



A SHOPPER'S GUIDE TO CHOOSING AN ACADEMY TRUST

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SCHOOLSWEEK.CO.UK

FRIDAY, JANUARY 8, 2016 | EDITION 52



NATASHA TIWARI

The failed Teach First trainee who runs a global business

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England's teachers miss out on free access to research

- Scottish scheme costs 29p for each teacher
- English deal could cost less than Nicky Morgan's salary
- DfE looked at it a year ago and is 'still reviewing' options

JOHN DICKENS
@JOHNDICKENSSW

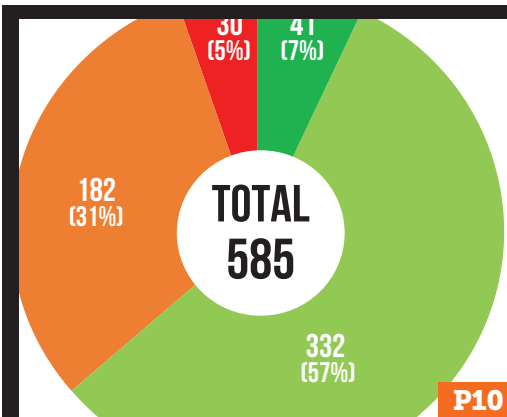
Exclusive

Teachers in England continue facing hefty paywalls to use education research journals – despite a deal that allows free access possibly costing less than education secretary Nicky Morgan's salary.

After a trial last year, the General Teaching Council for Scotland (GTCS) has renewed its scheme for teachers north of the border to access academic journals free.

Teachers have access to more than 1,700 journals

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Ofsted

Who got the top grades last term?

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New Year's Honours

THE WHO AND THE WHY

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EDITION 52

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NEWS

PUPILS SWAP SOGGY SCHOOLS FOR TEMPORARY CLASSROOMS

FREDDIE WHITTAKER
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Schools across the north of England are still cleaning up after the Christmas and new year storms, with some facing months in temporary accommodation after floodwaters wrecked classrooms and playgrounds.

Flooding has affected communities across parts of Cumbria, Lancashire and Yorkshire, with school buildings badly affected in several locations.

At Burnley Road Academy in Mytholmroyd near Hebden Bridge, storm Eva flooded ground floor classrooms and offices, leaving debris and mud around the building in the playgrounds and walkways.

The school has sent all pupils from reception to year 2 to Savile Park Primary School's Heath site, while years 3 to 6 will use four classrooms, an ICT suite and assembly hall in Calder High School's sixth-form block.

Hayley Morgan, a member of the school's parents, teachers and friends association, said the water had been at least a metre deep in classrooms, ruining books and pupils' work.

"The most upsetting bit was when we had to throw the library and exercise books away."

Ms Morgan said parents had been impressed by the speed of Calderdale Council's response and that pupils were happy to have a site to work from. It is not known when they will return.

Elsewhere in Mytholmroyd, pupils may face an even longer wait to be back on their original school's site.

Scout Road Academy posted on its website that it is unlikely to open for about six months following a landslide.

A spokesperson told parents: "We have been informed that Scout Road Academy will remain closed for the foreseeable future and our current planning assumption is that this will be for possibly six months, maybe sooner.

"Once we have the necessary approval from our insurers we will be in a position to share our solution with parents. Please be assured that we are doing everything we can to find the very best solution for our children."

In Carlisle, Newman Catholic School pupils have moved to temporary classrooms on the site of the former Pennine Way Primary School in Harraby after damage from storm Desmond earlier in December.

The school, which was also flooded in January 2005 and left with a £4 million repair bill, reopened on Wednesday in its new temporary home. County



education bosses are said to be working with government officials on finding a permanent solution.

Pupils at nearby Trinity School returned to their buildings this week, albeit through a different entrance.

Despite prominent local and national coverage of the rescue of pupils from a school bus near York, schools within the city were not damaged.

A York council spokesperson told *Schools Week*: "All our schools opened as planned on January 4. None was closed because of the flooding. We are offering support to any pupils whose homes may have been flooded."

She said schools had been affected when rain got into their boilers, but that no schools had been damaged by flooding.

DFE 'DOES NOT HOLD' KEY DOCUMENT ON KENT GRAMMAR

JOHN DICKENS
@JOHNDICKENSSW

The Department for Education has refused to confirm whether it holds a controversial application form presented by a Kent grammar school to open an annexe, despite mounting pressure from campaigners who say its refusal is derailing a legal challenge.

Campaigners have been weighing up if they should appeal the government's decision to allow Weald of Kent grammar to expand on a new site nine miles from its current base.

They believe the proposal constitutes a new grammar school – which is against the law.

But they only have until next Wednesday to submit a claim for a judicial review, which they say is being "staved off" by the department's refusal to release the proposal for scrutiny.

It turned down a freedom of information request for a copy of the application form because it "did not hold the information requested".

This response has been questioned by shadow education secretary Lucy Powell (pictured), who highlighted that education secretary Nicky Morgan has publicly stated the school submitted its application.

Ms Powell said: "This government's continual lack of transparency over decisions that affect our children's schools is wholly unacceptable.

"If ministers are confident of the case

they have built on this new grammar school, then surely they should be content to publish the application so that the public has the opportunity to consider it?"

Schools Week asked the department directly on Tuesday if it held the annexe application form.

But a spokesperson would only refer us to the written ministerial statement made by Ms Morgan when she gave the application the go-ahead in October last year.

At the time Ms Morgan said her decision was based on the school's revised proposal submitted in September and was in line with legislation and criteria determining what constituted an expansion.

The contradiction between Ms Morgan stating that she made the decision based on the proposal, and the department stating that it did not hold the information, has not been explained, despite our repeated requests for clarification.

Joanne Bartley, a Kent mother who joined other parents to set up a campaign group against the plan, said

the refusal to release the information was "incredibly frustrating. The whole point of the annexe is that it is a workable solution – surely the department must have looked at that application. But until we see that, we can't challenge it. It's a no-win situation."

Comprehensive Futures, which campaigns for an end to selection by ability, is still taking legal advice over whether it should pursue a judicial review. *Schools Week* understands the group is due to release a statement clarifying its position on Monday.

It is not the first time the department has been challenged over information on school proposals.

Last year it released all application forms for successful free schools after a freedom of information battle that lasted more than two years.

The department originally refused to release the documents because it said they would give an unfair advantage to other potential applications.

Following a court battle with *Schools Week* editor Laura McInerney, it decided to voluntarily release the information from January 2015.

Joanne Bartley:
"It wasn't supposed to happen..." page 15



NEWS

Tatler snubs the best of the north (again)

SOPHIE SCOTT
@SOPH_E_SCOTT

Investigates

Northern schools have once again been ignored in a society magazine's list of "best state schools".

Since 2014, *Tatler* has published a guide based on researchers' visits to schools.

Its list last year contained just five schools in the north, with the largest cluster in London.

This year's list of 32 schools includes three from Scotland and just four in the north – in Cumbria, York, West Yorkshire and Cheshire.

Again, eight schools are in London and the rest predominantly in areas surrounding the capital such as Kent, Surrey, Berkshire and Hampshire.

SCHOOLS NorthEast director Mike Parker is not concerned. "This publication [*Tatler*] is about as relevant to the schools and people of the north east as eastern Mongolia.

"I don't think schools care much about it. If it were a government publication, they would be more interested but I don't expect *Tatler* has much of a readership around here."

The list includes Grey Coat Hospital School in central London, where prime minister David Cameron and former education secretary Michael Gove both

send their daughters. The school was forced to apologise after a *Schools Week's* investigation last year found it potentially breached admission laws by asking parents for donations.

In a letter it requested £120 from prospective parents of sixth-form students, despite admission rules forbidding it. Parents also claimed they were asked for money towards the school fund when their children joined year 7.

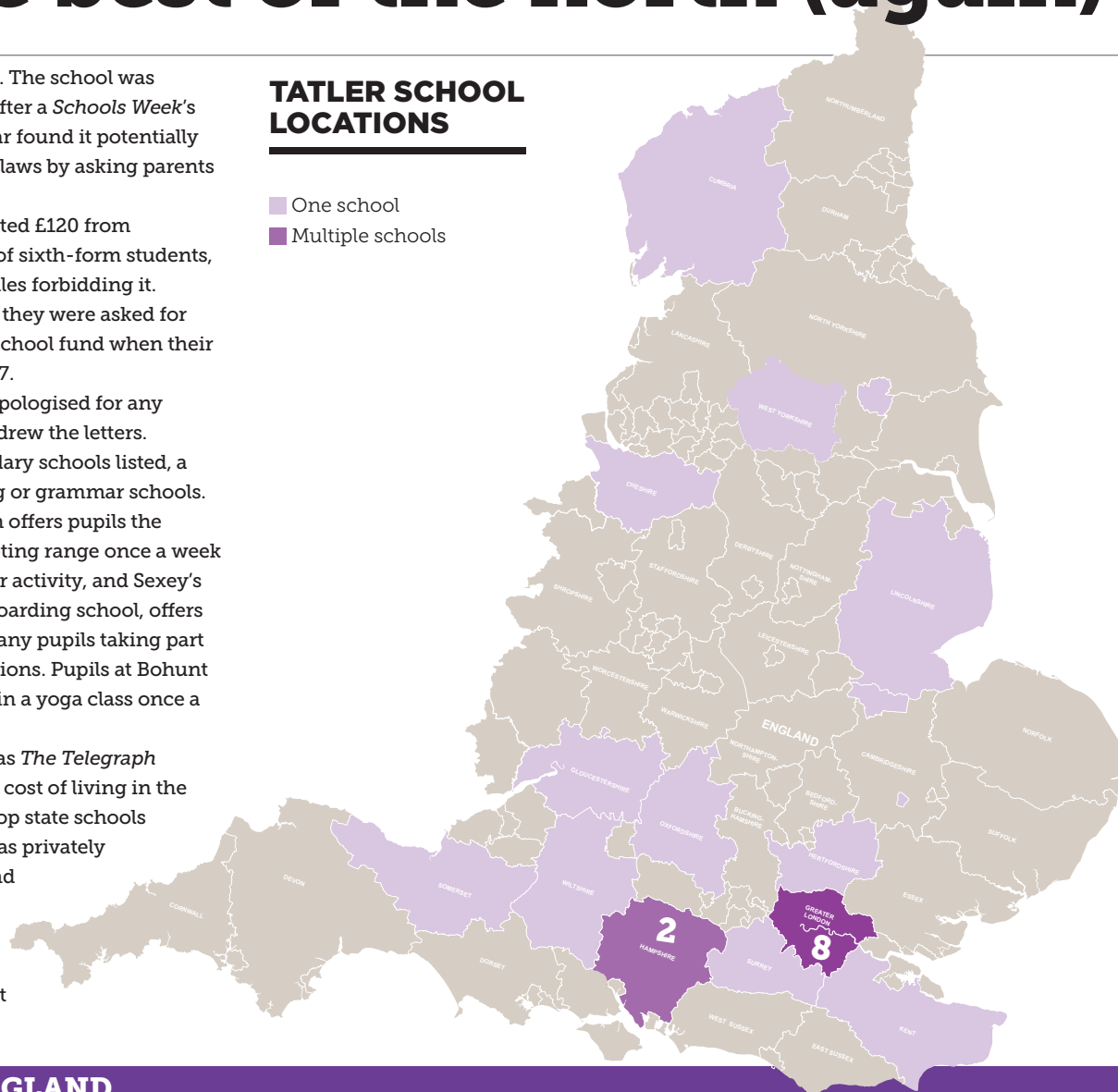
The school later "apologised for any confusion" and withdrew the letters.

Among the secondary schools listed, a number are boarding or grammar schools. Beechen Cliff in Bath offers pupils the chance to use a shooting range once a week as an extra-curricular activity, and Sexey's school Somerset, a boarding school, offers horse riding, with many pupils taking part in jumping competitions. Pupils at Bohunt in Hampshire can join a yoga class once a week before school.

Newspapers such as *The Telegraph* have pointed out the cost of living in the catchment areas of top state schools could "cost as much as privately educating a child" and that property prices in some areas of the listed schools were at a 130 per cent premium.

TATLER SCHOOL LOCATIONS

- One school
- Multiple schools



THE TATLER LIST OF TOP SCHOOLS IN ENGLAND

PRIMARY SCHOOLS

1. Belleville, London
2. Belmont, London
3. St Peter's Eaton Square C of E, London
4. Yerbury, London
5. The Priory, north Hampshire
6. South Farnham School, Surrey
7. Bramhope, West Yorkshire
8. Kersey C of E voluntary controlled school, Suffolk
9. Castor C of E school, Peterborough
10. Weston All Saints C of E school, Bath

SECONDARY SCHOOLS

1. The Grey Coat Hospital, London
2. The Camden School for Girls, London
3. Holland Park, London
4. Graveney, London
5. Queen Elizabeth's, Hertfordshire
6. Hockerill Anglo-European College, Hertfordshire
7. Caistor Grammar, Lincolnshire
8. Fulford, York
9. Holmes Chapel Comprehensive, Cheshire
10. Tonbridge Grammar, Kent
11. The Downs, Berkshire
12. Bohunt, Hampshire
13. The Cherwell, Oxford
14. Pate's Grammar, Gloucestershire
15. Malmesbury, Wiltshire
16. Beechen Cliff, Bath
17. Keswick, Cumbria
18. Sexey's, Somerset
19. Hills Road Sixth Form College, Cambridge

ENGLAND'S TEACHERS MISS OUT OF FREE ACCESS TO RESEARCH

JOHN DICKENS

@JOHNDICKENSSW CONTINUED FROM FRONT

under the scheme, which costs £21,000 a year – just 29p for each Scottish teacher.

