



THEY KNOW IT'S ALL OVER



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SCHOOLSWEEK.CO.UK

FRIDAY, MAY 22, 2015 | EDITION 30

An insight into life after levels

Education blogger David Didau (right) tells a London conference that the freedom to replace levels is a "wonderful opportunity"

Schools urged to enter pupils for a fast-track 'GCSE'

- > This is not a con trick, says company chief
- > Pupils must pass an exam (after three days)

EXCLUSIVE

JOHN DICKENS
@JOHNDICKENSSW

School leaders are being urged to enter "vulnerable" pupils into fast-tracked ICT qualifications, taught in just three days, to ensure they achieve five A* to C grades.

The PiXL Club, an organisation that aims to raise attainment in schools, has this week sent emails encouraging its 1,300 members to consider enrolling pupils for the European Computer Driving Licence (ECDL) qualification.

It is worth the equivalent of a GCSE in school performance tables.

PiXL suggested enrolling "vulnerable" pupils who could take the exam as an "insurance policy" to ensure they got five GCSEs.

The email also said the qualification would contribute towards a school's value added scores.

Members were told that some schools were planning to run three days of intensive classes preparing pupils for the online exams – once their other GCSEs were completed.

PiXL is a not-for-profit organisation that charges schools up to £3,200 a year to join. In return, schools receive access to conferences, online resources and development programmes, all with the aim of improving exam results.

Another email, circulated to PiXL members, said: "There are many reasons to consider this course over the longer term but the interest in it short term is to avoid students ending up with English and maths and only two others [GCSEs]."

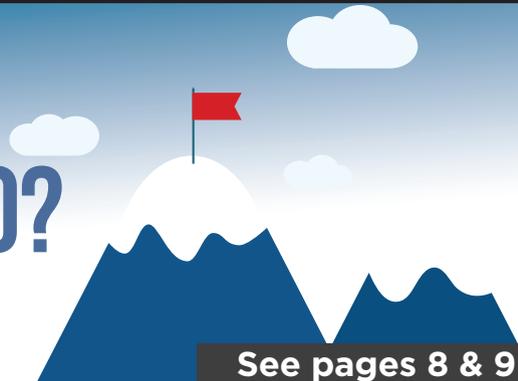
"It happened quite a bit last year and caused considerable upset. It is a good well-established course with a future as well as a past. Many schools have plans longer term and a lot are using it this way for this

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WHERE DO SMART TEACHERS GO?



See pages 8 & 9

EDITION 30

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NEWS

'This is not a con trick,' says PiXL chief

CONTINUED FROM FRONT

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

year. It is over to you, as ever. This is meant to help."

PiXL members were told their applications could be "fast tracked" if they mentioned the membership organisation when contacting BCS, the chartered institute for IT which provides the qualification.

One school leader who received the email told *Schools Week* that it went against the spirit of messages from the government over "dumbing down and gaming".

"The impression is 'pay your money and do these token things and we'll make sure all your pupils get an extra grade C'. I'm disgusted."

A representative from another exam board added: "They are essentially saying here is a quick way of getting another qualification and performance points without doing the teaching."

Responding to the criticism, PiXL chief Sir John Rowling – a former headteacher of 19 years – said: "This is not a con trick here. Pupils have to pass an external exam."

He said that the qualification helped schools safeguard against variations in marking and grade boundaries, and ensured pupils secured a sixth-form place.

Former education secretary Michael Gove led a clampdown on "gaming" during his

years in office. He described it as "schools using students as a means of gathering points so the school can look better than it is".

But Sir John said that there was "a real crisis" in schools. "The interest of kids and schools are set at odds against each other by the system. I don't sit in judgment of schools that live in fear of their jobs."

He met with BCS officials last week to discuss the qualification. After speaking to his board, the qualification was featured in a PiXL conference last week and the email subsequently sent to members.

He told *Schools Week* that his email was passing on the facts from BCS to PiXL's members.

In a statement, BCS said it had initiated contact with PiXL.

"[We] invited them to meet to see how we could work together in the future to help support school leaders with their young people, giving them the opportunity of more

- Typically schools will invite identified candidates back into school, after the main GCSEs, and release an ICT teacher to prepare the pupils intensively for each exam in turn. Some schools are setting aside 3 or 4 intensive days for this.
- There are some third party providers available, such as [PetXL](#), at significant additional cost.



choice and raising standards."

BCS said there was no special deal or partnership with PiXL, but that it had passed on marketing material and its pricing structure, which was not available publicly.

BCS refused to say how much they charge for the ECDL qualification because they offer tailored packages to each school.

The BCS website describes the qualification as evidence of the digital literacy skills of learners. It includes four units – word processing, spreadsheets, presentation and application – and offers "performance points" from 58 for a distinction to 40 for a pass.

Skirts are just not on, says school

SOPHIE SCOTT

@SOPH_E_SCOTT

A school in east Yorkshire will join at least 63 others in being "trousers-only" for girls after male teachers allegedly said they were uncomfortable with female pupils' short skirts.

