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FRIDAY, MARCH 18, 2016 | EDITION 61



NO CHOICE: YOU WILL BECOME AN ACADEMY

George Osborne

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

Schools could have to dig into their own pockets to pay the legal costs of conversion after Chancellor George Osborne announced in his

Budget speech on Wednesday that every school must become an academy by 2022.

The chancellor said schools will be expected to either become an academy by 2020, or have an academy order in place to convert by 2022.

Those that do not have plans will face sanctions

from the government who will be given "radical new powers" of intervention.

The Department for Education (DfE) currently gives schools £25,000 to cover costs related to converting their legal status. At these rates it

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NEWS: Budget 2016

Schools may be forced to pay conversion costs

JOHN DICKENS
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**CONTINUED FROM
FRONT**

would cost nearly £400 million to convert the remaining 15,632 schools.

But *Schools Week* can reveal the Treasury has so far put aside just £140 million to cover costs – less than £9,000 per school.

Antony Power, a partner at law firm Michelmores LLP, said: "If they [the government] cut it back that far then I think most schools will be dipping into their own budgets to convert."

He said the liabilities of pensions alone is costing £3,000 for schools that convert in one part of the country. The cash also has to cover setting up the academy trust company, working out the governance structure, producing a funding agreement and leasing land.

Local authorities pay fees towards the conversion, but many have now starting charging schools to recoup these costs.

There are also extra costs for converting specific schools – such as those with private finance initiative (PFI) contracts or church schools.

Mr Power added: "For schools with complexities, unless they have deep pockets, I cannot see how they will be able to afford to convert."

However Jonathan Simons, head of education at think-tank Policy Exchange, said it could be done – although he acknowledged it would be a push.

"It's going to be a very high volume of conversions taking place over a period of time. This means an opportunity for the DfE to do this in a much cheaper way because of economies of scale."

Some in the sector have branded it a payday for lawyers during the "worst funding crisis in some schools' history".

Christine Blower, general secretary of the National Union of Teachers, said: "That the government is willing to squander millions of scarce education funding on legal, accounting, consultancy and other fees to turn schools into academies will anger parents as much as it angers the teaching profession.

"It shows that the government's priorities are simply wrong and how out of it touch it is with the realities facing schools."

But Mr Simons added that £140 million across all schools, in the context of a multi-billion pound schools budget, was unlikely to make much difference.

The Treasury said that more cash could be available to academies schools – but it was dependent on how much the DfE was willing to contribute towards another budget pledge for £500 million to speed up the implementation of the national fair funding formula.

The plan is to gradually phase in the funding changes so every year a small amount would be taken from the schools set to lose out, and be handed over to the schools set to benefit.

But Mr Simons says this extra cash could be given to the schools that will benefit – meaning they reach their national funding level quicker.

COMPULSORY MATHS UNTIL 18 ON THE AGENDA

FREDDIE WHITTAKER
@FCDWHITTAKER

A study into the feasibility of compulsory maths study for all pupils to 18 will be undertaken by statistician and former civil servant Professor Sir Adrian Smith.

Announced in the Budget, Sir Adrian will review maths teaching for 16 to 18-year-olds, with a focus on skilling a future teaching workforce.

But any recommendations confirming that all pupils should further study the subject will need to be followed with funding, subject experts have said.

The announcement follows warnings by the OECD that the proportion of low-performing pupils in key subjects such as maths in the UK was not decreasing as quickly as in countries such as Germany, Brazil and Russia. It also comes as the government continues to deal with a national shortage of maths teachers.

Charlie Stripp, director of the National Centre for Excellence in the Teaching of Mathematics, told *Schools Week* that although he "strongly welcomed" support from the government for increased participation in maths education post-16, its support needed two "essential elements" to succeed.

"There needs to be enough teachers able

to teach maths effectively at this level. And schools and colleges need to be funded adequately to enable them to run these courses."

Mr Stripp said too many 16-year-olds in England gave up maths after their GCSEs, limiting opportunities and damaging "our potential as a nation".

The plan has come under fire by shadow education secretary Lucy Powell, who warned a lack of maths teachers would create problems.

"Labour called for English and maths to 18 at the last election precisely because we want to ensure young people have the skills they need to succeed. Yet this government's teacher shortage crisis is hitting maths acutely, with the Tories missing their target for recruiting maths teachers four years in a row."

Sir Adrian is vice-chancellor of the University of London, a role he has held since September 2012. He was formerly the Queen Mary University principal and worked at the Department for Business, Innovation and Skills as director general of knowledge and innovation.

He also led a 2003 study into post-14 maths education for then education secretary Charles Clarke. He predominantly recommended better support for maths teachers.

Pension costs will rise

The chancellor also announced an additional £2 billion of savings will have to be made from public sector pensions – meaning schools face another hike in pension contributions.

The Treasury expects employers to pay more to cover the deficit from 2019/20 onwards.

Julian Gravatt, assistant chief executive of the Association of Colleges, said this rise would be spread across all public sector employers. But about £420 million could have to be footed by Teachers' Pension Scheme employers.

He said it could cause a rise similar to the level schools had to take on last September when their contributions increased from 14.1 to 16.5 per cent, putting more pressure on already squeezed budgets.

Jonathan Clifton, associate director for the Institute for Public Policy Research, said the hike was a "little noticed move" buried in the Budget.

"The Chancellor has once again promised to protect the headline amount of funding that goes to schools and health, but he is loading more pressure on to these services via the back door.

"These pension changes will fall on all public sector employers – including schools and hospitals – which are meant to be 'protected' from spending cuts. They will find it even harder to balance the books in the coming years."



George Osborne

Cash bonus for longer school day

SOPHIE SCOTT

@SOPH_E_SCOTT

Secondary schools will be able to pocket an extra £265,000 if they commit to providing at least five hours of extra-curricular activities a week.

Chancellor George Osborne says funds raised through a new "sugar tax" – a levy on soft drink providers – would be invested in out-of-hours school activities.

The Treasury expects to raise £1.2 billion from the levy over two years from April 2018. From September 2017, the Chancellor said the government will invest up to £285 million a year in the extended day programme for a quarter of secondary schools, double the primary school PE premium to £320 million a year, and give £10 million to up to 1,600 schools to provide breakfast clubs.

However, detailed breakdown of the expected costs show this funding will amount to much less than Mr Osborne announced.

The cash will be phased over three years, with £660 million available for the extended day programme – amounting to £220 million a year.

A government spokesperson said the Department for Education (DfE) will provide

clearer detail about the extended day policy over the next week.

Schools Week estimates, if a quarter of the 3,329 secondary schools received a share of the £220 million, they should expect to receive £264,423 each.

Education Endowment Foundation research shows longer days cost a school £273 per pupil per year.

The move has received cautiously positive responses from the sector.

Micon Metcalfe (pictured), business manager at Dunraven School, south London, said schools could provide extra-curricular activities for the amount proposed, but it would require some imagination. She estimated it would cost her school £304,000 to add an extra hour each day.

"You obviously won't be able to get 1,000 kids doing sport all at the same time at the end of the day. So it might mean schools have to think about restructuring their whole timetable to be able to accommodate it.

"And you have to question whether it is viable without adding on to teachers' workload. Perhaps it would work by guaranteeing teachers they will still teach 25 lessons, but work until 4.15pm, and then paying someone who isn't a teacher to provide the extra-curricular activities."

It is understood that to be eligible for the



cash, schools will have to offer at least an extra five hours of sport or arts each week. A number of secondary schools already provide an extended day, and bidding for the funding will be open to all schools.

The Labour government handed out £2 billion between 2006 and 2011 for a similar scheme. Evaluation of the project showed extra-curricular activities were of most benefit to disadvantaged pupils and had the most impact on those pupils' attainment.

The government's pledge to provide wraparound childcare to the end of key stage 3 will not be affected by the extended day policy.

Russell Hobby, general secretary of the National Association of Head Teachers, said:

"Any expansion of hours must be properly funded, as school budgets are extremely tight. As long as this remains at the discretion of schools to meet the needs of their pupils, then it seems positive.

"The idea that most schools shut at 3.30pm is itself pretty outdated, but we have no problem with extra money to help them in the activities they offer."

However, Malcom Trobe, interim general secretary of the Association of School and College Leaders, said it was "divisive" to only offer the funding to a quarter of schools: "Many already provide after-school activities so we also need to understand how this new provision will be differentiated from the existing provision and what will be expected of schools."

Primary schools are in line to receive up to £19,000 a year from next September to continue providing PE lessons. In 2014, DfE research showed the funding had led to improvements in health, behaviour and lifestyle for 90 per cent of pupils.

The £10 million breakfast club funding will give 1,600 schools about £30 a day to feed pupils. At a one-form entry primary school, this equates to 15p per pupil.

To see how one school is extending its day turn to page 8

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NEWS

IN brief

£14m mentoring pledge

The government is to spend £14 million on a mentoring programme for 25,000 struggling teenagers, just weeks after handing out £70 million for similar schemes.

The £14 million, to be managed by the Careers and Enterprise Company, will be spent on recruiting "high-flying professionals" to work with teens who are considered at risk of "under-achieving or dropping out of school". It includes £2 million for an advertising campaign to get business people to sign up.

The investment, announced by David Cameron on Monday, is separate to the £70 million core funding for careers advice announced by the prime minister in January.

Education bills delayed

Three plans for improving education have all been delayed after three Conservative MPs restricted any chance of debate by purposely talking for long periods.

Parliamentary discussions were due last Friday on plans to make PSHE compulsory, giving schools a right to challenge Ofsted judgments and making registration for free school meals automatic for eligible children.

Green MP Caroline Lucas's PSHE bill, Liberal Democrat John Pugh's Ofsted inspections schools right of challenge bill and Labour stalwart Frank Field's free school meals automatic registration bill all needed to pass their second reading to continue through parliament.

But a bid by several backbench Conservative MPs to restrict debate on Ms Lucas's NHS reinstatement bill by filibustering – talking for long periods to hold up proceedings – meant there was no time, and the debates were pushed back to April 22.

MATs inquiry launched

The parliamentary education committee has launched an inquiry into multi-academy trusts (MATs).

Last week the Ofsted chief, Sir Michael Wilshaw, claimed that MATs had "manifested the same weaknesses" as the worst-performing local authorities.

Committee chair Neil Carmichael said at the inquiry launch that only some trusts delivered great results.

"MATs play a substantial role in today's education system but with relatively little scrutiny. The government's direction of travel towards a fully academised system means we are likely to see more in the future."

The inquiry will examine the role and governance of MATs, as well as the role of the regional schools commissioners and the number, size, and geographical coverage of existing trusts.

MPs will also be looking at how the expansion of multi-academy trusts should be monitored, and how their performance should be assessed.

£19m spent on failed vocational schools

FREDDIE WHITTAKER

@FCDWHITTAKER

The government spent at least £19 million opening university technical colleges and studio schools that closed within four years, new figures reveal.

Updated capital spending data shows that £18,855,333 was spent on construction and land acquisition for two university technical colleges (UTCs) and six studio schools that have since either closed or will close this summer.

Last week Central Bedfordshire UTC, which cost almost £6.5 million to set up, announced it would become the third of the 14 to 19 vocational institutions to close after struggling with recruitment. An investigation by *Schools Week's* sister paper *FE Week* in February revealed the UTC was operating at just 16.8 per cent of its capacity, with 101 pupils on roll and 600 spaces available.

Although the government's data shows almost £19 million was spent on the doomed projects, the true total is likely to be far greater as the figures do not include every closure.

Fourteen studio schools have been axed, but only six are in the data.

Spending information for Black Country UTC, which had a £9.5 million capital budget when it was set up in 2011 and just 160 pupils out of a possible 480 when it closed last year, is also missing.

The government declined to say why the figures of selected schools were hidden but

Construction and acquisition costs for UTCs and studio schools

INSTITUTION	SPEND
Central Bedfordshire UTC	£6,488,408
Hackney UTC	£3,292,754
Da Vinci Studio School of Creative Enterprise	£2,872,828
Da Vinci Studio School of Science and Engineering	£2,624,136
Midland Studio College Hinckley	£1,401,080
Midland Studio College Nuneaton	£805,303
Bradford Studio School	£720,824
Durham Studio School	£650,000

said the information would be released in the future.

