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SCHOOLSWEEK.CO.UK

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NO APRIL FOOL: HIKE SALARIES OR LOSE TEACHERS

APRIL 2016

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FREDDIE WHITTAKER
@FCDWHITTAKER *Investigates*

Schools will be forced to raise salaries or face losing key staff when new earnings thresholds for non-EU migrants come into force this spring as part of Theresa May's immigration reforms.

From April 1, workers from non-EU countries will need to prove they earn at least £35,000 to settle in the UK for longer than six years.

Although maths, chemistry and physics teachers are exempt from the threshold because of a national shortage, fears have been voiced about the loss of teachers of other

subjects, who would only hit £35,000 in the upper pay range outside London or at the top of the main pay range inside the capital, based on 2015 pay scales.

The National Audit Office this week warned that the biggest driver behind teacher recruitment issues was the number of teachers leaving the profession, and the immigration law change is likely to exacerbate fears around teacher shortages.

But the government has insisted schools have had since 2011 to plan for the change, which it says is aimed at reducing demand for migrant labour.

For Vic Goddard, principal of Passmores

Academy and star of the television series *Educating Essex*, the rule change means a choice between losing eight teachers in core subjects or raising their salaries above £35,000 in a time of decreasing budgets.

He told *Schools Week*: "The problem is that I will have even more staff from overseas by the time this thins comes into force as it is currently the main source of qualified teachers when we have vacancies.

"It is quite ridiculous that, in the country of Shakespeare, I still rely on finding qualified English teachers from Canada, South Africa and Australia and it would be disastrous if they weren't available either."

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NEWS: Baseline assessments

Survey slams 'potentially damaging' reception tests

JOHN DICKENS
@JOHNDICKENSSW

New baseline assessment tests for reception pupils have been labelled "inaccurate, invalid and unreliable" – with teachers claiming they are disadvantaging their most vulnerable pupils.

A survey of more than 1,000 teachers and school leaders by the UCL Institute of Education found 60 per cent do not think baseline assessments accurately reflect child attainment.

The government introduced the tests in September to improve how it measures primary schools' progress to the end of key stage 2 (KS2).

The assessments are carried out during the first half term of the reception year

But teachers say, in practice, these tests are putting English as an Additional Language (EAL) pupils and those with special education needs (SEN) or disabilities at a disadvantage.

Dr Guy Roberts-Holmes, one of the researchers involved in the project, said: "The assessments are problematic at best, potentially damaging at worst."

A total of 60 per cent of teachers said the tests did not provide an accurate reflection of their pupils' attainment.

The survey, organised by the Association of Teachers and Lecturers (ATL) and the National Union of Teachers (NUT), also found the tests were disrupting children beginning school.

In some cases, supply teachers were brought in to teach pupils in their first few weeks at schools while classroom teachers

carried out the tests.

The report also found almost 50 per cent of children had been graded as "below typical" or "well below typical" in schools it visited after results had been sent out from one of the test providers, Early Excellence.

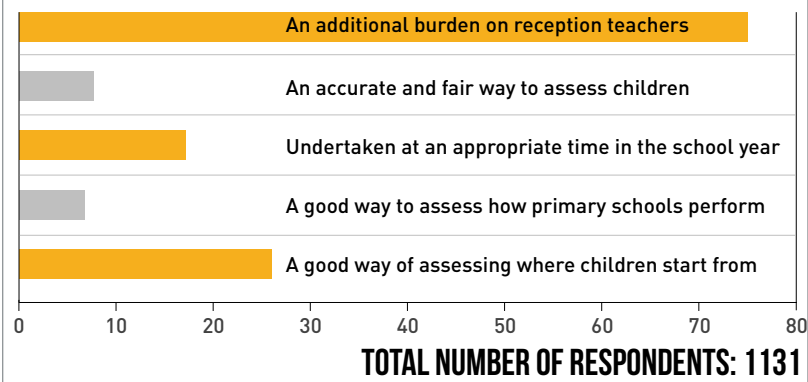
ATL general secretary Mary Bousted said: "It's inaccurate, invalid and unreliable, it takes teachers away from learning and puts stress on kids at an essential time when they should be settling into school."

The report found the assessments did not help identify the needs of vulnerable pupils. Concerns were also raised about the tests only being conducted in English – hindering EAL pupils – with SEN pupils also being "inaccurately assessed".

Dr Bousted added: "For a government that has committed to closing the gap between affluent and less affluent children, what they are now doing is siloing inaccurate data that doesn't show whether pupils can do the tests, but whether they are socially confident enough to."

She said schools were streaming children on the basis of the tests, adding: "There is a danger that the future trajectory of four-

OPINIONS OF BASELINE ASSESSMENT



year-old children can be determined on a test that is so unreliable."

Christine Blower, NUT general secretary, said around 2,000 schools choose to not use baseline tests last year. She has called on others to follow suit and revert back to using the Early Years Foundation Stage Profile.

Ms Blower added: "We want schools to have a discussion about this – it adds nothing to your knowledge of the child and it adds to teacher workload. It's a completely redundant and useless measure."

The assessments are not mandatory, but schools have a strong incentive to do so. Those that do not use it will be made accountable solely on the attainment of pupils at the end of KS2, as opposed to having to meet the floor target in either attainment or progress.

Dr Bousted added: "All we can do is present the government with some uncomfortable truths. The most uncomfortable truth is that it's not accurate."

PROVIDERS HIT BACK AT UNIONS OVER DISADVANTAGE CLAIMS

BILLY CAMDEN
@BILLYCAMDEN

The three providers of the baseline reception tests have hit back at claims that their assessments are not credible and do not accurately reflect child attainment.

A report released today by the National Union of Teachers and the Association of Teachers and Lecturers, based on a survey of more than 1,000 teachers and school leaders, said the tests were disadvantaging vulnerable pupils.

But Liz Marsden, director of Early Excellence, the provider chosen by more than half of England's primary schools, said she did not recognise the key findings of the "limited" survey.

The baseline assessments were introduced in September by the government as a way of establishing the ability levels of pupils as they begin school but critics have argued, as the report does today, that the assessments are an unnecessary burden.

"As a practitioner-led process [our assessment] does not involve pre-set tasks nor tests, nor does it require children to be removed from the classroom," she added.

The approach used by Early Excellence, and selected by the majority of primary schools, involves teacher observations of pupils over time. Ms Marsden said the provider had not received any feedback

that suggests the Early Excellence assessment disrupted a child's start at school.

"We do not believe that the observation and interaction of children in normal, everyday practice can be described as disruptive or can 'damage the relationship between teachers and children,'" she added.

Rob Coe, director of Durham University's Centre for Evaluation and Monitoring, which is also a provider of the assessments, said his main concern with the findings was that teachers' opinions were taken in higher regard than the test scores.

"Where teachers and test scores don't agree perfectly it doesn't follow that the tests will always be wrong and the teachers' opinion will always be right. In fact it is more likely to be the other way round if you follow the evidence," he said.

"There are all sorts of issues with teacher judgment and assessment in terms of biases of different levels of accuracy generally speaking not being as good as what you get from quite short tests."

Commenting on the claim that the tests disadvantage the most vulnerable pupils, Mr Coe said: "A child who scores a lower score on a test isn't disadvantaged, because the teacher then knows what their learning needs are and is able to tailor a programme to meet those needs."

"The idea that baseline is some kind of rationing or competition or status thing



that if you get a low score that makes you a failure is wrong. I'm not sure where that has come from."

He also questioned what other means of assessment should be used if such a large proportion of people thought baseline was not working.

Diana Watson, director of sales, marketing and impact at a third provider, National Foundation for Educational Research (NFER), said it was not possible to draw any "meaningful" conclusions from the survey that would be applicable to all three providers.

She said: "We have carried out our own customer research with more than 300 respondents and have seen quite different results to the ones mentioned."

"We take considerable pride in the fact that 98 per cent of respondents to our own survey of NFER users thought that our task-based approach was satisfactory or better, with 84 per cent saying it was good or very good."

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NEWS

MIGRANT SALARY THRESHOLD MEANS SCHOOLS FACE LOSING STAFF OR HIKING PAY

FREDDIE WHITTAKER

@FCDWHITTAKER

CONTINUED FROM FRONT

Mr Goddard predicted home secretary Theresa May would be forced to make exceptions, adding that the government's track record in making public service seem like a good career choice was "not sparkling".

He added: "Heaven only knows what will happen if 'Brexit' happens and half the modern foreign languages teachers in the country are suddenly having to leave too."

General secretary of the National Association of Head Teachers Russell Hobby called on the government to look carefully at the impact the changes would have on teacher numbers in subjects other than maths and science.

He added: "Language teaching always presents a recruitment challenge for school leaders, and could again be the main loser from these changes."

"We'll work closely with our members to monitor the impact that these reforms will have on schools, and children's education."

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers, said teachers from overseas were a "huge asset to the education of our children", and warned the rule change would lose the country "experienced teachers it can ill-afford to lose".

She said: "When the shortage of teachers

Vic Goddard



is a growing issue - and not just in the exemption areas of secondary maths, chemistry and physics - it is difficult to see why the government would prevent qualified teachers from continuing to work here."

The Home Office told *Schools Week*: "There are exemptions to this threshold for occupations where the UK has a shortage - maths, chemistry and physics teachers are on the shortage occupation list and are therefore exempt from the settlement pay threshold."

"Employers have had since 2011 to prepare for the possibility their [non-European] workers may not meet the required salary threshold to remain in the UK permanently."

In its report, the NAO warned the number of teachers leaving the profession had increased by 11 per cent between 2011 and 2014.

The body criticised the Department for Education for failing to hit teacher recruitment targets for four years running, with 14 out of 17 secondary subjects facing unfilled training places last year.

Its report revealed the number of teacher vacancies has risen from 350 (0.1 per cent of the workforce) in 2011, to 3,210 (0.9 per cent) in 2014.

But the government has remained defiant on the matter, blaming a "negative picture" painted by unions and Labour politicians for shortages.

Ofsted warns E-Act it must try harder

An academy trust that gave up almost a third of its schools is still failing to give enough pupils a good education, Ofsted has warned.

The watchdog wrote to E-Act following a focused inspection of seven of its schools in December. It comes after the chain transferred 10 of its schools to other sponsors following a damning inspection of the chain in early 2014.

In its letter, Ofsted warns that more than half of the trust's 23 schools are not providing a good standard of education. Five are rated as inadequate.

Although more pupils are now reaching expected standards by the end of year six, inspectors said results remained below average in four of the trust's primary schools. The report also warns that pupils from poor backgrounds did not do well enough.

Trustees were praised for challenging leaders effectively but so far the challenge had "not yet had a consistent impact on improving standards".

The report concluded that "much still needs to be done to improve the quality of education provided by academies across the trust."

In a statement, a trust spokesperson said E-Act had overhauled the way it was run over the past year, and was pleased Ofsted had recognised substantial progress made. He said the trust was clear performance needed to improve in secondary schools, and leaders were focusing relentlessly on the quality of teaching.

Schools going in-house as alternative provision costs spiral

JOHN DICKENS

@JOHNDICKENSSW

Ofsted has told schools they must do more to protect vulnerable and disenfranchised pupils, despite new figures showing schools are spending more on external alternative provision.

A report published on Tuesday by the inspectorate found schools are switching from poor quality external alternative provision (AP) to in-house interventions.

But the report also says schools commissioning outside services are not required to ensure alternative providers are registered - something Ofsted wishes to put right.

Surveying schools over the past three years, the inspectorate found the amount spent on off-site AP had risen from £2.4 million in 2011/12 to £3.9 million in 2013/14 - a jump of 27 per cent.

Micon Metcalfe, a school business director in south London who also trains education leaders, said her school had witnessed a similar cost rise. She added: "As local authorities and third sector providers faced cuts or reduction in income, the charges to schools get bumped up."

She said costs at one provider had risen by more than 10 per cent with only a few days' notice. Now, her school uses more in-house interventions with use of external AP "tightly focused on the student's need

and whether it will make a difference to outcomes".

Ofsted found many schools are doing the same as Ms Metcalfe's. Of the 417 schools identified, 251 did not use any off-site AP.

The report read: "Reworked in-house provision became broader and more creative, and was then better able to meet the needs of all the pupils, thereby reducing the need to send pupils off site."

Ofsted also highlighted registration problems: some alternative providers offering part-time, or full-time education to a small number of pupils, do not have to be registered and do not fall under Ofsted's inspection powers.

Of the 448 alternative providers visited by Ofsted, a total of 14 were found to be contravening registration rules.

The report read: "This is a very worrying situation, particularly considering that the schools were sending some of their most vulnerable pupils to these placements, sometimes five days a week."

Those providers have all since closed or have been registered and Ofsted has urged school leaders to check registration of provision they use.

A Department for Education spokesperson said it recognised work still needed to be done to make AP more rigorous, adding "we will be coming forward with plans in due course."



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NEWS

No automatic exemptions for flood-hit schools, exam council says

FREDDIE WHITTAKER

@FCDWHITTAKER

Schools whose pupils have had coursework and classrooms ruined by flooding will not automatically be granted deadline extensions or grade adjustments, it has been revealed.

