing. Turns out "autonomy" as a reward for hard work has gone right out the window.

As lovely as this all sounds, though, Sir Michael was keen to add that the rigour of inspections won't be changing "no matter how many brickbats are thrown at Ofsted and towards me".

Two thoughts here. One, what the hell is a brickbat? And two, don't be getting any ideas.

As if this wasn't enough edu-fun for one day, we were also treated to a Commons session of education questions. For the first time in ages there was a distinctive blue note among the clothing of the

government, and red on the backs of Labourites.

Nicky Morgan, however, bust trend and went for black, perhaps because she was in mourning for the days when she could get away with refusing to answer questions on how many academies were failing. You may remember that she was asked this six times recently on early morning television.

Luckily, *Schools Week* put the answer on our front page two weeks ago. Morgan is clearly a reader because she was handily able to tell everyone that there are 133 inadequate academies when asked. You're welcome, Nicky.

She was also pushed to reveal her definition on "coasting" schools – which will become eligible for takeover by academy chains. She again said she would wait until the bill had progressed further through Parliament. Week in Westminster has heard that drafting is not going well.

TUESDAY:

In her role as Equalities Minister, Morgan today spoke at the Fortune Most Powerful

Women Conference. Asked about Sir Tim Hunt, the scientist who said that women should be in separate laboratories to men, Morgan said that he ought to remember the old adage: "If you can't say something nice then don't say anything at all" but.....

WEDNESDAY:

During an opposition day debate on skills and growth it was a tricky day for shadow education secretary Tristram Hunt. First Morgan threw her own rule about only saying nice things right under the bus and reminded everyone of Hunt's BBC Question Time appearance: "He collects people he wishes to offend – such as nuns!"

And then the speaker, John Bercow, reminded Hunt that he needed to make his comments shorter. Like a sullen year 8 ready to tell you that another pupil was also talking, Hunt pointed out that the speaker's comments were also somewhat long. Bercow responded like a sparky year 10: "Just make it pithy, mate".

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Essex team nets top prize - again



Greensward Academy's girls' basketball team the national schools champions

Greensward Academy's under-16s girls' basketball team slam-dunked their way to victory again at this year's national schools' champion.

Competing in the final at the University of East London, the Essex team kept up their winning reputation, losing just one game in the past five years.

The school won the same title last year and has been in the national finals for the past four years.

Teacher Martin Stevenson said the school

identified the talents of the girls when they were in year 7, encouraging them to join local basketball team, Southend Swifts.

"As a result of their training with the club and some playing for England, they [the girls] have been able to share their knowledge and skills with the rest of their school team. They bring out the best in their teammates," he said.

"These girls have been outstanding. They have unbelievable talent."

Another brick in the wall...

Pprimary school pupils are building up their knowledge of construction techniques after a lesson put on by their neighbouring college.

The year 5 and 6 children at St Andrews C of E Primary School, Warrington, took an interest in the techniques after reading "The Three Little Pigs" at school.

They visited Warrington Collegiate and built their own model houses of straw, timber and brick – and then put them to the test.

Pupil Amber Conlon said her favourite part was making the house out of lollipop sticks while friend Miya Wood said she enjoyed squashing bricks on to the wall that they built with help from college construction lecturer Andrew Atkin.

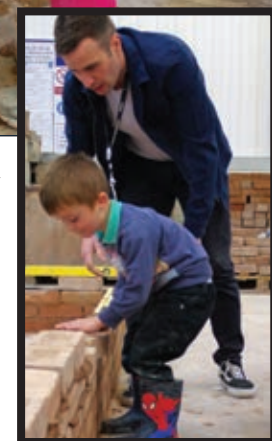
St Andrews teacher Andrea Gorman said: "We wanted the children to be able to have a real life experience in a different environment and to be able to work with other adults."

The visit ended with a tour of the workshop to teach the children about machinery, tools and equipment used in the construction industry.



Laila Jablonskaite lays down the bricks with lecturer Andrew Atkin

Inset: Tyler Hall with Andrew Atkin



Website highlights links between London's schools

FEATURED

A digital resource to showcase partnerships between state and independent schools across London has been launched.

Funded by the Mayor of London, the London Brokerage platform will allow visitors to find out which schools are working together in their local area.

The site currently involves 120 state schools and is searchable by partnership type and subject, ranging from "STEM to sport, Oxbridge workshops to career fairs, enrichment and raising aspiration".

Developed by education charity Generating Genius, the website will also feature partnership hubs in which heads and senior staff will discuss how they set about linking up with independent schools and what they have gained from the relationship.

Generating Genius' chief executive Tony Sewell, who also chaired the Mayor's 2011 education inquiry, said: "The Berlin Wall between the state and independent sectors has well and truly been razed to the ground in London.

"For the first time we can see

the extent of the work going on between schools and colleges in the capital.

"Far too little is known . . . there's no single source of data on the subject. We should be singing about it from the rooftops. With this new online platform, we're starting to put that right."