Almost £3.3 million was spent establishing Hackney UTC, according to the figures. Low pupil numbers forced its closure last summer.

More than £2.2 million was spent on the two Midland Studio Colleges in Hinckley and Nuneaton, which announced in December they would close this year. Almost £5.5 million was shelled out to set up Da Vinci Studio School of Science and Engineering in Stevenage and the Da Vinci Studio School of Creative Enterprise in Letchworth, which will both close in the summer.

However, UTCs will get a new source of financial support. Skills minister Nick Boles wrote to the chairs and principals of UTCs on March 3 to inform them of the "new centrally funded package of educational and financial support", which will be accessible to UTCs in their early years.

It will be available to those that have not yet been judged good or outstanding by Ofsted, but not to those that are subject to intervention, and will form part of a package of support for UTCs, including mentors for principals, support for governing boards through a national leader of governance (or equivalent) and enhanced education adviser visits in term two for all new UTCs.

The Department for Education was unable to confirm how much this new funding would be worth per UTC or per year in total.

Russell Hobby, general secretary of the National Association of Head Teachers, said: "The volume of spending on failed UTCs is an unaffordable luxury when other schools are struggling to make ends meet. We need a more rigorous process for evaluation, approval and project management."

Capital spending outlined in the documents totalled £181.6 million for the 20 UTCs included and about £50 million for the 27 studio schools.

I need time, says Ofqual's new boss

FREDDIE WHITTAKER

@FCDWHITTAKER

Ofqual's new chief regulator has admitted it could take her "months" to understand the qualifications and assessment system.

Sally Collier, the government's preferred candidate for the role vacated by Glenys Stacey last month, told members of the education select committee she would "take some time to get up to speed" on Ofqual's work and initially would have to rely on the "experts" around her.

The current chief executive of the Crown Commercial Service takes over during significant reform of qualifications and assessment, and while Ofqual is racing to accredit new GCSE and A-level specifications to be taught from September.

Following questions from the former Labour schools minister Stephen Timms about her suitability for the role, Ms Collier accepted she did not come from an assessment or education background, but said she had experience working in a "regulated" and "complex" environment.

But she admitted her reading about the regulator had made her realise its work was "much more complex than it first would seem", and that she would need "probably a small number of months" before she could make the committee "comfortable" with her level of expertise.

"It's going to be pretty speedy. I don't

think there's any option other than speedy. I've got an intensive induction programme. In my head, it's not weeks and it's not years, it's probably a small number of months."

Ms Collier (pictured), a former managing director of the Government Procurement Service and ex-director of procurement policy and capability at the Cabinet Office, accepted she was being brought in during an "intensive period of reform", but claimed the reforms were "making good progress", with 77 of 156 outstanding specifications now approved.

The senior civil servant also said she looked forward to moving into a role in an organisation independent of government, claiming that in previous posts she had a record of "not always saying yes minister". She said she would not be afraid to speak up if she thought the government was moving too fast with changes.

"If the pace of reform is too much, there's a risk to standards, and that's where Ofqual has got to step out and say it's unachievable," she said.

Ms Collier's appointment also comes as



the regulator battles with a poor reputation among heads, 64 per cent of whom told Ofqual's annual perception survey that they felt the watchdog was too close to government.

Nevertheless, Ms Collier said the organisation was still trusted, and that she would improve trust and respect with a focus on consultation and communication.

"One of the big things is early warning. 'Headteachers don't want any surprises, the exam boards don't want [surprises]. It's about early and systematic dialogue and consultation so that when decisions are made, they might not like those decisions but there is respect for that decision. We can then all get on with implementing it."

NEWS

DfE gives academies £8m towards redundancy payments

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

A Schools Week investigation reveals the hidden costs behind transforming failing schools

The government has granted nearly £8 million to academies so they can dismiss staff – as many schools buckle under a recruitment crisis.

Figures obtained under the Freedom of Information Act show the Department for Education (DfE) has given out £7.9 million during the past three years to allow 176 academies to make their staff redundant.

The cash is only available in an academy's first two years and the final decision is made by the secretary of state on a "case-by-case" basis.

But this isn't stopping schools paying to move teachers on. Our investigation found that the largest 12 academy trusts spent £8.3 million in 2014/15 and £9.1 million in 2013/14 on severance deals for outgoing staff, with the cash largely coming out of individual academy budgets.

The trusts say the deals are needed when taking over and driving rapid improvements in failing schools.

But the disclosure comes as many schools say they are facing the worst recruitment crisis in decades.

Some headteachers say the cash would be better spent training teachers, rather than just paying them off.

John Tomsett, head at Huntington School, in York, said: "Considering our annual school budget is a shrinking £7.4 million, it is a little galling to see more is being spent in one year on academy chain restructuring.

"[There should be] a relentless focus on improving the quality of teaching and learning that improves students' outcomes, not structures. Just 10 per cent of what is being spent on restructuring a year would solve our funding woes."

The David Ross Educational Trust (DRET) received nearly £150,000 from the government in April last year to cover "anticipated redundancy costs" when taking over Charnwood College, in Loughborough.

DRET was looking to take over the school while it was going through restructuring after two predecessor schools merged.

A trust spokesperson said: "The restructuring didn't hold up students accessing the educational benefits the trust can provide, the Education Funding Agency agreed to meet the redundancy costs post-conversion."

The school is in education secretary Nicky Morgan's Loughborough constituency.

Government figures show that £2.2 million was handed out to 50 academies to help with redundancy costs this financial year.

A total of £1.9 million was paid out to 51 academies in 2014/15 and another £3.8 million to 75 academies in 2013/14.

Brian Lightman, former general secretary of the Association of School and College Leaders and now an independent school improvement specialist, said: "Rather than wasting large sums of money and experience, and adding to the recruitment and retention crisis, it would make far more sense to invest in professional learning and development. Teachers and school leaders are our most valuable resource and they are currently in short supply."

Last week the government announced as part of its national fair funding formula proposals that cash would be set aside to help hard-hit schools make redundancies.

School business director Micon Metcalfe, who also trains other education leaders, said the pay-outs could reflect difficulties schools were having to balance their budgets.

But she added: "I wonder what happens to the 'discarded' staff? I imagine unless there has been a clear capability case – which should be disclosed to the new school – people secure other jobs in time, either in schools or not."

What the trusts said about their restructuring bills



2015: £1.7 million
2014: £3.4 million

Our objective is to deliver an excellent education to all our pupils through continued school improvement. We took on a significant number of underperforming schools which were operating unsustainable models. We are taking measures to address these previous issues. We have seen the number of good and outstanding academies in the trust double from 32 per cent to 64 per cent.



2015: £1.5 million
2014: £1.3 million

Many schools joining us have either long-standing performance issues or have continually struggled to work within their designated budgets. This rate of improvement, delivered at pace, comes from a variety of measures, the overwhelming majority of which are classroom-based. However, there has been the need in some academies to conduct major restructures to address inherent weaknesses, move on under-performing staff and to realign budgets.



2015: £1 million
2014: £250,000

As with all education providers, we are . . . engaging with, and preparing for, increased funding cuts that are taking place across the sector over the next three years. Combined with the difficult financial circumstances of some of the predecessor schools that we inherited and the challenging contexts in which many of our academies are situated (36 of our schools transferred to academy status through a DfE-sponsored route), this is an ongoing process.

"I am sure that the school system loses some very effective people this way each year."

Schools Week also analysed the annual accounts of the 12 largest academy chains to establish how much they have spent on staff restructuring.

Academies Enterprise Trust (AET) – the

country's largest chain with 67 schools – has spent more than £5 million on restructuring schools in the past two years.

United Learning, which paid out £1.5 million, was next on the list. Restructuring costs at Oasis academy chain rose from £249,000 in 2014 to £994,000 last year.

Chains defend the cost of 'special severance' pay-outs

Academy chains have defended paying out £1.6 million on "golden handshakes" to staff after taking over struggling schools, writes John Dickens.

A Schools Week investigation can reveal the country's 12 largest academy chains have shelled out the seven-figure sum in 2014/15 alone.

Costs for the previous year touched nearly £1.9 million.

But it isn't just the large chains paying out big sums. For instance, Bright Tribe multi-academy trust paid out nearly £240,000 in 2013/14 – its first year of operation. The trust now has seven schools, but has yet to file accounts for last year.

The figures seem to relate more closely to the number of schools a trust takes over in a year, rather than overall size.

Schools Week found three of the country's largest trusts spent more than £250,000 last year alone on these specific severance deals, which are non-contractual and non-statutory.

The deals – also called special severance or ex-gratia payments – are paid as compensation for cancelling an employee's contract.

Payments are usually made to put off the employee from taking the matter to a tribunal.

The Education Funding Agency (EFA) has strict rules on handing out such deals. Trusts have to put together a business case for every pay-out, which the agency can demand to see so it can check value for money.

Official guidance also states these types of special severance pay-outs "must not be made to staff with poor performance".

The Harris Federation paid out £283,739 last year, up from £206,551 in 2014. It was the largest combined pay-out for all the trusts analysed by Schools Week.

A Harris spokesperson said the trust grew from 27 to 35 schools during the two years. "In making severance payments, we always seek to fulfil our obligations towards our staff while minimising costs to protect our budget for education.

"We employ 3,000 staff and severance payments are unfortunately inevitable."

The total pay-outs at David Ross Education Trust increased from £165,000 in 2014 to £282,000 last year.

A spokesperson said the trust grew significantly in that time and 17 payments in 2015 were made to staff out of more than 2,200.

"Such payments are only made in exceptional circumstances, and only when it is in the best interests of the trust to do so," he said.

Harris and the Academies Enterprise Trust (AET) both paid a single employee just under £50,000, both in 2014/15.

Trusts must get approval from the secretary of state for any compensation deals that are more than £50,000. They have to submit details of "how the situation came about", the "management procedures the trust followed" and the probability the school would win in any resulting tribunal if the sum was not paid.

The trust's accounting officer also had to confirm they took appropriate legal advice, that the transaction represented value for money and was affordable.

An AET spokesperson said: "We do not comment on individual settlements. However, we can confirm that the payment was approved by the EFA."

NEWS

Academies are 'selective' to boost performance

SOPHIE SCOTT
@SOPH_E_SCOTT

Academies could be using admissions tests and reducing their intakes in a bid to improve performance, new research suggests.

A report by the Centre for High Performance, previewed at the Global Education and Skills Forum conference in Dubai this week, describes an assessment of 160 academies and the common practices used to turnaround challenging schools.

Alex Hill, the centre's director, said there was no "silver bullet" to improvement but described how schools who changed the profile of their intake and excluded pupils made the fastest improvement.

He claimed some academies paid other schools to teach some pupils and "take them off their books".

Dr Hill told *Schools Week*: "I would not necessarily say this is 'good practice' but it is effective... Is that long term a solution for society? I don't think it is. Schools are there to serve society."

He added: "What you can see with these academies is the ethnicity of students changes and we found where they live changes - there is a larger percentage of students who lived more than one mile away. That suggests they are being selective."

But the government has stopped schools who have attempted to reduce their pupil numbers to change their intake.

Schools Week revealed last May that Aspirations Academies Trust (AAT) had launched a consultation to reduce the intake at two of its schools. The decision was then referred to the Office for the Schools Adjudicator (OSA).

A trust spokesperson said: "The reduction in published admission numbers and the named feeder schools were not agreed to."

The trust subsequently had the decision judicially reviewed and the ruling was overturned but admission documents for both schools - Banbury Academy and Rivers Academy West London - both show planned intakes for September at the original levels of 210 and 215.

Academy groups that use fair banding tests to ensure they have a balanced intake of pupils of different abilities, have also disputed that a changing pupil profile is the reason for improved results.

Nine schools in the London borough of Southwark use fair banding, of which three are run by the Harris Federation.

A federation spokesperson said: "Fair banding helps to ensure a comprehensive intake, but the proportion of disadvantaged pupils in our academies is still higher than the local average, as is the proportion who are low attainers when they join."