The scheme suggests England's 445,000 teachers could all have free access for £132,000 – £2,000 less than Ms Morgan is currently paid for her cabinet role.

Teachers in England set up a petition 12 months ago to push the Department for Education (DfE) to set up a similar scheme, gaining the backing of high-profile academics.

The department told *Schools Week* at the time that it was consulting on proposals to fund a similar portal to allow teachers to access research and evidence.

But now, a year later, a spokesperson admitted they were still "exploring the best and most cost-effective options.

"The model used by Scotland is encouraging and we are looking into it as part of ongoing work to continue improving access to evidence," the spokesperson said. There was no timescale for when a decision would be made.

The petition launched last year has signatures from more than 700 teachers and academics.

English teacher Dr Vincent Lien, who set it up, said this week the slow progress on improving access could be down to the lack of an English teaching council.

But he said it was fundamental for teachers to be able to access research. It would also allow school-centred initial teacher training centres to continue to develop high quality training.

"I believe that the construction and distribution of professional knowledge is essential in teachers' work.

"An empowered teaching profession will improve the quality of education and the profile of the profession."

The GTCS scheme was renewed in September after it attracted more than 66,000 searches in its first year. Seventy-five per cent of teachers surveyed after they used the resource said they would use it again.

Kate Adams, customer engagement co-ordinator at the GTCS, said: "It's been welcomed by teachers. The people who know about it are really happy with it and we're engaging with as many people as we can so they know it's available."

Paid membership to the College of Teachers – the professional educational institute for teachers – includes access to the same library of resources. However, the college is no longer taking new members.

Angela McFarlane, chief executive of the college and founding trustee of the newly-

planned College of Teaching, said there was "no reason" this access could not continue when the new organisation was launched. Membership of the new group is expected to cost at least £35 a year.

"Certainly an evidence-informed approach is at the heart of the current proposal [for the new college] and this means access to research, plus an environment in which an active dialogue among teachers and researchers can be fostered," she said.

"The implications of research for practice are as important as the evidence itself."

A DfE spokesperson said: "The government is keen to support the use of research and evidence in teaching and the Education Endowment Foundation has made great strides in making this more accessible."

The NHS has a scheme that allows staff to freely access electronic journals.

NEWS

Gaming is 'good for children's brains', study suggests

BILLY CAMDEN
@BILLYCAMDEN

Playing computer games in the classroom can improve pupil attainment, a study published today suggests.

Brain imaging shows that concentration levels increase when students are faced with game-based learning conditions as opposed to conventional and multiple-choice questions.

The brain "wanders" less when an element of competition and "uncertain reward" is introduced.

"Technology has a reputation for doing bad stuff to children's brains: this is evidence that the reverse can be true if we are careful about how we design and develop it," says Paul Howard-Jones, professor of neuroscience and education at the University of Bristol.

He conducted the research with 24 Bristol students in the summer but will repeat the experiment with 10,000 secondary school pupils this year.

"For the first time we can actually see what learning through games does in the brain."

Participants in the "brain school" were taught in a brain scanner using three different conditions: a conventional exemplar question, a multiple-choice quiz and a computer-based game in which they competed with one another for increasing but uncertain rewards.

Professor Howard-Jones said that as students studied, activation increased in a network of the brain called the "default mode" – a mode associated with mind wandering and day dreaming.

"They were struggling to stay focused essentially," he says.

But as the session became more game-based "you could see this mind wandering network decreasing in activity.

"We also found that students gained correspondingly higher scores when they were later tested."

Professor Howard-Jones says that with careful design, the finding can help to revolutionise the way children learn.

"We have all seen how children's noses are stuck to their gaming consoles. We think that we are beginning to identify what that magic glue is and are able to put it into games that teach the curriculum."

The bigger classroom study, which will start in September, will be completed in partnership with Manchester Metropolitan University. The randomised controlled trial will allocate 69 schools to the three conditions, with each group applying a single approach throughout year 8.

Professor Howard-Jones says he hopes the study will help games to be taken "more seriously".

The project is one of six in a £6 million research scheme launched by the Wellcome Trust and the Education Endowment Foundation, which aims to develop, evaluate and communicate the impact of education interventions grounded in neuroscience research.

Schools wanting to take part in the trial can go to www.sci-napse.net to find out more.

GRAMMAR PLANS TO ADMIT PUPILS WHO FAIL 11-PLUS

JOHN DICKENS
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A grammar school wants to boost numbers by offering places to pupils that fail their 11-plus – as long as they show "sufficient evidence of being grammar school standard".

Chatham Grammar School for Boys, in Kent, plans to award any unfilled places to children who fail the test. But they must provide an "admissions committee" with evidence they meet "grammar school standards".

The committee will reportedly be made up of governors and will examine information including recommendations from headteachers, examples of previous work or proof that the child nearly passed the test.

It is among a series of proposals out for consultation from the under-subscribed school to boost numbers. Other measures include becoming co-educational by 2017.

A consultation document on the website of the school's local authority, Medway Council, states: "From national offer day, any available spaces will be allocated to those children who have provided sufficient evidence to the admissions committee of being grammar school standard."

No further information about the required evidence is included, and both the school and its sponsor, the Thinking Schools Academy Trust, did not respond to requests for comment.

Robert McCartney, QC, chair of the National Grammar Schools Association, said the plans seemed sensible.



"It's a useful tool to have an examination followed by an interview with information from the primary school that can show what a child was doing.

"Exams only test intellectual ability. What they do not show are aspects of children's character that means they can succeed. I welcome the chance to offer grammar school places to those on the cusp."

Concerns have been raised locally that the selection process could be open to abuse and may not meet school admission rules.

But Alan Parker, a former schools adjudicator, told *Schools Week*: "As a designated grammar school Chatham is allowed to select by ability and it is up to them to decide how it is assessed; provided the method is 'fair, transparent and objective' – as required by the school admission code."

He said the use of a lay panel to make the decision according to "vague criteria" could be problematic, but the school was allowed to set a lower bar than the standard Kent

11-plus test if it wished.

A letter to parents on the school's website, signed by both the trust chairman Peter Martin and governing body chairman Michael Bailey, states: "Given the under-capacity, parents who are able to prove their child is of selective ability are able to gain a place in the school, removing them from their allocated high school."

It said that this would allow the school to reach its published admission number and make it less likely to take pupils in on appeal.

Chatham has been a boys'-only school for nearly 200 years, but recently reduced its planned intake from 146 to 120 to reflect its declining roll.

In September 2013, Ofsted said its leadership and management were inadequate and the school was put in special measures. Following a 2014 report, it was judged to be good in all categories.

The online document says the school is operating with fewer than 120 new students per year – meaning it gets about £200,000 less in funding. It has already taken steps to cut costs, including axing drama from the key stage 4 curriculum.

The school's website said no final decision would be made until feedback from parents and the community was considered. The consultation closed on Tuesday.

A Department for Education source said the school was rightly consulting with its community on the plans and said all schools must ensure places were offered in a fair and transparent way.

Religious studies: where are we now?

SOPHIE SCOTT
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EXPLAINER

A High Court judgment in November has caused confusion over the new religious studies (RS) GCSE. Over the Christmas break, several contradictory reports of what schools must do were carried by the media

What schools must do

They must teach two religions in the new GCSE specification, which begins in September, with each weighted equally in the exam. They also have statutory requirements surrounding religious education (RE), such as a need for collective worship and the teaching of RE to pupils in every key stage (1-4).

Curriculums should be locally determined, but they do not have to mirror local or national populations.

In the main, schools are "free to determine their own approach to [its] teaching" but non-faith schools must also "reflect the fact that... religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain".

Why the confusion?

Three parents took the Department for Education (DfE) to court over the wording of a paragraph in the new subject content for the RS GCSE, claiming that it "gave unlawful priority to the teaching of religious views as compared to non-religious views, including those of humanism".

On November 25, Mr Justice Warby said in his judgment that the paragraph was indeed a "false and misleading statement of law, which encourages others to act unlawfully".

He said the paragraph written by the DfE unlawfully suggested that schools could meet their legal duty to provide RE by just teaching the GCSE – which it might not if non-religious views were not included.

The parents were supported by the British Humanist Association (BHA), which said that the judgment was a "stunning" victory.

But the DfE said that it was a "narrow, technical point" with "no broader impact on any aspect of [RE and RS] policy".

What does this mean for schools?

Adam Medlycott, a specialist researcher at The Key, a schools support service, said: "The DfE has clarified that the RS GCSE may play a part in meeting statutory requirements for

the teaching of RE – but it won't necessarily fulfil them alone.

"In practice, there's no real change for schools to worry about. It is still the case that schools do not have to give non-religious views equal rating with religious views, and their RE curriculum should continue to be determined by local needs while meeting statutory requirements for balance across the key stages."

In a clarification issued by the government last week, schools without a religious character were told their curriculum "should reflect that Britain is predominantly a Christian country, while taking account of the teaching and practices of other principal religions represented here".

What will happen next?

Andrew Copson, chief executive of the British Humanist Association, said the organisation was "glad the DfE seems to have accepted that it stood no chance of winning an appeal against the judgment" but was concerned that it did not understand there had been an "error of law".

The association is now consulting its lawyers about the clarification document.

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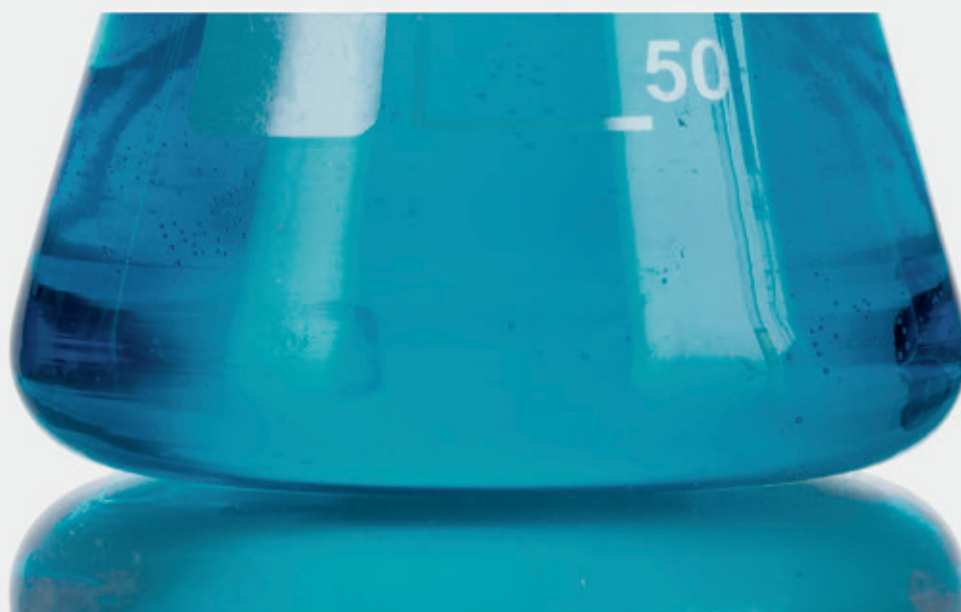
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NEWS

TRUSTS SACKED AND SCHOOLS CLOSE IN RUN-UP TO CHRISTMAS

JOHN DICKENS

@JOHNDICKENSSW

The closures of an academy trust and a specialist vocational school, and the stripping of three schools from one of the largest multi-academy trusts, were made public in a flurry of announcements during Christmas week.

Bradford Studio School will shut in summer due to a "lack of local demand and increasing financial challenges".

The school opened in 2012 as the country's first specialist travel and hospitality training centre with the aim of attracting 300 pupils – but only has 25 on its roll.

Sandhill Multi Academy Trust is also to be wound down after it "misled" parents over a SATs investigation.

In the same week, the government also announced that School Partnership Trust Academies (SPTA) – one of the largest academy chains in the country – was to be stripped of three schools for underperformance.

Janet Downs, from campaign group Local Schools Network, has described the increasing closures and changing of sponsors as unsettling for many schools.

"Transferring academies from one trust to another can be disruptive to pupils.

"They and parents are told it's a new beginning but this rings hollow if they were told the same thing when their predecessor school became an academy."

A spokesperson for the Bradford College Education Trust – which runs Bradford Studio School – said the specialist tourism school was "no longer financially viable".

Existing pupils and staff will move to another site this month, before the site closes in July.

The school had spent £25,000 buying the front end of a Boeing 737, which was airlifted into the school grounds, to provide a realistic learning environment for students.

It is the latest of the government's studio schools to announce closure. Low pupil numbers have also forced the Midland Academies Trust to shut two studio schools in Hinckley and Nuneaton. The Hinckley school, which opened in 2012, and the Nuneaton branch which followed a year later, had places for up to 600 pupils, but had a combined roll of 157 last year.

University technical colleges in Hackney, east London, and Walsall also closed following similar recruiting problems.

A Studio Schools Trust spokesperson said the closures were "disappointing", blaming the "difficulty of recruiting students at a non-traditional age, opening a new type



Bradford Studio School

of school in a hostile environment, and the changing priorities of a very small number of sponsors".

On December 22, the same day the Bradford studio school decision was announced, it emerged that Sandhill Multi Academy Trust would close after intervention by regional schools commissioner Jennifer Bexon-Smith.

She said the trust lacked the "capacity to discharge the strategic nature of its role". The government is now looking for new sponsors for the trust's two primaries. The trust did not respond to a request for comment.

A day earlier Ms Bexon-Smith had also written to SPTA to outline performance concerns over 13 of its academies.

She said three of its "isolated" schools in Nottinghamshire would be moved to

another sponsor by September.