Speaking to more than 100 teachers and heads at a launch at City Hall last Tuesday, deputy mayor for education and culture Munira Mirza said: "The London Brokerage embodies the idea that teachers working together is the best way to achieve improvement [in schools]."

She said she has met with teachers involved in the partnerships and "the meeting had gone on twice as long as scheduled. It was fascinating to hear how much they'd learnt [from one another]."

"Partnerships between independent and state sectors are not a one-way process. This [the Brokerage] is a genuine two-way partnership."

Visit

www.thelondonbrokerage.co.uk/
to use the platform



Generating Genius' chief executive Tony Sewell

Contest aims to get 'em young



One of the three victorious teams from Tycoon in Schools 2014, Ethical Print

Pprimary pupils can now enter the Dragons' Den for the first time.

Tycoon in Schools, an annual enterprise competition run by "Dragon" Peter Jones's charity foundation, challenges pupils to set up their own companies.

Each team submits a detailed business plan and is given a loan of up to £1,000. Team members then have to generate as much profit as possible during a set trading period.

This year, it is open to primary as well as secondary schools.

Foundation chief executive Alice Barnard said: "After the incredible success of Tycoon in Schools 2014, we are more excited than ever. We encourage as many schools as possible to get involved and reap the benefits of this practical experience.

"We opened it to primary schools so that we can share the rewards of enterprise education with younger children."

Last year's top prize was split between three finalists at a ceremony at Buckingham Palace this March.

Visit www.tycooninschools.com/
registration-interest to sign up

MOVERS & SHAKERS

Your weekly guide to who's new and who's leaving

Graham Stuart is the new vice chairman of the fair funding for schools campaign, f40.

The former chair of the education select committee follows Worcester MP, Robin Walker, who has been appointed parliamentary private secretary to education secretary Nicky Morgan.

Mr Stuart, 53, resigned from the education committee to put himself forward as chairman of the culture, media and sports select committee.

Fair funding for schools is one of his main interests. "I am determined to see that this government delivers on its manifesto promises, namely to base-line the extra £390 million funding provided to the poorest funded local authorities for 2015-16 and to introduce a new national funding formula as soon as possible."

He says the existing funding model has "no rationale" and is "clearly unfair".

F40 is a group of education authorities in England in which government-set cash allocations for primary and secondary pupils are the lowest in the country

Mr Stuart was elected as Conservative MP for Beverley and Holderness in 2005.

His current success stems from initial failure. He failed his law degree at the

University of Cambridge after he started a magazine company – called "What's On in Cambridge" – which spiralled from its set up, leading to him becoming a magazine publisher.

Wendy Baxter will lead Birmingham's Ark Chamberlain Primary Academy, currently Oldknow Academy, when it joins the Ark network in September.

Formerly headteacher of Meadstead Primary Academy in Barnsley, Mrs Baxter took up her post on June 1.

Oldknow was one of five schools put into special measures last April after allegations in 2014 of an Islamic plot to take over several schools in the city. It was downgraded from an outstanding rating.

She says she will concentrate on ensuring "first and foremost that every pupil can do the basics – reading, writing and mathematics" when she takes over.

"Coupled with that, the pupils will also get the chance to experience a wide variety of social and cultural opportunities to enable them to become fully participating global citizens."

Mrs Baxter graduated with a business studies degree at Hull University, before completing a PGCE.



Graham Stuart



Wendy Baxter



David Blunkett

She says she became a teacher "for all the wrong reasons" – including the "long holidays".

"Little did I know then that long holidays are a myth as you don't stop working just because the children have."

David Blunkett is the new chair of the academy network David Ross Education Trust. The 68-year-old, who ended his 28-year tenure as Labour MP for Sheffield Brightside at this year's general election, says that he joined the trust for the "opportunity to help shape policy and collaborative improvement and directly impact the education of more than 10,000 young people.

"Education has always played a vital part of my time in public office, and my involvement in the sector is something I wanted to focus on since standing down as an MP," he says.

He was elected to Westminster in 1987 after nearly 20 years as a Sheffield councillor, becoming shadow education secretary in 1994.

Mr Blunkett was the first education secretary to have been educated in a comprehensive schools when New Labour came into power in 1997.

Blind at birth, he graduated in 1973 from the University of Sheffield with a BA in politics.

If you want to let us know of any new faces at the top of your school, local authority or organisation please let us know by emailing news@schoolsweek.co.uk

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EEF HEAD RECEIVES ONE OF

KNIGHTS

SOPHIE SCOTT
@SOPH_E_SCOTT

More than 70 people, including headteachers, heads of academy chains, education charity bosses and governors, were recognised for their services to education in last Friday's Queen's Birthday Honours.

Three were made Commanders of the British Empire, 22 Officers of the Order of the British Empire and 35 Members of the Order of the British Empire. Seven were awarded the British Empire Medal.

Kevan Collins, chief executive of the Education Endowment Foundation (EEF), Nick Weller, the executive principal of Dixons Academies in Bradford, Michael Davis, chair of the Prime Minister's Holocaust Commission and Tom Jeffery, the director general of the Department for Education's (DfE) children's services and departmental strategy directorate, were all knighted.