The Joint Council for Qualifications (JCQ), which represents several of England's largest exam boards, has confirmed that schools must apply for special dispensation from each board responsible for each subject affected, meaning schools face making several applications per pupil.

Schools across Cumbria, Lancashire, Yorkshire and other parts of the north of England are continuing to clear and dry out their facilities and file insurance claims following flooding caused by storms Desmond and Eva.

At Newman Catholic School in Carlisle, the floods have left school and church leaders unsure if pupils will ever return to the school site.

Pupils are currently learning in temporary classrooms on the site of the former Pennine Way Primary School in Harray.

Father Michael Docherty, the assistant head of education at the Diocese of Lancaster, told *Schools Week* the support received from the Department for Education (DfE) and council bosses had been superb.

He said: "Nicky Morgan visited Newman School a couple of weeks ago and it was a very fruitful meeting. A Newman strategy group was set up by the Bishop of Lancaster and has met frequently to discuss current provision and the future restoration of the Newman community.

"Negotiations over money are sensitive but the DfE have been very supportive."

At Burnley Road Academy in Mytholmroyd near Hebden Bridge, parents say industrial dehumidifiers have been installed following the removal of water-damaged floors and plaster, and will need to remain in place for at least a month.

Pupils are split across two other schools' sites in the area.

Hayley Morgan, a member of the school's parents, teachers and friends association, said: "We suspect we won't be returning to school until the new academic year, although if they are able to move some children back in stages, they may do this."

A JCQ spokesperson told *Schools Week* that "established procedures" were in place to deal with such incidents and to "ensure that students are not disadvantaged" in their final exam grades.

She said: "Where a school feels its students have been disadvantaged they should contact the awarding bodies directly who will assess the situation on a case by case basis."

If the schools are unable to return to their original accommodation, arrangements will be made in collaboration with exam boards to ensure pupils can sit exams elsewhere.

The DfE said it expected the cost of repairs to be met swiftly by schools' insurance companies, while improved flood defences were a matter for councils.

Cuts to mental health services mean schools do more in-house

SOPHIE SCOTT

@SOPH_E_SCOTT

Self-harm, exam stress, insomnia, and eating disorders are the main problems affecting young people today, professionals say.

This week marks the second annual Children's Mental Health Week, organised by children's mental health charity Place2Be.

Education secretary Nicky Morgan (pictured) has described mental wellbeing as a priority for the government and announced a £3 million investment for mental health "schools link" pilots, joining health services with schools.

Suruthi Bala, senior conference producer at Optimus Education, which runs a mental health conference every November, said the focus from teachers and leaders had changed over the last two years. Schools had wanted to know who to refer children to, now they asked how they could offer counselling in school.

As part of the preparation for the event, Ms Bala speaks with a large number of professionals about children's needs.

"With the reduction in CAMHS [children and adolescent mental health services], schools are looking at what they can do with their staff to offer support to pupils," she said.

Self-harm was previously designated as a tier 1 referral to CAMHS, meaning the service would offer swift support, but since its redesignation, Ms Bala said schools had had to take the lead in looking after self-



harming pupils.

She added: "There is a pressure to conform and pressure to perform, so that is both social and academic."

She also said self-harm was more prevalent in independent and selective schools.

The last collection of data on mental health disorders in children and young people was in 2004. Previously, it was undertaken on a five-yearly basis.

In 2004, one in 10 children had a mental health problem, with most having emotional and/or conduct disorders. The figures were broadly similar in 1999.

There is a consensus among professionals and practitioners that this figure has risen in the last decade.

In December, children and young people's mental health expert Tanya Byron told the SSAT conference that self-harm presentations to the NHS were up by 75 per cent in the past five years.

A new survey of young people's mental health was announced in October and is due to report in 2017. Last year, the then social care minister Norman Lamb told *Schools Week* he had secured funding for the survey.

Last month, academics published new research showing that children were at their most worried at 10 years old. Ms Bala said younger children struggled with anxiety, which was shown in behaviour such as biting and pinching.

A joint report by Place2Be and the National Association of Head Teachers found 64 per cent of primary schools did not have a



The Duchess of Cambridge, patron of Place2Be



Bank of America Merrill Lynch

counsellor based on site, with 77 per cent of those stating financial pressure as the main reason for the lack of counselling services.

Place2Be chief executive Catherine Roche said: "Primary school leaders are well aware of the challenges that their pupils face, whether it's coping with parental separation, the illness or death of a loved one, or even witnessing domestic violence or substance misuse at home.

"But teachers are not counsellors, and sometimes schools need professional support to make sure that problems in childhood don't spiral into bigger mental health issues later in life."

The Duchess of Cambridge (pictured), patron of Place2Be, has released a video in support of Children's Mental Health Week.

FIRM THAT PULLED OUT OF FAILING ACADEMY NOW WORKING WITH RSCS

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

A private firm handed a government contract to judge the quality of struggling schools pulled out of running an academy after it was put in special measures by Ofsted, *Schools Week* has found.

Lilac Sky multi-academy trust pulled out of running Tabor Academy, in Essex, in January last year, just months after the school was put into special measures by Ofsted.

The trust had run the school for nearly two years and had pledged to make it "outstanding". But inspectors found the trust, governors and senior leaders had "failed to halt the underachievement" of students.

But *Schools Week* can now reveal that Lilac Sky Schools – an education consultancy founded by the people behind the Lilac Sky academy trust – has three advisers contracted to help regional schools commissioners (RSCs) drive up standards.

They will be called on to help "deliver the department's aim to ensure high educational standards".

The contract states bidders must be "high-calibre-contractors with a proven track record in developing and leading outstanding schools and/or multi academy trusts".

Janet Downs, a campaigner for local schools, said: "It seems odd the Department for Education should have chosen an organisation with a poor track record to work as an adviser to RSCs. It raises questions about the robustness of the requisition process."

Lilac Sky has run 21 schools – including nine of its own academies – since 2009. One of the firm's founders, Trevor Avere-Beeson, said it had taken the majority of those schools out of special measures within four school terms. Another of its academies was judged "good with outstanding features" by Ofsted in December.

Mr Avere-Beeson added: "We are very well-placed to work with schools and teachers to support their development."

Lilac Sky took over Tabor Academy, a secondary school in Braintree, when it became an academy in January 2013.

Ofsted inspectors visited in November 2014 and placed it in special measures. It rated the school "inadequate" in nearly every category, apart from behaviour and safety of pupils.

Inspectors said a "significant group" of teachers did not have confidence in the leadership of the academy.

They also found senior leaders did not tackle teacher attitudes, leading to ineffective teaching for disadvantaged

pupils and said the academy evaluated itself too generously.

The trust then pulled out of running the school, citing "current circumstances and the feelings of parents, staff and the community". The Loxford School Trust, based in Ilford, took over last April.

It was also reported that Lilac Sky had lost the sponsorship of a primary school due to open later that year in Chelmsford, following the Ofsted report.

In response, Mr Avere-Beeson said: "In our last year running Tabor school, we were delighted the exam results rose, demonstrating the success of our formula despite the challenges that existed."

Lilac has three advisers that operate in two RSC regions – north-east London and east of England, and north-west London and south-central.

Mr Avere-Beeson said the advisers are "highly qualified and successful leaders who have run outstanding schools".

The former headteacher, who took Islington Green School out of special measures in nine months, founded Lilac Sky with Jane Fielding in 2009.

He said the firm had trained more than 3,000 teachers on its outstanding teacher programme, 91 per cent of whom had improved an Ofsted grade from good to outstanding in one term of coaching.

NEWS: In-depth

WARNING SIGNS: ARE LOCAL AUTHORITIES ACTING ON STRUGGLING SCHOOLS?

SOPHIE SCOTT

@SOPH_E_SCOTT

Exclusive

Only 34 local authorities – or one in five – are issuing warning notices to the underperforming schools they oversee, bringing into question their role in school improvement.

Of the 2,410 local authority (LA) schools rated as “requiring improvement” or “inadequate” by Ofsted, only 93 have been given warning notices by their LA. This is just 4 per cent.

Schools Week submitted Freedom of Information (FoI) requests to all LAs asking how many schools had been handed warning notices. Of those, 128 LAs responded and 90 (71 per cent) said no schools had been issued warning notices.

In addition, LAs that said they were issuing notices, are only doing it, on average, to one in five schools that are underperforming.

By comparison, academies are more proactively dealt with by the regional schools commissioners (RSCs). There are 834 academies rated as requires improvement or inadequate; of those 134 – or 16 per cent – have been issued with notices to improve by an RSC. The notices are also issued in one in three cases of academy underperformance.

A warning notice can be issued in three circumstances: when results are “unacceptably low”; there has been a “serious breakdown” in school management or governance prejudicing performance; or pupils’ or staff safety is threatened, for example by a “breakdown of discipline”.

Schools with such underperformance will in almost all cases be rated by Ofsted as either “requires improvement” or “inadequate”.

The Local Government Association denied these figures meant LAs were not working with underperforming schools.

Councillor Roy Perry, chair of its children and young people board, said: “I question whether RSCs have the same capacity as LAs to perform this role adequately.”

“RSCs may well send a letter but councils are going into maintained schools and actually supporting



LOCAL AUTHORITIES

NUMBER OF SCHOOLS

2,410

UNDERPERFORMING

4%

WARNING NOTICES

93

them in more ways than just writing to them. RSCs have huge territories and just a few staff, whereas councils that have maintained their school improvement service are in regular direct contact with schools and go in them to help more directly.

A spokesperson added: “It is one thing to sit in Whitehall and say a letter has been written and another to be in that school working with the staff.”

He pointed to figures from campaign group the Local Schools Network, which said schools were more likely to stay inadequate – or become inadequate – if they are sponsored academies.

This view was backed by Christine Blower (pictured), the general secretary of the National Union of Teachers, who said: “What it shows is that LAs are not issuing as many notices. My take on that would not be that they are not using their powers, but that they have a different relationship with schools. “The RSCs are the relatively new kids on the block. They might be issuing more notices but

ACADEMIES

NUMBER OF SCHOOLS

834

UNDERPERFORMING

16%

IMPROVEMENT NOTICES

134

what are they actually doing beyond that?

“They might be doing it in one in three cases, but are they just waving a big stick but not actually doing anything? I imagine local authorities are being supportive of their schools.”

Despite more than 120 LAs providing details of the notices, two refused to release information on which schools had been handed warning notices, stating it would make it harder to work with the schools.

Essex County Council said, for example, the “public release of the list of schools with details of the warning or improvement notices ... will make the council more reluctant to serve such notices in future because of the potential for further destabilisation of the school”. One in five LA-maintained schools in Essex are rated “inadequate” or “requires improvement”.

Last year a cross-party group of MPs criticised the government for secrecy around the performance of academies and urged for a greater release of information. The MPs did not review the requirements on LAs to reveal issues in the schools they oversee.

THE COUNCILS WHO GAVE NO WARNINGS

Ninety councils told *Schools Week* they had issued no warning notices.

And a third of these had a high proportion of underperforming schools – with more than the national average of 16 per cent.

For example, 31 per cent of schools in Kingston-Upon-Hull are underperforming, yet the authority has issued no warning notices.

The situation is similar in Derby, where 26 per cent of schools are underperforming, and in Havering (25 per cent), and Nottingham (25 per cent).

In addition, North Tyneside said it had issued one warning notice – five years ago – to Monkseaton High School and now considers it to be “providing outstanding education”. The school is currently deemed as requiring improvement. Six other schools are rated as inadequate or requires improvement.

In Bradford, while two warning notices had been issued, the other 59 underperforming schools had not received any sanction.

What the DfE said:

The Department for Education (DfE) believes these figures show the eight regional school commissioners (RSCs) are effective in doing their job.

RSCs could be given more power under the proposed education and adoption bill to force failing and coasting local-authority maintained schools to become academies.

A spokesperson said: “This research demonstrates the effectiveness of RSCs.

“It shows they are using their local knowledge to hold schools to account and thanks to that expertise, and the support of headteacher boards, they are able to take swift and targeted action to tackle underperformance rather than schools being left to stagnate under local authority control.”

RSCs MAY BE BETTER ... BUT STILL PATCHY

There is huge disparity in the work of regional school commissioners (RSCs), eight non-elected senior civil servants who oversee all academies in England.

While, overall, they appear more proactive than local authorities in tackling underperformance, some are more sluggish at dealing with underperformance than others.

Dominic Herrington, the RSC for south-east England and south London, has issued improvement notices to 33

academies. The RSC for the north, Janet Renou, has only issued four.

It’s important to note the regional differences in proportion of academies could be a factor in this.

Ms Renou’s region has just 295 open academies, while Mr Herrington’s has 776.

The Department for Education was approached to comment on the disparities, and to provide an interview with RSCs was sought, but neither was forthcoming.



Dominic Herrington



Janet Renou

NEWS

Parents pushed out as multi-acade

FREDDIE WHITTAKER

@FCDWHITTAKER

Investigates

The government's latest announcement of approved free schools continues the trend away from parent-led schemes, with multi-academy trusts the big winners.