All their academies inspected so far have been rated good or outstanding.

Wanted: more than 3,500 modern languages teachers

BILLY CAMDEN
@BILLYCAMDEN

Nearly 3,500 extra language teachers must be found to meet the government's demand that modern foreign languages are included in the English Baccalaureate (EBacc), an almost 40 per cent increase on the number first announced by data experts.

Every pupil who started year 7 last September is now expected to study English, maths, science, history or geography and a modern foreign language (MFL) until they are 16.

The government wants 90 per cent of pupils to sit these subjects. Currently, just 39 per cent do.

Last June, *Schools Week* revealed nearly 2,500 "missing" language teachers were needed to meet the government's EBacc manifesto pledge.

The revised figure of 3,500 more staff was released by research body Education Datalab last Friday. It also revealed that an extra 15,000 classrooms are needed to cope with the bulge of pupils entering schools in the coming years.

According to the organisation, 50 per cent of pupils were entered for a GCSE language in 2015.

It estimates increasing entrants to 65 per cent could be accommodated by filling empty seats in existing French, Spanish and German GCSE classes.

Datalab director Rebecca Allen said the



revised number of full-time equivalent MFL teachers was reached if it was assumed that schools could not use teachers across institutions.

"If two schools need half a language teacher, it is not likely that they will manage to arrange to share them... that is why we get to essentially 3,500."

Dr Allen (pictured) said the EBacc was an impossible target for schools unless the government "has got some amazingly innovative idea about how to find a load of people who want to teach languages in schools".

She suggested the government could consider setting an interim target of 70 per

cent of pupils sitting the EBacc but Datalab's analysis found only 42 per cent of schools could meet even that smaller target.

"The figure is unreasonable because of the distinction between what any one school might have to do and what all schools at once have to do.

"To ask 3,000 schools to find a new language teacher at once is impossible."

About 1,500 language teachers are trained each year. These recruits maintain the current stock of teachers.

Dr Allen said the best prospect for the government to up the number of MFL trainees was to run overseas schemes and to recruit from "where we think there is an oversupply of teachers". Obvious places, she said, were Spain and Canada.

Last year the government recruited just 87 per cent of its target number of language teachers.

The government offers tax-free training bursaries of £20,000 or above for language graduates, but so far, training providers have recruited fewer than half the number of teachers needed for 2016/17.

Shirley Lawes, former head of PGCE languages at the Institute of Education, said the number of PGCE recruits had reduced over the past four years with quality applicants sometimes in short supply.

"In a sense there is a double whammy facing languages because we are not hiring fluent speakers. Some may have only studied the subject at GCSE level."

SMALL SCHOOL CLOSURE FORCES TIA, 9, TO FIND FIFTH PRIMARY

FREDDIE WHITTAKER
@FCDWHITTAKER

Small schools are closing as they face increasingly harsh financial environments, leaving one Devon family having to move their nine-year-old daughter for the fourth time.

Sutcombe Primary, in the borough of Torridge, will close this summer after Devon County Council said that the half-full school's financial position is so dire governors cannot even afford a full-time headteacher.

Among the 21 pupils at the school are Zoe, Tia and Ava, the daughters of Becky and John Whinnerah. It will be the latest in a series of upheavals for them as a result of small school closures.

Their situation has sparked warnings from the National Association of Small Schools (NASS) that a focus by councils on short-term savings could put the future of small schools at risk, especially those in rural areas.

Ms Whinnerah, a former further education lecturer, said the closure meant a fourth school move for nine-year-old Tia.

Her first school, Dalwood Primary, in east Devon, closed in 2011 and she was pulled out of Musbury Primary when a threat of closure reduced pupil numbers to just eight in 2013. She then left Colyton Primary School last year when the family moved north in the county to enable her parents to work from home to manage her sister Ava's



Left to right: Tia, Ava, Zoe and Becky Whinnerah

complex special educational needs.

Although 11-year-old Zoe will move to secondary school this September, the family faces a struggle to find the right school to help five-year-old Ava, something Ms Whinnerah said Sutcombe had been "brilliant" at.

"The girls only started at the school in September, and we found out about the closure on the first day," she told *Schools Week*. "The school is rated good by Ofsted and the level of care I have seen them give to my daughters has been brilliant. I don't understand why they would close it.

It is the sixth school to be closed in Torridge district since 2010 and the 11th in the whole of Devon in the same time period.

The closure was justified by the council on the grounds of financial unviability. Small schools are increasingly struggling as budgets are being cut in real terms over the parliament due to inflationary pressures on wages and pensions.

Mervyn Benford, from NASS, said it was a "myth" that resources were wasted in small schools, and warned that decisions to close schools predominantly motivated by financial pressures on councils were "flawed".

Mr Benford said councils weren't taking into consideration the longer-term benefits of attending smaller schools, which he claimed improved pupils' job prospects and chances of going into higher education.

He said: "We are concerned to hear about pupils having to change school several times, and we're worried that the 2,200 schools with fewer than 100 pupils will be left high and dry."

Members of Devon Council's cabinet voted to close Sutcombe after accepting it was in an "invidious position both educationally and financially", noting that there were "sufficient school places in the wider area to accommodate any displaced pupils".

NEWS

80% OF TRAINING PROVIDERS QUESTION FUTURE OF PGCE

SOPHIE SCOTT
@SOPH_E_SCOTT

Investigates

Four in five university teacher training providers are questioning their future viability after changes have left them "unable to plan" their future.

A survey of 42 universities by the Universities Council for the Education of Teachers (UCET) shows the extent to which new recruitment rules have affected institutions.

Since September, higher education institutions (HEIs) have faced national "caps" on the number of trainees they can recruit in a bid to provide "moderate growth" in school-led training routes such as School Direct and SCITT.

In November universities were told to stop

HAS THE RECRUITMENT SYSTEM HAD A POSITIVE OR NEGATIVE IMPACT ON YOUR INSTITUTION'S ABILITY TO PLAN ITS ITE PROVISION AND RESOURCING?

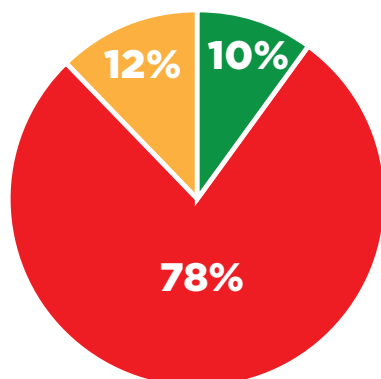


recruiting future PE, history and English teachers. The University of Cambridge said the caps would force its history PGCE to fold.

In response the National College for Teaching and Leadership (NCTL), which operates the caps, u-turned and allowed universities to recruit 75 per cent of the previous year's numbers.

More than half of the HEIs providing initial

HAS THE APPROACH FOR 2016/17 HAD A POSITIVE OR NEGATIVE IMPACT ON THE NUMBER OF TRAINEES YOU HAVE RECRUITED?



teacher training responded to UCET's survey.

When asked how this new system had affected their ability to plan, all said it had an adverse impact and 95 per cent said they would not like to see the policies implemented again next year.

One said: "It has been a disastrous process from beginning to end. It started as an ill-thought out panic response to the fact the allocations methodology had become untenable, but the obvious flaws that were pointed out to NCTL by the sector were not addressed at the time.

"This meant the goalposts were shifted as the process got underway, and as a result, providers, school partners in School Direct and applicants have been left in a state of utter confusion.

"Candidates and schools are walking away from the process and giving up on initial teacher education. The teacher supply crisis caused by ministers, the Department for Education and NCTL will continue to deepen."

Seventy-nine per cent of respondents said the changes affected the viability of their courses, with many highlighting staffing concerns amid the "uncertainty" of the policy.

Without knowing student numbers in advance it was difficult to budget for an

appropriate number of staff. Each student brings in £9,000 to the university.

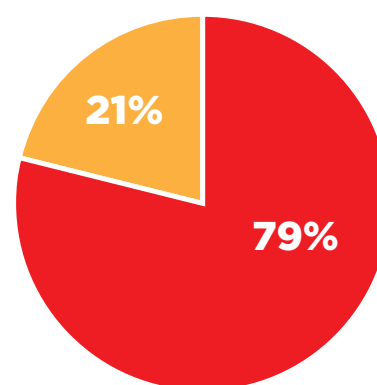
James Noble-Rogers, UCET's executive director, called for the government to re-evaluate recruitment.

"It is clear that the current recruitment system does not work. It is damaging the teacher supply base, undermining high quality training programmes and harming children's education.

"The government must, as a matter of urgency, introduce a sustainable system of recruitment that allows initial teacher education providers to plan over a number of years.

"It must also develop a more sophisticated model of teacher education that is genuinely focused on the needs of schools, and not based on outdated stereotypical assumptions

DO YOU THINK THE RECRUITMENT SYSTEM WILL HAVE A POSITIVE IMPACT ON THE VIABILITY OF YOUR PROVISION?

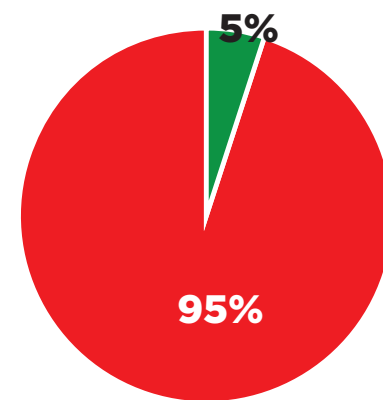


about what university involvement in teacher education actually entails."

Respondents to the survey were not unanimous about the best way to recruit the next cohort of teachers, who will begin training in September 2017.

A quarter wanted "open and sustained recruitment", while just under a third thought recruitment controls for priority subjects and institutional allocations for others would be best.

DO YOU THINK THE RECRUITMENT METHODOLOGY FOR 2016/17 HAS WORKED WELL FOR YOUR INSTITUTION?



The largest group (45 per cent) wanted a return to the allocations scheme, where universities were informed in advance of their allocated maximum numbers.

Last week, in a hearing held by the public accounts committee, MPs told the NCTL of their concerns about the changes. Conservative MP Stephen Phillips asked if the government was going to "relook" at the policy, saying it seemed to have a toxic consequence on training.

NCTL's director of programme delivery, Sinead O'Sullivan, said: "The issue with the past few years is that we have been growing School Direct, and that has created more volatility in the system.

"We have unfortunately been learning as we go, just as the providers have. I would like to be able to give longer-term commitments to providers in the future, and we are certainly looking at whether we can do that."

According to the latest recruitment levels, higher education institutions have reached, or almost reached, their cap in more subjects than other routes. The salaried School Direct route still has 16 subjects with 50 per cent of places unfilled. The tuition fee route has 13 subjects unfilled; HEIs have 12.

● Positive ● Negative ● Neutral

What the universities say

"The pace of recruitment nationally in some subjects and primary has meant more local recruitment patterns have been overlooked. It has also meant that applicants and providers enter a race in which rapid decisions take precedence over more informed ones."

"We are very concerned that the lack of allocations methodology leaves us vulnerable in a fixed market economy, where speed is of the essence and potentially impacts on levels of quality in recruitment. That, coupled with the uncertainty of overall numbers, makes it very difficult to plan strategically for the development of ITE, where instead we are looking to consolidate, rather than champion change."

"We have radically overhauled our recruitment procedures... including interviewing every fortnight rather than every month as in previous years. This has had a positive impact on global numbers, but has taken twice the staffing hours."

"For a small provider the impact of fewer applications is devastating. The nature of the subject profile we need to support is changing, meaning a reliance on part time hourly paid staff, which we are recruiting at the last minute."

"The need to recruit students early has meant that some good quality applicants who applied later have been excluded."

Read Ros McMullen on teacher recruitment, page 14

NEWS

We're there to help, says MAT chief

JOHN DICKENS
@JOHNDICKENSSW

The chief of a high-flying multi-academy trust has insisted his chain is not eyeing up takeovers after forming a "landmark partnership" with a struggling trust.