Sir Nick's academy trust runs seven schools in Bradford. His honour came at the end of a week in which a pupil of one of its schools was charged with attempted murder of a teacher.

Dr Collins, 54, started teaching in the 1980s in Tower Hamlets. The EEF boss also appeared on Channel 4 show *Undercover Boss* in his role as then chief executive of the



Kevan Collins

London Borough of Tower Hamlets.

He became chief executive of EEF at its launch in 2011.

He said: "I am honoured to receive this recognition. Since starting out as a primary teacher in the East End of London, I've been privileged to work with many fantastic organisations and people dedicated to improving education for children and young people.

"Through my work with the EEF, it's been a joy to witness the collective will of schools up-and-down the country to tackle the massive issue of educational inequality in our system and improve outcomes for children from disadvantaged communities."

Sir Thomas has been director general at the children's services department for 11 years and was part of the team responsible for the establishment of 3,500 children's centres to support disadvantaged families. He recently oversaw the Children and Families Act 2014.

CBE



Diana Owen

Diana Owen, the chief executive of Nottingham's LEAD Academy Trust, is the only woman from the schools sector to receive a CBE.

Ms Owens, a national leader of education since 2008, was the headteacher of Huntingdon Primary School for 14 years – a school which is now part of the LEAD trust. During her time at the helm, she led the school from special measures through to two consecutive outstanding Ofsted judgments.

Ms Owen said: "I feel so honoured to receive the award. The success of the LEAD Academy Trust is down to a lot of people's hard work, determination and commitment to provide a high quality education for all the children in our schools.

"I will be dedicating the award to everyone who is part of the trust."

Other CBEs for services to education

were awarded to Hamid Patel, the head of Tauheedul Education, and Francesca Sulke, Lewisham Council's executive director for children and young people.

Ms Sulke led the department when its safeguarding and looked after children's services were rated as outstanding by Ofsted in 2012. She is now standing down from her role.

Blackburn-based Tauheedul Education is a multi-academy trust that runs a number of academies and free schools. Tauheedul Islam Girls' School in Blackburn and Darwen last year achieved a 96 per cent A to Cs pass rate at GCSE, the highest for pupils on free school meals.

Mr Patel is also a national leader of education. Before Tauheedul, he was the director of strategy, change and external relations at Bradford College.

OBE

Peter McPartland, 62, the headteacher of Trinity Special School in Dagenham, received an OBE.

He said: "I was very proud, surprised, a little embarrassed and a little guilty because I know that OBEs are awarded on the strength of many other people who have supported me in my work.

"I'm very proud to represent the special schools service in this way. I represent the work of many hard-working pupils, parents and staff and it is an honour to accept this

award on behalf of them."

Dayo Olukoshi, the principal of Brampton Manor Academy in East Ham, London, also received an OBE.

"For me, the reward I get from helping to make a difference to the life chances of the young people and families that I have been fortunate to work with over the years is more than sufficient," he said.

"This award is for Brampton Manor Academy. We are also reminded that our job is not yet done."



Peter McPartland



Dayo Olukoshi

FOUR KNIGHTHOODS



MBE

John Vincent and Henry Dimpleby were recognised for their efforts to improve school meals.

The co-founders of the Leon restaurant chain led a government-commissioned independent review of school food, published two years ago.

Mr Vincent said: "There are many people who have thrown themselves behind the school food plan. Most importantly the headteachers and school chefs across the country.

"There are also many others who contributed their passion, positivity and expertise in creating the plan, and I have written a thank you to many of those on the Leon website.

"I am really chuffed to have been awarded an MBE and just as happy about the amount of messages we have received congratulating us – I hope everyone involved recognises that this is a tribute to all of our collective efforts.

"Let's use it as a reminder that we have done much, and that there are many more exciting things ahead of



Henry Dimpleby and John Vincent

us. Children are already happier and healthier as a result of what has been achieved, let's use this positivity to do much more."

Their report formed the basis of revised rules on school dinners in England, brought in earlier this year.

Mr Vincent also thanked people from across the political spectrum who had the "vision and determination" to improve "the life chances of children through school food".

BEM

A choirmistress who has worked at the same school for 40 years and has led hundreds of girls through singing competitions was awarded a British Empire Medal.

Debbie Lammin (pictured), 59, became a choirmistress when she was 19. She led the girls' choir at Mayfield School, south London, where she had also been a pupil, and continued when Mayfield closed and became Burntwood School nearly 30 years ago.

During her tenure, the choir has recorded film scores at Abbey Road and Pinewood studios, the girls have reached the final of the National Festival of Music for Youth, been successful in both the Choir of the Year competition and the BBC *Songs of Praise* Competition, and twice represented England at the International Eisteddfod in Llangollen.

Mrs Lammin, who trained at the Royal



Academy of Music, said: "It is lovely to be recognised in this way. What is nicest is knowing that people value what you do. I am quite surprised how touched I really am."