Of the 22 applications approved last week, 15 are from existing multi-academy trusts, three from trusts already running a school, two from further education colleges, and from a religious group backed by a large chain. Just one is from a group of parents.

This marks a shift from the policy's original intentions, which former education secretary Michael Gove described in a 2011 speech as being largely about parents, and noting at the time that "half of applications ... came from teacher, parent or

community groups."

Many of the newly unveiled proposals extend existing schools, attempting to replicate success in neighbouring areas or are a school that will focus on vocational qualifications within a pre-existing hub. Of the 18 free schools approved last September, none were specifically parent-led, with 14 led by academy trusts, two from groups of teachers and two from religious organisations.

This follows a sharp decline in the proportion of applications from teachers – from 26 per cent in 2011 to 11 per cent in 2013 – and a simultaneous increase in the proportion from existing sponsors – from 7 per cent to 24 per cent in the same period.

Roundhay Park Primary School, Leeds

The only school being developed by parents, the Roundhay project will be a two-form entry primary school aimed at addressing a shortage of school places in their part of the community.

The Fair Access Trust is made up of a core of four parents, with eight people ready to become governors and between 30 and 40 parents having actively supported the bid.

Spokesperson and parent Mark Rowlinson said government approval meant the trust could now look at a location for the school. "That's what is exciting about reaching this stage, we can now talk about these ideas and bring them to life," he told *Schools Week*.

But he was not surprised that his bid was the only one in this wave to be parent-led.

He said: "I think it's fair to say that most MATs [multi-academy trusts] are looking at expanding and looking for these opportunities, so it's not surprising existing trusts are creating the most schools."

"The process of what we need to do to get there as a parent group is pretty difficult. There are a lot of boxes you have to tick. But I think it's rightly a hard process."

Mark Rowlinson, Roundhay parents' group



Sutton New School 2, Sutton

Fifty-six places for 11 to 19-year-olds with autism spectrum disorder will be provided at a new school planned by the Greenshaw Learning Trust.

Dixons Trinity, Leeds

An all-through school with 1,140 pupils, which is being set up by Dixons Academy Trust. Based on the model used at Dixons Trinity Academy in nearby Bradford, the first secondary free school to be judged outstanding by Ofsted.

Beauchamp Post 16 STEM Free School, Leicestershire

The new Beauchamp Post 16 Free School in Oadby will be set up by Lionheart Academies Trust. The 500-place school will focus on maths, science and computer science, while forging links with local employers and universities.

University of Brighton Secondary School, Brighton and Hove

Up to 900 places will be provided at this new school for 11 to 16-year-olds. The University of Brighton Academies Trust, which already runs Pound Hill Infant Academy, is behind the bid.

The application was developed in conjunction with Brighton and Hove City Council, and is supported by other schools and teachers in the city. The trust's chief executive, Paul Griffiths has thanked the families of "over 350 children who indicated their support for a new secondary school in the city".

The university's vice-chancellor, Professor Debra Humphris said the university and its school of education would create the new school's governance and curriculum, and will "lend its skills to ensure the school provides the best possible



educational and learning environment for our young people".

Wren Academy, Enfield

Wren Academy will provide 1,600 places for 11 to 18-year-olds. It will be a new Christian-ethos school and will offer the same education as the existing Wren Academy in Barnet, judged by Ofsted to be outstanding.

The SGS Free School, South Gloucestershire

Up to 80 places for 4 to 19-year-olds with autistic spectrum disorders will be provided at this new school in Filton, sponsored by South Gloucestershire and Stroud College, forming part of the wider local Concorde Partnership of five secondary schools.

Gosforth Great Park Academy, Newcastle upon Tyne

This new school will provide up to 1,200 places for 9 to 16-year-olds in the Great Park

area of Gosforth, Newcastle. The Gosforth Federated Academies Ltd hopes to build on "successes within their two existing academies" and will focus the school's curriculum on English, maths, science, PE and PSHCE.

Haberdashers' Aske's Borough Academy, Southwark

The Haberdashers' Aske's Federation, which already runs two "outstanding" schools, will open the Haberdashers' Aske's Borough Academy to provide up to 1,150 places for 11 to 18-year-olds in Southwark. The trust has pledged to teach a rich and varied academic curriculum but with a strong focus on English, maths and science.

The new secondary school will open on the site of the old fire station on Southwark Bridge Road in Borough. Once open, the school will admit 180 children a year, growing year on year and ultimately opening a sixth form with 250 places to

Academy trusts move in on free schools



Artist's impression: Are chains the future for free schools?

The process of what parent groups need to do is pretty difficult. There are a lot of boxes to tick

complete the 1,150-place school.

The federation's chief executive, Adrian Percival, said: "We embarked on this project in response to a campaign by local parents and we look forward to continuing to work with them and the local council to develop a first rate school for the community."

Hope Community School, Kent

New Generation Schools Trust has won approval to open Hope Community School in Northfleet to provide 420 places for 4 to 11-year-olds. The Christian-ethos school will offer a "diverse curriculum", including Mandarin.

Lime Wood Free School, Bexley

The Woodland Academy Trust claims planned housing developments in the London Borough of Bexley will create the need for its new free school, which will provide 630 places for 5 to 11-year-olds and provide a "stimulating and engaging



Debra Humphris,
Brighton University

learning environment".

Chiltern Academy, Luton

Luton's new school will create up to 1,200 places for 11 to 16-year-olds in the area. It is being established by the Chiltern Learning Trust, which already runs two secondary schools. The Chiltern Academy will offer an "ambitious curriculum underpinned by sport, business and engineering specialisms".

Green Spring New School, east London

The Green Spring Education Trust, which already runs the over-subscribed Bethnal Green Academy, will provide 1,100 spaces for 11 to 19-year-olds at its new school. Situated somewhere in east or north east London, the school will offer an education "focusing on academic excellence, artistic expression, cultural enrichment and social responsibility", according to the trust.

It will also provide a Saturday arts and cultural programme and "global citizenship programme", alongside Latin, philosophy and ethics.

Chief executive Mark Keary said the trust was determined to bring the best of what it does and "the same urgency and drive" from its existing school.

Shireland High Tech Primary, Birmingham

Based in Smethwick, Shireland will create 446 places for 3 to 11-year-olds, who will learn through the "use of technology".

The Collegiate Academy Trust behind the school bid already runs Shireland Collegiate Academy in Smethwick.

Eden Girls' School and Eden Boys' School, Manchester

The Tauheedul Education Trust will open two Muslim faith schools, each catering for 800 11 to 18-year-olds. Both schools will focus on leadership and the boys' school will have specialist STEM facilities.

Harris Aspire Sixth Form, Croydon

The prominent Harris Federation will open its latest venture for 230 16 to 19-year-olds on the same site as Harris Aspire Academy, offering vocational courses and GCSE



Ian Livingstone

retakes and aiming to help pupils build on core skills in maths, English and science.

Livingstone Academy East London and Livingstone Academy Bournemouth

To be set up in Aldgate and Bournemouth by Games Workshop co-founder and Tomb Raider designer Ian Livingstone, working with Aspirations Academies Trust. The London school will offer 1,570 places for 4 to 19-year-olds, while the Bournemouth site will create 1,510. They will focus on science, technology, engineering, arts and mathematics subjects, with computer science at the core.

Mr Livingstone said: "The arts and sciences should no longer be a question of either or – and to further this I'm delighted to be opening two free schools to embed digital creativity in future generations of our society.

"It is the combination of computer programming skills and creativity by which today's world-changing companies are built. I encourage other digital entrepreneurs to seize the opportunity offered by the free schools programme in helping to give children an authentic education for the jobs and opportunities of the digital world."

Cheadle Hulme High 2, Stockport

The Laurus Trust's existing school Cheadle Hulme High School has been judged as outstanding by Ofsted, and the trust is aiming to "replicate this outstanding practice" at its new school. No details of age range or capacity have been provided.

Callywith College, Cornwall

Located in Bodmin, Callywith College is expected to provide places for up to 1,280 16 to 19-year-olds. Backed by Truro and Penwith College, Callywith will offer A-levels alongside vocational qualifications.

Hujjat Primary School, Harrow

An Islamic faith school operated by the Hujjat School Trust and supported by a number of local schools and the Floreat Education Academies Trust, this school will provide 420 places for 4 to 11-year-olds.

NEWS

DFE REFUSES TO PUBLISH REGISTER OF INTERESTS ONLINE

JOHN DICKENS

@JOHNDICKENSSW

Investigates

The Department for Education (DfE) still refuses to publish the register of interests for its own directors online, despite ordering governors to do so on their own school's website or face suspension.

Schools Week reported last year on the laborious process our reporter had to go through to view the register of interest for the department's board members. After making an appointment (we were told nobody had asked to view it in 10 years), our reporter was only allowed to see a printed version of the register and told not to take any pictures.

It turned out the register was more than a year out of date.

Schools Week visited the department's London office this week to check it had been updated – which it had (the full register can be viewed at www.schoolsweek.co.uk). But we had to spend nearly an hour copying the details of the register into a notepad, while sat in the DfE's waiting room next to a press officer.

Another twist to the tale is that the department introduced new rules in September ordering governors to publish their own register of interests – including relationships with school staff – on their school's website.

Any governor who failed to do so could be suspended for bringing the governing



John Dickens, reporter for Schools Week



Emma Knights

body into disrepute, the DfE said.

Emma Knights, chief executive of the National Governors' Association, told *Schools Week*: "We find it surprising that the DfE, which clearly promotes online publication for schools, is not modelling the same good practice and making its register of interests more accessible by publishing it on the Gov.uk website, rather than burying it in the vaults."

Schools Week has been told that many other government departments publish their register of interests online, as do councillors and hospital board members.

A DfE spokesperson said the register was available for viewing to anyone who requests to see it at any of their offices and added: "To suggest that the department is not being open is disingenuous."

When asked for the rules around the protocol, or why *Schools Week* could not see the original version or take pictures, we were told the procedure is in line with Treasury guidance. The arrangements for access are also stated in the DfE's annual accounts, on page 11 of 166.

So what does the register tell us? First of all, it appears to have had a thorough update since our last visit. A number of directors who were not listed before are now included.

It also now includes that Paul Marshall, lead non-executive director at the DfE and also chairman of Ark schools, had donated to the former schools minister David Laws's election campaign (that was not included when we viewed the register in May last year).

Schools Week found Mr Marshall had given £15,536 to support Mr Laws's Yeovil election campaign. Mr Laws, who lost his seat, now works as an international advisor for Ark.

The register also now shows that David Meller, a non-executive board member of the DfE, has donated to the Conservative party. It does not state how much, but Electoral Commission figures show he has donated more than £35,000 since 2009.

Mr Meller's donations include £2,000 to the South West Norfolk Conservative party office of the former education minister Elizabeth Truss during her election campaign last year.

The register of interests also now includes more detailed information about family members, many of whom have roles at schools.

However there was one notable absence for the DfE's director of strategy, Tom Shinner. On its website, the Greenwich Free School lists Mr Shinner as a governor, but this has not been included on his own register of interests.

TO SEE THE FULL REGISTER OF INTERESTS CHECK OUT: WWW.SCHOOLSWEEK.CO.UK

MP'S BILL FOR SCHOOLS TO CHALLENGE OFSTED PASSES FIRST HURDLE

Legislation proposing new powers for schools to challenge Ofsted inspection results has passed its first stage in parliament after gaining cross-party support.

The Liberal Democrat education spokesperson John Pugh's Ofsted inspections (schools' rights of challenge) bill passed its first reading in the House of Commons this week, and will have its second reading on March 11.

The bill would require inspectors to agree both the outcome and recommendations from their visits with schools or offer them a right to respond in the text of the reports themselves.

The Southport MP introduced his bill, which has the support of former shadow education minister Steve McCabe and Conservative MP Fiona Bruce, on Tuesday, and saw it pass without opposition.

Mr Pugh told MPs that although he recognised inspection had a "valuable role in education", the way it was currently done, via a "bloated bureaucratic beast", was "clumsy, poor value for money and unaccountable".

He added: "Critically, there is no independent appeal on matters of substance. The bill seeks to give schools powers to contest an unfair judgment by appeal to independent regional panels."

Mr Pugh warned that good teachers and heads who feared "an errant verdict" were left "diverted or stressed" by inspections. He added: "We do not have a collegial, peer-reviewed model of school improvement.

"Instead, we have what can become, at worst, the teaching equivalent of the Spanish inquisition, where careers go up in flames at the mere whiff of educational heresy."

EXPERTS TO BUY 'BEST VALUE' FREE SCHOOL SITES

SOPHIE SCOTT

@SOPH_E_SCOTT

Exclusive

Four specialists have been appointed by the Department for Education (DfE) to buy sites for future free schools – but the full details of their role have not been revealed.

As the government pushes to open 500 more free schools during this parliament, it has announced a new group who will "quickly" find sites for new schools at the "best value" for the taxpayer.

Schools Week asked the DfE for further details about the group, such as whether the members will be paid, how they were selected, if it was a full-time job, and if they were independent of government, but no answers were forthcoming.

Janet Downs, co-founder of campaign group the Local Schools Network, said: "The education select committee has previously said the DfE needs to be far more open about the implementation of the academies programme.