Paul West, director of education at SPTA, said he was in talks with the Department for Education (DfE) to ensure stability and pupil progress at the schools.

The announcements follow a busy year for school closures, including three school sixth forms due to funding pressures.

A survey in November by the Association of School and College Leaders found that two thirds of school leaders said they would not be able to balance their books in four years' time.

A DfE spokesperson said at the time the department was "delivering on its commitment to protect the core schools budget.

"In addition, the overall schools budget will be protected in real terms and we have protected the funding schools receive."

College stalls on crowdfunding target

The proposed College of Teaching has come under fire after a social media intern told donors their money would be taken even if pre-agreed conditions were not met.

Last October, the college (CoT) launched a crowdfunding campaign to raise a £250,000 kick-starting fund by the end of next month. As of Tuesday, it had raised just £19,000.

In response to questions raised on social media about the viability of the campaign, an employee stated on the CoT's Twitter account that the "minimum" target was £40,000.

The college had said on its website that "if the project was unsuccessful no money would change hands".

An hour later, after complaints from teachers, the organisation tweeted that a social media intern had made "a mistake".

Founding trustee Angela McFarlane said: "We have a very experienced crowdfunder who runs our Twitter stream, but she did make a slip-up here. We have not made a change in the funding target."

"It is not the amount people give that matters. It is about creating a network of like-minded people who can come together and be part of a movement."

She said it was "far too early" to know if the campaign would succeed.

The CoT has amended its website to emphasise the number of donors needed (1,000), rather than the amount it wishes to raise (£250,000).

The campaign closes on February 25.

DFE CHANGES ITS 'PERVERSE' ACCOUNTING AFTER AUDIT OFFICE CRITICISM

JOHN DICKENS

@JOHNDICKENSSW

Department for Education plans for getting its accounts in order after stinging criticism from the government's audit watchdog have been labelled as "not acceptable on any level".

Officials have been under pressure to find a solution for recording academy finances since the National Audit Office (NAO) last year issued a rare "adverse opinion" on the department's (DfE) 2013/14 accounts.

The watchdog discovered an £166 million overspend and branded the department's financial statements "both material and perverse", meaning that they did not meet the requirements of parliament.

The issues stemmed from the department having to combine the accounts of more than 2,500 organisations – most of them academy trusts with a different accounting period.

Each year the department must produce its financial statements by the end of March, while the accounting period for trusts runs until the end of August.

Now the DfE is proposing to publish a separate report with accounts for the academies sector, on an academic year basis.

While it falls outside the normal parliamentary

spending control procedures, it considers the solution "attractive and appropriate".

Chris Wormald, permanent secretary at the DfE, in a letter seen by *Schools Week*, said: "I am personally committed to these proposed reforms as I believe they will improve the accountability to parliament of the sector, and the department – supported by more usable information. This approach is also aligned to our plans to improve financial management across the sector, and to help the sector deliver efficiency savings over the next few years."

He said the new report would allow parliament to track academy spending over time, while pulling together more benchmarking information and providing greater transparency on the income academies receive from sources other than parliament.

Phil Reynolds, academies and education manager at accountancy firm Kreston Reeves, said the proposals should not add extra burden on academy trusts, but academy account returns were "likely to stay".

The department will seek approval from the Commons liaison committee this month. If granted, the first reports of this kind will be published in June next year.

The proposals have already been backed by the education committee. However

chair Neil Carmichael, in a letter published on Monday, said he "regrets the department did not foresee and address earlier the accounting problems.

"Local authorities have managed to bring together their spending from their own schools into their own sets of accounts for many years; it is therefore disappointing that these problems were not anticipated to a greater extent before the large-scale growth in the academies sector began to take place."

He said department representatives would be invited to discuss the changes before the committee later this year.

Mr Wormald also revealed in his letter last month that the department was heading for another critical NAO report on its 2014/15 accounts.

Mary Bousted, general secretary of the Association of Teachers and Lecturers, said news of the plans had emerged at a convenient time. "The accounts have been qualified twice, which is of fundamental concern to parliament and taxpayers. But the department has said, never mind, we will produce our own report about academies' spending.

"[This proposal] is not addressing the issue. I don't know why this is deemed to be acceptable on any level."

A DfE spokesperson said the new report, which would be independently audited, demonstrated its "determination to ensure transparency and accountability across the sector".



Chris Wormald

NEWS

EXAM TIMETABLES CHANGE TO AVOID CLASH WITH RAMADAN

FREDDIE WHITTAKER

@FCDWHITTAKER

Summer exams in schools and colleges will be affected by the timing of Ramadan for the next four years, warns a senior exams officer.

Andrew Harland, chief executive of the Exam Officers' Association, told *Schools Week* that the summer GCSE and A-level exam period was expected to clash every year between now and 2019 with the Muslim period of fasting, prayer, and charitable giving.

Ramadan is the ninth month of the Islamic calendar, and falls at a different time on the Gregorian calendar each year.

This year, it falls between June 6 and July 5, which is traditionally when many of the summer GCSE and A-level exams take place in English schools.

The Joint Council for Qualifications has announced changes to timetables to bring forward some tests in subjects taken by large numbers of pupils such as English, maths and science, so they do not coincide with Ramadan.

But timetables released by AQA, Edexcel and OCR show a significant number of exams in those subjects are still scheduled to take place in June.

Mr Harland said the length of the Islamic calendar meant Ramadan would fall in May or June in 2017, 2018 and 2019 as well



Andrew Harland

as this year, but added that changes as a result of religious or other events were not uncommon.

But he warned a reduction in the opportunity for pupils to re-sit exams meant this summer's exams were of greater importance.

"These things have happened in the past and they will happen again. The reason why these things are perhaps more critical now is because under the linear system all exams now happen in the summer."

Mr Harland said a clash could be more significant in future years, when Ramadan is expected to fall towards the beginning of the

exam period.

Under the previous modular system pupils could re-take modules in November.

The director general of the JCQ, Michael Turner, said that where possible, large-entry GCSE and A-level exams had been timetabled to take place before Ramadan began.

The timetabling of morning and afternoon exams had also been considered.

Boards consult on provisional exam timetables every year and consider comments "from a wide range of stakeholders including religious groups, schools and colleges", he said.

The clash has been highlighted by several

unions. The Association of School and College Leaders has already planned to meet Muslim leaders to discuss plans and issue guidance to schools.

Malcolm Trobe, the organisation's deputy general secretary, said the guidance would be non-prescriptive and would not "advise families or students on how they should address the question of fasting during Ramadan".

He said: "School and college leaders are very keen to work with communities to ensure young people are able to observe Ramadan without any detrimental impact on their examinations."

At the Association of Teachers and Lecturers' annual conference in 2014, a motion called on the union's executive to highlight the "significant disadvantage" exams that clashed with Ramadan could have on Muslim pupils.

Some schools with large numbers of Muslim pupils have also issued their own guidance.

One letter sent to parents by a school in the London borough of Newham warned that student performance during fasting "could be adversely affected", and that exams could be "particularly hard when the examination falls in the afternoon slot when a student is fasting".

The letter advises pupils to "delay fasting until after GCSE examinations", or at least not to fast on exam days.

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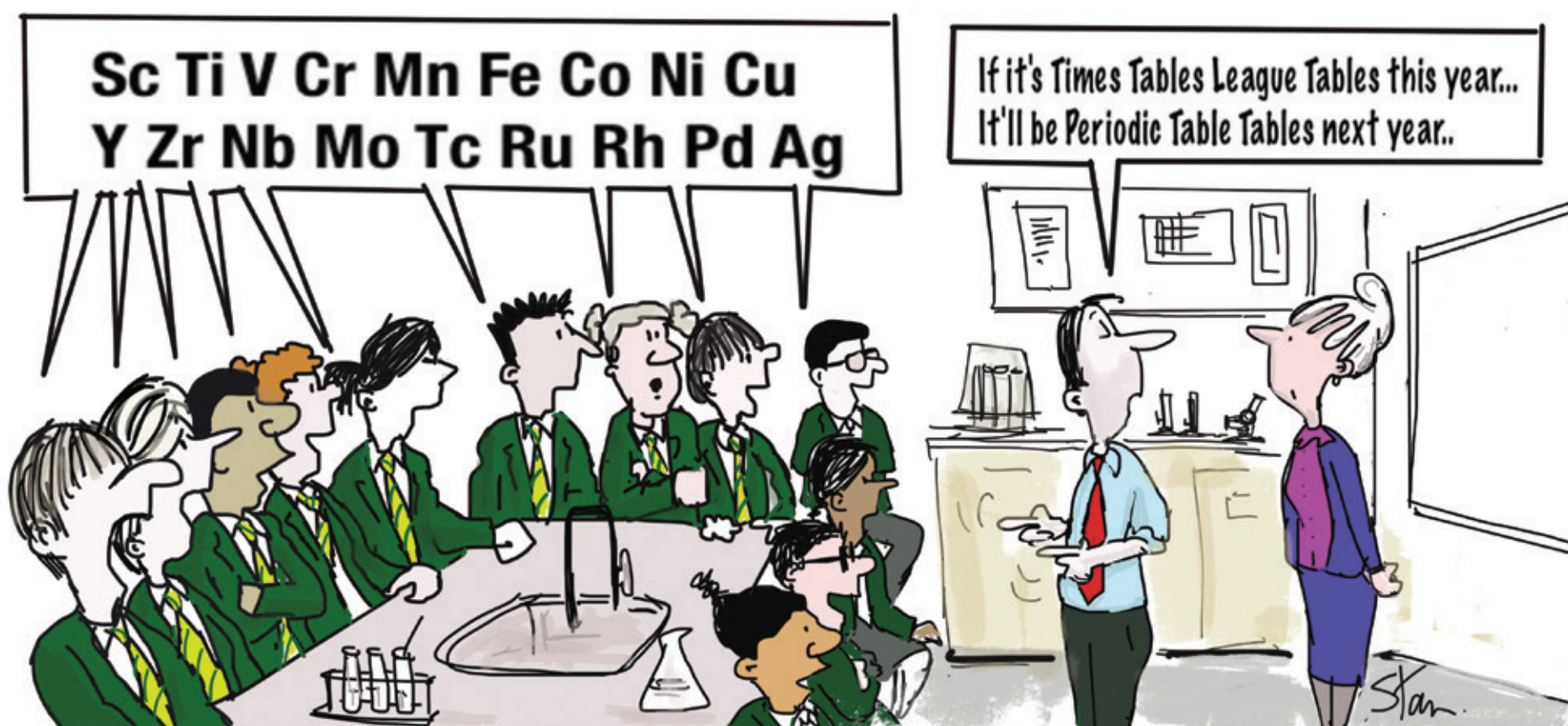
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NEWS



Online tests of times-tables to start in 2017

FREDDIE WHITTAKER

@FCDWHITTAKER

Nicky Morgan's announcement that children will take "high-stakes" online times-tables tests at the end of primary school could herald the start of more examinations moving online.

Mathspace chief executive and teacher Tim Stirrup says it is a shame the tests will be done in a single "high stakes", setting given that schools already teach up to the 12 times-table from year 4.

"Why not have a series of lower stakes tests throughout years 4 to 6 that build evidence of a pupil's skill over time? Low-stake tests that can be done when the pupil is ready. Tests that can be redone; tests that

show progress over time."

On Sunday, the education secretary said the tests would involve pupils giving timed responses to a series of questions, with their answers scored instantly.

The tests will be piloted in about 80 schools this summer, with a full roll-out across England in 2017, but the Department for Education (DfE) will not say which schools will take part, nor how they will be chosen.

Former primary school teacher and Open University lecturer Lucy Rycroft-Smith warns that putting a time limit on tests creates problems for "children who panic, worry or aren't confident mathematicians".

She says that she is "extremely worried"

the tests will create an incentive to cheat, which could further "degrade the reputation of teachers".

"Teachers will focus even more on pupils learning times-tables, to the detriment of understanding maths properly and enjoying solving problems."

However, Charlie Strippe, the director of the National Centre for Excellence in Teaching of Mathematics, says the ability to recall times-tables swiftly is an "important part" of what children learn at primary school and the tests could help them to achieve their goals.

No information is currently available from the DfE on who will run the tests, or the costs involved.

But a source says the pilot will evaluate

the viability of moving more primary school assessments online. The government recently launched a review of assessments for seven-year-olds, with externally marked tests slated as a possibility.

The move has been criticised by shadow education secretary Lucy Powell, who said "chaotic shortages of maths teachers" was a greater issue.

"Times-tables have long been a core part of excellent numeracy in our primary schools, and of testing," she said.

Ms Morgan defended the move, saying that the test would help teachers "recognise those pupils at risk of falling behind and allow us to target those areas where children aren't been given a fair shot to succeed".

EDITOR'S COMMENT

@miss_mcinerney | laura.mcinerney@schoolsweek.co.uk

Once upon a decade ago, I told my friend that if a DJ at a regular event we ran continued to play rubbish music I would be forced to take over myself. Only, I didn't send the text to my friend. I sent it (accidentally) to the DJ. He flounced and I was left sheepishly learning how to turn-table.

Nicky Morgan is caught in the same situation. Hyperbolising to the right-wing press before the general election she promised that all children would be forced to learn their times-tables or schools would lose their heads – literally.

It wasn't supposed to happen, of course. What was supposed to happen

was a hung parliament. At which point stupid promises would be bartered for a more sensible compromise.

And then, the Conservatives won. You can almost imagine the panic when the advisers looked back at the manifesto and realised what they now had to deliver. Learning to spin records is one thing, learning to spin a mandatory online test for all 11-year-olds on one part of the national curriculum is quite another.

Yes, children should learn their multiplication tables. And they do. They are taught it by the end of year 4 – two years earlier than the planned tests.