QUEEN BIRTHDAY'S HONOURS LIST - 2015

KNIGHTS BACHELOR

Dr Kevan Arthur Collins
Chief executive
Education Endowment Foundation

Michael Lawrence Davis
Chair
Prime Minister's Holocaust Commission

Thomas Baird Jeffery, CB
Director general
Department for Education, Children's Services and Departmental Strategy Directorate

Nicholas John Weller
Executive principal
Dixons Academies, Bradford

CBE

Diana Owen
Chief executive and trustee
LEAD Academy Trust

Hamid Patel
Chief executive
Tauheedul Education

Francesca Sulke
Executive director
Children and Young People, Lewisham, London

OBE

Sarah Louise Bailey
Executive headteacher
Queensbridge Primary School, De Beauvoir School and Mapledene Children's Centre, Hackney

Donna Barratt
Headteacher
Glebe Primary School, Harrow

Professor Christopher John Budd
Professor in Applied Mathematics
University of Bath

Elizabeth Bull
Headteacher
Slated Row School, Milton Keynes

Patrice Canavan
Headteacher
Oaklands School, Tower Hamlets, London

Lauren Costello
Executive headteacher
The Federation of Moredon Primary and Nursery School and Rodbourne Cheney Primary School, Swindon

Lesley Jean Davies
Council member and education trustee

NACRO

Sharon Lesley Gray
Headteacher
Netherfield Primary School, Nottingham

Andrew Stephen Griffiths
Headteacher
Ellowes Hall Sports College, Dudley, West Midlands

Jack Hatch
Headteacher
St. Bede Church of England Primary Academy, Bolton

John Hamilton Henderson
Executive headteacher
White Woods Multi Academy Trust, Rotherham

Kevin Hollins
Principal
Knutsford Academy, Cheshire

Georgetta Elaine Holloway
Director
The Central Learning Partnership Trust and Headteacher, Heath Park Academy, Wolverhampton

Sally Elizabeth Jaekle
Early Years Services manager
Bristol City Council and Senior Adviser, South West National Strategies

Colin Alexander Kinnear
For services to the Arts and Education in Worcestershire

Desmond Paul Lambert
Principal
Plumpton College

Thomas Mannion
Headteacher
St. Aloysius College, Islington

Peter Joseph McPartland
Headteacher
Trinity Special School, Barking and Dagenham

Dr Dayo Olukoshi
Principal
Brampton Manor Academy, East Ham

Elizabeth Seers
Headteacher
Heaton School, Stockport

David Mark Sellens
Headteacher
Thomas Jones Primary School, Kensington and Chelsea

Margaret Anne Walpole
Headteacher
Paddock School, Wandsworth

John Woodward
Chief executive officer
Busy Bees Group

MBE

Raymond Barker
Chair of governors
Honilands Primary School, Enfield and director, British Education Supplies Association

Sharon Bell
Manager
Broadwater Children's Centre, Stevenage

Alice Jane Bennett
Principal
Madresfield Early Years Centre, Worcestershire

Jennifer Susan Boyd
Headteacher
Rosewood Special Free School, Southampton

Patricia Carroll
Operations manager
Peterlee Contact Centre, HM Revenue and Customs

Suzanne Chambers
Partnership Headteacher Tutor
University of Cumbria, Lancashire

Dorothy Alma Clark
For services to Education and to the community in Surrey

Clare Collins
Chair of governors
Weyfield Primary Academy, Surrey

Christine Jane Cook
School inclusion manager
Hayes Primary School

Emma Louise Cravitz
Educational Psychologist
London

Linda Helen Crawley
Chair of governors and proposer
Alban City School

Henry Dimpleby
Restaurateur
School Food Plan

Derek Esp
Hinton St George and Yeovil, Somerset

Julia Elizabeth Grove
Chair
Free Church Education Committee

Robert Michael Hadfield
Chair of governors
Crampton Primary School, Watworth, London

Kathleen Rebecca Harker
Basic skills development manager
Ministry of Defence

Bernadette Susan Holmes
Teacher and modern languages education advocate
Ipswich

Louise Marie Hough
Assistant head of service resonate
Liverpool's Music Hub

Elizabeth Sinclair-House
West London

Lynn Margaret Jones
Assistant Principal
Ormiston Sir Stanley Matthews Academy, Staffordshire

Peter Kessler
Founder and chair of governors
Eden Primary, Muswell Hill, London

Claire Louise Layland
Special educational needs teacher
Plymouth

Donna Marie Lewis
Head of consolidation and financial reporting
Education Funding Agency

Robert Sidney Love
Local authority governor
Morden Mount Primary School, Greenwich

Jean Lesley Lewis
Chair of governors
Ashmount Special School, Loughborough.