"Free schools are academies, but the government seems to be ignoring the committee's concerns when it comes to these 'experienced property specialists'.

"Taxpayers have a right to know who these people are, how they will operate and how much they will be paid."

Schools Week can also reveal that the DfE has bought a property in Islington, London, for £33.5 million

"for educational purposes". No further details about the intended use of the building have been released.

The site is in Labour leader Jeremy Corbyn's constituency.

The four members of the group are Elaine Hewitt, chief executive of NHS Property Services; Michael Strong, former executive chairman of CBRE Europe, Middle East and Africa; Philip Bell-Brown, group property director at Dixons Carphone; and Ric Lewis, a governor at King Solomon Academy in London and chief executive of Tristan Capital Partners, a group that describes itself on its website as "an independent London-based real estate investment management boutique".

In September 2014, former New Schools Network director Natalie Evans, now a baroness and whip, suggested in a piece for *Schools Week* that property companies should be responsible for finding new free schools, in a not dissimilar manner to the current plan.

In a press release, the DfE said: "Finding sites quickly is often the biggest obstacle to opening new schools, so we need to ensure we have the right people working for us to secure best value for the taxpayer."



Natalie Evans



Above and below: The £1.2 million property bought by the DfE, as advertised by Zoopla



Schools Week was told by the DfE that the body will be a "commercially-minded entity" and will be able to recruit staff. The group is also expected to "position itself as a credible market player".

The DfE also wants the group to "enter into more complex mixed use developments due to additional expertise and capacity, allowing opportunities that EFA [Education Funding Agency] cannot consider to be pursued".

GEOGRAPHY IS MY WHOLE WORLD

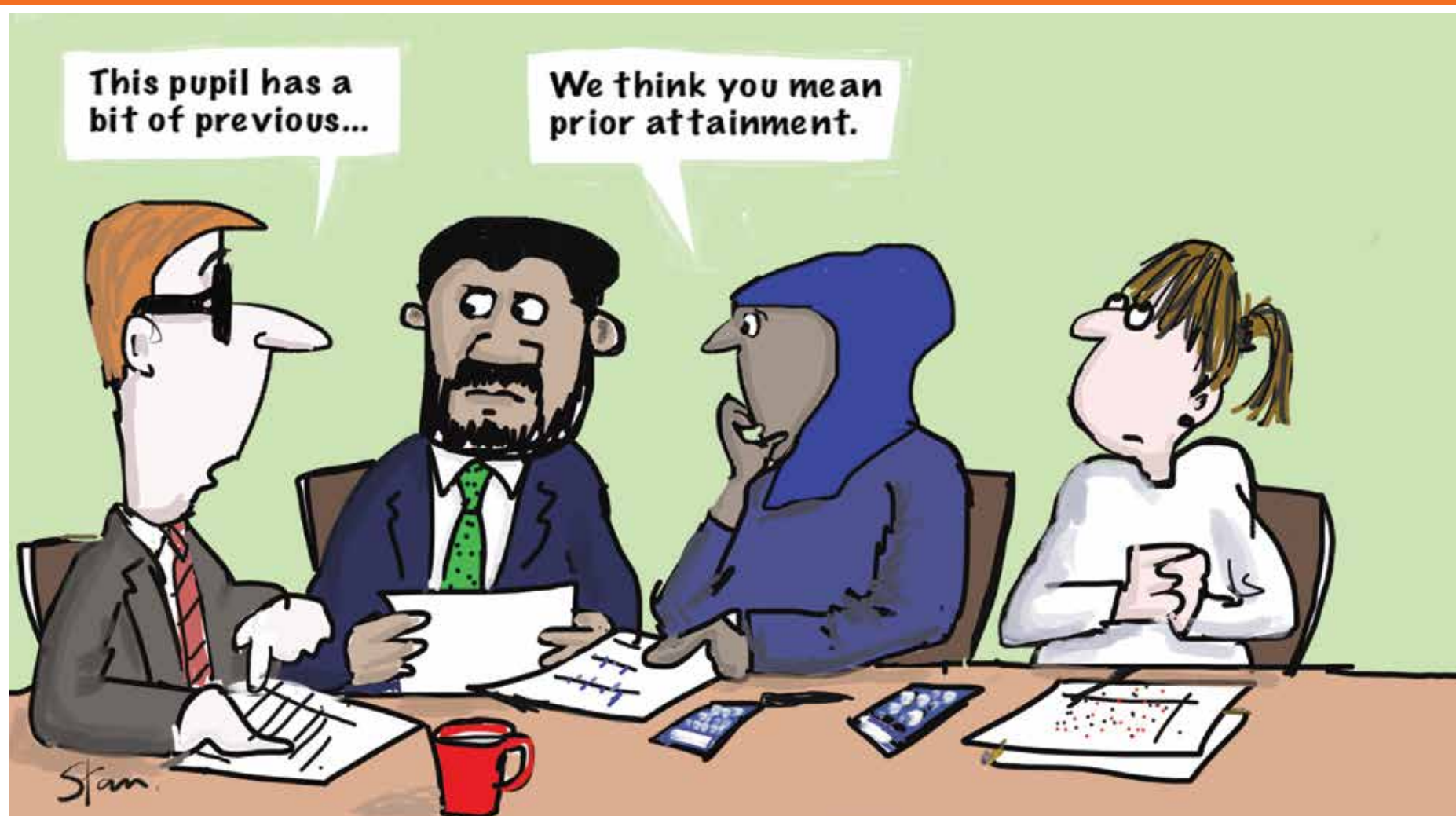
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Theresa May pushes troubled children free schools plan

FREDDIE WHITTAKER

@FCDWHITTAKER

Police and crime commissioners (PCCs) should support and open alternative provision free schools, Theresa May has said.

The home secretary told the right-leaning thinktank Policy Exchange that future PCCs should "work with and possibly set up" schools to "support troubled children and prevent them from falling into a life of crime".

But the future of a project cited as an example by Ms May in her speech remains uncertain as a debate over its plans to use former police headquarters for an all-through free school rages on.

Northamptonshire PCC Adam Simmonds is one of the key partners behind proposals to open Wootton Park School on the site of the former police HQ at Wootton Hall in Northampton, having announced a feasibility study in 2014.

But a recent consultation on the use of the site has only just come to an end, and the school's leaders are still urging parents to apply directly to the school for places, to avoid risking one of their other options through the council application process.

A spokesperson for Mr Simmonds said he remained committed to the use of Wootton Hall as a school, despite concerns flagged in a council meeting last week about the possible sale of the building to the education department.

Ms May recently told the *Guardian* that the school was "an early intervention initiative" but admitted it would not just take "troubled children". The school's vision and ethos statements make no mention of being focused on alternative provision or early intervention.

The report also says the school is over-subscribed, having received 800 applications for a space in the first year group.

Ms May's comments have been criticised by National Union of Teachers' deputy general secretary Kevin Courtney, who said her suggestion was "quite extraordinary".

He went on: "Theresa May cites an example of the Northamptonshire police

and crime commissioner opening a new free school with a 'crime specific curriculum', whatever that may be.

"No state schools should be opening up with a limited vision for education. We need an inclusive, engaging curriculum that meets the needs of all students and we need schools to be answerable to their local community and run by their local authority."

In her original speech, the home secretary said: "Future PCCs should bring together the two great reforms of the last parliament – police reform and school reform – to work with and possibly set up alternative provision free schools to support troubled children and prevent them from falling into a life of crime."

EDITOR'S COMMENT

@miss_mcinemey | laura.mcinemey@schoolsweek.co.uk

In a chapter of his book 'Winners' the former Labour spin doctor Alastair Campbell describes how he kept a file of newspaper cuttings claiming there was a "crisis".

He had at least a few for every letter of the alphabet. In reality, he says, something is only a crisis if you have to bring the military in.

Jokes about Troops to Teachers aside, we are not quite at the point of having to install commandants in classrooms, but the National Audit Office's report this week makes it clear that England's schools are struggling with recruitment

and the Department for Education doesn't have much clue about how to resolve it. In large part, that's because the department doesn't have good data on teacher recruitment and what it does hold hasn't been tested for credibility.

All of which is palava enough but home secretary Theresa May has gone and stuck her foot in it. The government's plan for capping immigration – by booting out any non-EU immigrants if they are not earning a salary of £35,000 after six years – is a further blow.

There are exemptions for perennially hard-to-recruit subjects such as maths

and physics, but the rules won't take into account the regional problems of recruitment: for example, seaside towns around the country struggle more than cities. Losing any teachers in these areas will be a problem.

Immigration rules are not Theresa May's only contribution to school life of late. Late last week she urged police commissioners to start free schools for "troubled youths".

It would at least make a change from the rest of the free schools announced last

week, all but one of which are being started in conjunction with pre-existing academy trusts. This tendency towards "chain store" brands is neither new nor unexpected. It's what we see on every

high street in England these days. It isn't, however, what Michael Gove promised when he first set up the free school programme and speaking with parent groups who are increasingly jaded in their attempts to open schools, it isn't what they believed they were voting for either.



COMMENT

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Ofsted: England's largest multi-academy trust is 'failing too many pupils'

John Connor, address supplied

This was a car crash waiting to happen. Too rapid expansion with no evidence to support a judgment on its effectiveness.

Everywhere you look the system is in chaos – teacher recruitment crisis, fragmented provision with little local oversight, admissions in turmoil, primary assessment a dog's breakfast, the insane simultaneous reform of GCSE and A-level, Ofqual will be leaderless. The AET situation is symptomatic of a government driven by ideology desperate to impose its own world view on the rest of us, but at staggering cost – the future of generations of children. This is a perfect storm, and it will destroy state education in this country.

Science tests scores plummet for primary pupils

Tarjinder Gill, Leicester

Well if they are not test-ready then whose fault is that?

Nick Gibb: Year 3 to 6 pupils should read 'at least one book a week'

Rachel Elliott, address supplied

My son is an excellent reader but hated reading! He read religiously to get his four reads a week in his comment book until the end of year 6. Then guess what ... his secondary school doesn't enforce it and he doesn't read at home anymore. Maybe the government should put more pressure on secondaries to raise attainment and get them to be "good" schools rather than "requires improvement".

David Gould, address supplied

Will he ban TV and games systems and sport and all the other "distractions" children enjoy so they can manage it? Or will he allow teachers to have time to read with children in the classroom! Thirty minutes individual reading per day would help. But what will schools be allowed to cut from the curriculum?

Cambridge university to bring back entrance exams

Dylan William, Kent

Reading the *Schools Week* piece on Cambridge's plans to introduce admissions tests reminded me there is an important issue in university admissions that is rarely considered or discussed, and that is the relationship between A-level grades and acceptance decisions.

When I was chair of the Admissions Committee at

King's College London, we had a policy that if students did not achieve the grades required in their conditional offers, they would be rejected. The problem was, that we then found ourselves going into UCAS Clearing to fill the remaining places, and ending up with students with lower A-level grades than we had rejected (presumably because they were picked up by their second choice institution). As a result, we decided that whatever grades they actually got, if we had offered them a place, then we would confirm the offer. The rationale was that if we had made them an offer, then we wanted them.

The consequence was that we ended up with the "holy grail" of university admissions—a post-qualification admissions process—but the qualification was not the A-level grade, but the predicted grades from the school, or indeed, just the judgment of the admissions tutor.

This highlights a deeper issue, which is, flawed though they are, A-levels provide a patina of objectivity that allows a much more subjective (and I would say fairer and more flexible system) to function "below the radar".

Replacement SEN statements cause 'postcode lottery' in school funding

Amanda Elliot, address supplied

This is very worrying. Did your FOI request yield percentages for all local authorities? It would be very interesting to see what is happening in our LEA by comparison.

Lynn Hardyman, address supplied

I applied for my 10 year old son, no one wants to know, have an 18 month paper trail of computer says no, what are your complaints about and wait till high school, or no one getting back to me at all. And in the meantime he asks "why no help mummy?"

Alison Critchley, address supplied

The variation in the number of requests is also interesting. I wonder why, for example, five times more requests have been made in Bromley than Wolverhampton, when the pupil population size is broadly similar.

Nick Gibb: 'Schools Week hasn't done the maths on commas'

Alex Weatherall @A_Weatherall

For someone so interested in getting things right you'd have thought he'd at least listen to the standards argument.

Private school head pledges not to speak with media on results day

K-12 Data @K_12Data

British schools are facing the same issues with how data is being presented with incorrect conclusions drawn.

Durand Academy's much-hyped free boarding school is in £476,000 deficit – after just one year

REPLY OF THE WEEK

Ian Taylor, Bristol

As chief executive of a company you take £400,000 out of the business in salary, and the company makes a £400,000 loss. You then blame the government for not putting enough money in.

An 11 year old could tell you what the problem might be. And they wouldn't need to charge you for the advice. Sadly the DfE is unlikely to be able to give a straightforward view on this crazy situation as they have consistently told us that everything about free schools is great and beyond reproach.

REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!



DO YOU HAVE A STORY?