School Partnership Trust Academies (SPTA) announced last week it will work in "close collaboration" with Outwood Grange Academies Trust (OGAT), which has a track record of driving school improvement.

The news coincided with a critical Ofsted inspection of SPTA, which runs 43 schools. The report said improvement in its struggling schools was "too slow".

The announcement read: "This is the first time two very large trusts have announced such a close collaboration and they plan to use their joint capacity to drive up standards in education and to deliver improved outcomes for children across the region."

But OGAT chief executive Sir Michael Wilkins said the partnership only meant his trust would be on hand to help SPTA, should it come calling.

He said the trusts, both based in Yorkshire, would remain separate entities and independent. He stressed the OGAT board had no plans to take over any of SPTA's schools.

"We think it's important parents and communities have genuine choice and get different multi-academy trusts (MATs) operating in different areas.

"But anything the trust would like from us, which can help them, we will provide it."

He said it was part of OGAT's approach to sharing its school improvement model, which had so far delivered five Ofsted outstanding schools.

SPTA also announced that Paul Tarn, the deputy chief executive at OGAT, will take over as its chief executive.

Sir Michael added: "The chief executive will have his own way of doing things, but it means he can have complete access to anything he would wish to pursue [with us]."

Sir Michael said the trust has always been keen to support the wider system. It mentored five MAT chief executives, and had met several regional school commissioners to share their improvement model.

The trust, which runs 17 schools, was one of five handed a slice of £5 million in government funding to drive up standards in schools in the north of England.

Malcolm Trobe, interim general secretary of the Association of School and College Leaders, said the partnership was "good to see".

"It is important that all MATs that are expanding, or coming in to help other MATs, have the capacity to support and develop the staff in those academies. Improving student attainment and raising standards is a complex business."

Robert Hill, education consultant and former government education adviser, said: "MATs have operated within a fairly closed world, but that is changing. We might see more strategic partnerships in the future."

WHAT A DIFFERENCE AN HOUR MAKES . . .

FREDDIE WHITTAKER
@FCDWHITTAKER

As schools battle to avoid a "mad dash" of revision and catch-up sessions, one London boys' school has extended the day for year 11 pupils to provide extra time for revision, coursework and exam preparation.

The addition of an extra hour every Monday to Thursday has "worked wonders" for final-year GCSE pupils at Carshalton Boys Sports College, says deputy principal Richard Harrison.

His comments come after *Schools Week* reported how John Tomsett of Huntington school in York had scrapped year 11 revision classes in favour of teachers focusing on lessons.

Mr Harrison, responsible for curriculum at Carshalton, said he had seen many of the year 11 boys getting "pulled left, right and centre" for "all sorts of revision and catch-up".

"It did end up being a lot of the same students, those who were in need of extra help or were falling behind. We also had all these teachers doing these intervention sessions off their own backs, so we thought about what we could do about it."

Instead of having a "mad rush" of exams at the end of the year, the school decided to

"spread that out over the year".

Mr Harrison said use of the time varied by subject, with some choosing to set past papers and others, particularly more creative subjects, offering individual practical work.

"It allows teachers to actually plan the extra hour, which then counts towards their teaching load, and takes the pressure off the pupils."

While other year groups attend five lesson periods between 8.30am and 2.45pm, year 11s stay until 3.45pm to complete a sixth.

Across its two-week timetable, the school offers pupils the same amount of extra time per subject instead of teachers competing to get struggling pupils to conflicting revision sessions in their own time. In total, the change gives pupils an extra 120 hours of lesson time across the year.

The extension of the school day has been the subject of several research projects and pilots over the years.

In a 2002 study in 25 schools commissioned by the then Department for Education and Skills, academics Colleen Cummings, Alan Dyson and Liz Todd found there was good evidence that extended school days could be successful when targeting activities

"directly on raising pupil attainments".

They concluded: "Such attainments are not fixed, and extra opportunities to learn seem likely to make a difference to what is achievable."

By contrast, John Tomsett told *Schools Week* he had abolished revision lessons and instead urged teachers to save their energy for planning and executing "great lessons".

He said he did not think months-long "untargeted interventions" had a positive impact on results, and warned that they overloaded teachers and pupils with extra pressures, causing them to become stressed and ill.

In 2010, 55 per cent of pupils at Huntington achieved five A*-C GCSEs, including English and maths. From the point the school ceased interventions and the percentage rose 20 points in 2013 and was at 66 per cent last year.

Carshalton introduced the extra hour three years ago. Its proportion of pupils getting five A* to C GCSEs, including English and maths, has since risen from 54 per cent in 2013 to 61 per cent last year. It is predicting a further rise to 70 per cent this year.



Richard Harrison

Selective schools can now 'tick a box' to expand

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Grammar schools that want to expand to a satellite site can now tick a box to submit their proposals.

The Department for Education has released an updated form this month for academies to apply for significant changes, which includes a specific tick-box for selective schools looking to expand.

It follows the government's controversial decision to allow the Weald of Kent grammar to expand on to a new site nine miles from its current base.

Education secretary Nicky Morgan said at the time it was unlikely the approval would "open any kind of precedent".

But campaigners have said the addition of a specific tick-box shows the department is "ready to open the floodgates".

Joanne Bartley, a Kent mother who founded the anti-grammar expansion Kent Education Network, said: "Our feeling is that this is a clear admission that the government welcomes more selective school 'annexes'.

"This goes against everything that was said about the Weald of Kent being a one-off expansion based on exceptional circumstances."

The DfE has denied this is a change of position, saying expansion will only be approved if it is "a genuine continuation of the same school".

The department said the business case document had been updated to make sure

Part B: Proposal details (Please tick the appropriate boxes for the changes being proposed).

Physical expansion:

- Physical expansion of premises
- Physical expansion of premises of a special academy

* Please note the significant change process does not apply to expansions relating to non-teaching floor space, where it does not change the capacity of the academy e.g. adding a sports hall.

Satellite expansion:

- Satellite expansion proposals from selective academies
- Satellite expansions that include an age-range change
- Satellite expansions resulting in an increase of over 50% in the school's capacity

Change of age limit:

- Change of lower or upper age limit by three years or more (excluding adding a sixth form)**
- Change of lower or upper age limit by up to two years (excluding adding a sixth form)

the application process reflected the various possibilities available to academies.

After ticking the relevant box, grammar schools must also provide details of their rationale, show they have consulted on the plans and prove there is a local need for places.

At least 10 areas are considering submitting applications, including the Royal borough of Windsor and Maidenhead.

The council is investigating the possibilities of allowing Sir William Borlase grammar, based in neighbouring Buckinghamshire, to open a satellite site in the area.

Ms Bartley added: "If the government is adding a tick-box to its own forms it is clearly anticipating applications from many more grammar schools to build 'annexe' schools in neighbouring towns.

"These new selective grammar school 'annexes' will be created without any parliamentary debate or legislative changes."

Kent Education Network is still pursuing the government and Kent County Council to release the documents it holds on Weald of Kent's application to expand.

Both parties have refused to release the information under the Freedom of Information Act, but the campaign group has appealed the refusal.

Academies rated good or outstanding by Ofsted can currently propose certain changes via the department's fast track process.

But this does not apply to selective schools looking to expand.

Documents say the education secretary has to make the final decision about whether to allow these applications, weighing up whether the business case is "genuinely a change to an existing school or is in effect a new school".

A spokesperson for the Department for Education said: "This does not reflect a change to the government's position on the prohibition of new selective schools.

"We are committed to allowing all good and outstanding schools to expand to offer excellent places to local students, but they can only do so within the law."

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NEWS



EDITOR'S COMMENT

[@miss_mcinemey](https://twitter.com/miss_mcinemey) | laura.mcinemey@schoolsweek.co.uk

The phone rings. An inquiring journalist wants thoughts on what the three major problems are in schools at the moment.

"It depends who you are," I say.

"Teachers are crushed under the weight of redoing lesson plans for every subject across the curriculum and trying to work out baffling primary tests and rock-hard new GCSEs and A-levels.

"Headteachers are tearing their hair out because staff are leaving and they can't find anyone to replace them as the university training system has become so fragmented, and graduates are all being lured away by increasing private sector wages. They're also constantly convinced they are about to be fired and replaced by a new manager or academy leader if so much as one of their classes tanks in their exams.

"Meanwhile, school business managers are weeping in their offices because budgets are fast diminishing and the services they got cheaply from local authorities are drying up. They wouldn't mind becoming an academy trust but, frankly, the cost is too great – it doesn't make anything cheaper, and it adds a great deal of risk: what if the other school does badly? What if it has hidden debts? Which of the heads among the

schools that want to become academies will become the overall leader?"

I draw breath. The journalist wants to speak. I am not finished.

"And none of this covers what it's like for pupils who mostly feel they are being pushed and prodded through a random system in which everything is getting harder but none of their teachers are being given any help to make things easier, and their poor parents can't help because they don't understand any of it."

The journalist is scribbling furiously. "If you had to sum it up in just a few words then?"

One last deep breath: "Teachers have an unmanageable workload. Heads are stressed out. The teacher training system is broken. There's not enough money, for anything. And the biggest problem is the government can't back down: it promised curriculum change, and tougher measures, and tighter budgets. So that's what schools are going to get. It's hell, and yet they're going to keep going."

The call ends and I feel momentarily bad. Was that overly negative? Despite all these setbacks, teachers get up each and every day and make schools work, even through the political thick of it all.

Should I be more like the government, or Nick Timothy – our profile this week – and be relentlessly positive about what I see in schools?

Then, the Budget happened.

Schools will get a longer day and will all be turned into academies, Chancellor George Osborne said (see pages 2 and 3).

Not only are the sums on this patchy (see sterling work from Sophie Scott and John Dickens), but it fails – spectacularly – to deal with a single one of the problems from that phone call. We have gigantic problem elephants marauding around our schools, and all Osborne has done is pull a jigsaw puzzle of a rabbit from his hat, which we must spend ages trying to construct, while the giant elephants continue pulling down the curtains and dirtying the carpet. It's one thing to be positive, but it's another to pretend these things aren't happening.

There is some hope. An education white paper is due to be published shortly after this paper goes to press and there is talk of it covering teacher training, workload and perhaps giving some more guidance as to how – in three short years – the government plans to convert 16,000 schools into being charitable entities. I'm

unconvinced enough lawyers even exist for this to happen on time.

I shall wait to be swayed on the sensibleness of the teacher training plans. (See our exclusive report on page 7 which shows precisely why change in that arena is needed.)

What I am hoping for most of all though is a recognition of what everyone in the sector is going through. The pace of change is already exhaustive, and exhausting. In that context is three years for full academisation really sensible or will the level of confusion and uncertainty caused by its implementation finally be the thing that sends the elephants into a rampage?



The Telegraph

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PROFILE

“I HAVEN’T DONE ANYTHING AS REMARKABLE AS TEACH A CLASS OF KIDS

LAURA MCINERNEY
@MISS_MCINERNEY

Nick Timothy, director New Schools Network

People who run the New Schools Network (NSN) tend to move on to bigger, brighter, bluer things. Its first director, Rachel Wolf, currently resides at No 10 as David Cameron’s education adviser. Number two – Natalie Evans – is a Conservative whip in the Lords. But director number three, Nick Timothy, has come the other way, moving into the role after a long stint as Theresa May’s adviser at the Home Office. Perhaps NSN is less a springboard to power than part of a revolving door.

The organisation is also controversial. Started in 2010 to promote new schools – read “free schools” – it was given a 50,000 grant by then-education secretary Michael Gove’s department without having to bid for it. A network spokesperson famously said that it would not be transparent about its dealings, stating the organisation had not “and never will” answer a freedom of information request. (That spokesperson was Dominic Cummings, who went on to become Gove’s adviser, yet more evidence of the revolving door.)

Opponents of free schools, and Conservative ministers, often complain about the cosiness of what they see as a cliquy political elite and, if you listen long enough, you can come to believe that everyone in it is a mal-intended grandiose aristocrat.

And then you hear Nick Timothy talk about his background. Growing up in Tile Cross, east Birmingham, he explains that his parents left school at 14. “Dad worked for a big steel and wire company, mum did secretarial-admin work for a local school and, when it became an academy, started to do more work on the pastoral side of things”.