Ann McDonald
Voluntary trusts secretary
The Mary Budding Trust

Heather Ann Ogburn
Founder
HMS Heroes

Aileen Margaret Parry
Chair of governors
Oaklands School, Cheshire

Alison Mary Pendle

Founder and committee member
West Wiltshire Portage Service

David John Henry Pickthall
Music teacher
Brentwood School, Essex

Garry Douglas Reed
Headteacher
Swimbridge Church of England Primary School, Devon

Frances Mary Rodgers
Founder
Rodett Playgroups, London

Roy Simpson
Durham

Rosemary Mantia Campbell-Stephens
Educator consultant
Equality and diversity leader and leadership trainer, Birmingham

John Alexander Vincent
Restaurateur
School Food Plan

Sheila Williams
Volunteer
Petts Wood Playgroup, Kent

BEM

Helen Mary Ayling
Vice-chair of governors
Uplands School, Sandhurst

Elaine Lilian Ferry
Dance teacher and principal
Three Spires Dance School, Coventry

Caroline Estella Fowke
Governor
Sheldon School, Wiltshire

Claire Judge
Volunteer
Development committee, Ashurst Wood Community Pre-School

Deborah Alison Lammin
Choir mistress
Burntwood School Chamber Choir, London

Anne Robson Lloyd
Drama teacher
Fenham, Newcastle upon Tyne

Glenda Mee
Teaching assistant
Impington Village College, Cambridgeshire

TO TAKE A

GIANT STRIDE

NOT JUST THE NEXT STEP

IT TAKES TECHBAC

TECHBAC: CREATING NEW ROUTES TO UNIVERSITY AND BEYOND

TechBac was created to offer a genuine alternative to traditional academic routes such as GCSE and A-Levels, to create more opportunities and to open doors for young people. It is a gold standard curriculum designed with employers to enable learners to develop the technical and professional skills needed to progress from Further Education to an apprenticeship, into university or straight to the modern jobs market.

UCAS has recently recognised TechBac as a clear route to university, awarding vital admissions points to the new level 3 technical qualifications that sit within this innovative programme. We believe this signifies a step change in the range of options available to young people in the UK.

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TO FIND OUT WHY IT TAKES TECHBAC VISIT TECHBAC.COM

JOBS

ACADEMY IMPROVEMENT MANAGER

Yorkshire (0.6 FTE, permanent contract)

Salary: £65k FTE

Start date: as soon as possible



The **co-operative** academies trust

The Co-operative Academies Trust is at an exciting stage of its development and is looking for a high profile Academy Improvement Manager with expertise in the primary phase to lead on co-operative approaches East of the Pennines.

This key strategic position will work closely with academies to support, challenge and secure improvements for students. The role is both hands-on and strategic, and requires a commitment to the co-operative values, effective communication, open mindedness, equal opportunities and diversity. Knowledge of effective school improvement strategies across both phases

will be key, and prior experience of supporting the primary phase essential. In addition, experience of successfully managing services within a complex local or national government environment would be an advantage.

The role is field-based with regular travel to the trust's office based at The co-operative Group's HQ at 1 Angel Square, Manchester and to our academies in the Leeds area. A willingness to support the trust in developing academies across the north is also essential.

Closing date: midday, Friday 26 June 2015

Interviews: Monday 6 July 2015

For more information about this role please contact our recruitment consultants Rahma Mohammed or Aaron Ashton on 020 3194 3064 (TES Prime).

To find out more about the Trust and see other vacancies please visit <http://co-operative.academy>

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

Principal Designate Waltham Forest

Dates: Apply by 25/06/2015, Job start 1st January 2016

Salary: Competitive – negotiated to attract the best candidate

Location: London

Contract type: Full Time – pending completion of funding agreement formalities

Contract term: Permanent

The Lion Academy Trust are opening Barclay Secondary Free School – a non-denominational, 8FE 11-to-19 free school opening September 2016.

If you believe in a “no excuses” culture for getting the best possible outcomes for young people and have the drive and ambition to match ours in terms of precision, impact and leading through the pursuit of excellence, we want to hear from you.

Based in NE London and currently comprising four primary schools, Lion Academy Trust is seeking to appoint a highly motivated and experienced Principal Designate to lead the opening of this new free school and work with this high performing Trust to harness the outstanding performance at the primary phase and continue and extend this through the secondary phase and beyond. With the site of the new school to be based in the Waltham Forest area (or surrounds), Barclay Secondary Free School will be the next step in linking our existing partnerships with organisations such as Samsung, Google and the Institute of Education to ensure local children and their families have access to the outstanding education they deserve.

If you are someone with high aspirations and energy and the drive and ambition to be at the vanguard of leading our first (and most critical) step into the secondary sector, please get in touch to demonstrate how your exemplary track record and passion can turn our vision into reality.

Application Deadline: 25th June 2015

Interviews: 6th and 7th July 2015

For further details about the application process and interviews, please contact Marie Dowling, Trust HR Co-ordinator on 0208 539 6777 or Justin James, Chief Executive Officer at Justin@lionacademytrust.net



lionacademytrust.net to discuss the role further. For more information about Barclay Secondary Free School – please visit www.barclaysfs.net.

Lion Academy Trust was founded in 2011 and comprises of Barclay Primary, Sybourn Primary, Thomas Gamuel Primary Schools (in Waltham Forest) and our most recent addition, Brook House Primary School – a free school brokered into the Trust in August 2014, in Haringey. The mantra of a “good or better lesson” every day is the core of how we work, linked to the firm belief that context and environment are not excusing conditions for poor performance.