However big or small, if you have information or a story you think our readers would be interested in, then please get in touch. For press releases make sure you email our news email account, and don't be afraid to give us a call.

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PROFILE

“ALL I WANT IS TO HELP CHANGE THINGS FOR THE BETTER”

LAURA MCINERNEY
@MISS_MCINERNEY

Brian Lightman, former general secretary of ASCL

Two weeks ago, just before an education debate in a small room near Westminster, a murmur whipped round the gathered crowd. Brian Lightman, the mild-mannered general secretary of school leader union ASCL, had stepped down “with immediate effect”.

The news came from the union’s press office and everyone in the room – many of whom are among the first to know education news – looked surprised. Was he ill? Did he jump? Had he been pushed?

Two weeks later and Lightman, in characteristic suit and tie, still carrying his briefcase, is having lunch in Cooper’s, a small restaurant near the Royal Courts of Justice in London. It is a place he has visited twice before and is conveniently near the train station that trundles between the capital and his home in Leicester.

He squirms when asked what happened. He refuses to talk about it and begins to turn red. He looks down at the table, briefly, before looking back up – clocking me straight in the eye – and refusing again.

What he does say is that in the past two weeks he has joined his local library, and cooked a lot (“I’m quite good at beef goulash”). He also says that he could still remain a member of ASCL. “I could be an associate member, I might do that. I wouldn’t want to sever links with ASCL.”

Union leaders are often portrayed as belligerent souls: appearing on telly to knock 10 bells off politicians during strikes or pay negotiations. This characterisation isn’t fair of most teaching union leaders, but it is particularly inappropriate for Lightman, with his quiet voice.

“Being an angry person on TV is never what I would want to be seen as and not what we spent time on. What we did at ASCL was try to influence policy makers.

“Most of my time was spent engaging, proactively, making suggestions and giving feedback about how we would like to see things improve. Certainly in the last couple of years government has been very open to that.”

The “last couple of years” is a notable phrase. He found the coalition’s education department, led by Michael Gove, to be very adversarial, with ministers and advisers acting dismissively.

He seems sad at the memory. “We were not given the opportunity to engage in policy as it was being developed

“As professionals - with a lot of experience, representing a lot of people - union leaders have a lot to offer and one thing officials appreciate is we can tell them that if they do things a certain way in schools it won’t work, but if they do

it another way, then that’s going to have an impact.”

He sees a more open culture in the present ministerial although he is still scathing about many reforms – the EBacc, A-level reforms, accountability measures. Nevertheless, Lightman believes good work is also being done.

He is particularly pleased that character education, “or the wider aspects of schooling as I would call it”, is becoming a dominant theme.

As a modern foreign languages teacher, it is a surprise that Lightman is so vehemently opposed to the EBacc given its role in encouraging more pupils to study languages. But perhaps his own schooling provides the answer.

Raised in Dulwich, south London, and the only child of two working parents – a civil servant, and a primary teacher – Lightman first attended a state primary but was removed after being treated “as if I was retarded” because he was left-handed.

He moved to an independent primary before attending Westminster City School, then a grammar and now a foundation secondary school. His mother taught in Kennington, a somewhat rough round the edges part of south London at the time.

“The children she taught were mostly white working class, largely Irish immigrants. There was a lot of child abuse and financial poverty, and it was an eye-opener.

“Sometimes our term times were different and she would take me into school and I would witness children coming into school, really beaten, and arriving in school a terrible state.

“School was the only constant in their life. It shaped my

view that a school is so much more than just the content of its curriculum.”

At school Lightman enjoyed playing the violin in orchestras, something he says helped him overcome his shyness, and would spend his lunchtimes traipsing to travel agents with friends to look at brochures of exciting places. “That was a big influence in me being a modern languages teacher.”

His A-levels did not go to plan, he admits. Why not?

“I was running the young Oxfam group,” he says.

Noting my disappointed face, he laughs: “You thought I would say girls, didn’t you?” (I did).

“Okay, I will tell you the truth of it ... there were these fantastic rock concerts going on. We were running helium balloon races for Oxfam ... it was great work – a really good thing, we raised a lot of money - but we also got into these concerts. So we saw the Beach Boys, Led Zeppelin, Joni Mitchell: all the greats!”

After a gap year, and some charming of admissions tutors, Lightman studied at Southampton and made the decision to become a teacher despite a careers adviser telling him he should be an accountant.

“I’ve never looked back,” he said. “I loved it. I loved interacting with pupils, laughing with them. I loved when they learned something that was difficult and they mastered it. And then I loved leading staff and developing other schools. It was great.”

BRIAN LIGHT

IT'S A PERSONAL THING

What is your favourite book?

I don't have a favourite book. I suppose if I were going to be locked in a room forever and could only ever read one type of book again I would go for Thomas Hardy. It's like he opens a crack in time, something happens and something goes wrong, and then the novel puts it back together again.

What's the most memorable party you ever attended?

This is name dropping! My closest schoolfriend's brother was in Genesis and so, quite often, we went to their after parties. I remember one where there were all these famous people there, I would be about 17, and I remember a band member of The Sweet - he was very charismatic with long blonde hair - and I didn't know who he was! He was deeply offended.

What is your favourite childhood toy?

I was given a tape recorder, with reel-to-reel three-inch tapes, from a friend of the family. It was very generous. I was only eight or nine. I loved recording things and hearing them back.

If you were invisible for a day, what would you do?

I would go to places you couldn't go to normally and hear what was going on. I think I'd hover in the corner of the Cabinet Office and find out what they were saying!



From left: Charlotte, Katya, Brian, Rebecca, Eva (wife), Natalie



Brian at his desk at St Cyres School

MAN



Brian on a caravanning holiday in the south of France

He says the same of being a union leader. "It's not a job I ever dreamed I would have ... but I loved it. I enjoyed working with members, speaking to heads, engaging with them, the writing, conferences, and policies."

The day after he left his job, what parts did he wake up glad that he no longer had to do? "Nothing. Every job has aspects that are less good, but if there were aspects of the job I hated I wouldn't have carried on doing it."

It's a straightforward answer. In the last few weeks, as people learned about his role change, he says he was heartened how many of them described "[my] passion for education, my integrity and that I am honest".

This claim is tested when I ask about the court case he led against exams watchdog Ofqual after school leaders were shocked to find GCSE English grades dipped significantly in 2012. The judge sided with Ofqual and the case was lost.

He makes no attempt to wriggle out of it or obfuscate the truth: "We lost. The profession lost and the problem [of qualification reform] is still there and we have to move on and ensure the profession can have confidence in exams."

How can this be done? Lightman strongly believes in networks. One of the main attractions to joining the union, he says, was the opportunity to rub shoulders with leading education thinkers. But he worries that important ideas are

being cast aside unnecessarily when people could instead learn from them.

"There is a generation of teachers who have come through the coalition period who dismiss things from the past, but not everything the Labour party did was bad. There are things maybe they wouldn't do again on reflection, but that will be true of this government. I think we should be learning from all generations."

By the time the meal is over I want to ask, one more time, about what it's like to be in charge of a union. He gives one final lesson: "Someone once said, 'Whatever you think about people's politics, don't question their commitment to making the education system better' - and that's right. I have conversations with ministers, and I disagree with them, but I don't ever question their commitment.

"All I want is to be part of the discussion and help change things for the better, if they need changing at all."

In future he says he will be "part of the discussion" by looking to coach new heads and considering other opportunities. You get the sense he will miss doing it as a union leader.

Curriculum vitae

Education

1966 - 73	Westminster City School
1974 - 78	BA (Hons) German, University of Southampton
1978 - 79	PGCE, University of Southampton
1993	MA in Education, Open University

Career

1973 - 74	Voluntary co-worker in a village for disabled children in Germany
1976 - 77	English Language Assistant, Germany
1979 - 84	Assistant teacher of German and French, Hazelwick School Crawley, West Sussex
1984 - 89	Head of modern languages, Dorking, Surrey
1986 - 89	Additional responsibility as head of sixth form and records of achievement co-ordinator, Sondes Place School
1989 - 91	Senior teacher, curriculum development manager, St Martin's School, Hutton, Brentwood, Essex
1991 - 94	Second deputy head, curriculum and assessment, St Martin's School
1994 - 95	First deputy head finance, premises and resources, St Martin's School
1995 - 99	Headteacher, Llantwit Major School, Vale of Glamorgan
1999 - 2010	Headteacher, St Cyres School, Penarth, Vale of Glamorgan
2010 - Jan 2016	General secretary, Association of School and College Leaders
Present	Self-employed consultant

OPINION



JANE MANZONE

Primary teacher in north London

Factory-farmed teachers will fail our children

The new-look training courses are trying to turn out fully-formed teachers in a matter of weeks, when what they need is time to think and support as they develop. We can't dismiss the great educational thinkers of the past

The increased focus on competition in education has produced a conveyor belt of quick fixes in systems across the globe. Start-up schools use pedagogical practices that trend like a Justin Bieber tweet. Children smile in videos on YouTube to attract prospective parents, and institutions hang banners outside their premises proclaiming "We are Ofsted Outstanding". With such branding, a teacher and the class can no longer be the island they once were.

The image of the traditional maverick – think "Oh captain my captain!" from Dead Poets Society – still holds allure. It is a selling point for the strict new "traditional" schools that are all the rage. But appealing to images of public school tradition when a school has been set up in an old office block is a stretch for even the most fertile of imaginations. Flat-pack furniture is a poor substitute for mahogany and teachers who have bought into a pre-packaged vision are unlikely to march children around the car park to illustrate the dangers of herd thinking.

New teachers are spending less time than before in universities thinking, reflecting and questioning, and more time in schools under real pressure. In many institutions they are being relied upon to deliver exam results. In the absence of experience, prescription has become a necessity to ensure quality: this can range from being told what to put on displays through to curriculum and pedagogy. In some places new recruits are trained not only in what to say but how to say it: a scripted curriculum means less risk.

In systems demanding such compliance, giving trainee teachers the time and space they need to grapple without crampons in the ideological chasm between educational schools of thought is counterproductive. Who has time to read Gert Biesta when there are targets to be met? Who can sit and ruminate over the failings of AS Neill's Summerhill School, or digest John Dewey's Democracy and Education when there is a person at the back of your classroom telling you to be more economical with language?

New-look teacher training courses are attempting to turn out fully functional teachers in a few short weeks and are therefore unlikely to point their overstressed fledglings towards educational theorists such as Henry Giroux, Jonathan Kozol or

Dorothy Heathcote. Doug Lemov and his 49 techniques in Teach Like a Champion is the new teacher training bible because it is infinitely more digestible and practical in a data-driven landscape demanding results.

Twitter in particular has become a weapon in the assault against university training. A small number of voices who are relatively unknown in the real world yet are disproportionately influential with government, Ofsted and the media. Some of these keyboard warriors have become one-note trumpets, decreeing that a belief in learning styles indicates teacher-training institutions are not fit for purpose.

With all this excitement, is it a wonder that young teachers on social media buy into the idea that blogs and articles are "the best CPD" out there? Who wouldn't want to change the world by waving one's fingers over a keyboard? But, as skilful as it to distil a

Recruits are being trained not only in what to say but how to say it: a risk-free scripted curriculum

thought into 140 perfect characters, or write a clever blog or three, it is ludicrous to consider that a teacher's best training is online.

The failings of the current system are being used as evidence of past failings of progressives in the education establishment. The message out there is that many of the greatest educational thinkers can be dismissed rather than expecting prospective teachers to consider why failings arise and make up their own minds.

With this persuasive, almost messianic narrative of change, young teachers can be forgiven for thinking they have discovered all the answers. However, in order to understand the complexity of the system we find ourselves in today, digesting the thoughts of writers from the great educational traditions of the past has to be part of the process.

Training future teachers to resolve individual questions of agency, authenticity, autonomy and curriculum is vital. We need to grow our teachers slowly and support them as they develop. A young teacher must still answer the very important questions: What is education for? What kind of teacher am I?



GERALD HAIGH

Retired primary headteacher

Teachers must learn to tame technology

There are powerful tools already available in schools. Staff must realise they don't need to upgrade, they need to maximise the use of what they have

I went to the Bett Show recently. Four days – and half a mile – long, bigger than ever, stand after stand showing the latest educational technology. The show is genuinely exciting and unmissable, but then there was the teacher who said to me: "The trouble is, technology moves on, but the teaching stays the same."

You hear that sort of thing quite often. Here's Andrew Howard, the former principal of Sandymoor School in Runcorn, quoted in a case study of technology in his school: "Schools are in desperate need of a revolution. The slow pace of innovation we've seen in the past is no longer sufficient. Without significant, systemic change, we'll be letting down future generations."

As a rule, any new technology is first used to add speed and convenience, together with some bells and whistles, to things we already do. That's certainly been the case with educational IT. Consequently we have seen sophisticated digital whiteboards used to deliver lessons that could have been done as well, perhaps better, with chalk and a blackboard, or tablet computers limited to tasks that hardly begin to touch the capabilities of the device.