But being taught doesn't guarantee you'll learn. And learning doesn't mean you'll use it. A friend's father beat him so badly after he failed to learn his seven times-table that the number 49 still brings him out in cold sweats. Sure, he knows the number now, but he never willingly chose to do maths again. Was it worth it?

That's extreme, but it makes a serious point. Adults have a knack of getting het up over the wrong things – and by pushing hard we can make things worse.

On reflection, I wish I'd just told my DJ friend to change his

records. Let's hope this year's times-table pilot forces Nicky Morgan to change hers.



COMMENT

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Sir David Carter to lead charge on coasting schools in national commissioner role**Christine Bayliss, Bristol**

Really good news. David Carter's heart is in the right place (focused on children and young people) and he has really grown into the role of Schools Commissioner in the South West. I shall be sorry to see him leave Bristol but think this is great news for English schools.

EXCLUSIVE: National curriculum test plans 'contravene' rights of SEN pupils, expert complains**Jenny Byrne, address supplied**

My daughter is being disapplied from the year 1 phonics test because her speech is not clear enough to read the words. She normally reads using signing, but this is obviously not possible with the nonsense words. I cannot think of a way around it and nor can the school and so we have agreed to disapply her. So there are tests already in place that this applies to.

Pupils given questionnaire to determine 'energy group' – is this the new learning style?**James William, Sussex**

Why is a Head spending so much money on something when even he says "it didn't matter, to some extent, how accurate the model was"? This is another unevidenced pseudoscientific fad. Please remember, if it takes off, which I sincerely hope it does not, that universities are not pushing this! (We always seem to be blamed for the pseudo teaching methods).

I recall Michael Gove advocating psychometric tests for potential teacher training students some years back. That was firmly resisted by providers with good cause. They do not help one bit in the selection process and I very much doubt they will help teachers teaching children. The best ways of grouping children, if that is necessary for any task/lesson, is for the teacher to know their pupils and decide for themselves.

**Wayne Harrison @W_D_Harrison**

I really wish schools would try to engage with evidence. This is just another rehash of learning styles

Leah K Stewart @LearntSchool

Companies like BP bought this. Workers wear badges to show colleagues what colour their personality is.

Year in review: a headteacher's perspective on 2015**Steve Ellison, Middlesex**

Don't forget that schools need to work out what to do instead of levels, while busy reducing workloads. We don't have a clue how next year's progress or attainment will be judged. All we know is that it will be judged.

**Justin Gray @HopeStreetBlues**

Very important, well-written post - in case anyone thought the worst is behind us.

Anxiety is on the rise**Annette Du Bois, West Sussex**

Creative thinking shuts down during anxiety and fear... so trying to encourage a child/teen to creatively learn and achieve their best in school and other activities is pointless. Most young people doubt their ability, and have little to zero self-worth creating the fertile ground on which things like negative thought cycles, depressive behaviour patterns and more extreme mental health issues arise.

Schools wait months for Ofsted visits

REPLY OF THE WEEK

John Fowler, London

Is this part of a plan to force more schools into academy status? At some point in January, the

government will get the power under the Education and Adoption Act 2016 to academise forcibly all maintained schools with a grade 4 Ofsted judgment. Today's Ofsted published lists show such maintained schools with up to 27 months since the last Ofsted visit. How many will be forcibly academised but for the want of an Ofsted section 5 inspection?

REPLY OF THE WEEK

RECEIVES A SCHOOLS WEEK MUG!

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WHO GOT THE GOOD GRADES?

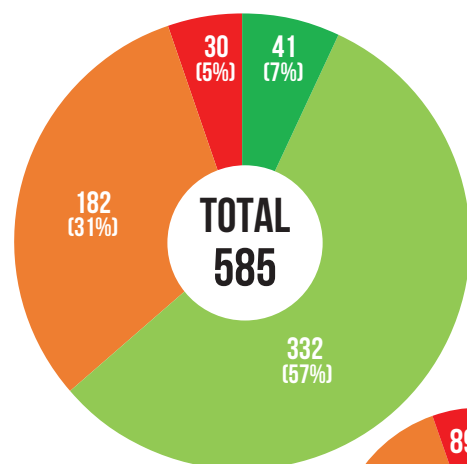
On December 18, *Schools Week* showed the huge drop in inspections in the autumn term compared with 2014 (585 compared with 1,642). Sophie Scott now looks at the outcomes of those inspections, comparing them with the same term in 2014

OVERALL GRADE DISTRIBUTION

Fewer schools were rated good or outstanding last autumn compared with autumn 2014 (64 per cent in 2015; 70 per cent the year before). This can be attributed to a higher proportion (31 per cent) being told they required improvement.

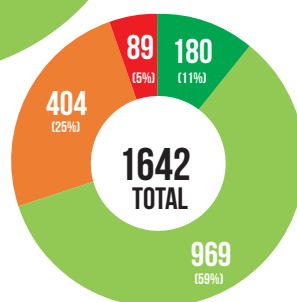
Last term, a higher proportion of schools moved up at least one grade (30 per cent compared with 26 per cent). Most (56 per cent) remained at the same grade.

Ofsted made far fewer first inspections – in autumn last year just 2 per cent of visits were to schools “not previously inspected”, compared with 14 per cent in 2014.



Large pie charts represent inspection reports released in autumn term (September-December).

Small pie charts represent inspections released in autumn term, 2014.



CLIMBERS AND SLIDERS

| Change in Ofsted Grade | Number of schools |
|--------------------------|-------------------|
| ↑3 | 2 |
| ↑2 | 18 |
| ↑1 | 158 |
| No change | 327 |
| ↓1 | 58 |
| ↓2 | 11 |
| ↓3 | 1 |
| Not previously inspected | 10 |
| TOTAL | 585 |

PRIMARIES VS SECONDARIES

KEY



Primaries, as usual, outperformed secondary schools, although slightly fewer received the top two Ofsted grades – good and outstanding – than in the same period in 2014 (70 per cent compared with 72 per cent).

Secondary schools lagged behind in the proportion gaining the top grades, with 45 per cent receiving a good or outstanding rating, 2 per cent down on 2014.

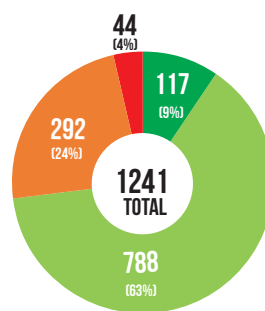
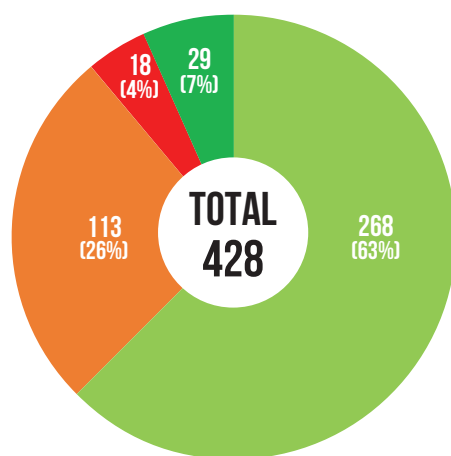
But secondaries are improving. The figures show 34 per cent of those inspected improved their Ofsted rating by at least one grade, compared with 30 per cent of primary schools. A small, but important, change.

Alternative provision and special schools dipped in performance.

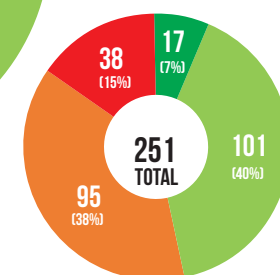
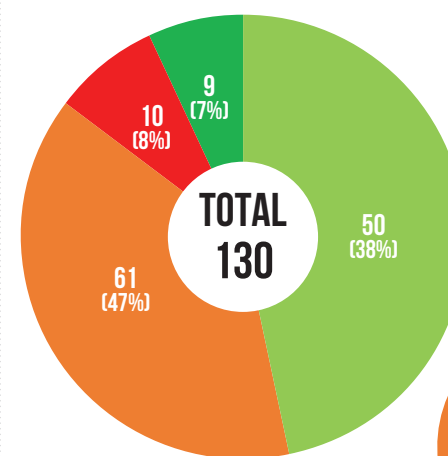
No special school was rated inadequate, but 41 per cent were told they required improvement, up from 9 per cent in 2014 (although the drop in the number of inspections means fewer schools were visited).

No alternative provision school was rated as outstanding. Seven of the ten inspected were told they were good. In 2014, no school was rated as inadequate, whereas this term two were given the lowest rating.

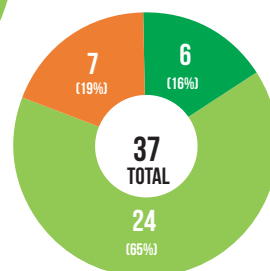
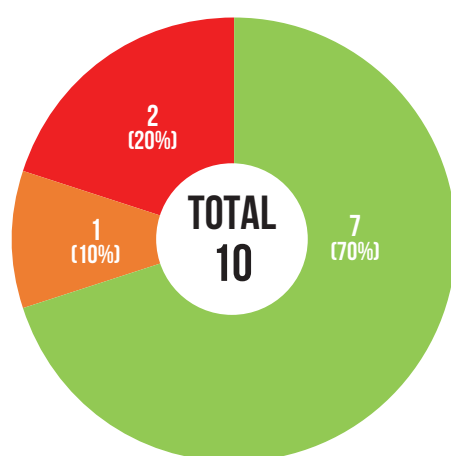
PRIMARY



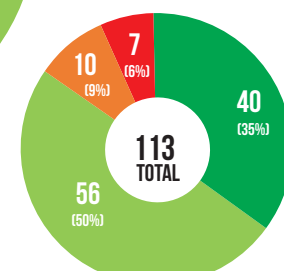
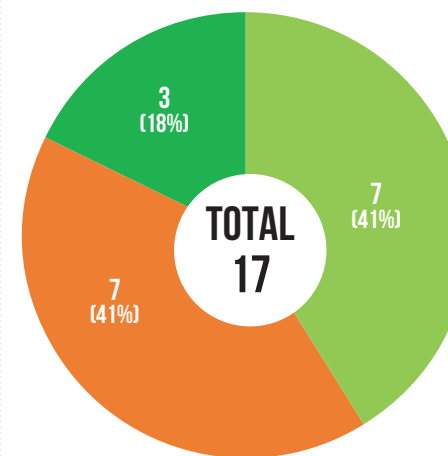
SECONDARY



ALTERNATIVE PROVISION



SPECIAL



DIFFERENT SCHOOL TYPES

Many more free schools are now inspected. In autumn 2014, just seven were inspected over the term. In autumn last year, 32 were visited. The picture in 2014 was positive – all schools were good or outstanding. But last year, 38 per cent of free schools were rated either inadequate or requires improvement.

But, equally, 31 per cent were told they were good or outstanding.

Local authority (LA)-maintained schools and converter academies were equal in the proportion getting the top two grades – 65 per cent. This is a drop on 2014 (72 per cent), although more converter academies were outstanding, proportionally, than their LA counterparts.

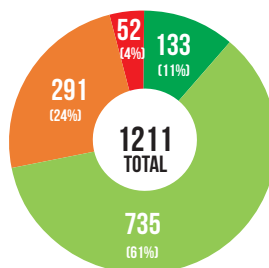
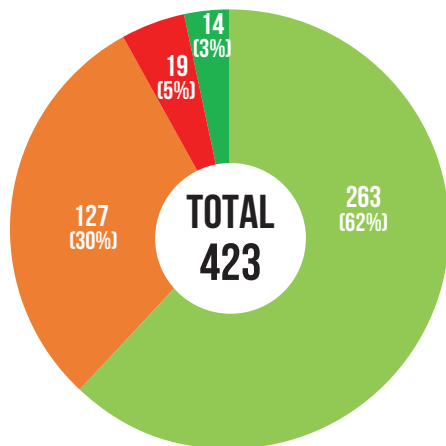
Sponsored academies did better last year. Overall, 53 per cent were either good or outstanding, compared with 47 per cent in 2014. And just 8 per cent were inadequate, compared with 17 per cent in 2014.

The proportion of converter academies told they required improvement increased last term, with 32 per cent of inspections resulting in a grade 3. Twenty-two per cent were given this rating in 2014.

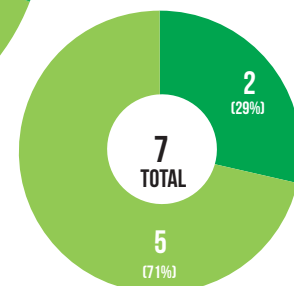
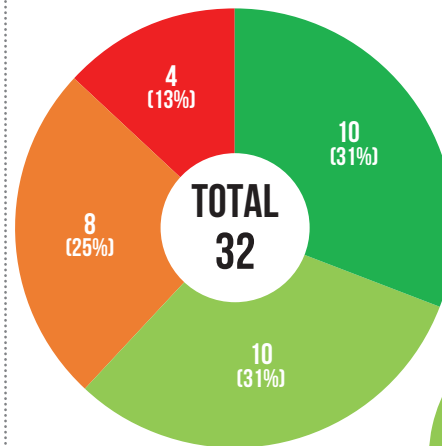
What is interesting, again, is how these different school types compare in terms of improvement.

LA-maintained schools improved more than their academy counterparts – 36 per cent of the LA schools inspected went up at least one grade. This compares with 17 per cent of all types of academies.