He went to a Church of England primary, Shireston, and then to one of Birmingham’s King Edward grammar schools. “The Aston one.”

Using the language that people who work in politics use to talk about schools, he explains how his experience was “transformational”, how it “emphasised character” and he was “lucky with a lot of the teachers I had who were just extraordinarily brilliant teachers”.

It wasn’t teachers who inspired him to join the Conservative party at 17, but school did play a part.

Starting secondary school shortly before the 1992 general election, he became aware that Labour were unhappy about grammars. “I knew that if Labour won the election they’d have closed the school I’d just had the chance to go to.”

He believes grammars benefit “particular kinds of students” and is dismissive when I ask if there were other people from his primary school, who didn’t get in, who might also have benefited from the transformational school.

“If the purpose of the question is to ask whether I think a grammar school education detracts from the education of

kids who don’t go to grammar schools, then no, I don’t.”

His adventure into party politics came while studying politics at the University of Sheffield, a place he chose because it wouldn’t be too expensive but was still in a city. Having enjoyed studying, he wanted to turn his hand to the real thing so wrote to the director of the Conservative party research department asking for a job.

His enthusiasm turns up a notch and he begins speaking in political colloquialism: “For some reason, they gave me a job, so I worked in CRD [Conservative Research Department] for . . . that was September 2001 to February 2004, and that was great. I did a range of different jobs, I was head of the political section, worked with Theresa [May] for a while, got to know David [Cameron], George [Osborne], and Boris [Johnson], because they were on IDS’ [Iain Duncan Smith’s] prime minister’s questions team and I helped with them.”

Leaving in 2004, “because I didn’t really think we were going to win the election”, he did a series of policy jobs in trade organisations before working for a year with Theresa May, then back to the research department and, finally, in 2010 entering the Home Office with May as her special adviser, which he did for five years.

It is a whirlwind career in the corridors of power, but how has it prepared him for heading an organisation that helps people to open schools?

“I’d be the first person to say that I haven’t worked in education, and I haven’t done anything as remarkable as teach a class of kids, to lead or run a school, but . . . my background shows that I have campaigning and policy and strategy skills, and those are appropriate for an

NICK TIMOTHY

organisation like NSN.”

He has visited many schools – about 50 – to “try to really get under the skin of what it takes to be a great teacher and a great school leader”.

Asked about what he has seen and the answers verge on trite: “My overwhelming reaction on this is actually to be incredibly impressed by the teachers and the pupils. They’re . . . I mean, teaching is a vocation, and people who decide to enter the profession are doing it not for the huge salaries that are on offer in certain parts of the private sector, but because they have a passion for helping young people, and that comes across in spades. It’s wonderful.”

When I ask if anything shocked or surprised him, he instead says what he thinks is “interesting” about schools (“everything moves forward”); when asked if austerity and tight capital budgets have derailed free schools, he talks about what is “encouraging” in the policy.

His years spent in campaigning clearly coming to the fore, he ducks and weaves skilfully, giving just enough information to make it sound like a question has been answered but bobbing back to the central message of the future.

So, what does he want to achieve in the future for New Schools Network?

The organisation will do more to help schools between approval and opening, he says, and garner the experience

IT'S A PERSONAL THING

What book have you given as a gift or recommended most often?

I'm evangelical about Graham Greene. His interest in humanity and obviously his interest in religion define his writing, which is why I think he's such an interesting person to read. Brighton Rock – the first I read – is my favourite.

If you could live in any historical period, what would you pick?

I might say the early 1900s when Villa won everything, but for most people almost any time in history is miserable compared with now.

A memorable party from when you were a child, or from youth

Probably a cousin's wedding when I attracted more attention than I should have by getting quite drunk when I was 14. I uncharacteristically danced rather too much.

Describe the first two hours of your day

I'm constantly reading news and checking different news websites as I get ready, and then it's a mad dash to be on time.

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

I would probably keep myself to myself because anything else would just be a bit weird.



With David Cameron and George Osborne at No 10. Credit: Andrew Parsons

Nick and his father



Nick and fiancée Nike



Left:
Nick as a schoolboy

Curriculum vitae

EDUCATION

- 1986 - 1991** Shirestone Junior and Infants
- 1991-1998** King Edward VI Aston Grammar School for Boys
- 1998-2001** University of Sheffield

CAREER

- 2001-2004** Various roles, including head of political section, Conservative Research
- 2004-2005** Corporate affairs adviser, Corporation of London
- 2005-2006** Policy adviser, Association of British Insurers
- 2006-2007** Chief of staff, Theresa May MP
- 2007-2010** Deputy director, Conservative Research
- 2010-2015** Special adviser to the home secretary
- 2015 - present** Director, New Schools Network

of the hundreds of free schools that are now open and share their knowledge.

"But more importantly," he says, "I want us to return to our campaigning roots that we had when the organisation was first set up. So that means making the case for the free schools as a policy programme, but it also means trying to go out and help to identify the right kinds of people to come into the system and open great schools."

To that end, NSN is opening a new office in Manchester and will focus on the West Midlands as a growth area too. The two areas are now being tracked by the Conservatives, who want to start winning back cities that have previously been Labour safe seats.

But Timothy scoffs when I suggest that his intentions might be coming from a party political place. When he challenges policy, he says, it is straightforwardly based on the policies and what works.

"If there's a problem with the system then it needs to be fixed, and nine times out of ten, in fact, probably 99 times out of 100, there won't even be the slightest hint of philosophical or party political element to it – it will be what's right."

More work in the West Midlands would, however, allow

him to more easily get to see his beloved football team, Aston Villa.

He laughs when I ask how they are doing. They lost the day before, badly.

"I sometimes say to people that following football when it's your local team, and you're not just choosing the team for glory reasons, teaches you an important lesson in life, which is that sometimes, things just don't get any better."

And yet he's loyal to them?

"Completely! If not to the current leader," he laughs.

Theresa May might be pleased to hear that. Better start cranking that revolving door.

OPINION



ROS MCMULLEN

Founding member of the Headteachers' Roundtable and former executive principal

Tread warily in this brave new world

Teacher training needed reform. But are school-led routes the only solution? Accountability, parent power and the question of who controls schools all need to be addressed too – and soon

Last week, I explained how the school-led system is stifled by a lack of true autonomy for school leaders, and is failing to improve education for the poorest because wider public services are withering.

Beyond school leaders, however, several other issues are holding back our brave new world of education.

Teacher training has been crying out for reform for some time and the impetus for schools and academies to become more involved has undoubtedly improved the overall quality of such training. However, the diversity of routes we now have, with the inherent unfairness in some of them, is a problem. The salaried and unsalaried routes for School Direct, despite the routes being similar, are unfair. An implied differential status is accorded to them, as shown in the recent job adverts asking purely for those who trained through Teach First. Graduates report they are confused as to the best entry routes (there are about nine on the government's "Get into teaching" website).

Universities feel stymied and frustrated and unable to plan effectively. Schools lament the loss of the graduate teaching programme, where teaching assistants could become classroom teachers. There is an overall dissatisfaction with the quality of School Direct applicants, and there is a shortage of teachers at a time of increasing student numbers. The needed reform seems to have resulted in a chaotic situation in which we cannot provide any coherence to teacher supply. All of this is contributing significantly to the teacher recruitment crisis.

And then there's the accountability regime that school leaders now face.

Accountability is a good thing. Schools and academies need to be accountable. However, the current accountability framework is colliding with school improvement, inclusion, the ability to measure system improvement and the much-lauded autonomy of leaders.

Much has been written about the chaos within the key stage 2 arrangements this year, and the introduction on new GCSEs and A-levels. Primary schools are faced with removing fluency from fluent readers to ensure they "pass" phonics testing. Schools are incentivised to remove difficult-to-teach pupils before GCSEs. If whole school improvement leads to results rising for everyone but are faster for non-disadvantaged

pupils the school is judged as "widening the gap" and penalised. Every school must improve but pass results must remain broadly the same, according to the exams regulator, or it will show standards are eroding. And in a time of headteacher and teacher recruitment crisis, pay and job security is aligned to these results.

In the midst of all the above, perhaps the two single things that trouble me most are the active discouragement within the system to improve struggling schools, and the inability to measure system improvement. Now that pass rates must be broadly maintained year-on-year there is absolutely no incentive for any school to work to improve another school. Any increase in their pass rate could make it harder for your own students. This actively works against school-to-school support. Furthermore, if pass rates have to be kept broadly similar how can we measure improvement and added value across the system? B

Parents look to be getting a great deal. There is much rhetoric about giving them control of schools, and it plays well electorally, but is very dangerous. I have run schools where giving parents control would mean students wouldn't have to attend, do homework, behave or pass exams! Quite frankly, as a parent, I have no desire to control my children's school anymore than I want to control my local electricity provider - who I assume know far more about the supply of safe electricity than I do.

What the newly academised system does, though, is give more control to the Department for Education. But they cannot run schools. So instead we have the Education Funding Agency trying to do so via contracts, and, through over-regulation, killing the autonomy of leaders and creating much unnecessary and draining workload.

It may be that the new regional schools commissioners are a better group for managing schools. But we are expecting an awful lot of them and there is no clear framework for how they work. As civil servants they are also quite specifically not democratically accountable.

Going back to local authorities is also not an option for two reasons: many were not good at it, and all have decreasing budgets and capacity. But the question of who controls our schools need to be addressed - and soon.

Ros McMullen is an experienced LA head, academy principal, executive principal and chief executive. She is now the managing director of RMCeducation (www.RMCeducation.com) and continues to work with the Heads Round Table.



GERALD HAIGH

Retired primary head

Instant impressions are not always right

Teachers and school leaders deserve more than a quick judgment from Ofsted teams. Inspectors should instead make positive and self-aware efforts to challenge and look beyond those instant impressions

Can HMI tell almost as soon as they arrive at a school just how good (or, presumably, bad) it is? That's certainly the impression I, and others, took from this tweet, posted in early March by Greg Hurst, education editor of *The Times* (@GregHurstTimes):

"Wilshaw on inspection. 'We can tell how good a school is within half an hour of being there, due to atmosphere of the school!'"

Now that, surely, is a scary prospect for headteachers, and I thought I'd better check back to the source: an appearance on March 2 before the education select committee by the chief inspector, supported by Sean Harford, Ofsted's national director, education.

On the video of the session, Sir Michael says: 'Talk to most HMIs – and I do all the time – and they will say 'We can sense within the first hour of being in a school whether a school's good or not simply because of the atmosphere in the school – the level of engagement that the children have, the happiness they exude'. The longer they spend in the school they will find why that's happening, because of good leadership and good teaching.'

All of which, I'd say, makes Greg Hurst's tweet spot on.

However, to be fair, as always with significant quotes, it's important to examine the context.

Sir Michael's response came as he and Sean Harford were questioned on Ofsted's attitude to "soft" and "personal" skills, and how they measured "personal development and welfare". During this discussion Sir Michael referred to "the culture of the school" asking "is it calm, safe, are pupils engaged, are they bullied?"

At that point, Conservative MP Lucy Allan asked Sir Michael whether, within the short period of an inspection, it was possible to "get to grips with" such difficult to measure attributes. Sean Harford and Sir Michael nodded vigorously as her question ended, and Sir Michael came quickly and confidently back with that "within the hour" response.

It's reasonable to see Sir Michael's words as referring to school "culture", rather than to an overall Ofsted judgment. Even so, are teachers and school leaders still entitled to

be concerned at the prospect of "within the hour" impressions?

I believe so, for good reasons.

I have visited very many schools, to write articles and case studies, and am familiar with the idea of quickly picking up the "atmosphere". But I also know just how misleading such rapid assessments can be, and, more importantly, how easily they can colour everything that follows.

Sir Michael and his team are not ordinary visitors

In 1920, psychologist Edward Thorndike called it "the halo effect", and it has since been extended to organisations and groups. Applied to a school, it suggests that a visitor will carry the first impression through to the end of the visit, with the risk that borderline judgments may be tipped one way or another.