That was understandable so long as users were feeling their feet. Now, though, as Andrew Howard suggests, education has stayed too long in what should be a passing phase. Look carefully at some technology-aware, well-equipped schools, and what you see adds up to little more than streamlining of what they have been doing for years. The conventional school environment, with classes, an elaborate timetable, a burdensome marking regime, established pedagogy, homework and all the rest, is somehow inviolate, and technology just has to fit in.

One result of this is that users of educational technology find themselves on the defensive, facing suggestions that there is no evidence of learning benefit, or that expensive devices sit in cupboards because teachers don't know what to do with them. It is all poor value for money, say the doubters.

The criticisms can't be shrugged off; there's a wakeup call to be heard, and for me what it's saying is that schools need to hang back from being seduced by the next shiny gadget, and concentrate on extracting maximum value from their under-employed existing IT. Or, as a technology supplier at Bett put it to me: "Sweat your assets!"

There are signs this is happening. I spent some time at Bett eavesdropping on stands and it was common to hear teachers and IT leaders asking how they can do more with the technology they already had. They know they have powerful tools either available, or, in many cases, actually installed, which open up far greater possibilities than anything they have so far attempted.

Schools need to hang back from being seduced by the next shiny gadget

When that point is reached, it's probably time to stop tinkering and start questioning those deeply embedded, taken-for-granted fundamentals.

Take, for example, the ubiquitous rigid timetable, which both describes and defines everything that happens in a school, particularly at secondary level. It was obviously developed to impose orderly and fair access to the curriculum, but the difficulty of making it work means that its designers frequently have to ride rough-shod over any notion of creating the best conditions for learning. As a result, what emerges is usually remarkably learning-unfriendly. For any individual child a lesson can be too long, too short, too infrequent, too hard, too easy or at the wrong time of day, problems which teachers have always had to work around but long ago ceased to notice.

The good news is that where school leaders and teachers have the will, they can do something about that, using, in many cases, technology already in school. There's some irony, I'd say, in the way schools use powerful software to create their fearsomely complicated timetables when they might be better off using the collaborative and connective possibilities of their technology to blur those timetable boundaries, and add fluidity to the organisation of teaching and learning, crossing year group and ability boundaries and time constraints, and allowing student access to a wider range of teachers and other adults. All is possible, given the vision and the will.

The key, though, always, lies with teachers rather than with technology. As Andrew Howard, enthusiast for technology, says: "Technology will not transform learning, but without it learning will not be transformed."

Next month a report on segregation will be published for the prime minister. Hopefully it will mark the point when England starts to take integration seriously

In England, our faith-based admissions system has evolved a side-effect of keeping children of faith separate from children of other faiths and none. The majority of Sikh, Muslim and Hindu state schools have no white British pupils at all, and most Jewish state schools have no Asian pupils.

As the OECD has pointed out, the UK has some of the most segregated school systems in the developed world. This is a picture of segregation brought about not by accident, nor by a complex combination of individual choices – but by policy.

Fortunately, it is a policy slowly starting to change. Reforms introduced by Michael Gove limited the ability of academies and free schools to select any more than 50 per cent of their intake on the basis of faith. Unusually for the former education secretary, it was a policy (mostly) without contention. A pragmatic and sensible move that respected the critical faith-ethos of faith schools but aimed to combat the segregation side effect.

It is against this background that the case put forward by New Schools Network's Nick Timothy (and reported by *Schools Week*) fails to fly. The policy leader of the government's body for promoting new schools suggested allowing new faith schools to select



JON YATES

Director and co-founder of
The Challenge

Segregation is holding our children back

100 per cent of children by faith. This not only feels like undoing good work but swims against the tide of growing government intent to tackle segregation – as signalled in the prime minister's recent life chances speech.

New funding for the promotion of English language for Muslim women; the expansion of the National Citizen Service (NCS), which brings together 15-17 year olds from all backgrounds; and a commitment to tackle segregation in housing, suggest a concerted effort to promote social integration.

By contrast, I agree with Timothy when he makes the case for an expansion of academy chains where schools are struggling to integrate pupils of different backgrounds. For example, he describes allowing more co-educational schools to open in areas where previously there are mostly single-

sex options. Beyond academies, we should also recognise there is much that existing segregated schools can do to promote integration. We should look closely at Northern Ireland's shared education programme, which for many years brought together pupils across a divided nation.

Next month will see Louise Casey publish her report into segregation for the prime minister. We hope this will be an important moment where the country starts to take integration seriously.

What can those of us passionate about removing segregation in our school system expect to see from the review? Firstly, we know the prime minister is very closely associated with the review. This suggests, at the very least, that it is not a report that will sit on a Whitehall shelf. *Schools Week* has reported on the habit of governments

of all stripes of sitting on reviews that require bravery to act on. With Cameron's involvement, this shouldn't happen here.

Second, young people and education are likely to be at the heart of the review with commitments to continue to expand the NCS being a clear signal of intent. NCS not only enhances the life chances of those taking part – through the development of character skills – but we know bringing together young people from different backgrounds means that they develop higher levels of trust across different groups and that they take that back to their communities.

Segregation comes not by accident, nor by individual choices – but by government policy

Third, we are more likely to see a doubling down on the Gove reforms of the admissions code, as any change would run contrary to the existing direction of travel. Although with the New Schools Network and some churches likely lobbying for change – and both being considerable influences on Conservative thinkers in the past – one cannot entirely rule it out.

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REVIEWS

TOP BLOGS
OF THE WEEK

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



Our reviewer of the week is
Andrew Old, teacher and blogger
[@oldandrewuk](https://twitter.com/oldandrewuk)

Parents
[@asheep2763](https://twitter.com/asheep2763)

This post is the account by a primary SENCo of the large number of parents she had to speak to in a day. All of these parents raised concerns or problems that she had to deal with. She concludes: "Tomorrow is another day and I'm in class teaching – all of a sudden 28 reception children and a room full of musical instruments looks like an easy option!"

Mr Salter: Why I teach
[@Rory_Gribbell](https://twitter.com/Rory_Gribbell)

A maths teacher in his NQT year describes the teacher whose footsteps he is following in. Mr Salter was an old school maths teacher who would expect the best effort from everyone and would let nothing slide. One wonders if such a teacher would have been tolerated for long outside the private sector. But for the author, Mr Salter was one of the greatest influences on his life, affecting his choice of degree and his choice of career.

Like a broken record
[@FlyMyGeekFlag](https://twitter.com/FlyMyGeekFlag)

Sarah Bedwell describes the phrases she uses with students when dealing with their behaviour, particularly when that behaviour takes the form of students' poor manners. These include ways to respond to students shouting "WHA...?" when they don't hear what was said and the question to ask of a student who denies they did anything wrong.

The Wreckage
[@Bottoms_bray](https://twitter.com/Bottoms_bray)

This post describes what happens at a failing school. Friends depart, despite having much still to contribute. Teachers get driven out of the profession. People find new careers. The author tells us about the fates of several

of their former colleagues who left teaching. "I have a depressingly large collection of these life stories detailing a massive waste of talent, training and experience. This is what we must stop if the supply of teachers is to be sustainable; increases in recruitment just means more turnover."

My political dilemma
[@thefish64](https://twitter.com/thefish64)

An anonymous teacher who plans to vote at the next general election on the basis of the parties' education policies explains why they are going to have a difficult choice. The Tories have the advantage on curriculum and pedagogy, challenging many of the fads of the previous decade. In particular, controlled assessments won't be missed. However, the Tories are not to be trusted on teachers' working conditions, or on introducing targets and management systems.

We are all doomed
[@Xris32](https://twitter.com/Xris32)

In honour of Dad's Army's Private Frazer, English teacher Chris Curtis discusses whether we teachers are, as some would have it, doomed. He accepts there are difficulties to be faced due to a new curriculum, new methods of accountability and a lack of money. However, he claims to be happy and celebrates a number of improvements, such as the more challenging texts he is now teaching and the abolition of lesson grades.

Improve behaviour to improve teachers
[@GoldfishBowlMM](https://twitter.com/GoldfishBowlMM)

This post explains what makes a good discipline system. It is one that frees teachers rather than keeps them busy. If teachers spend their time organising detentions, or have to work out how to cope with kids who won't cooperate, or tolerate poor behaviour because they won't be supported if they confront it, then it is their teaching which suffers. Better instead to have clear rules, centrally administered detentions and support for teachers when they use the discipline system.

Hannah Arendt: The Crisis in Education
www.digitalcounterrevolution.co.uk

This blogger seems to have saved themselves the effort of writing a blogpost this week, by cutting and pasting an entire essay by the philosopher Hannah Arendt into their blog. Cheeky, but that makes it the best blogpost about education you will ever read. Published in 1954, *The Crisis in Education* explains the philosophical basis of almost every argument in education, and not just the arguments from before it was published, but also almost every argument since. A classic of philosophy.

BOOK REVIEW

The Collapse of Parenting – how we hurt our kids when we treat them as grown-ups

Author: Leonard Sax

Publisher: Basic Books

ISBN-10: 0465048978

ISBN-13: 978-0465048977

Reviewer: Ros McMullen, former
executive headteacher

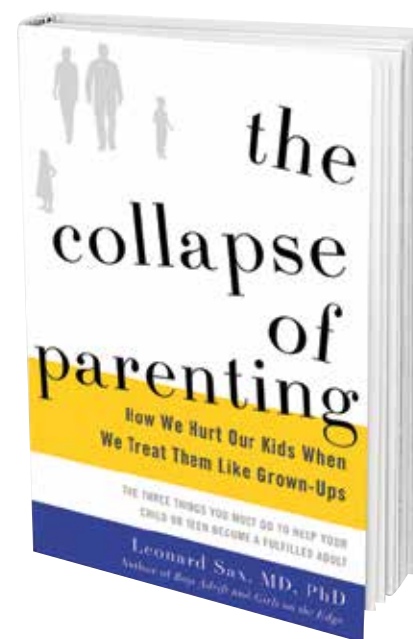
★★★★☆

"By age 10, an American child is more likely to look to peers than to parents for guidance about what really matters in life. But children are not competent to guide other children. That's what grown-ups are for."

It was once I got to these sentences that I jumped up and said "Yes – that's what's been bothering me about this book!" Up until then I thought it was just the underlying "middle-class-ness" of it that was making me a bit uneasy, but no, it is the assumption that all grown-ups or parents are capable of giving guidance to children.

In many ways this book is like binge eating for a headteacher as just about every paragraph chimes with things I've said for years. The third chapter, which speaks of the "medicalisation of misbehaviour" elicited some deep-throated chuckles from me and will too, I suspect, from most educationalists. The basic tenet of Dr Sax is that the socialisation of children into the culture that will bring them long term happiness and fulfilment is being passed to their peers and mainstream culture is making them fragile. There is a lot of common sense and it is an easy read, but some of the stories and examples – both positive and negative – make me want to smack him around the head with his book and take him on an exposure trip into some of the family homes I have known professionally.

The book is in two sections: problems and solutions. I find myself in agreement with Dr Sax's analysis of problems and I'm definitely in his camp when it comes to the solutions, but I wish he just didn't seem so judgmental and so absolute in his proposed solutions. I am all for teaching children self-control, humility and conscientiousness; I am all for parents making time and enjoying the time spent with children, and I am fully behind challenging the view that we should allow children to make their own decisions. I am not convinced, however, that Dr Sax has any insights to offer about what we do about the parents who themselves have no self-control, humility, or conscientiousness.



One could read this book and believe that such parents did not exist and that children were being failed by parents who were simply courting popularity with their offspring and were frightened to step away from mainstream culture.

In many ways this book reminds me of the National Childbirth Trust classes (to be frank, I never attended them as I'd heard enough about them from my friends). From what I can gather, the NCT classes are for the middle class new parents (who pay) to have their ideas reinforced by others, and an awful lot of angst is subsequently caused if they have to resort to drugs and surgery during childbirth, or, God forbid, have to resort to bottle feeding!

As a middle class mum, I had pangs of anxiety when reading Dr Sax's views on allowing teenagers near video gaming: "I know this is right; gosh I am weak" and so on. I discussed it with Finn, 16: "Yeah mum, but that supposes that we're all idiots and I'm not." Well quite. Dr Sax's book will not be read by those who probably need to and will be over-read by those for whom it will just cause angst. As I said, a bit like NCT classes.

Overall it is difficult to disagree with much of this book. I particularly liked his views on overscheduling our children: "The non-stop grind of school and activities and homework begins early in the morning and continues late into the night. That's not healthy. Find a different perspective. Boast about how you and your child spent an afternoon lying on the grass, looking up at the sky, finding shape in the clouds."

Now there is a challenge to a middle class parent that I can identify with.



A week in Westminster

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

THURSDAY:

The Department for Education (DfE) released an impact assessment on the new GCSEs today. In it, it admits that the reformed curriculum will make it harder for SEN, EAL, and disadvantaged pupils to access the content. At least that's not too many pupils. Oh, wait ...

FRIDAY:

Nick Gibb loves a good book. And only Nick Gibb can use a popular book (Zadie Smith's *NW*) to bemoan how "rubbish" GCSEs used to be and how great GCSEs will be from September.