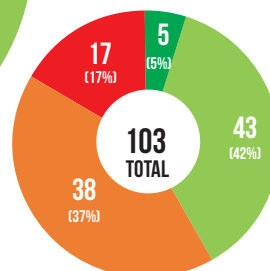
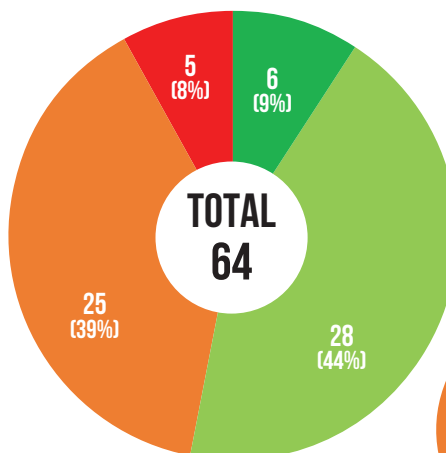
LA-MAINTAINED



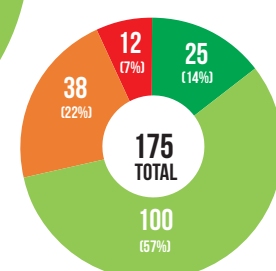
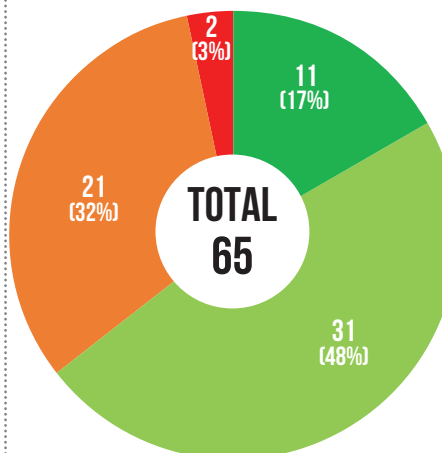
FREE SCHOOLS



SPONSORED ACADEMIES



CONVERTER ACADEMIES



Other²:19

SIR JOHN CASS'S SCHOOL: A YEAR OF CHANGE

In November 2014, Sir John Cass's Foundation and Redcoat School in east London was stripped of its outstanding rating after a no-notice inspection amid fears of "extremism".

A wave of no-notice inspections were carried out in that autumn term in response to the alleged "Trojan Horse" plot in Birmingham.

The inspectors said the secondary school, which has a majority of Bangladeshi heritage pupils, had not responded effectively to police concerns about social media postings that the inspectorate said included "links to individuals associated with extremist views and actions".

It was visited again for a full inspection in autumn last year, and returned its outstanding rating.

Ofsted inspectors said: "Since the last

inspection, pupils, staff, leaders and governors have undertaken extensive training in all aspects of safeguarding, including on the prevention of radicalisation and extremism.

"This has ensured that all school members, including pupils, have a clear understanding of potential risks, and can spot and report early signs."

Hadyn Evans is still headteacher, but the governing body has been reshuffled. David Pascall, chair at the time of the 2014 inspection, has been replaced by the Revd Trevor Critchlow.

Of the governing body, Ofsted said: "The new chair and vice-chair, very well supported by a small cohort of others, have worked tirelessly and with determination to bring about change and ensure that effective governance is in place. Other members have brought

expertise to the governing body which is used highly effectively to support the work of the school."

At the time of the 2014 inspection, Ofsted said online messages discouraged pupils from attending school events, such as a karaoke, as they did not "adhere to a particular religious viewpoint".

In response to these concerns, Ofsted said the school had "acted swiftly" to make sure pupils were aware of how to "spot the signs and symptoms of bullying or possible radicalisation in their peers".

The report added: "The school's new 'moderate pathways' workshop is proving instrumental in providing a forum for debate, and for helping vulnerable pupils who may be at risk to explore their thoughts and ideas in a

constructive and supportive way."

There was also concern about separate playgrounds for girls and boys. This had now been resolved.

Overall, the inspectors said: "[Leaders] have risen to the challenges of the past year with enthusiasm, delivering rapid and sustainable change and demonstrating that there is much capacity for even further improvement. Despite the many changes, staff are proud to be part of the school and value the support they receive."



Notes:

Based on all section 5 school inspection reports published between September 1 and December 10, 2015. Data provided by Watchsted, a service from Angel Solutions Ltd. Percentages may not sum to 100 due to rounding.

PROFILE

“I ALWAYS
THINK
THINGS WILL
BE FUN”

LAURA.MCINERNEY
@MISS_MCINERNEY

Natasha Tiwari, founder, The Tutoring Team

The Christmas lights are off in London's corporate quarter, but at least one person is home.

Natasha Tiwari, the one-time drop-out trainee teacher who has built a personal tutoring empire, is bounding down the stairs of her office in the capital.

Just 27 with a tiny frame (she must be all of 5ft) she's not the usual picture of education entrepreneurship: yet her company, started just three years ago, now has more than 45 tutors and psychologists, and her client base is global. Being a classroom failure is, it seems, a lucrative business.

In fairness to Tiwari, her path into teaching was strewn with obstacles. Let me do a full disclosure: I was one of the people who first taught her as a graduate on the 2009 Teach First scheme, the programme that takes bright graduates with an aptitude for teaching and gives them on-the-job training in England and Wales' most challenging schools.

Fearsomely smart, Tiwari applied a second time after an initial rejection. "I was laughing worse than the fake students". She was 21 and one week, the youngest to start the programme at the time.

She found Teach First's six-week pre-school summer training frustrating. I remember someone who didn't seem to grasp what lay ahead. Her psychology degree had captivated her, and she was excellent at picking up on the needs of individuals, but her understanding of what it would take to lead difficult classes seemed naive.

She concurs: "I'm an optimistic person. I always think things will be fun. I just wanted to get in there and change things. Looking back it was a patience thing, and an empathy thing, which comes with maturity . . . although the more I learn about myself, the more I think I would never have been ready for it."

It didn't help that she was placed as a citizenship teacher in Quintin Kynaston Community School, north London, but was given seven subjects to teach. Back in 2009 the school was presided over by superhead Jo Shuter and rated as outstanding. Despite the positive media image, Tiwari found the school chaotic.

"Maybe if you have worked in other jobs and you've had difficult co-workers, it would be OK, but when I started neither of my managers seemed to like me and I didn't have support . . . I tried to trooper but I quickly found myself in a situation where I was very alone."

Some years later Shuter was dethroned over financial mismanagement and the school's rating plummeted.

But Tiwari wasn't willing to wait: "It just didn't sit right. I got into education because every child should have the scope to achieve, whatever background they come from. But I didn't even have a GCSE in geography, and then I was trying to teach it at A-level. That wouldn't fly in the school I

went to, that wouldn't fly in a private school, it wouldn't fly in a good comp."

Her worst lesson was where a child wrote "f*** you" on a book on her desk, but had spelled it incorrectly. Her first reaction was to hold it up and say someone must own up. Immediately, the class began mocking the child for his inability "even to spell the f-word". She knew she was sunk. In February 2010 she left.

After working for a private equity consultancy – "the money was amazing but it was so dull" – she went back to UCL, where she previously studied as an undergraduate, to complete a masters in politics.

Casually taking on private tutoring clients to earn cash, she found demand higher than the time she had available.

"It just seemed like a very natural move to think 'why don't I hire one or two people to help me'. Then, around that time I was thinking of jobs . . . I would go to interviews – firms around here – and would think 'this is so dull'. But I would be so excited about seeing my tutoring clients later that day. I quickly realised I wanted to make it a full-time career and The Tutoring Team was born."

Her company was soon tutoring families across London and the Home Counties. Now, her clients are global. She recently visited Kazakhstan. Other families are in India and Singapore.

In those parts of the world, she says, parents push their children: "They want tutoring for their children who are already very eloquent and have maths off the chart. In England, a sense of complacency has developed because people are not aware of this competitiveness."

At the same time she is aware an "arms race" approach to tutoring isn't helpful. "There is a sense sometimes that

there's a panic because everyone else has a tutor."

What Tiwari noticed, though, was a gap in the market for broader services. Smart children, for example, might struggle with motivation. This is where her psychology background comes in. The Tutoring Team does a deep assessment of children's need, far more than most tutoring companies, and, using Tiwari's encyclopaedic psychological knowledge, creates a personalised service that focuses on more than just grades.

Clearly successful, she is aware that the organisation has so far only helped those with supportive parents who are able to pay. She wants to work with schools more in the future to offer the service to children at risk.

"Teach First opened my eyes to things I didn't know. I remember one girl who was 15, I taught her for all her humanities GCSE. At one point she said to me, 'I wish you would get hit by a bus'. I kicked her out of the class and said she couldn't come back until her parents came to school to speak to me.

"I called her parents and they fobbed me off. I called, twice, each day, for four days. They knew she was missing her GCSEs but they didn't care, they wouldn't come in. That brought home to me that not everyone has supportive parents."

The idea is incredible to Tiwari. Both her parents encouraged her to read and learn. Her teachers were "always nurturing", despite her having large periods off due to childhood illnesses.

NATASHA



TIWARI

IT'S A PERSONAL THING

What's the best advice you've been given?

That which you cannot stop thinking about is what you should be doing. I heard it at a lecture at the UCL business school, from the guy who started Moshi Monsters and Mind Candy.

Favourite toy?

I loved Barbies! It was this concept that this woman had such fun clothes, but she was really smart too and could do whatever she wanted. She had whatever house she wanted to build. She had whatever car she wanted to drive. She had Ken, but she didn't need Ken. She could be an astronaut one day, a showjumper the next.

Any time in history?

I would pick now. So much possibility now. I've just got back from Kazakhstan . . . where people heard about us through technology. I met someone at a lunch, they told someone on the other side of the world. And that was that.

What do you do when you don't work?

I work a lot, but I love it so it never feels like a chore. For fun I am working on a fashion start-up, xarii. We are trying to be the ultimate destination for Indian fashion.



November 2009: Natasha's sister Aneesha, left (18) and cousin, Shaan, middle (21), out at dinner. Natasha is 21 and a few months into her teaching career



Graduation day, 2009



Family holiday: Aged 8 with Aneesha (5), at an independence day parade in Florida

She attended Chatham Grammar School for Girls but she is scornful of age-related tests.

"We do work around the 4-plus . . . an entrance exam, when you are 4! There are private schools that have this. The reaction we get is surprise that it exists but schools say: 'we are over-subscribed, what should we do?'"

She says the test is "not mind-blowing stuff", instead focusing on how children interact with others, but that there is an unhealthy stigma attached to it.

"There are parents who think: 'he's failed the 4-plus; we are totally screwed!'"

As she talks it's easy to see why the business has become so successful. Tiwari's enthusiasm for what she does is infectious and she is sharp. At various times she mentions studies, videos, websites she thinks I might enjoy. She doesn't make a single written note and we talk for at least two hours. Nevertheless, a few days later an email drops into my inbox listing everything we discussed.

For Tiwari, her intense love of personalised attention stymied her classroom career but it propelled her to make a great business. She is perhaps the living proof that sometimes what kills you can sometimes still make you stronger.

Curriculum vitae

Born: August 11, 1988

Schools

Byron Primary School, Medway, Kent
Thames View Primary School, Gillingham, Kent
Chatham Grammar School for Girls, Chatham, Kent

University

2006 – 2009 University College London, psychology BSc
September 2010 – July 2012 University College London, MA politics, security and integration

Career

September 2010 – July 2012 Teach First trainee
March 2010 Graduate trainee, boutique private equity firm
September 2012 Founder, The Tutoring Team
July 2015 Founder, Xarii

EXPERTS: TIPS FROM THE TOP

RUSSELL HOBBY

General secretary, NAHT



TOBY SALT

Chief executive,
Ormiston Academies Trust

Continuing their half-termly series exclusively for *Schools Week*, Russell Hobby and Professor Toby Salt share their tips on academy trusts: how heads should shop for a trust – and, if you're an existing trust, how to work out whether a school is the right fit for you

Look behind the label

Many schools will be thinking about joining a trust or federation. This is probably a sensible response to rising costs, falling budgets, diminishing services and ever-more demanding accountability. But groups of schools come in all shapes and sizes. We have to look behind the label and discover what is really going on. These sorts of decisions are hard to undo and success is often governed by intangible factors such as values and culture – there will be groups in which you will thrive and achieve more than you thought possible alone; and there will be groups that suck the joy out of leadership. How do you tell the difference?

Here are some questions you can ask yourself. Or, even better, ask them.

What truly gets them out of bed in the morning?

This is tricky. The aim is to discover their real values but, if you ask them outright, you'll get the usual motherhood and apple pie about "making a difference". The best way to discover underlying values is to let them speak at length and make a count of what is and isn't mentioned. Is it all about finance or growth and little about children? Another good route is to find out about the chief executive's own education experience. Their views on this often reveal a great deal about their motivation.

How do they handle conflict?

The early days of a trust are full of shared aspirations and consensus. But you will disagree at some point. If there is disagreement about direction, how is this handled?

Explore what will happen if a school within the trust is under-performing – how will this be tackled and what sanctions lie at the end? Be as wary of groups with weak accountability and no conflict resolution as you would be of those with punitive accountability.

What value does the group bring to the individual schools?

This is the obvious one: why would your school be better off inside the group rather than going it alone. What could you do with them that you can't do now? Don't get hung up on the management fee – a more important question is what you get for the money. A management fee that is too small will imply a group that can add little value to what you do already.

Find out about the CEO's own education experience

Who will they not work with and why?

A great trust has a tight vision and a clear idea about how it can help. It finds a niche where its values, skills and procedures work best. One of the best ways to unearth this is to explore their limits – what wouldn't they do? Who do they say no to, and why? A group that has never turned down a school or project may be a group with a dangerously unfocused sense of its strengths.

How big do they plan to get?