Ofsted inspectors cannot be immune from this effect, which is known to be pernicious and persistent. Indeed, the second part of Sir Michael's quote seems to say that once the inspectors have formed a good impression, they will then be looking for supporting evidence.

Years ago I talked to a local authority inspector who had moved from a successful primary headship. She said her biggest problem was ridding herself of preconceptions. In particular, "I must never compare a school with my own school."

Are we completely sure Ofsted teams rigorously exercise the same care? Sir Michael, in particular, ran a successful school of which he is justly proud, and to which he often refers, and there will be other inspectors in the same position, from a range of school backgrounds. Are we sure there is no sense, conscious or not, of measuring "culture" against a familiar, close-to-home model?

Sir Michael's remark, frankly, is one that any regular school visitor might make, in private, among friends. But Sir Michael and his team are not ordinary visitors. What we hope for, and have the right to expect, from HMI is that rather than be proud of their ability to reach quick judgments, they will make positive and self-aware efforts to challenge and look beyond them.

Wait another month or so for phase two of the consultation before working out the potential impact to your current funding allocation

Few would argue with the merits of a national funding formula and a fairer distribution of the current quantum.

There have been historic winners and losers in school funding and, while a move to a national formula will address this inequity, the challenge will be how we transition from one funding system to another in which inevitably there will again be winners and losers. The speed of the transition and levels of protection will be central to this debate.

But first we must understand "the science".

The Dedicated Schools Grant (DSG) is the main source of revenue for state-funded schools in England serving 5 to 16-year-olds. It is currently divided into three unringfenced blocks. The largest – the schools block – should cover the core provision for pupils in primary and secondary education.

The allocation is based on historic per-pupil funding with large variations between authorities across the country.

As well as large variations in the average per-pupil funding received by local authorities from government, the onward distribution to schools use local formulae that also vary considerably in terms of the relative importance given to different factors such as deprivation, prior attainment and sparsity.

This approach has resulted in significant inequities across the system, with schools



STEPHEN MORALES

Chief executive, National Association of School Business Managers

National funding formula: where we are now

in very similar circumstances and with very similar characteristics being funded very differently. The coalition government attempted to bridge the gap between the lowest and highest funded authorities by introducing a further £390 million into the system towards the end of the last parliament. However, it stopped short of a full national funding formula. Since its election, the Conservative party has pledged to introduce a national funding formula within this parliament – that is, before 2020.

Inevitably there will again be winners and losers

Now, in the first phase of a consultation about how to do this, the Department for Education is focusing on broad principles

– in other words, this phase is all about winning hearts and minds. It is also difficult to speculate about the direct impact changes to the formula may have without knowing more detail around the weighting factors that will come in phase two.

The consultation published last Monday provides a steer on the government's current thinking, though. It shows there will be:

- introduction of a school-level national funding formula where the funding each pupil attracts to their school is determined nationally
- implementation of the formula from 2017/18, allocating funding to local authorities to distribute for the first two years, and then to schools directly from 2019/20
- ring-fencing schools block to be implicit with no latitude to move money out
- review of the future role for Schools Forum
- creation of a new DSG block for local authorities' ongoing duties

- ensuring stability for schools through the minimum funding guarantee and by providing practical help, including a restructuring fund.

Between 2017 and 2019, local authorities will maintain a role in the distribution of funding. From 2019 that role diminishes and funding will go directly to the school.

The proposals also suggest a ring-fencing of the schools block with a separate block for local authority central services. While protecting the schools block in this way appears a positive move for individual schools, the level at which this is set and the amount destined for the central services block will be vital.

Those presiding over school budgets – school business managers, finance directors, chief financial officers – may want to consider the implications of funding moving directly to their institutions without the intervention of local authorities and a local formula. Speculating on the extent to which you will benefit or lose is near impossible until the details of phase two (expected in May), though understanding whether you are in a low-funded or generously-funded area will perhaps offer some indication of the potential impact to your current funding allocation.

The appetite for expediency in this process will determine the direct impact on schools during this parliament. It is perhaps not unreasonable to suggest that a degree of caution be exercised to ensure minimum turbulence.

OCR FOOD SKILLS FEAST

Monday 18th April 2016
Waitrose Cookery School, London

Attend the OCR Food Skills Feast and devour ideas for teaching the new Food Preparation and Nutrition GCSE. Hear from Heston Blumenthal and the team from the Fat Duck, see demonstrations from Waitrose Cookery School Chefs and explore this new and exciting specification with OCR Subject Specialists.

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REVIEWS

TOP BLOGS
OF THE WEEK

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



Our guest reviewer of the week
Andrew Old, teacher and blogger
@oldandrewuk

Attachment theory: why teachers shouldn't get too excited about it

By @Nick_J_Rose

Recently, I've noticed an increasing tendency for people to try to explain poor classroom behaviour in terms of attachment theory, or even by speculating about attachment disorder. This post explains the theory and the disorder(s). It also explains why poor behaviour in the classroom is unlikely to indicate an attachment disorder and cautions teachers against making amateur diagnoses.

Being strict

By @Rory_Gribbell

A teacher explains the benefits of enforcing the rules; that it is possible to be strict without an austere classroom atmosphere. Taking behaviour management seriously helps to improve focus and learning. "Being strict allows you to construct an inspirational classroom culture, whatever that might look like."

Benevolence as restraint in PE – four years on

By @LeeA1990

This blog is an analysis of whether gender stereotypes are promoted in PE. The author considers a number of issues, including the choices of sport for boys and girls, and whether PE lessons should be single-sex or mixed. He points out how some of the language that can be used in PE (such as "manning up") can send the wrong messages and considers his own attitudes and whether he might expect less from girls he teaches.

Have you ever heard a child say 'sorry'?

By @iQuirky_Teacher

A primary teacher discusses her experience that students who behave in the

wrong way – and are corrected by the teacher – often do not say "sorry". She considers this to show low expectations.

"It is not enough to ask children to do the right thing when they are caught doing the wrong thing. We should also expect them to think of others and one of the ways we show we are thinking of others is by apologising."

They check your planner?

By @MrHistoire

A story here to make one appreciate one's own managers. Apparently, in some secondary schools, teachers are compelled to have their planners examined. The ridiculous nature of this system, and the way some teachers get round the imposition, is described. The effect on morale of this excessive scrutiny is considered, and it is suggested that letting teachers get on with their job might do more to improve their effectiveness.

A two-axis model of approaches to learning

By @greg_ashman

The teacher who writes this blog is currently studying the psychology of learning for his PhD. Here he considers the role of accountability in learning. In particular, he considers it as a factor that may explain why some forms of discovery learning (like that of PhD students or research academics) may be highly effective and some forms of explicit instruction (like lecturing students) are relatively ineffective, even though, in general, explicit instruction is far more effective than discovery learning.

Freedom from fear, ditching the career

By @Bottoms_bray

Bottoms_bray, close to retirement and working in a school in special measures, describes how not seeking promotion and not needing too much approval from above helps him to teach more effectively. "For my mid-career colleagues: try to teach as if you were old, had no career to nurture and could retire next term. You will enjoy it more, stress less and listen to your own hard-won experience."

What's the point of knowledge if you don't use it?

By @BodilUK

A hymn to the value of knowledge for its own sake. While learning may have practical benefits, and people may argue for schools to better realise those benefits, knowing about the world is a good in itself, not a means to an end. We should "simply laud learning in its purest form".

Welcome to Governance (eighth edition)

The Chair's Handbook (fifth edition)

Publisher National Governors' Association

Available nga.gov.uk

Reviewer Steven Penny



In his second online monthly commentary in November last year, chief inspector Sir Michael Wilshaw looked at the role that governance plays in our education system noting that:

1. The issue of governance is fundamental to the success of our education system in England and to whether we can sustain and build on the improvements in school standards of recent years.
2. The trend towards an increasingly autonomous education system over the past five years, including the rapid growth of academies and free schools, has placed more power into the hands of governing boards than ever before. However, thousands of schools are unable to fill vacancies on their governing bodies, as potential candidates are intimidated by their responsibilities.

These latest editions of the National Governors' Association (NGA) guides fill a gap in the market and provide a comprehensive source of information to those undertaking these important roles.

Each has some 70-odd pages in A4 format so, not really pocket reference material. However, the structure is easy on the eye, with subject matter logically and clearly laid out. Appropriate diagrams are a help and each publication contains a useful glossary and a host of references (online and otherwise) for further reading/reference. Information relevant to either academies or state schools is highlighted to make that important distinction.

Both publications would have benefited

from a detailed contents' page for specific reference look-ups and I'm not really a great fan of the "test your knowledge" questions at the end of each section.

But the £10 price tag (£5 for NGA members) means the cost will not be overly onerous on school or personal budgets – and, perhaps, another reason to consider NGA membership as noted in the introductory preamble to both publications!

The *Welcome to Governance* guide covers all you should or, indeed, need to know about how a governor fits in with others in a school, as well as the specific responsibilities of the governing body and governors, through to the format of governing body meetings and school funding. All have references to both national policy and local considerations.

In general, the level of detail is just about right – as is the RAISEonline section – but is perhaps a little light on collaboration in the widest sense, such as federations and multi-academy trusts, etc. And there is no mention of Prevent. But, there again, given the rate of change in all things education, any such document can never be totally up to date.

All in all, perhaps, a useful template on

which to base a new governors' induction course?

The Chair's Handbook is equally well presented and comprehensive, with topics ranging from the relationship between the chair and the headteacher, leading school improvement through to conducting board business. Having read through 70-odd pages and become aware of your responsibilities as chair, it concludes with handy (?) advice on "resigning" and "removing the chair mid-term"!

Again, the book contains a useful section on further resources linked specifically to topics covered in the various chapters.

If you fancy snuggling up under the duvet with a mug of hot chocolate, and are looking for a good read full of romanticism and intrigue, these books aren't for you. However, wherever you are on the path between aspiring governor and experienced chair, or in any way involved with school leadership and management, then these offerings from the NGA are a must read for any governing body library.



RESEARCH CORNER

Q&A

TONY BROWN

Professor of mathematics education,
Manchester Metropolitan University



THE BEGINNINGS OF SCHOOL-LED TEACHER TRAINING: NEW CHALLENGES FOR UNIVERSITY TEACHER EDUCATION

What have you been working on?

I started with a couple of colleagues about five years ago who were researching a new course called the Graduate Teacher Programme where there was a very small amount of time spent in university. They were wondering what happened to the traditional university content, given the students only have nine or ten days in university.

We were trying to get a sense of what happened to theory and subject knowledge as a consequence of the university element being squeezed so much. We did that for about three years and had various articles published as a consequence.

Following that work, the university agreed to provide us with a research assistant so we could do a bit more of a wider study. For the past two and half years, we carried out more than 100 interviews to try to get a sense of how different people, differently positioned across the landscape, were experiencing the changes.

What do the findings show?

In terms of the report there has definitely been a change in how teacher education is experienced by trainees, and educators.

The big thing for me is the non-alignment

with Europe; at the same time as England has gone through school-based or school-led provision, most European countries have increased training up to five years at university followed by two years in school; five years as opposed to 30 days. Does that have consequences for teachers getting jobs in other countries? There's a European teacher network whereby you are able to get jobs in different countries if you have that sort of backing, but English teachers are not actually getting that same sort of training.

What is interesting about it?

Quite a few things, like the actual nature of

the subjects taught changing because of the compression in the time at university. So, for example, if you have someone coming in from a chemistry degree they would talk in relatively sophisticated language. Traditionally the role of a PGCE would be to enable them to get that into the style of language that is more accessible to children. That side of training is much reduced now.

There's quite a lot of other issues, but the fact the changes have been so fast has meant it's quite difficult for long-term contracts for various people to be put in place.

There's a sense of ongoing turbulence at university because they are never sure what

their job is going to be the next year. There was one particular case where they had a relatively poor Ofsted judgment and, as a result, lost a sizeable part of their allocation and had to lay staff off.

But they were then allowed to recruit more students again, on condition they were School Direct students. So, basically, they had the same number of students two years later as they did before, but schools had a much stronger say in terms of what that student's experience was.