The Trust is in dialogue with the Department and Regional Schools Commissioners about extending the provision and ethos through our qualified capacity to turn failing schools around – and this ambitious agenda is reflected in our successful application to launch a secondary school based on our existing c2,500 pupils and their families demanding better quality education at all phases.

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to full references, safeguarding and medical checks.

Lion Academy Trust is a company limited by guarantee, registered in England and Wales (Company number 08171341) Registered Office: Lion Academy Trust, 155 Canterbury Road, Canterbury Road, Leyton, London. E10 6EJ. www.lionacademytrust.net



PRINCIPAL - REQUIRED JANUARY 2016

The Directors of The Bishop Cleary Catholic Multi Academy Company

Wish to appoint a Principal to lead St Teresa's Catholic Primary Academy

(ISR: L14 -L20, £52,653-61,013)

(+ a generous relocation package, if required)



St Teresa's Catholic Primary Academy

Part of the Bishop Cleary Catholic Multi Academy Company

Bishop Cleary Catholic Multi Academy Company, a company limited by guarantee in England and Wales (company number 08578428) whose registered office address is Compton Park, Wolverhampton, WV3 9DU

St. Teresa's



Catholic Primary

Malins Road, Parkfields, Wolverhampton, WV4 6AW
Telephone: 01902 558862 Fax: 01902 558863 Email: StTerasas@Wolverhampton.gov.uk

We are seeking to appoint a committed practising Catholic who will be an inspirational leader of this popular academy that is rated as "Good" by Ofsted.

We are looking for a person who:

- Has a strong Catholic Faith and has a clear understanding of leadership within Catholic education.
- Has a proven track record as an outstanding practitioner.
- Has the highest expectations and will inspire, challenge and encourage staff to achieve the best outcomes for pupils, enabling every child to reach their highest potential.
- Will nurture and further develop our strong Catholic ethos and community spirit.
- Has the ability and ambition to raise standards, moving the Academy to "Outstanding".
- Will maintain and develop the Academy's role within the Multi Academy Company.
- Will continue to develop collaborative partnerships with parents, the parish, the wider community and the Diocese in preparing pupils to live and work in Modern Britain.

We can offer:

- The opportunity to lead an individual Academy within a Catholic Multi Academy Company with supportive Directors and Academy Committee members.
- Opportunities for collaborative work in partnership with other Academies in the company.
- Continuing Professional Development both within the Catholic Multi Academy Company and externally.
- Pupils who are enthusiastic, confident, happy and well-behaved and dedicated and committed staff, eager to build on our high standards.
- A strong faith community.
- This post is subject to an Enhanced Disclosure and Barring Service check.

For more information or for an application pack, please contact Mrs M. Cutter Personnel Administrator, at the company head office: (c/o St Edmund's Catholic Academy; Compton Park, Compton Road West, Wolverhampton, WV3 9DU or call 01902 558888 x153). Application packs can be accessed via our Academy website www.st-teresas.org Please return completed applications to Mrs M Cutter by post or email to mcutter@stedmunds.org Visits to the Academy are strongly encouraged. Please telephone to arrange a suitable time.

Closing Date: 12 noon on Monday 29th June 2015.

Interviews will take place on 10th July.

St Teresa's is part of the Bishop Cleary Catholic Multi Academy Company. You can find out more about the Bishop Cleary Catholic Multi Academy Company at: bccmac.co.uk

ACADEMY TRUST

YORK STREET, LUTON, LU2 0EZ



EDUCATION DIRECTOR

BEDFORDSHIRE

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A brilliant opportunity to play a leading role within a new stand-alone multi-academy trust

The Academy Trust has, until recently, been sponsored by Barnfield College. However, we became a stand-alone Trust from 1 March and under new leadership we will soon adopt a new name and brand. Our ethos is simple: we will make the most of our unique family of schools to give every child the best possible opportunity to flourish and develop into a decent, disciplined, well-educated and employable young person.

We would like from you:

- Substantial leadership experience and a track record of improvement and impact.
- Experience likely to be gained as a successful Headteacher/Principal/Executive Principal or in a significant wider role in a multi-academy trust, the DfE or Ofsted, for example.
- The determination and confidence to strive for, and achieve, great outcomes for the Trust.
- To play a key role in promoting and developing partnership and collaboration between academies that makes a real difference to how well students achieve.

We can offer you:

- A unique family of schools: 2 primary, 2 secondary, a Studio School and a Sixth Form.
- Fantastic young people who are "eager to learn and exemplary in their attitudes to their work" (Vale Academy Ofsted, 2014) and who are "hugely proud of their Academy" (West Academy Ofsted, 2014).
- The chance to join a new multi-academy trust that is going from strength to strength.
- A role where you can make an impact and develop your leadership skills

For further information and to return completed applications please contact:

Kevin Martin, Human Resources Manager, Barnfield Academy Trust, York Street, Luton, LU2 0EZ.

E-Mail: academyrecruitment@barnfield.ac.uk

Tel: Kevin on 01582 569672

Visits to the Trust and conversations with the Chief Executive are warmly welcomed.