You want to be part of a group that manages its growth carefully and sustainably – excessive or poorly planned growth is a major cause of problems for groups of schools. Look not only for overall size but geographical spread, balance of strong and weak performance, clear specialisation and flexible structures. On the last point, at what stage will the existing governance stop working and the group need to invent new layers?

What happens when the leader leaves?

Many groups of schools are driven by the energy and vision of their founder. Is this the case in the trust you are considering? If so, how long will he or she be around and how much capacity has he or she built around them? Would it all fall apart in their absence?

What is shared and what is delegated?

How much freedom will you as a leader really have, and how much do you actually want? Total freedom suggests that the group is just symbolic, but presumably you didn't go into the job to be demoted into middle management, either. This is also a question that it is hard to get honest answers to. Clear answers should help you determine whether the group is sustainable and constructive and, more importantly, whether the culture of the group matches your own values.

Trust your gut instinct

Educationists often are asked to behave like used car salesmen to promote their wares, but always take a proper look under the bonnet before you make long-term commitments.

When I'm considering schools that want to join the Ormiston Academies Trust (OAT) – and we're not short of requests – I go through a number of questions.

Is the chemistry right?

Don't underestimate your gut feel; if something doesn't feel right, chances are it isn't. While it's exciting to grow a trust, growing it in the wrong way can destabilise it, so make sure whoever you bring on board shares your ethos and invests time at the outset to check that personalities match.

If something doesn't feel right, chances are it isn't

Is what you offer what they need?

There is no algorithm or Department for Education data set that can replace what you know about your trust's capacity to support a particular school. Is the location right? Do you have capacity where it needs support? We've been approached by a primary school in an area where I know we have an exceptional head that is looking to take on wider responsibilities, so the match might just work. But that isn't always the case. Picking up a school where you have no geographical footprint, or where you lack senior capacity, won't be good for either side.

Be honest from the outset – don't fudge. I can't stress this enough. Be clear what your non-negotiable asks are – for example, if you require schools to use particular data, financial and reporting systems, or adopt particular pedagogical approaches. OAT is non-prescriptive, but still requires schools to collaborate and be consistent on key practices. If a potential school doesn't accept your red lines, then it won't work.

The same is important for governance. Too often sponsors do not communicate the reality that local governing bodies ultimately

become sub-committees of the main board, with reduced autonomy – disguise this at your peril! Don't promise to keep any governors if you don't intend to and explain how they will be selected or elected in the future. Transparency like this, early on, will garner trust and reap long-term benefits.

Staffing structures

Be honest before a school joins you if you think that a staff restructure is required, explain how it will be done and when. Most importantly, assess the leadership and school improvement plans – do you want the current leadership to be part of the future? Don't make promises if you don't. Similarly, make sure you understand where a good head is on their professional journey – that is, do you want to take on a school if the leader you admire is about to retire? This whole area needs to be treated sensitively, but it should be tackled early. Some trusts complete a mini Ofsted before taking on a school and OAT uses detailed data, complemented by getting our senior team on the ground to triangulate figures with what they see and hear.

Physical structures

Don't forget the buildings. Be wary of any asbestos, leaking roofs, promised capital builds or private finance initiatives. The physical infrastructure of the school and any tied finances associated with it are important. We work with a surveyor to ensure we take on projects with our eyes open.

Don't be the used car salesman

Finally, be clear on the benefits for schools joining you, but don't fill yourself full of hyperbole. Point out that schools will have access to greater CPD, expanded networks, peer support and challenge, up-to-date knowledge, advice and national influence as part of a wider family. However, don't promise overnight transformation or present yourself as the white knight. Every school is complex and it takes time to unpick that and set it back on course. As quickly as someone thanks you for taking on a troubled school, they will be asking you within months why it is not yet transformed if you have over-promised – so be realistic.

Get all of this early engagement right and take time over the courtship, then the marriage will be one that lasts.

Most teachers will already have thought about what they'd like to achieve this new year. But what about the things they'd like to see the back of?

During the festive season I thought about the teaching ideas posed by the Department for Education (DfE) that I'd like to see banished this year. Here are my top three suggestions.

Character

Character was a buzzword banded about by the DfE last year. Nicky Morgan even set aside £4.8 million to help to promote character in schools and in one speech announced 18 characteristics that pupils should develop "including qualities such as perseverance and tolerance".

The education secretary even proclaimed students without "character" may excel at passing exams and absorbing information, but may not have the skills they need to tackle the challenges that lie ahead, to make the right decisions and to build their own moral framework.

I have no doubt that developing character has stemmed from lessons learnt in the charter schools in the US, or perhaps in excursions to Shanghai – referencing work and research from growth mindset, grit and resilience that now makes the rounds up and down the UK.

But teachers already know that our students have character. It's really the relationship that matters more than anything and this is where character can be developed by form tutors, and by subject teachers in lessons, through love of their subject and from experiences provided



ROSS MCGILL

Quintin Kynaston Community Academy, north London

Teaching ideas to bin this year

through enrichment and extra-curricular activities.

Lesson gradings

It is almost 18 months since Ofsted first alluded to the end of (one-off) lesson gradings, but this is not yet evident in all schools. The Association of School and College Leaders says that half of schools across England grade lessons. That's more than 10,000 schools and tens of thousands of teachers judged in one-off lessons.

Despite research showing this methodology has flaws, how many teaching careers are still damaged by poor observational proxy? And worse, how much of it is contributing to our retention crisis?

It's time all schools moved towards a coaching and mentoring system that frequently observes to develop teaching and learning in classrooms and to provide teachers with time to use solutions such as lesson study to help develop practice.

The purpose of any lesson observation, even during inspections, is questionable if whole-school judgments are heavily reliant

on published data. Visiting lessons during an inspection is merely a litmus-test of what goes on over a longer period. As Sean Harford said when I met with him last April, "there will always be a margin of error."

It does not take a genius to work out that there are still flaws in the system. Teachers

Data-crunching will buckle our recruitment and retention hopes

must start asking questions of their leadership teams if one-off judgments are still being pushed as an ideology! Let's take back ownership of our classroom practice.

Data crunching

Data crunching is the No 1 bugbear we have yet to crack. The requirement has never been greater but it will buckle our recruitment and

retention hopes and any chance of attracting the best teachers into our schools.

How long do teachers spend crunching data? Then uploading it on to their school's management information system? It could be as much as 10 per cent of their allocated timetable.

There is no harm expecting all teachers to thoroughly understand assessment and be able to assess students' work accurately, but uploading student assessment is an administrative task and is another pinch-point on an already stretched timetable. Therefore, one of my goals this year is to ensure that guidance, already published by the DfE in its Workload Challenge Report (January 2015), is evident in all new policies.

In the advice, the DfE makes the following recommendations: how many are your school doing for its teachers?

- Encouraging students to complete more peer and self-assessment
- Sparing use of more detailed marking and written feedback
- Effective use of whole school data management system/registers (including training for staff)
- Use of software for marking, homework and tracking pupil progress.

Isn't it time we got rid of some of this nonsense and started taking back control of our profession? If you could throw away some teaching ideas, what would they be to help support the work you do in your school?

Follow Ross McGill on Twitter @TeacherToolkit and read his blog at www.TeacherToolkit.me



JOANNE BARTLEY

Schools campaigner

'It wasn't supposed to happen to someone like me'

When Joanne Bartley's daughter failed her 11-plus, her opportunities contracted drastically. She has done well, but now faces a move to a third Kent secondary before she goes on to university. Selection, says her mother, is a self-perpetuating system that has little to do with social mobility

When my daughter failed her 11-plus I was shocked; this wasn't supposed to happen to someone like me. We shopped at Waitrose! I'd assumed I'd get a choice of five local schools, including three grammar schools rated as outstanding. A fail meant our options became limited to two schools with poor reputations.

It seemed unfair that the failure limited my daughter's opportunity, but it clearly did. Sixty-nine per cent of Kent grammar schools

are rated outstanding, but only 3 per cent of secondary moderns achieve this grade and a quarter require improvement.

I started to dig a little deeper into why. I looked at the percentage of free schools meals pupils and "high attainers" (based on tests taken in primary school) in a wide variety of secondary schools in all areas. I became adept at the "guess the Ofsted result" game. Schools with a high percentage of bright children and few disadvantaged pupils were more likely to be rated good or outstanding. Schools with a high percentage of disadvantaged children and few academically able pupils were more likely to be rated requires improvement.

When I challenged Ofsted they agreed: "The selective nature of grammar school may put them in an advantageous position to achieve a good or better inspection outcome..."

But how could this be? We are told that good schools are about great leadership and amazing teachers, but what role do the pupils themselves play? I've always liked the line about pupils being crew not passengers. But perhaps some schools have better crew, while others have crew that unwittingly sink the ship?

If I could assemble the right sort of pupils to make a successful school, what would I do? I might avoid badly mannered or disruptive children. I would get rid of any unintelligent children, because they would be harder to teach. I would select children with parents who

My daughter worries her friends will think she's middle class

believe in education and support the school.

Schools selecting by these criteria are common in Kent. They're called grammar schools. Ofsted stamps these schools with an outstanding; the stamp then increases their appeal, and their success is perpetuated.

While grammar schools are flattered by their easy intake, many of Kent secondary moderns struggle. It's hardly surprising: we tell these children they're not academic and give them nothing except academic targets, setting the bar high. It's sad to watch schools, and children

jumping to reach that bar, knowing it will rarely be reached.

In Kent it is assumed that our "special schools for bright children" work, but there is little evidence of better exam outcomes. It feels like a system designed for clever parents more than a system for clever pupils.

My daughter has done well, despite her first school going into special measures and closing, and her second offering limited subjects and low aspirations. Her grades suggest she is one of many Kent children who was labelled incorrectly. She wants to study computer science at university but her school offers mostly BTECs at sixth form. Only the grammar schools offer the A-level she needs.

So we aspire to a grammar school place yet again. Really, neither of us wants this move to a third school, but her future depends on it. I will push for her success, but I worry that less aspirational parents would settle for less.

When people tell me grammar schools are good for social mobility I tell them about my daughter and the Waitrose sausage roll. If I shop at Waitrose my daughter hides the lunch box wrappers, she worries her friends will think she's middle class. Bizarrely, secondary moderns seem to discourage social mobility, leading to bright children aspiring to be working class.

Boris Johnson had said that he liked grammar schools but disliked the brutal 1950s "sheep and goats" selective system. In Kent we live with brutality. We should only ever create the kind of schools we would wish our own children to attend, and no one ever wants their child to go to a secondary modern.

REVIEWS

TOP BLOGS
OF THE WEEK

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



Our blog reviewer of the week is Jill Berry, a former head, now educational consultant and Twitter addict @jillberry102

Educational leadership is something I'm particularly interested in; supporting aspiring and serving leaders has been a major part of my professional life since I finished full-time headship five years ago. For my first review column this year, I want to focus on leadership, and recommend a series of posts that might be useful, wherever you are on your leadership journey – even if you're at the "I wouldn't ever want a leadership role" stage. In my experience, what we want out of our career can change as time passes, so it's wise never to say never.

Leading a winning team
@shaun_allison

Shaun Allison focuses on what makes a successful middle leader, though I would suggest that what he says is true of leaders at all levels; being a middle leader, senior leader or a head isn't significantly different in nature, only in scope/scale.

It takes all sorts ...
@kerryjordandaus via @staffrm

In this @staffrm post Kerry Jordan-Daus similarly explores the idea that "we are only as good or as great as our team and the combination of our collective efforts", whether you lead a department, a section or a school.

10 things everyone should know about great school leaders
@ICTevangelist

Mark Anderson describes the characteristics that, in his experience, great leaders share, including the recognition that they are not perfect and are always learning. It's a great post to encourage you to reflect on how the

leaders you have known rate, and how you measure up as a leader or a potential leader.

What might you add to Mark's list? For leadership, do you need a ladder or a compass?

@Bill_George via Huffington Post

Bill George outlines both the challenges and the opportunities of leadership, as we test and prove ourselves on our leadership journey: "Each leadership experience provides myriad opportunities for personal growth and to discover your true north."

Visits & visitors: telling your leadership story
@LeadingLearner

Stephen Tierney describes making a visit to another school, and hosting a visit, leading him to consider the importance of this question for school leaders: "What is/would be the story of the school you lead or hope to lead in the future?"

In praise of headteachers
@ChocoTzar

Despite the title of the blog, ChocoTzar describes in her own inimitable way how heads can get it wrong; the choices we make and the way in which we lead says a great deal about us, as people as well as professionals. She asks: "Do you want to be a headteacher? Why not?" – which made me think of the question a serving head asked the delegates at a #womened hub event in the autumn: "If not you, then who?"

Course correction. The leadership path is never straight
@headguruteacher

Tom Sherrington reflects on what he is learning in the early stages of his second headship, and how incoming heads inherit a good deal, while they also start to carve out their own path. Along the way, they have to be prepared to adapt, while remaining true to their vision and core values.

Labour: House of Cards in the staffroom
@jonnywalker_edu

Finally, Jonny Walker considers what we can learn from the developing leadership story in the current Labour party, and how this might relate to our own experience of staffroom politics and leadership in an educational context. I guarantee that this will make you smile AND make you thoughtful. Very best wishes for 2016. Might this be the year when you begin to fulfil your own leadership potential?

BOOK REVIEW

Invent a Job for Teachers: How to create a job worth leaving school for

Author Joyce Matthews

Publisher Kindle edition only

Reviewer Laura McInerney



Here's some bad news. You know that person you want to be in 2016? The one who eats healthily, has time for family, and achieves their goals? Well, you have almost zero chance of making it.

Research suggests that while about half of us make resolutions at the start of a new year: fewer than one in ten of them will stick with it for longer than 13 weeks.

And if you can't even make yourself eat soup instead of stodge for lunch, what chance do you have of making a new life for yourself?