What do you hope its impact will be?

There's definitely a positive dimension to having school practice linked to teacher education provision. I don't think theory is the main purpose of university – it is actually about enabling people to move from specialist academic areas into working with children in those areas at an appropriate level, and trying to make that development of professional capability the most important thing.

It also means some subjects such as art, drama and music are effectively squeezed out; if you are a primary generalist teacher, you might be getting two hours on art in university. On the Continent you have much more time to develop those skills.



A week in Westminster

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

THURSDAY:

Sir Michael Wilshaw delivered yet another explosive attack today – this time aimed at the chief executives of seven multi-academy trusts judged by inspectors as failing some of their pupils.

One particular issue irking the chief inspector was pay. He said "worrying findings" meant CEO salary levels "do not appear to be commensurate with the level of performance of their trusts or constituent academies". In fact, he worked out the average salary earned by these seven super bosses was higher than the prime minister's salary of £140,000.

We can think of another boss who earns (well) above Mr Cameron . . . step forward one Sir Michael Wilshaw who pockets at least £195,000 a year.

Week in Westminster wonders if the bosses of the chains singled out for criticism by Sir Mike would say his pay matches his level of performance?

FRIDAY:

Someone at one of the exam boards

is probably feeling a bit embarrassed this week, after Ofqual had to send out an update about its statistics on the number of appeals for the 2014 GCSE and A-levels. Turns out some incorrect data was sent by one of the boards to the regulator – and it goes back as far as 2012. Ofqual is making us wait a whole

week before it will tell us exactly what was wrong with it all, so . . . watch this space.

MONDAY:

The education committee launched (another) inquiry today. That takes the total launched under new chair Neil Carmichael up to 15. In less than a year.



FIFTEEN. Today's addition will be looking at the role of multi-academy trusts (MATs) – see page 4. Mr Carmichael tells us MATs have had "little scrutiny" and with the government's "direction of travel towards a fully academised system . . . *cough cough* . . . we are likely to see more MATs in the future". For inquiry number 16, Week in Westminster would also like the use of acronyms looked at. It's getting

pretty confusing differentiating between ATT, AET, OAT, OGAT... Not to mention RSCs, NSCs, HTBs... Seriously, WTF?!

TUESDAY:

Ofqual announced today plans to compare the difficulty of different exam boards' A-level maths sample test papers. In an informal vlog – that's a video blog, for the uninitiated – a watchdog senior underling (senior-ling?) explains how comparing exam papers is like comparing wines. If only there was an A-level in wine. This Week in Westminster writer feels that would be a perfectly suitable topic. British values, innit.

WEDNESDAY:

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CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Royal visit strikes the right chord

The Queen meets young instrumentalists from Lister Community School

CREDIT: Alastair Fyfe

The Queen recently visited London's Lister Community School to watch pupils perform a music rehearsal led by musicians from the National Youth Orchestra (NYO) as part of a special event to celebrate the Queen's Trust.

The young instrumentalists from the Lister School Orchestra demonstrated their skills before performing a specially arranged excerpt of Britten's *The Young Person's Guide to the Orchestra* in front of a 1,350-strong school audience.

The visit formed part of a day to showcase the work of charities funded by The Queen's

Trust including the NYO, the country's biggest orchestra of teenagers.

Sarah Alexander, its chief executive and artistic director, says: "It is immensely thrilling to be part of this event and we're proud that the Queen had the opportunity to see the work of our outstanding young musicians, as they inspire other teenagers in orchestral music."

As well as observing the young instrumentalists, The Queen met representatives of other charities supported by trust including Teach First, IntoUniversity, Frontline and Carers Trust.



School pupils take to the slopes at the snow centre in Hertfordshire

Get a feel for snow

Pupils across the country are being urged to swap their school playgrounds for nearby artificial ski slopes to mark an inaugural National Schools Snowsport Week next month.

The initiative, backed by Winter Olympians Aimee Fuller and Graham Bell, is to encourage more schools to introduce their pupils to snowsports.

It will offer a range of events at 21 slopes across England, including taster ski and snowboard sessions, from April 22 to 29.

Other "snow activities" such as

tobogganing and tubing as well as freestyle or racing taster sessions. Guest appearances from Snowsport celebrities are also planned.

Five-time Olympian Graham Bell says: "Not only will children from a range of backgrounds get to give skiing or snowboarding a go, at some slopes there are ski racing taster sessions, so we might even find our next Winter Olympic champion."

Some school activities will be free while others vary in price. Visit www.nssw.co.uk for more information.

Education pack aims to ease shortage of organ donors

FEATURED

Teachers are being asked to introduce lessons on organ donation to prompt students into sparking family conversations about the subject.

NHS Blood and Transplant has highlighted today's teenagers as "change makers" who can help to tackle the shortage of organ donors.

The organisation has worked with teachers, clinicians, donor families and transplant patients to create its first organ donation education pack for secondary schools in England.

The pack, aimed at pupils in key stages 3 and 4, includes lesson plans and materials linked to the personal, social and health education curriculum.

A spokesperson for NHS Blood and Transplant says the UK currently has one of the lowest organ donation consent rates in Europe. Three people die each day because of the shortage of donated organs.

Sally Johnson, its director of organ donation and transplantation, says: "We believe education has a vital role to play in addressing people's concerns about organ donation. Our research has highlighted the important role young people can play in stimulating discussion and debate in the family."

The education pack includes three lesson plans, each of about 45 to 60 minutes.



A pupil from Cockburn School in Leeds uses the organ donation education pack

Resources include videos recorded with donor families and transplant patients, and take-home fact sheets to help conversations at home.

Graham Brushett, a former lay member of UK Donation Ethics Committee, helped to develop the resources. A former sixth-form teacher in Bolton, Mr Brushett had a heart and kidney transplant at Wythenshawe Hospital in 2006.

He says that young people are often more open-minded than adults about organ donation, but are less likely to understand the "desperate need" for donors unless they have had personal family experience.

"They always think it will happen to

somebody else. Unless they know someone who is desperately ill waiting for a transplant they have usually not given it much thought."

David Weston, 36, (pictured above) from London, is a teacher and a liver transplant recipient who runs the Teacher Development Trust.

"School children often asked me how they know if you're 'really dead', and about whether you can choose which bits of your body you can donate.

"Many were surprised at just how many lives can be saved when one person donates."

Dawn Smith, 39, from Walsall, whose 15-year-old son Harry James died in a traffic accident last May, was interviewed for the pack about how her son's heart, liver, a kidney and pancreas were transplanted into three people.

Ms Smith said: "I have had many of Harry's friends join the NHS Organ Donor Register since Harry donated. Many of his friends have contacted me to let me know what a wonderful gift he has given and have felt inspired by this."

The pack is available as a free digital download at organdonation.nhs.uk/about-donation/educational-resources



HEAVY METAL RULES

Pupils challenged to design an aluminium product for the future were celebrated at this year's Alu D&T Challenge prizegiving at the Thinktank Science Museum in Birmingham.

They were set tasks based on real-life briefs faced by designers, engineers and manufacturers in three categories — transport, building and packaging.

A winning individual and team was selected from each brief.

Year 7 pupil Molly Broome from Barr Beacon School, Walsall, and a team from Ysgol Glan-y-Mor in south Wales won for their transport ideas.

Year 8 pupil Ella Coulter from Alderley Edge School for Girls, Cheshire, and a team again from Ysgol Glan-y-Mor, won in the building category.

And year 9 pupil Leon Andrews from St Ives School, Cornwall, and a team from St Ives School won the packaging solution category.

Winners were awarded a desktop 3D printer for their school, plus £100 in vouchers.

Leon Andrews was also voted the judges' favourite individual and won a trip to Germany, including a visit to Hydro Aluminium Rolled Products near Dusseldorf.

MOVERS & SHAKERS

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

Nikki Gibb, the current head of academy at Grangefield Academy in Cleveland, will take over as the school's principal from April 11.

Ms Gibb says it will be a "double whammy" as it marks her first day as head as well as the date the school moves into its new building.

She says she is determined to ensure a "smooth transition" into the new building over the next few weeks, but then will be focus on gaining a "good" Ofsted rating.

"The inspectorate is due any minute, so we want to get a good judgment and move out of special measures, our last rating."

Post Ofsted, Ms Gibb says she raise aspirations in staff, pupils and parents "so that there are no fears as to what the pupils can achieve."

"Two or three years ago if we asked the year 11s what they wanted to do after they left school they had no idea. We want to get them setting goals early."

Ms Gibb studied sport and exercise science at Teeside University but says: "I was never good enough to be anything professionally so I thought the next best thing was to teach sport. I wanted to nurture and get somebody to be the next best thing."

Stephen Gabriel has been announced as successor to retiring headteacher John



Nikki Gibb



Stephen Gabriel



Jon Valentine

McNerney at St Peter's Roman Catholic High School in Manchester.

The current deputy, he has been at the school for six years and will take the reins in September.

Mr Gabriel says his key goal in his new post will be to "navigate through all the current changes in education to ensure that the pupils get the best possible grades so that they can progress to college and university".

Teaching must be outstanding to "make sure that we support students in what is going to be a more stressful and challenging exams-based system".

He says that because the school has a high

number of "vulnerable" students, he will focus on pastoral care as well as working "effectively with the pupils' parents".

Mr Gabriel studied psychology and did a masters at the University of Birmingham. He then completed his PGCE at the University of Cambridge.

Jon Valentine, the founder of education software developer Impero Solutions, will step down in late spring from the business he established 14 years ago.

The current chief executive designed and

launched "Education Pro" software in 2002, which allows teachers to view what students are doing on their computers in real-time and alerts them to potential inappropriate behaviour.

Impero now operates classroom and network management in more than 80 countries.

Having recently opened its first US office and introduced Connection Capital investors to take on the business in 2015, Mr Valentine says this is a natural time for him to step back.

"Impero has developed into a fantastic business with some amazing people. I am very proud of what we have achieved."

"For me, however, there are many new challenges I would like to tackle and other potential opportunities."

"After some time out, I hope to help entrepreneurs throughout the East Midlands as well as contribute to further innovation by developing better solutions for the education sector and possibly other markets."

Mr Valentine was recently named by the Institute of Directors as the East Midlands Young Director of the Year 2015.

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

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READERS' REPLY

REPLY OF THE WEEK
RECEIVES A SCHOOLS
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1,000 new multi-academy trusts needed by 2020, says national schools commissioners

Allan Hickie, Kent

The multi-academy trust is without doubt the future, whether this is desired or not. It is clear that under the current government the number of academies is going to continue to rise, especially after the move to turn all "coasting" schools into academies.

It is interesting to hear Sir David talk about MATs of 10, 15 or 20 academies. Last year the [Department for Education] made it clear that the larger MAT model has not worked, with various examples where governance has failed in MATs of 30+ schools. My understanding was that the preferred size now is a regionalised MAT with 10-15 academies; this article goes slightly further suggesting 20.

It is dangerous to talk about a preferred size; what may work for one MAT may not work for another. Run in the correct way there is nothing to say a smaller MAT cannot work. The same argument could be applied to single academy trusts although the chance of longer term sustainability here is perhaps much lower.

Pay levels soar for (some) academy bosses – while teachers inch up 1 per cent

Matt, address supplied

These people have huge accountabilities and run academies with budgets totalling many millions of pounds. They have often taken on the most damaged schools that [local authorities] have failed to move forward for 80+ years. If we want the very best in the profession to deliver then these salaries, commensurate with businesses running with the same budgets and accountabilities, aren't disproportionate. Plus, unlike business leaders, these guys pay full tax and NI contributions as they'll be PAYE and have their salaries published.

Joseph Dunn, address supplied

No wonder teachers feel very angry. When will society come to realise that the REAL action in education is and always will be in the classroom.

Teachers need a big boost in pay. Paying people at the top is fine but not at the expense of all teachers who shape the hearts and minds of the adults of tomorrow. This will only hasten the exodus of what is already a very serious problem in the UK.