In a speech at Durham University, he explained how the protagonist Natalie says better GCSE teaching would have meant she knew the difference between Oliver and Thomas Cromwell. Gibb will be sad to hear Week in Westminster doesn't know the difference either. Or didn't. Google gave us the answers. Which leads to the pressing concern: why doesn't Natalie know how to google?

The DfE updated its policy paper

on "reducing teachers' workload" this afternoon. It now includes details of the "large-scale" survey it plans on running every two years, beginning on February 29.

Hmmm. This date only appears once every four years. Does that mean the DfE will have a loophole in 2018 for not running the workload survey? Week in Westminster can just imagine a sneaky civil servant chuckling to themselves: "Mwahaha, if the date doesn't exist, we don't have to run the survey, teehee."

MONDAY:

We took our now annual trip to investigate the register of interests for the DfE's board members. Reporter John Dickens's tale of the farce it is to get hold of the document is on page 8.

Week in Westminster notes our mate (chief DfE civil servant) Chris Wormald's wife is taking one for the team and training to become a teacher. Mrs Wormald is starting a School Direct course (toeing the government line, there) in September and starts work as a primary school teaching assistant this month.

Is this a new government policy, Week in Westminster wonders – "We can't admit we have a recruitment problem, so let's just quietly get our family members to fill all the teaching positions...?"

Jokes aside though, Week in Westminster approves of the move and wishes her well in the future.

TUESDAY:

Known throughout parliament for the enthusiasm with which he debates education issues, the Liberal Democrat MP John Pugh was on fine form as he proposed his bill to allow schools to better challenge and respond to Ofsted inspections (page 8).

But the Southport MP and Lib Dem education spokesperson was clearly so overcome by his enthusiasm for his speech that he almost missed a critical part of his role in introducing the legislation: actually supporting his own bill.

After likening the treatment of chief inspectors' "pronouncements" to the "ex cathedra announcements of a pope", Pugh then stayed silent when the speaker, John

Bercow, asked to hear "ayes" of support.

Noting Pugh's silence, Bercow quipped: "It would be helpful if the promoter of the bill declaimed with enthusiasm."

To which our honourable friend replied: "My enthusiasm is undiminished, Mr Speaker."

WEDNESDAY:

The National Audit Office put out a massive report into teacher recruitment and retention today. It even made it onto BBC Radio 4's Today programme.

The NAO confirms what you all know anyway: schools are facing a crisis and the DfE's methods of training new teachers isn't up to scratch.

So, what did the Conservative party apparatchiks do? Blame the teaching unions, of course. Apparently it's their fault for raising issues and painting a negative picture. It's not the government's fault for creating an environment that means the unions (acting on behalf of the teachers) have to raise such issues. No, definitely not that.

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School Bulletin



Back to school for Gibb and Miliband



Nick Gibb returned to Roundhay School for Back to School Week. Inset: Former Labour leader Ed Milliband talks to pupils at Haverstock School about his career.

The schools minister, Nick Gibb and former Labour leader Ed Miliband returned to their old schools as part of a nationwide campaign to inspire state pupils to academic and career success.

Mr Gibb returned to Roundhay School in Leeds as part of Back to School Week, February 1-5, run by education charity Future First.

During the week, state school alumni across Britain – lawyers to doctors, plumbers to caterers, architects to zookeepers – returned to their former state school for assemblies and workshops.

Mr Gibb toured the school, sat in on a politics lesson and was shown the admissions book he signed when he joined



the school.

Mr Miliband went back to Haverstock School in Chalk Farm, London, which he left in 1981, to talk to year 7 students about his career path, life as a politician and about the skills necessary to succeed in work.

"It's great to be back at my old school, Haverstock, that taught me so much," Mr Miliband said.



Lakey Lane primary school presented with their Health for Life award by Lord Mayor of Birmingham, Councillor Raymond Hassall.

Birmingham pupils celebrate health award

More than 100 pupils from South Birmingham schools have picked up a Health for Life award for committing to building and sustaining a healthy lifestyle.

A celebration event held in the city's Council House and attended by the Lord Mayor of Birmingham saw 24 primary and six secondary schools presented with awards which celebrated the achievements they made as part of the Health for Life programme.

The awarded schools have made wide ranging and sustainable changes including

building new raised beds and polytunnels, planting fruit trees and bushes to grow fresh vegetables and fruit, and redesigning playground areas in order for more children to be active during break time.

Lucy Steventon, year 1 class teacher at Ladypool Primary School, said: "The children really enjoy being a part of the cooking and gardening club and all the fresh fruit and vegetable they produce, they eat as part of their lunchtime meals so they enjoy a healthy lunch. It has also really helped with the pupils' communication and confidence."

Bristol primary takes literacy crown

FEATURED

A primary in Bristol has been crowned the UK's Literacy School of the Year.

St Peter's Church of England Primary was given the award by the UK Literacy Association (UKLA), a charity that aims to raise standards in literacy, for placing the subject at the heart of the curriculum.

UKLA judges said they were impressed with the "creative flair and energy" of staff teaching the English curriculum, which had resulted in no child slipping through the net.

Headteacher Livvy Sinclair-Gieben said the school was delighted to receive the award and to "celebrate all the staff's hard work and creativity when it comes to inspiring a love of literature and reading".

The judges said the attention to detail in displaying both reading material and children's written work was outstanding. They said each topic studied is based on a text that is introduced to the children in "exciting and innovative ways, so that children are immersed in the world of the book".

Competitions to encourage pupils to read at home are also held throughout the academic year and the school's website allows parents to access books online. The assessors were also impressed by the "skill, determination and energy of all of the adults working with children.

"The senior leadership team see teaching as a craft, and they have successfully



Pupils taking part in a reading activity at St Peter's Church of England Primary School.



enabled the teaching staff of the school to set and maintain the highest quality of learning and teaching."

In addition to the "wealth" of print resources, the school uses laptops, digital cameras, e-readers and tablet computers to "enhance and enrich the learning experience for children.

"For example, a professional storyteller created a story walk around the school grounds which the children could follow using geocache technology and their iPads."

Ms Sinclair-Gieben said: "We have a firm belief that literacy should be at the heart of everything we do.

"We are lucky to have so many wonderful books in school and all of our children get excited with the arrival of each new book while still greeting familiar favourites with enthusiasm.

"This recognition has meant a lot to us." She added that being a Reading Recovery school has been "such an important part of our journey and has helped us to ensure that all of our children have the opportunity to be fluent readers".

ANTI-BULLYING RESOURCE FOR DISABLED YOUNG PEOPLE LAUNCHED,

A new resource to help staff tackle the homophobic, biphobic and transphobic (HBT) bullying of disabled young people was launched last week.

Developed by the Anti-Bullying Alliance in partnership with Educational Action Challenging Homophobia (Each), the guide was published to mark the start of LGBT History Month.

It tells staff to focus on a "whole-school approach" to combat the issue.

Advice from industry specialists is given on implementing comprehensive anti-bullying policies that specifically reference prejudiced based bullying, and "proper" sex and relationship education which doesn't focus solely on heterosexual sex, relationships and sexual health.

The resource is also "tailored, appropriate and accessible" for disabled children and those with special educational needs.

Jonathan Charlesworth, executive director of Each, said: "We hope these new resources will help schools support disabled children and those with special educational needs so they do not have to suffer the lasting harm that comes from being bullied."

Visit <http://bit.ly/1PPjMovto> access the resources.

MOVERS & SHAKERS

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

Alice Barnard starts as the new chief executive of the Edge Foundation on Monday.

She takes over from David Harbourne, Edge's director of policy and research, who has been acting chief executive since Jan Hodges' retirement last April.

Ms Barnard moves from her position as leader of the Peter Jones Foundation, which she has held for the last four years.

She said her transition to Edge would be a natural progression as the two organisations focused on some areas of policy, such as careers guidance, that she is really interested in.

Ms Barnard said Edge's new schools campaign, Career Footsteps, will be one of her main priorities: "For the past four years or so I've really seen how poor careers guidance can be but there are some great examples of where it is working really well.

"When schools have so many other priorities, careers advice happens to be dismissed because it is not statutory.

"The opportunity to help and support on that with teachers' other duties rather than adding to the workload is exciting and that will hopefully do the trick around young people to make more positive and informed choices about their future."

Before she was at the Peter Jones



Alice Barnard



Martin Sutcliffe



Eleni Kettles

Foundation, Ms Barnard was the chief executive of the Countryside Alliance for five years. She read history at Cambridge University.

Education finance specialist HCSS Education has appointed **Martin Sutcliffe** and **Eleni Kettles** to its senior team.

Mr Sutcliffe joins as a support and training manager and will be responsible for providing support during the development of the firm's new accounting software for schools.

His plans are to liaise with HCSS's technical team to put together and implement a comprehensive training plan that covers all

aspects of the software and provides schools with the support needed.

He said his aim is to "help to deliver a user-friendly, flexible but powerful tool that allows schools and academies to generate accurate financial information for senior leadership teams".

Before working at HCSS Education, Mr Sutcliffe worked as a consultant, setting up and managing administration systems and networks for small businesses.

He also worked on a consultant basis as

an installation engineer for RM Education, a software supplier for the education sector.

Mr Sutcliffe is a graduate of Leeds University, where he completed a degree in computer information systems.

Ms Kettles has been appointed as customer relationship marketing manager and will be responsible for developing strategies to "effectively manage customer relationships".

She said her goal is to help to communicate the support HCSS is providing to school business managers with their everyday financial needs and to make sure that the education sector understands how the firm's software will "transform the way education finance professionals work".

She added: "I hope that by providing the education sector with better software solutions and support for their financial management, we are helping to improve education standards and outcomes for pupils."

Previously, Ms Kettles spent eight years working in the marketing department for retailer JD Williams. She studied business studies with marketing at Sheffield Hallam University.

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

Do you know an **inspirational** and **outstanding** FE lecturer, teacher, support worker or volunteer working in a Cornish college or school who you would like to nominate for the **Cornwall Teacher Awards 2016**?

If you would like to make a nomination for the **Cornwall Teacher Awards 2016**, simply visit the website to vote.

More information coming soon, keep checking our website: www.cornwallteacherawards.org



JOBS

St Clement Danes School

An 11-18 co-educational, all ability school on the Herts/Bucks. border. 'Outstanding' (Ofsted Oct. 2011). If you would like to join a friendly staff team, the following vacancy will commence 1st September 2016.



FULL TIME TEACHER OF ENGLISH

MPS + FRINGE
REQUIRED 1ST SEPTEMBER 2016

- Highly successful faculty across all Key Stages with significant Post-16 uptake
- Opportunity to join lead school of the Herts & Bucks Teaching School Alliance and local Challenge Partner Hub
- Exceptional student attitude, attainment and achievement
- First class CPD and career development opportunities

Full job description is on the school website.

Application to be sent to **Mrs. J. Price**, (HR Admin) by **Wednesday 24th February by 10am**. Please include a covering letter, completed teaching staff application form from the school website and include the names of two referees. Interviews week commencing **Monday 29th February 2016**.

Website: www.stclementdanes.org.uk
Email: enquiries@stclementdanes.org.uk
Address: **Chenies Road, Chorleywood, Hertfordshire, WD3 6EW**
Tel. **01923 284169**



Warlingham School



Widening Horizons
Raising Aspirations

Teacher of Science

(with possible key stage responsibility)

Required for September 2016

We are a successful over-subscribed school located close to the M25 and Surrey/Croydon border and committed to the CPD of all staff. We are seeking an inspirational teacher to join our well-established and forward-thinking Science department. You will be joining a well-resourced department that has a relentless focus on raising achievement.

This is an exciting opportunity for an NQT or an experienced teacher.

For an application pack please visit the vacancy section of the school website www.warlinghamschool.co.uk. If you require further information please contact Mr Rupen Chotai (Head of Science) by email on r.chotai@warlinghamschool.co.uk.

Applications will be considered upon receipt. Closing date: 9.00am, 4th March 2016

This school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to demonstrably share this commitment.



Are you up for the challenge of opening a brand new school?

The International Academy of Greenwich (IAG) is a new school. We will open with only 125 Year 7 students in September 2016 and, when our new building is ready, a Sixth Form in September 2018. Students will study the International Baccalaureate (IB) in Key Stages 3, 4 and 5 alongside GCSEs at KS4. We will be holding a:

Recruitment Open Day for teachers on Saturday 5th March 2016, 10am

at Age Exchange, Bakehouse Theatre, 11 Blackheath Village (access from Bennett Park), SE3 9LA, London

This is a "once in a lifetime" opportunity for ambitious, talented, hard working staff to work alongside our Principal Designate, Ms Smita Bora, a successful and experienced headteacher. As the school expands, fast track leadership opportunities will arise for founding members of staff.

IAG's vision is to offer excellent education which will harness and build on the linguistic and cultural diversity in Greenwich and nearby Boroughs. We will offer: a truly broad and balanced curriculum; high academic standards; strong linguistic and communication skills; access to top universities in the UK and abroad; the passport to an international job market; Active Citizenship skills and respect for other cultures; and enhanced self-confidence.