This is where Joyce Matthews dances into the spotlight, with her brave (and rather brilliant) book designed to help teachers who are unhappy in their current work to find a better job.

"There's no mystery, no big secret, and no astounding surprise," she reveals early on – somewhat suggesting that I had just wasted £6.73 to get this e-book. (No physical version exists, yet.)

But it's a trademark of Matthews' style not to mince her words and instead of secret promises she gives seven steps to inventing a "job worth leaving school for".

Hang on. Worth leaving school for? Isn't it a terrible idea to write a book about how to get teachers to leave their job when there's a recruitment crisis?

I bugged Matthews via her website, and then on the phone. She was reassuring. "It's about getting the job that you want – that could be in school, or out of school. It's about teachers looking at their skills and realising 'Hey, I can do a lot that will help me get another job that will make me happy', wherever that might be."

With brow wiped, I continued reading. And didn't stop. It's short and sweet, but brimming with clever ideas for thinking about what would make for a perfect job and, crucially, how to get it.

An example: Matthews gives 14 questions

for you to answer about your perfect future job. The first: what date you want it to happen by? Then you are told to write what you are doing, what you are saying, who is with you, in this future. Not earth-shattering, part of me haughtily thought, but answering the questions really was more fun and useful than I expected.

Next, she guides you to put the questions into a mission statement. Ugh, thought the part of me involved in one too many mission statement-building INSET events at school. Ooh, this is exciting, thought the part that went ahead and did it anyway.

At the end she asks that you sign the statement. But not just in any format. You must write it as FIRSTNAME "Your future

job" LASTNAME.

I like my job, but even I found the phrase Laura "the Editor" McInerney quite empowering.

Of course, Laura "Queen of England" McInerney isn't bad either, but Matthews isn't into delusions of grandeur. Oh well.

Continuing apace, the book reminds teachers of their excellent planning skills. "We are planning machines", she points out, "Over our career lifetime we must make thousands – lesson plans, department

plans, school improvement plans..."

Using those planning skills teachers can identify the direction they want to take and design a path towards it.

There is one sharp caveat. Matthews is adamant that you can't have just any future. She is scornful of gurus who recommend "playing" as a form of work, or merely finding your passion.

"I thought I could get paid to play," she bemoans, "I couldn't... The truth of the matter is, no one is going to pay me for playing hockey, or travelling, or reading books, or drinking gin."

Harsh but true. Matthews brings straight talking, sensible options for what to do when you don't like your job and you want a new one. The title provocatively suggests one outside teaching, but the book will help you get to wherever you want to be.



NEXT WEEK

Education in Britain: 1944 to the Present
Author: Ken Jones
Reviewed by: Jonathan Simons



A week in Westminster

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

The Department for Education (DfE) took the festivities as motivation to send out, in one fell swoop, every item of news it had been holding back.

On December 17, the day after Schools Week went to press for the final time before Christmas, nearly 100 publications were uploaded to the department's website.

But no worries, loyal reader, because Week in Westminster eschewed mince pies in favour of reading EVERY document. JOY.

Some highlights:

Cash set aside for disadvantaged children to attend summer schools to support their transition from primary to secondary school has been cut. The fund distributed almost £10 million between 900 schools last summer but was abolished by the Education Funding Agency as part of a move to make wider savings. Schools can continue hosting the summer schools – but have to use cash already in their coffers.

The DfE consulted on the regulations for local authority budgets for maintained schools – but only 17 of 154 authorities bothered to respond. Let's hope that when the government updates its guidance, said authorities don't have any complaints about changes.

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|--------|--|----------------------|-------|
| GOV.UK | Guidance: Pupil premium: conditions of grant 2016 to 2017 | Thu 17/12/2015 12:15 | 17... |
| GOV.UK | Guidance: Dedicated schools grant (DSG): 2016 to 2017 | Thu 17/12/2015 12:15 | 17... |
| GOV.UK | Consultation outcome: Special guardianship review | Thu 17/12/2015 12:14 | 17... |
| GOV.UK | Guidance: GCE AS and A level environmental science | Thu 17/12/2015 12:14 | 17... |
| GOV.UK | Correspondence: Unregistered independent schools: letter from Nicky Morg... | Thu 17/12/2015 12:14 | 18... |
| GOV.UK | Guidance: GCSE astronomy | Thu 17/12/2015 12:14 | 17... |
| GOV.UK | Guidance: GCSE engineering | Thu 17/12/2015 12:14 | 17... |
| GOV.UK | Consultation outcome: GCSE and A level reform: content for teaching from S... | Thu 17/12/2015 12:12 | 18... |
| GOV.UK | Guidance: GCE AS and A level philosophy | Thu 17/12/2015 12:12 | 17... |
| GOV.UK | Research and analysis: PE and sport premium: an investigation in primary sc... | Thu 17/12/2015 12:12 | 18... |
| GOV.UK | Research and analysis: Teacher voice omnibus: June 2015 responses | Thu 17/12/2015 12:12 | 17... |
| GOV.UK | Research and analysis: Why teachers leave and return: feasibility study | Thu 17/12/2015 12:12 | 18... |
| GOV.UK | Guidance: GCSE economics | Thu 17/12/2015 12:12 | 17... |
| GOV.UK | Consultation outcome: Funding for school admission appeals | Thu 17/12/2015 12:10 | 17... |

Actual screenshot. Not a mock-up of the computer

Remember the recruitment ad put out by the DfE in an attempt to get more teachers? Well, that and other "recruitment marketing" cost £5,557,250. Yikes. Hope they meet the initial teacher training target in September...

There were more than 1,200 responses to a consultation about changes to the

design and technology GCSEs and A-levels, including the plan to scrap food tech A-level. Seventy-two per cent disagreed with the government's plans, but it didn't bite on this morsel. The qualification will still be scrapped.

One buried report showed how the DfE

commissioned a pilot study two years ago hoping to figure out why teachers left or returned to the profession. But there were only eight responses from ex-teachers. Maybe everyone else had heard that consultation findings didn't really matter?

And then there were the termly questionnaires to school staff, which the DfE uses to (hopefully) gain a picture of what's going on in schools. This time it found that only a third of teachers thought their training in mental health was appropriate. Perhaps they can learn about it in extra safeguarding training – also announced during the Christmas holiday. From September it is expected that teachers will do yearly training on child protection, rather than every two years.

Finally, local authorities have been given the right to charge schools for costs incurred during admissions appeals. Over-subscribed strapped-for-cash schools will be hardest hit. Another incentive to become academies, perhaps?

Right, that's enough for this week. Our eyes are tired. And we've suddenly got a craving for two-week-old mince pies.

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CELEBRATING THE NEW YEAR

FREDDIE WHITTAKER AND BILLY CAMDEN
@SCHOOLSWEEK

Services to schools in England have again been recognised in the New Year's Honours.

Civil servants, academy trust bosses, education entrepreneurs, school leaders, heads, teachers and support staff all featured on this year's list.

Those who have contributed to the teaching and championing of pupils and students with special educational needs are especially well-represented, with dozens of honours for SEN teachers and campaigners.

Recipients honoured for services to education represented 10 per cent of the total list, a similar figure to last year.

We round up some of the highlights, with the full list published on the next page.

KNIGHTS AND DAMES

Ofqual's chief regulator Glenys Stacey and academy trust bosses Steve Lancashire and Susan Jowett have topped the New Year's Honours list for services for education.

Ms Stacey and Ms Jowett, the chief executive of the Spencer Academies Trust, have been made dames while Reach2 boss Mr Lancashire has been knighted, as has Jack Petchey, founder of the east London children's foundation that shares his name.

Sue Baldwin, director of the academies and maintained schools group in the Department for Education, has been made a Companion of the Order of the Bath, an award given to senior civil servants and military officers.

Ms Stacey, who will leave the exams regulator next month after five years in charge, is known for having marshalled



Glenys Stacey



Jack Petchey



Steve Lancashire

Ofqual's response to the 2012 GCSE fiasco in which boards changed grade boundaries midway through the academic year.

Ofqual said the boundaries were originally too easy, but teachers and parents protested and went to the High Court. The regulator stood firm despite the mounting criticism and judges dismissed the case, ruling out any unlawful behaviour by Ofqual.

Ms Stacey told *Schools Week* she was "deeply moved" to be honoured, and said she had found "great satisfaction" in

serving the public.

Mr Lancashire, who is also executive headteacher of Hillyfield Academy in east London, spoke of the "huge privilege" of setting up and running Reach2, as well as a new spin-off academy chain Reach4, of which he is interim chief executive.

Mr Petchey said it was "such an honour" to receive a knighthood, and that he was proudest of the recognition it gave to the Jack Petchey Foundation and the young people it supported.

CBE



Barry Carpenter

A special needs expert and former headteacher honoured with a CBE has spoken of the "overwhelming" change in attitude over the past three decades towards people with learning disabilities.

Barry Carpenter, a professor of learning disabilities and former Ofsted inspector, led the last Labour government's children with complex learning difficulties and disabilities research project and ran the Centre for Special Education at Westminster College, Oxford.

Worcestershire-based Professor Carpenter, whose daughter Katie has Down's syndrome, said: "It's a great honour to receive this recognition."

"I know as a father how much attitudes towards caring for people with learning disabilities have changed hugely in the 30 years I've been working in the area, and overwhelmingly for the better."

CBEs were also awarded to Roy Blatchford, a

former head who founded the National Education Trust, and Howard Partnership Trust chief executive Rhona Barnfield.

Previously a headteacher in Oxfordshire and Milton Keynes, Mr Blatchford has served as an Ofsted inspector, a government education adviser and a lecturer and writer on policy and practice.

He said he was proud of his 40-year teaching career, and "especially proud of what the National Education Trust has achieved over the past decade".

As well as leading the Howard Partnership Trust, Ms Barnfield is executive headteacher of the Howard of Effingham School and Thomas Knyvett College in Surrey. She started her first headship more than 20 years ago at Hillview School for Girls, Tonbridge, Kent.

Earlier this year, she was elected to the regional schools commissioner (RSC) headteacher board for south east England and south London.

OBE

A school governor who turned to voluntary service after health problems ended her teaching career said it was an "immense honour" to be awarded an OBE.

Judith Bennett became a governor at Chalgrove primary in Oxfordshire 22 years ago after health issues forced her to leave her teaching job at nearby Fitzharrys School.

Ms Bennett, who went on to be the inaugural chair of the National Governors' Association in 2006, told *Schools Week* she was "gobsmacked" when she heard of her nomination.

"It is an immense honour to be recognised like this... I am also delighted for school governance. It has been absolutely wonderful to go around the country and talk to governors as I did when I was chair."

Ron Ritchie, the former University of the West of England pro vice-chancellor, who now chairs the Cabot Learning Federation, has also been recognised with an OBE.

Professor Ritchie has taught in primary and secondary schools, and in 2013 chaired an education and skills commission set up by Bristol mayor George Ferguson. He is a governor at Hartpury College, Gloucestershire.

Ann Berger, the former Ofsted inspector and lead government adviser for London Challenge, who is now primary director of the Harris Federation of academies, has also been awarded an OBE.

She said: "Working with children and teachers has inspired me over my 40 years in the profession and I feel touched to have my career recognised in this way."



Judith Bennett

'S HONOURS



MBE

The co-founder of Code Club and a prominent governor are among those to have been recognised with MBEs.

Clare Sutcliffe launched Code Club, a network of free volunteer-led after-school clubs, in 2012, and is currently leading the organisation's charge towards its ambition of seeing a club in every primary school in England.

She said she was "surprised and pleased" to be honoured. "The Code Club team and volunteers work incredibly hard to bring after-school clubs to more than 50,000 primary school children a week across the UK and it's great to have that effort recognised in a public forum."

An MBE has also been awarded to Duncan Haworth, a governor at Woodfall Primary School, Neston High School and Ysgol Sandycroft Primary School in Flintshire. He



Clare Sutcliffe



Duncan Haworth

is also a director of the National Governors' Association.

He told *Schools Week* he was "excited, humbled and honoured" to accept the MBE, "as recognition of the voluntary work that all school governors in England carry out.

"I have been recognised in making my contribution to this invaluable work but I could not have achieved this without the support of my wife, my family and every other governor that I have worked with.

"To them I say thank you and I accept this award with humility and intense pride."

BEM

A retired firefighter who has taught lifesaving skills to special needs children for more than 25 years was "shocked but pleasantly surprised" to be awarded a BEM.

Keith Ottywill, 66, joined the Suffolk Fire and Rescue Service as a cadet in 1966 and retired in 2011. He also has volunteered at Centre Academy East Anglia, Ipswich, every Wednesday evening since 1990 where he has helped children with special educational needs establish a school fire crew. He has also provided demonstrations on firefighting.

"We build confidence in the children by focusing on team work, leadership, and enhancing practical skills," said Mr Ottywill.

"I am getting a little bit slower and can't keep up with the children as much as I used to, but the want and will to help these pupils is still there.

"I take great delight in seeing the children doing the things they love."

A dinner lady who has worked at a Dewsbury school for 43 years was also awarded a BEM.

Gaynor Clegg, 76, still works five days a week at Ravensthorpe Junior School.



She ran the school's breakfast club for nine years and has raised more than £23,000 in school funds down the years.