Closing Date: 9am on Monday 29 June 2015 | Interview Date: 7 July 2015

The Academy Trust is committed to safeguarding. This post is subject to an enhanced DBS check.

Chief Executive: Andrew Cooper



HEAD OF GOVERNANCE

SALARY: CIRCA £35,000 PER ANNUM DEPENDENT ON EXPERIENCE

LOCATION: CENTRAL BIRMINGHAM

CLOSING DATE: JUNE 30TH 2015

ABOUT OAT

Ormiston Academies Trust (OAT) is a not-for-profit academy trust, sponsoring 31 primary and secondary academies around the country. Our vision is for all young people to have the highest academic, social and practical skills to allow them to lead a fulfilling life.

We're a friendly team passionate about the development of young people. We offer a generous holiday allowance and our Birmingham office is located in an easily accessible building with excellent transport links.

ABOUT THE ROLE

We are looking to appoint an experienced Head of Governance to lead the development and implementation of our governance systems.

The purpose of the role is to support our academies with the provision of high quality advice and guidance whilst ensuring the trust remains compliant in its responsibilities for governance both from a single site and multi academy trust perspective.

The role will be both operational and strategic, driving the direction and performance of the governance of our

academies and the Trust. It will be critical that you keep up to date on legislative matters and drive the relevant changes to ensure operational compliance. The ability to communicate effectively and all levels is essential.

In conjunction with the Governance Co-ordinator you will ensure that quality service and support is provided on a day to day basis, monitor the governing bodies performance, provide statistics and data for the Trust, maintain the information held on the website, provide access to training, support the recruitment of new governors, keep up to date with relevant legislation and facilitating the sharing of this with the academies.

This is an exciting time to join us at OAT and help shape the provision that we offer to our family of academies.

ABOUT THE SUCCESSFUL CANDIDATE

The successful candidate will be an experienced Head of Governance with the knowledge to develop and implement governance systems.

You will have lots of drive and enthusiasm and possess the ability to look for the best ways to deliver services to enable quality performance from teams of governors.

HOW TO APPLY

If you are interested in the post please visit our website for a full Job Description and application form www.ormistonacademiestrust.co.uk/vacancies/oat_head_office

Please return completed applications to recruitment@ormistonacademies.co.uk by the closing date of June 30th 2015.

If you would like to find out more about the role please contact Carmel Brown, Director of People and Projects via carmel.brown@ormistonacademies.co.uk or telephone 0121-262-4717

OAT is committed to safeguarding the welfare of children and young people and expect all staff to share this commitment and work in accordance with our child protection policies and procedures. All posts are subject to an enhanced DBS check.

The Hurst Community College Business Manager



BRIMPTON ROAD, BAUGHURST, TADLEY,
HAMPSHIRE, RG26 5NL

☎ 0118 9817474

NOR APPROX. 950

ROLE PROFILE 02453 (GRADE H £44,424-£49,998 PA)



We are looking for an experienced and dynamic colleague to provide strategic leadership to our support services.

Key functions include financial accountability and income generation.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please telephone or e-mail the school at adminoffice@hurst.hants.sch.uk for an application pack.

Closing date: 2 July 2015

Interviews to be held: 13 July 2015

Fixed-term 0.80fte Teacher of French Full-time Learning Leader for Modern Foreign Languages



We are looking for either a fixed-term 0.80fte Teacher of French for the period 1 September 2015 to 31 December 2015 or a full-time Learning Leader for Modern Foreign Languages to start either 1 September 2015 or 1 January 2016 to teach French from KS3 to KS4. Ability to teach KS3 Spanish would be desirable. If you apply for and are successful in securing the role of Learning Leader for MFL, the TLR awarded for this responsibility will depend on experience to be negotiated after the interview process.

We are looking for:

- An outstanding practitioner who has high expectations for their students
- Someone with enthusiasm and energy
- A person with focus and drive who will be 100% committed to helping all students reach their potential

Visits to the school are welcomed and encouraged

What can we offer you?

- A chance to be at the forefront of educational development.

- A beautiful, rural environment situated approximately 12 miles from the coastal city of Brighton and Hove.
- A College with a positive ethos, motivated students and focus upon learning.
- Excellent induction, support and staff development opportunities

Please note that due to the need to appoint for September, applications will be considered on receipt. The college reserves the right to appoint at any stage of the process.

For full details and an application form, either download directly from our website: www.ringmeracademy.org.uk or contact Faye Harwood, Personnel and Administration Assistant on 01273 815449 or e-mail: jobs@ringmeracademy.org and quote job reference number: P/307. We offer a first class working environment with supportive colleagues and opportunities for career development.

Ringmer Community College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance.

Deadline: 3 July 2015

Interview date: 10 July 2015

TEACHFORINDIA



ARE CURRENTLY RECRUITING:

MANAGER, TRAINING AND DESIGN:

The Manager of Training and Design impacts all Staff, Fellows and children in Teach For India classrooms by driving and overseeing the design of excellent training tools, resources and assessments. He or she will develop an expertise in instructional coaching and leadership through a continuous focus on creating tools and resources to develop Staff and Fellows. With the Training & Impact team, the Curriculum & Design manager works towards building and empowering our Program Staff as leaders for education.