We would be delighted if you could attend our Recruitment Open Day. **Please contact us if you are a teacher, or training to be a teacher, and you have:**

- Strong belief in IAG's vision and the IB Learner Profile
- An ambitious, "whatever it takes" and "no excuses" approach to the highest attainment and behaviour standards for all students compared with local,

national and international measures, regardless of their background

- Enthusiastic passion for your subject and excellent subject knowledge, with the skills and expertise to integrate this with promotion of literacy and numeracy through personalised and interdisciplinary approaches
- A sense of moral purpose as a child-centred professional
- A conscientious and evidence-based approach to your work, completing tasks efficiently and to a high standard, including research, planning and assessment of the curriculum
- A willingness to accept feedback from all stakeholders including students, parents, staff and other professionals, with a desire to be reflective and analytical of your own practice
- The capacity to develop leadership skills in yourself and others, with a view to running your own school some time in the future
- The ability to solve problems creatively; a great practitioner with originality and flair.

Book your place: www.iaog.org.uk/recruitment
Questions? recruitment@iaog.org.uk



Kensington Aldridge Academy

CURRENT VACANCIES:

ASSISTANT PRINCIPAL

TEACHER OF ENGLISH, KENSINGTON

TEACHER OF MATHS, KENSINGTON

TEACHER OF SCIENCE, KENSINGTON

DATES:	APPLY BY MONDAY, 22ND FEBRUARY AT 9AM
SALARY:	MPS (INNER LONDON)
LOCATION:	WEST LONDON
CONTRACT TYPE:	FULL TIME
CONTRACT TERM:	PERMANENT
START DATE:	30 AUGUST 2016

ABOUT KAA

Kensington Aldridge Academy (KAA) is a vibrant new 11 - 18 school in Ladbroke Grove, West London. We opened in brand new buildings in 2014 and our facilities are second to none. We currently have 370 students in Years 7 & 8 with us, and are growing every year. Our Sixth Form opens in September 2016 and we have had 400 applications at the time of writing. In a 2014 inspection the DfE described KAA as, "one of the best new academies we have ever seen." Miriam Rosen, former Ofsted Chief Inspector, said, "KAA has got off to a remarkable start and is already securing highly positive outcomes for students."

At KAA we offer a quality and standard that are unique in the state sector. We are partnered with the Godolphin & Latymer and Charterhouse independent schools and LAMDA and the Royal Academy of Dance. Situated in stunning new buildings, we have facilities to rival any school.

At KAA we are working to build an exceptional school with the highest possible standards and to do that, of course, we need an exceptional staff team. We ask a lot from our staff, expecting them to deliver excellent lessons, day in day out. We also provide extensive support and professional development opportunities. In a start-up school, with a central focus on teaching and learning, you will have the space to extend your classroom skills which would be hard to find elsewhere.

The successful Assistant Principal candidate will have:

- Evidence of being an outstanding teacher.
- Experience of working at senior leadership level.
- Experience of having led a team in the development and implementation of a whole school initiative which has had a significant and sustained impact.
- Led intervention programmes at a department / year group / whole school level.
- Experience of delivering staff training and undertaking professional development of other teachers.
- Experience of effective engagement with external partners.

The successful candidate for the English, Maths and Science roles will have:

- Evidence of being, or having the clear potential to be, an outstanding teacher of their subject.
- Significantly contributed to the work of a successful department.
- Experience of leading the planning and implementation of a curriculum initiative.
- Experience (can be limited) of delivering staff training and undertaking professional development of other teachers.
- Contributed to intervention programmes at a department/year group/ whole school level.
- Good knowledge of data, tracking and monitoring of discrete groups of students.

Deadline: Apply by Monday, 22nd February at 9am.

Please send your completed application form to Melanie Rieder at m.rieder@kaa.org.uk.
Early applications are encouraged.

Further info: www.kaa.org.uk/recruitment or Email m.rieder@kaa.org.uk

EMPLOYER INFORMATION

KAA

The Royal Borough of Kensington & Chelsea is a fantastic place to work. KAA is situated near Portobello Road, full of great shops, restaurants and bars. The school is part of the inspiring new £66 million pound Kensington Academy and Leisure Centre campus. All academy employees benefit from discounted membership at the leisure centre. KAA is located in the heart of West London with excellent access to the tube network (Central, Hammersmith & City and Overground lines) as well as many bus routes.

Judged by the DfE to be "one of the best new academies we have ever seen", KAA is an exemplary start-up school in which all teachers can flourish. Teachers receive intensive training and support and benefit from personalised coaching and mentoring.

Address

1 Silchester Road
London W10 6EX
England

Telephone

0207 313 5800

www.kaa.org.uk

DIRECTOR OF LEARNING AND PROGRESS – MATHEMATICS

SALARY: Leadership Scale 8-12 (negotiable for the right candidate)



We are seeking to appoint an exceptional individual who will take responsibility for raising standards and outcomes within the Mathematics department and who will make a valuable contribution to the leadership of the College through being an associate member of the senior leadership team. You will also drive College wide improvements in teaching and learning through working with the recently established Teaching and Learning Team.

The successful candidate will be an outstanding practitioner with high expectations that are demonstrated in everything they do. They will have excellent leadership qualities, creativity, energy and will work alongside the existing Mathematics team, to bring about rapid and sustainable improvements. The successful candidate will have a proven track record of securing highly positive outcomes for all and will be able to demonstrate the necessary leadership skills to play a pivotal role in raising standards and school improvement.

Smith's Wood is at a very exciting stage in its development; the College has recently undergone a significant change in leadership and a Co-Principal arrangement has been adopted. Under the leadership of the Principals there is a significant amount of work to be done to move the College forward and you will be joining a team of colleagues who are wholly committed to working together to make these gains.

Smith's Wood is a very popular 11-18 sports college, in challenging circumstances; we are an

incredibly popular choice for students and their parents. Having moved into our new, £26 million, building in September 2009, we also welcomed our first cohort of post-16 students. Pupils and staff at Smith's Wood benefit from educational facilities that are second to none; our sports facilities really are unrivalled! The Mathematics Department forms part of the Sciences Faculty and you will be working closely with 8 other teachers in the department.

As a senior leader you will be well supported through tailored professional development appropriate to career stage, skills, experience and personal goals. Smith's Wood is justly proud of the professional support it gives all staff and the future opportunities it offers them.

We are highly ambitious for our students; we continually strive to improve and want someone who can help us achieve that ambition. Our mission of 'learning together, succeeding together' is promoted through our 'aims and values' and practiced through 'The Smith's Wood Way'.

This is a great opportunity to be involved at a pivotal moment in our journey. If you have drive, resilience and ambition and want to be part of our future success we would love to hear from you.

CLOSING DATE: Friday 26th February, 12 noon

INTERVIEW DATE: Week beginning 29th March

www.smithswood.co.uk

ONLY THE VERY BEST SHOULD APPLY...

Dynamic by nature? Relentless in your drive for success? Passionately believe that ALL students can achieve? Hungry to achieve national impact? Never accept anything less than outstanding? Are you THIS good?

Principals/Advisory Principals

Location: Midlands, Suffolk and Norfolk

Ormiston Academies Trust, one of the founding trusts of the academies movement, is seeking the country's best leaders to join our team. The educational landscape has dramatically changed, but our core mission remains the same: To prepare our young people to be the leaders of tomorrow. In order to achieve this, we need to recruit more of the best leaders of today.

We are excited to be taking applications for principals and advisory principals to work throughout the country across our four regions but in particular the Midlands, Suffolk and Norfolk.

We know that educational leadership is not for the faint of heart, and we actively promote a 'no excuses' culture. If your unrelenting passion for students' success drives you to achieve, you understand our mission and we want to talk to you.

You:

- Have incredibly high expectations of yourself and others
- Accept that only the best is good enough
- Believe that all children can achieve
- Are excited by being part of a dynamic team

In return we offer you:

- Very competitive pay and package including:
 - Private healthcare for self and family
 - Annual Performance related bonus of up to 10% of base salary
 - Unparalleled CPD opportunities, both at individual academy and across the OAT family
 - Exposure to leading edge SI practices and professionals and the chance to make a bigger difference with a fantastic family of principals and staff.

If you are interested in talking to us about working for OAT in a particular geographical area or in one of our specific current vacancies in Walsall, Great Yarmouth and Ipswich, please contact Carmel Brown (carmel.brown@ormistonacademies.co.uk), Director of People and Projects for a confidential discussion or visit our website for more information www.ormistonacademiestrust.co.uk/vacancies/academy_leadership



From our CEO Professor Toby Salt:

Ormiston Academies Trust has a long and proud history of transforming lives and regenerating communities. With 72% of our academies rated as good or better against an average of 60% in sponsored academies nationally, we are incredibly proud of our achievements.

ASSOCIATE SUBJECT DIRECTORS

SALARY: (L11-15)

A brilliant opportunity to play a leading role within a family of schools in Bedfordshire.

Associate Subject Directors for English, Maths, Science, MFL & Humanities (History) in our secondary Academies.

Required for September 2016 or earlier if possible.



We are seeking outstanding teachers to lead the development of English, Maths, Science, MFL & Humanities (History) teaching across our Trust. These posts are excellent opportunities for specialists who want to extend their experience beyond that of a Head of Department. If, for example, you have been an Advanced Skills Teacher or Lead Practitioner or an outstanding Head of Department / Second, these posts would enable you to maintain close links with classroom practice whilst developing your own leadership potential by raising achievement across the Trust.

We would like from you:

- Strong experience and a track record of improvement and impact.
- The determination and confidence to strive for, and achieve, great outcomes for the pupils in our Trust.
- To play a role in promoting and developing partnership and collaboration between our academies that makes a real difference to how well pupils achieve.
- It would be desirable to have examiner experience and knowledge and understanding of the Ofsted inspection process.
- To be flexible and ready for a challenge: you may be required to lead at a strategic level across the Trust or run a department if the need arose.

We can offer you:

- A unique family of schools: 2 primary, 2 secondary, a Studio School, a Teaching School and Sixth Form provision.
- Fantastic young people who are "eager to learn and exemplary in their attitudes to their work" (Vale Academy Ofsted, 2014) and who are "hugely proud of their Academy" (West Academy Ofsted, 2014). A role where you can really make an impact and develop your leadership skills. The opportunity to gain significant professional development by being part of a multi-academy trust.

For further information and to return completed applications please contact:

Lily Killick, Human Resources Assistant,
The Shared Learning Trust, York Street,
Luton, LU2 0EZ.

E-Mail: academyrecruitment@thesharedlearningtrust.org.uk

Tel: Lily on 01582 211226

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

CLOSING DATE: MONDAY 22ND FEBRUARY (9AM) | INTERVIEW DATE: W/C 29 FEBRUARY



SCOTT MEDICAL AND HEALTH COLLEGE PLYMOUTH, DEVON

**OPENING SEPTEMBER 2017: A BRAND NEW STUDIO SCHOOL
FOR 350 STUDENTS FROM YEAR 9-13 / LEADERSHIP RANGE 25-29
FROM 1ST SEPTEMBER 2016**

We are seeking to appoint a Headteacher with a special interest in creating the medical and health professionals of the future.

As our first Headteacher, you will need to be ambitious and visionary with high expectations for all students and staff.

Scott Medical and Health College will be a member of the Inspiring Schools Partnership, a small Multi-Academy Trust.

The partners of the MAT are Plymouth University, The Peninsula School of Medicine and Dentistry and the School of Health and Human Sciences, as well as Derriford Hospital.

Our Headteacher will:

- Lead and communicate a compelling and shared vision for our new Studio School.
- Provide outstanding leadership to create an exciting place for learning that equips our students with the skills, knowledge and aptitude to give them competitive advantage and clear progression routes into a range of health, medical or care professions.
- Ensure outstanding teaching and learning for all students through an understanding of the features of successful classroom practice and curriculum design, including project based learning.
- Develop and maintain strong partnerships to develop the high quality health care professionals of the future.

The successful candidate will need to be an experienced educational and /or health professional with a proven track record of inspiring and enabling young people to succeed.

For further details and an application pack please visit our website www.sdcc.net or contact Heather Quinn, telephone 01752 556065

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

CLOSING DATE FOR APPLICATIONS: 22ND FEBRUARY 2016 | INTERVIEWS: 14TH AND 15TH MARCH 2016

SCHOOLS WEEK

AN EDUCATIONAL PAPER DELIVERED TO YOUR DOOR

HAVE YOU SUBSCRIBED YET? HOW TO SUBSCRIBE TO SCHOOLS WEEK

Want to stay ahead of the crowd on schools news? Like to know what the education secretary is planning? Or who just started a new free school?

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ONLINE: SCHOOLSWEEK.CO.UK/SUBSCRIBE | EMAIL: SUBSCRIPTIONS@SCHOOLSWEEK.CO.UK | PHONE: 0208 123 4778

SCHOOLS WEEK Sudoku challenge

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

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

Difficulty: **EASY**

Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

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

Difficulty: **MEDIUM**

Spot the difference to WIN a *Schools Week* mug



What's the caption? tweet a caption @schoolsweek



Spot five differences. First correct entry wins a mug. Tweet a picture of your completed spot the difference using @schoolsweek in the tweet. Last week's winner was Philip Bishop @FlipBishop an english and media studies teacher from Sheffield.