NEW YEAR'S HONOURS LIST - 2016

KNIGHTHOODS

Steve Lancashire
Founder and CEO REAch2 and executive headteacher, Hillyfield Primary Academy

Jack Petchey
Jack Petchey Foundation

COMPANIONS OF THE ORDER OF THE BATH

Susan Jane Baldwin
Director, Academies and Maintained Schools Group, Department for Education

DAMES

Susan Jowett
Chief executive, The Spencer Academies Trust, executive principal George Spencer Academy

Glenys Jean Stacey
Ofqual chief regulator

CBE

Rhona Julia Barnfield
CEO, The Howard Partnership Trust, and executive head, Howard of Effingham School and Thomas Knayvet College

Roy Terence Blatchford
Director, National Education Trust

Professor Barry Carpenter
International professor of learning disabilities

OBE

Eugenie Rosemary Adams
Head, Baskerville Special and Residential School

John Ayres
Principal, Eden Multi-Academy Trust

David Derek Bartram
Assistant head, Lampton School

Judith Anne Bennett
Lately director, National Governors' Association

Evelynne Ann Berger
Primary director, Harris Federation

Nicholas Capstick
CEO, White Horse Federation

Lynn Churchman
Founding trustee, National Numeracy

Neil Henry Clephan
Head, Roundhay School

Elaine Mary Colquhoun
Executive principal, Whitefield Academy Trust

Helen Mary Jones
Head, Beacon Hill School

Bernadette Knill
Lately head, Priory Woods Special School

Maureen Martin
Head, Coloma Catholic Girls' School

Lynne Pepper
Head, Herringthorpe Infants School

Professor Ronald James Ritchie
Chair, Cabot Learning Federation Academies Trust and lately pro vice-chancellor University of the West of England

Gillian Robinson
Executive head, Castle Hill School

Katharine Tracey
Cabinet member for education and children's services, Wandsworth Borough Council

John Wilder
Executive head, Furze Warren Hard Federation

Venessa Willms
Director of primary education, ARK

MBE

Robert Charles Bass
Head of classics, Orwell Park School

Susan Mary Broughton
Lately acting chair of the trustee board, Deaf

Education Through Listening and Talking charity

Rita Byrne
Lately school improvement officer, Liverpool

Paul Anthony Chubb
Lately executive director, Careers England, chair of governors The Dales School

Ian Christopher Clayton
Principal, Thorpe St Andrew School and Sixth Form

Hilary Dobbie
Lately principal, Moor House School and College

Jeremy Paul Farrell
Lately principal, Macosquin Primary School

Ann Marie Forbes
Science teacher, The Hertfordshire and Essex High School

Barbara Kathleen Green
Principal, Beechlawn Special School

(Peter) Duncan Haworth
Chair of governors, Woodfall Primary School

Linda Houston
Higher executive officer, Academies Group, Infrastructure and Funding Directorate, Department for Education

Christopher Howard
Lately chair of governors, Saxon Wood School

Martin Philip Howarth
Assistant director, Children's Services and Departmental Strategy Directorate, Department for Education

Stephen Paul Humble
Teaching fellow in PGCE maths, Newcastle University

Christopher Hutton
Chief financial officer, City of London Academies, facilitator, Academy Finance Directors' Forum

Janet Margaret Leach
Head of disabled children's services, London borough of Enfield

Cyd McCarthy-Akrill
Regional director, Hull and Yorkshire, Barchester Healthcare

Carmel Bridget McConnell
Founder, Magic Breakfast Charity

Heather Lyn McKissack
Senior mistress, King's College School

Paulette Jean Osborne
Head, St Matthew's CofE Primary School

David Peck
Chair of governors, Ravenscliffe High School and Sports College

Edith Nellie Ethel Ray
Scout leader and classroom assistant, Alex Macleod School

Margaret Diane Southworth
Chair of governors, The SABDEN Multi Academy Trust

Gordon Herbert Stubberfield
Chair of governors, Southgate School

Clare Frances Sutcliffe
Founder and CEO Code Club

Christine Jane Swan
For services to education and interfaith relations in Oadby, Leicestershire

Barrie Terence Thomas
Lately chair of the board of trustees, Torch Academy Gateway Trust

Catherine Mary Tindall
Lately head of early years, Newfield Special School

Richard Graham Tovey
Honorary life member, The Independent Association of Prep Schools

Pauline Marie Wilson
Head, Ursuline Preparatory School

Howard Antony Wood
Lately teacher, Oathall Community College

BEM

Janet Bucknell
Lately school support worker, Lonsdale School

Paul Chidgey
Chair of governors, The Barlow RC High School and Specialist Science College

Gaynor Ellen Mary Clegg
Senior lunchtime supervisor, Ravensthorpe CE Junior School

Helen Fowler
Volunteer reading assistant, St George's Infant School and Woodside Junior School

Michael Stuart Galloway-Allbut
Governor and lately chair, Catherine Infant School

Maureen Gould
Chair of governors, Oak View School

Keelie Jayne Hill
Teaching assistant, Sherbourne Fields School

Shirley Holt
School volunteer, Chorley New Road Primary School

Clive Hubery
Chair of governors, The Oaks Secondary School

Marie Teresa Lomas
Teaching assistant, William Hulme's Grammar School

Keith Lionel Ottywill
School volunteer, Centre Academy East Anglia

Peter Twyman
Music teacher, Lipson Co-Operative Academy

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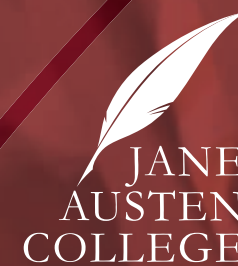
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★ TRUST



www.compass-schools.com



At Compass School we believe that "everyone in the Compass School Community will confidently reach the destination to which they aspire". This applies to everyone, including our staff team. Our four values of aspiration, integrity, exploration and resilience are reflected in all areas of the school and our work. We are extremely passionate about ensuring that our students meet the challenging targets that we set for them, and we strive to be outstanding and innovative practitioners ourselves.

This is a unique opportunity in a challenging, urban environment where three quarters of our students are eligible for the pupil premium. Our aim is to grow a school which inspires our students to fulfil their potential. Our philosophy is simple: to have extremely high expectations of our students, of ourselves, and of what we can achieve.

Will you join us in reaching our aspirations?

Director of Business and Operations

Responsible to: Principal
Start date: March 2016
Salary: £45,000 - £55,000, depending on experience/qualification
Benefits: 30 days holiday (plus public holidays, subsidised private health care, flexible days)

Senior Leader of Communications & Culture

Responsible to: Senior Leadership Team
Start date: September 2016
Salary: Competitive, Leadership Scale

Senior Leader of STEM

Responsible to: Senior Leadership Team
Start date: September 2016
Salary: Competitive, Leadership Scale

(Compass Leadership Awards may be available for the following roles)

Leader of Citizenship/Relating

Responsible to: Director of Learning • Start date: September 2016
Salary: Competitive, Inner London

Teacher of Art & Design

Responsible to: Leader of Art & Design • Start date: September 2016
Salary: Competitive, Inner London

Teacher of Computing

Responsible to: Senior Leader of STEM • Start date: September 2016
Salary: Competitive, Inner London

Teacher of English x2

Responsible to: Senior Leader of English • Start date: September 2016
Salary: Competitive, Inner London

Teacher of Geography

Responsible to: Senior Leader of Communications & Culture
Start date: September 2016
Salary: Competitive, Inner London

Teacher of Mathematics x2

Responsible to: Senior Leader of Mathematics
Start date: September 2016
Salary: Competitive, Inner London

Teacher of Physical Education

Responsible to: Leader of Physical Education
Start date: September 2016
Salary: Competitive, Inner London

Teacher of Science x3

Responsible to: Leader of Science • Start date: September 2016
Salary: Competitive, Inner London

For further information about the school and the Trust, please go to www.compass-schools.com. We are also holding a recruitment event on Wednesday 13 January for interested candidates please visit our website. If you have any questions, contact us at recruitment@compass-schools.com or 0203 542 6506.

Compass School Southwark is located at Drummond Road, Bermondsey, London, SE16 2BT. We are easily accessible with a number of train, tube and bus routes within a short walk of the school. Compass Schools Trust is committed to safeguarding children and all appointments will require an enhanced DBS check.



Compass School Southwark

JOBS



Parnwell Primary School

Deputy Headteacher (L6 – L10)

Start Date: Easter 2016

We are seeking to appoint an experienced, enthusiastic and ambitious Deputy Headteacher to join our friendly team and deliver a high quality education from Easter 2016.

The Governors are also offering a generous relocation package to the right candidate.

Application Deadline: 31st January 2016



For more details and to apply, please visit:

teachpeterborough.co.uk/school/parnwell-primary-school

Or contact Rebecca Ims on 01733 349182 or RIms@parnwellschool.co.uk

PRINCIPAL

L31 - L37: £80,671 - £93,454

September 2016 or earlier by negotiation | NOR 1480 | Age 11-19

For ambitious, experienced leaders this Principal vacancy offers great potential for career development and opportunity to show the impact of your leadership, building upon the foundation of an improving college. Although keen to see our students rise to academic challenges, we value them as people and encourage their broader development in our multi-cultural learning and sporting environment.

Located on the south west side of Derby, where cosmopolitan city life meets spectacular views of the Peak District and the National Forest, our modern facilities (built in 2013) provide an outstanding, focussed learning environment with excellent sports provision. Enjoying the freedom of being a Foundation school, through our local Trust, we have strong links with other schools and local businesses, which benefit the holistic development of our students. This role offers interest to those who have strategic insight into analytical planning, staff development, and sound team leadership.

To ensure Derby Moor continues to maximise the broad potential found among our many, varied and vibrant mix of students, the Governing Body is seeking to appoint an open minded, forward thinking, experienced leader, who favours a collaborative approach, offers a good track record of achieving improvement and fosters aspirational team spirit. A self-starter, able to motivate and engender respect, presence and authority among staff, students and all other members of our community, you will be welcomed into and supported by this educational community. Our aim is to develop your leadership career so you will enable us to move successfully forwards and achieve our potential together



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Application Procedure

For a confidential discussion, visit arrangements, further information and the candidate pack (including application details) please contact our consultant **Mrs J Baker** (who will be available for calls and able to respond to enquiries throughout the Christmas break on

Phone: 07891 671 226

Email: jacqueline.baker@judicium.com

Closing date: 9am Tuesday 12th January 2016

Interviews: 25th & 26th January 2016

HEAD TEACHER, HALTON

Apply by: 12noon on 28th January 2016.

Starting date: September 2016

Salary: Group 3 school

Location: Widnes, Halton, Cheshire.

Contract type: Full Time

Contract term: Permanent



Lunt's Heath is an outstanding Primary School located in Widnes, Cheshire. It is a popular, happy and friendly school where children enjoy learning and are given every opportunity to reach their full potential.

Our aim is to provide a safe, secure and stimulating environment where children feel valued and respected and are motivated to become independent and confident learners and thinkers and who will become responsible, trustworthy and caring members of society. We seek to appoint an enthusiastic and inspirational Head Teacher to continue to develop the ethos of this school, which has an excellent reputation.

Due to the retirement of our highly successful Head Teacher, this is an exciting opportunity to lead a thriving and high achieving school which has an effective senior leadership team in place. Our new Head Teacher will build on our success, but will bring their own vision and experience to enable the school to continue to grow and develop.

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- * have a background in teaching but also a proven track record in leadership and managerial ability;
- * strive to maintain the special nature of our school.
- * continue to provide our pupils with a happy, safe and secure environment
- * offer a reassuring presence to maintain all the qualities that make us an 'outstanding' school (Ofsted 2014);

AT OUR SCHOOL YOU WILL FIND:

- * happy, bright, well balanced and enthusiastic children;

* a caring, supportive environment between staff and children;

* an inspirational, forward looking leadership team and dedicated, experienced staff;

* supportive governors and parents;

Responsible to the Governing Body and the Local Authority

Salary: Group 3 school, in the range of L18-L23.

For an application form, please call the school office on **0151 423 3322**. Informal visits to school are encouraged, please call the office as above.

Closing date: Thursday 28 January at 12noon.

Shortlisting: 1 February 2016. Interviews: 10/11 February.

Safeguarding statement: We are committed to safeguarding and promoting the welfare of children. We follow safer recruitment practices and appointments are subject to an enhanced DBS check.

To apply, please call: 0151 423 3322



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SCHOOLS WEEK Sudoku challenge

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 9 | | | | |
| | 5 | 8 | | | 9 | | | |
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| 3 | | | 6 | 5 | 8 | | | |
| | 2 | | | | | | 9 | |
| 9 | 8 | 6 | | 7 | | | 1 | |
| | | | 2 | 8 | | | | |
| | 1 | | | | | | | |

Difficulty:
EASY

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

Last Week's solutions

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | 2 | 7 | 1 | 9 | 5 | 6 | 8 | 4 |
| 9 | 6 | 8 | 2 | 3 | 4 | 5 | 1 | 7 |
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| 4 | 5 | 1 | 9 | 2 | 8 | 7 | 3 | 6 |
| 6 | 8 | 9 | 5 | 7 | 3 | 2 | 4 | 1 |
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| 7 | 3 | 5 | 4 | 1 | 2 | 9 | 6 | 8 |
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Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | 9 | 3 | 1 | 7 | 4 | 8 | 6 | 5 |
| 6 | 7 | 4 | 8 | 2 | 5 | 9 | 3 | 1 |
| 8 | 5 | 1 | 8 | 6 | 9 | 7 | 4 | 2 |
| 5 | 3 | 9 | 4 | 1 | 7 | 6 | 2 | 8 |
| 7 | 4 | 8 | 6 | 9 | 2 | 5 | 1 | 3 |
| 1 | 2 | 6 | 5 | 8 | 3 | 4 | 9 | 7 |
| 4 | 6 | 2 | 7 | 3 | 8 | 1 | 5 | 9 |
| 3 | 1 | 7 | 9 | 5 | 6 | 2 | 8 | 4 |
| 9 | 8 | 5 | 2 | 4 | 1 | 3 | 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.