PROGRAM MANAGER:

The Program Manager role is integral to reaching Teach for India's vision. Each Program Manager is responsible for coaching, managing and developing a team of Fellows. Their primary role is to maximize each Fellow's leadership growth as we strive to build the movement of leaders that will end educational inequity. Throughout the two year Fellowship, Program Managers will support and guide their Fellows as they work to place over 500 children on a different life path. The Program Manager role is suited for those who wish to make a critical impact on students, schools and Fellows across our cities, want to increase their vision-setting, strategic thinking, planning, curricular planning, adult training, team building, coaching and managing, influencing, motivating and instructional skills, and are energized by working with an urgent, collaborative and high-achieving team.

MANAGER, CITY ALUMNI AND GOVERNMENT RELATIONS:

The Alumni Impact & Government Relations Manager will play a crucial role in unleashing the potential of the Teach For India Alumni community in Mumbai and leveraging key influencers in the government for the purpose of increasing Teach For India's impact in Mumbai. This individual will lead Teach For India's advocacy initiatives with the Municipal Corporation of Greater Mumbai in order to ensure sustainable systemic change. The Alumni Impact & Government Relations Manager will be the champion of our long-term theory of change and our ambassador to the Government. This individual will work to deepen our understanding of the local educational landscapes in order to craft a contextualized city-specific vision & strategy to catalyse action towards educational equity in Mumbai by leveraging Teach For India alumni network and the local Government. The Alumni Impact & Government Relations Manager will monitor and evaluate city-specific interventions and programs to direct future action.

For more information and to apply,
please visit www.teachforindia.org/careers
or contact Venil Ali on venil.ali@teachforindia.org

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“ Along came *Schools Week*. What a difference! This is the paper for me. Just the right size, excellent content by great journalists, real people from across the world of education sharing their views and lots of suggestions on where to go if you want or need more information or different viewpoints. I do not always agree with everything, particularly some of the book reviews, and I probably would not read it if I did! We teachers are contrary like that. But I love the fact that it embraces all perspectives, is fair in its reporting and analysis and brings me the very latest in “breaking” education news. It is fearless, fresh and honest. It makes me feel part of a community of professional thinkers that I want to get to know better. I also won a mug! And some sweets that I binged.”

Carmel O'Hagan – PGCE course tutor



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Ross McGill – Deputy Headteacher at Quintin Kynaston

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“ I don’t just read *Schools Week* because it has an unrivalled nose for the sort of education news story that I need to know about. Its features, reviews and expert pieces keep me up to date and make me think more deeply about the education issues of the moment. *Schools Week* is sharp, smart and sassy and I wouldn’t be without it. ”

Rachel Gooch – @Schoolduggery, prolific edu-tweeter

“ What *Schools Week* is to me is access to the best thinkers in education through their insights, book reviews or list of blogs it keeps me up to date with education news; it asks the questions that we want answered by policy makers; but is not afraid to challenge ingrained thinking of educationists themselves. It is now my first point of call for education news.”



Liam Collins – Headteacher, Uplands Community college

S WEEK

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Anastasia De Waal – Head of Education at Civitas

“ I probably shouldn’t admit this, but *Schools Week* is the only newspaper I routinely read cover to cover. It does two things I love: proper old-style investigative journalism and beautiful data analytics. Both these things hold the government to account in a way that no other education journalism currently does.”



Rebecca Allen – Head of Datalab



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SCHOOLS WEEK Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

				8	9	7		
3		6		4				2
	2			6				5
		2				7	4	9
	3							
4	1	7						
			1		5		2	
2			6	4		3		
	7		2				8	

Difficulty:
EASY

				5				
		9		6		8		
	5		8			9	3	
4								6
9	8						5	
7					2			
5	1							9
		3		5		7		
		8	2	9	1			

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

9	2	8	5	1	3	4	7	6
5	7	3	8	6	4	2	9	1
6	1	4	2	7	9	5	8	3
3	5	7	4	2	8	1	6	9
2	8	6	1	9	7	3	4	5
1	4	9	6	3	5	8	2	7
8	6	2	7	5	1	9	3	4
7	9	1	3	4	2	6	5	8
4	3	5	9	8	6	7	1	2

Difficulty:
EASY

5	3	6	4	7	8	1	2	9
8	1	4	9	2	6	7	5	3
9	7	2	1	5	3	8	6	4
4	2	9	3	1	5	6	8	7
7	8	3	6	4	2	9	1	5
6	5	1	7	8	9	3	4	2
1	6	7	5	3	4	2	9	8
2	9	5	8	6	7	4	3	1
3	4	8	2	9	1	5	7	6

Difficulty:
MEDIUM

Spot the difference
to WIN a **Schools Week** mug



What's the caption? tweet a caption @schoolsweek



Spot five differences. First correct entry wins a mug. Tweet a picture of your completed spot the difference using @schoolsweek in the tweet.
Last week's winner was xx