'This revolution in governance does not include barricades'

LETTER OF THE WEEK

Ian Taylor, Bristol

If traditional governors have been side-lined by the rise of the Multi Academy Trust, what of the parents? The question parents should ask local governors, to raise with the executives of MATs is, "how can we get rid of MAT executives if we are not happy with what you are providing?"

We saw how charities became commercialised with huge salaries for unaccountable chief executives. Phoning old ladies through call centres became more important than the work of the charity. Let's not lose sight of the fact that schools are there to offer a service to children, parents and the wider community. Education is too important for power to be concentrated in the hands of unaccountable super managers.

JOBS

DIRECTOR OF LONDON LEADERSHIP STRATEGY



To strengthen our next steps we are looking for at least two new Directors – at least one Primary – to join our Board.

We are running an open recruitment process – open to Heads and Senior Leaders across London. Closing date is 1st April 2016 with interviews for shortlisted candidates on Tuesday 12th and Wednesday 13th April.

PRIMARY DUTIES AND RESPONSIBILITIES

Leadership

- Participate with the Board of Directors in developing a vision and strategic plan to guide LLS
- Act as a professional advisor to the Board of Director on the agreed aspects of London Leadership Strategy activities
- Encourage effective team work between the Board and the Managing Director and between the Managing Director and staff
- In addition to the Chair of the Board, act as a spokesperson for LLS

Human resources planning and management

- Support recruitment, interview and select staff that have the right technical and personal abilities to help further LLS' mission

Financial planning and management

- Work with staff and the Board (Finance Committee) to oversee the financial management of the organisation
- Participate in fundraising activities as appropriate

Professional expertise

- Provide relevant professional expertise to oversee agreed programmes of work

Community relations / advocacy

- Communicate with stakeholders to keep them informed of the work of the organisation
- Establish good working relationships and collaborative arrangements with community groups, funders, politicians, and other organisations to help achieve the goals of the organisation.

For further details or a discussion on the role please contact:
Managing Director Anita Kerwin-Nye
anita@londonleadershipstrategy.com | 07732 158569

DIRECTOR OF TEACHING & LEARNING (PRIMARY EDUCATION)



PERMANENT

WORK COMMITMENT: 5 DAYS PER WEEK, TERM TIME PLUS 4 WEEKS
SALARY RANGE: L11-15

Bradford Diocesan Academies Trust (BDAT) is looking to recruit a Director of Teaching and Learning to work as part of the Central Executive Team to support the primary Academies within the MAT.

Hours of work are 5 days per week. The post is term time plus 4 weeks (43 weeks). Evening work is expected and should be managed by the post holder as part of their hours.

You will be reporting to the Director of Primary Education (BDAT) and accountable to the Trustees of BDAT

START DATE: SEPTEMBER 1ST 2016

- Can you inspire, support and lead teachers in our schools
 - Can you co-ordinate and collaborate to enhance provisions for all our pupils
 - Can you support leaders to improve teaching and learning and create a sustainable and effective school improvements system
 - Are children at the forefront of your educational philosophy?
- If so this is a job for you!

To find out more please visit our website, where you can download a candidate information pack and an application form: www.bdat-academies.org/vacancies

The aim of Bradford Diocesan Academies Trust is to ensure that every school within the Trust provides an outstanding education for every child, enhanced by its distinctively Christian ethos.

Tel: 01274 909125

Email: Beverley.taylor@bdat-academies.org

BDAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced DBS check.

JOBS

Principal

Six figure salary plus a relocation package
Bexleyheath, Kent



Join us on our journey to outstanding

We are proud of our "Good" Ofsted rating (September 2013) and have high aspirations and expectations for further and improved outcomes for students and staff. Our new leader will be a creative, dynamic individual who is committed to completing our journey to become an outstanding academy.

You will have the vision, enthusiasm and ambition to raise the bar and set new and demanding challenges as well as inspirational communication and leadership skills to elicit the commitment of staff, students and the community as a whole.

Our new Principal will enjoy the autonomy of headship whilst working in partnership with the regional cluster of academies and our regional director of education, with support from a committed local governing body.

The successful candidate will be given every support and opportunity to further impact on pupil and staff progress and development and learning in and beyond the classroom as they lead the academy on its journey to outstanding.

The position is due to commence September 2016.

Visits to the academy are warmly encouraged and can be arranged by contacting Carla Golding on 020 298 2873 or cgolding@bexleyheathacademy.org.

Closing date: Monday 28 March 2016

Interviews: Thursday 14 April and Friday 15 April 2016

For an informal discussion or for an application form contact Jodie Day on 0845 453 0088 or email recruitment@academiesenterprisetrust.org.

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhance checks as part of our Prevent duty.



Headteacher

Salary: L29-L35, £76,814-£88,102
Start: September 2016 Location: Basildon, Essex
NOR: 145 • Age Range: 3 – 19



Pioneer School is a purpose built mixed, day special school designated for children 3 – 19 who have been assessed as having a severe and complex learning difficulty, but we also aspire to support young people to the age of 25.

Our existing Headteacher is retiring at the end of this academic year and he has laid strong foundations for the future. Pioneer School is part of Academies Enterprise Trust (AET), a network of 67 primary, secondary and special academies.

Are you: -

- A strong strategic leader who will take the school forward onto the next stage of its development?
- Passionate and ambitious about special school provision and achieving the best for children and young people?
- Able to be an exceptional individual who demonstrates energy, passion and excellent leadership in a complex and changing environment?
- Able to demonstrate a solid and proven track record in raising standards and improving school effectiveness?
- Someone who is dedicated to inclusion at every level?

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhance checks as part of our Prevent duty.



In return, we offer an exciting opportunity to lead our school, where you will be able to shape and influence the outcomes for a group of exceptional children.

Our new Principal will enjoy the autonomy of headship whilst working in partnership with the regional cluster of academies and our regional director of education, with support from a committed local governing body.

Visits to the academy are warmly encouraged and can be arranged by contacting Cathy Duff on 01268 243300 or cduff@pioneerspecialschool.org.

Closing date: Monday 28 March 2016

Interviews: Monday 18 April and Wednesday 20 April 2016

For an informal discussion or for an application form contact Jodie Day on 0845 453 0088 or email recruitment@academiesenterprisetrust.org



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ABOUT YOU

A qualified Early Years, Key Stage 1 or Key Stage 2 teacher with a passion for shaping young minds

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Keen to work as part of a close knit team, working collaboratively with colleagues and the community

Familiar with ReadWriteInc strategies

Ready to develop your career with a forward-thinking academy trust, including opportunities to work across our schools

ABOUT COBHOLM PRIMARY ACADEMY

A warm and friendly community school, set next to the Norfolk Broads national park

Led by a new principal, leading a turnaround of this recently converted academy

Part of the successful Inspiration Trust family of 13 schools, including two other local primaries and a brand new secondary school opening in September

Just 30 minutes from Norwich, East Anglia's regional capital bustling with cultural and leisure opportunities

For more details and to apply, visit www.cobholmprimary.org
Closing date for applications is Friday May 6 2016

INSPIRATION
★ TRUST

LONDON LEADERSHIP STRATEGY – DIRECTOR OF PRIMARY

LOCATION: CENTRAL LONDON

FIXED TERM CONTRACT – SIX MONTHS

The London Leadership Strategy (LLS) is a not-for-profit organisation run and led by serving Headteachers. The organisation is born of the London Challenge and today works to keep its spirit and mission alive.

Every year – at primary and secondary level – more than 500 schools access programmes from LLS across London and beyond. Our regional work is growing fast with programmes of support in place in Norfolk, Somerset, South Gloucester and Reading, with more regional outreach underway.

LLS is now one of the largest providers of school-to-school support in London and we have an extensive network of National Leaders of Education (NLEs) and a network of outstanding schools leading learning in every borough.

Our programmes support all schools at every point of their development journey – from needing improvement, maintaining outstanding provision and supporting leadership from entry to the profession – through to mutual support between outstanding heads.

This work is focused on what schools care about – teaching and learning, leadership, CPD, staff retention, recruitment and energising staff.

LLS is seeking a two day a week secondment or consultancy position to help develop, drive and deliver its growing primary portfolio.

Based in our London offices in Borough, this role will work to and with the Managing Director to:

- Maximise reach of our existing primary products including successful teaching and learning, primary peer reviews and primary school to school support
- Identify and develop the team of primary leaders to deliver LLS primary programmes with a particular focus on ensuring a pipeline of emerging system leaders
- Consider the new product development in response to the needs of schools
- Deliver LLS primary products



This work will be sponsored by one of LLS's Primary Directors. In order to understand our full primary offer the role holder will work closely with the Primary Directors, with the programme leads in LLS programmes that work with primaries e.g. G4G, Securing Good, SEN Leaders and with our primary NLEs/SLEs.

This model of working has been successfully trialled in our SEN Leaders work where our SEN Leader David Bartram works to and with the Managing Director to champion our growing SEN portfolio sponsored by Vijita Patel one of LLS' Directors.

The role holder is likely to be:

- Working as a leader in a London primary school for the other three days a week
- Able to commit to six months in this role (with possibility of extension)
- Able to show a track record of successful school to school improvement
- Supported by their Headteacher/manager to take on this work

The post is available either on a consultancy basis – for individuals who are part time in a school and taking this work on a self-employed basis or as a secondment from a school. Rates will be commensurate with school based salary.

Appointment will be through open advertisement for a start date May 2016 or as soon as possible thereafter.

FOR FURTHER DETAILS OR A DISCUSSION ON THE ROLE PLEASE CONTACT
MANAGING DIRECTOR ANITA KERWIN-NYE: ANITA@LONDONLEADERSHIPSTRATEGY.COM
07732 158569

TO APPLY, PLEASE SEND CV WITH COVER LETTER AND TWO REFEREES TO
CHARLOTTE@LONDONLEADERSHIPSTRATEGY.COM BY FRIDAY 1ST APRIL.
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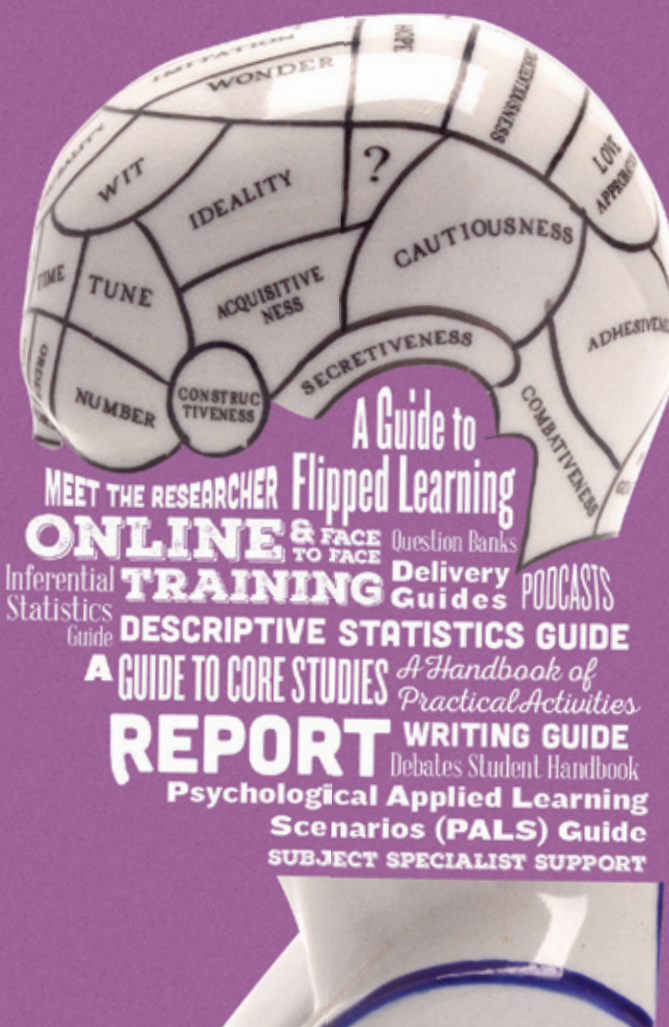
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SCHOOLS WEEK Sudoku challenge

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

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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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