Bridlington School will remove skirts from its uniform in September 2015, despite a 1,100-strong online petition against the change.

Headteacher Sarah Pashley sent a letter to parents last week stating that she wants all pupils to wear trousers, each with the school's logo stitched on to the clothing.

To address concerns about additional costs, the school has sourced an embroiderer who will put the emblem on to trousers bought from non-school uniform suppliers.

But a popular online petition arguing against the move says: "We believe that this uniform change is penalising the whole school for the misbehaviour of the few children that refuse to follow the current uniform rules."

Bridlington School is not unique. Website schoolskirtban.co.uk tracks schools introducing trouser-only policies and claims that 63 schools in England have the rule in place.

The site shows a cluster of 18 schools in Yorkshire that have imposed the ban.

It also claims a further 11 schools have reverted back to allowing skirts since

making the change, including The Brunts Academy in Nottinghamshire and Greenwood Academy in Birmingham.

Ms Pashley said in a statement to *Schools Week* that 25 parents had contacted the school since sending out letters about the uniform change.

She said the school sourced the embroidery company in response to their concerns and reaffirmed that "no parents will incur additional costs meeting the new requirements of the new trouser policy".

Fern Barber, a researcher at school support company The Key, said that schools were free to set their own uniform policies.

"Government guidance recommends that [governors] should consider cost, practicality and the views of parents and pupils when making significant changes, and if there are complaints, they're expected to work with parents to find a solution."

She also said legal concerns about discrimination might not stand up to scrutiny. "The guidance also says that a requirement in a uniform policy that puts one group at a disadvantage might count as indirect discrimination if it's applied across the school. This could still be lawful if a school has a reasonable objective, and the requirement's a proportionate way of achieving that."



NEWS

There ain't no party like a SATs party

SOPHIE SCOTT

@SOPH_E_SCOTT

It was party time in many primary schools last week as year 6 pupils celebrated the end of their key stage 2 tests with music, karaoke and cake.

But the practice of rewarding 10 and 11-year-olds for completing their SATs has been criticised by some parents; not about the celebrations themselves, but the need to treat the end of the tests as a reason for a party.

Schools Week recently reported that the pressure of national tests meant some primary children were refusing food and a recent report by ChildLine, the online and telephone advice line for young people, said the charity was receiving record numbers of calls related to exam stress.

Searches of school websites revealed fun events in schools across the country for pupils in the days after their exams – from St John the Baptist Catholic School in Camborne, Cornwall, up to Cockfield Primary School in Bishop Auckland.

But Drew Bell, a learning support assistant at Oldham Sixth Form College, became aware of the parties when he heard a 10-year-old girl tell Simon Mayo's Radio 2 show that her parents were throwing her an end-of-SATs party.

"For me the troubling part is that the pupils at her school must have been under a lot of SATs pressure and stress if there becomes a need to celebrate when they're over," he said.



Year 6 pupils at Stubbins Primary School celebrate the end of last week's SATs

"I presume the stress will have reached the parents, so they feel they need to celebrate as well."

Mr Bell is concerned that the celebrations are sign of young children under undue stress.

"Primary school children shouldn't be feeling stressed by their education and certainly shouldn't feel a need to party when one small aspect of their schooling ends."

At Cockfield Primary School, year 6 teacher Sarah West said the festivities were good for the children as it was a final opportunity to be



together before moving on to secondary school in September.

"The party is an incentive for the children.

We have a breakfast club in the morning to get them together to relax before the tests.

"But really, these tests are the first in a long period of exams when they move on to their next school."

At Stubbins Primary School, in Ramsbottom, Lancashire, pupils celebrated for an hour after the last test finished on Thursday. Children listened to music, performed karaoke and feasted on treats, before going on a day trip on Friday to a heritage railway ride.

"It is a nice way for them to relax as it is a very stressful week for them," teacher Laura Taylor said. "We try to make it as relaxed as we can during the week."

But Mr Bell is unconvinced: part of his current role involves working with young people taking their AS and A-levels. He said it was "frightening" that similar anxieties were being "pushed" on to younger children.

"Celebrating when something is over suggests that something was unpleasant, distressing or just incredibly hard work. I can say that I am glad my own daughter and son did not have such experiences in their early education."

Speaking exclusively to *Schools Week* on Monday, education secretary Nicky Morgan said that everyone had a role to play in ensuring children were not overly stressed.

"I think that a lot of this comes from the parents, and the schools and the language we use. When it is a test, it is a test, and not an exam."

PRIMARIES PICK BASELINE ASSESSMENT FAVOURITE

ANN MCGAURAN

@ANNMCGAURAN

Exclusive

More than half of England's primary schools have chosen Early Excellence to provide their reception baseline assessments – meaning that at least one of the other five providers looks set to lose its government approval.

Early Excellence's national development manager Jan Dubiel (pictured) told *Schools Week* that "slightly over 11,000 schools, or "about 60 per cent", had chosen his company to provide the baseline assessments to be taken by four and five-year-olds from September.

The government is introducing the assessments to improve how it measures primary schools' progress to the end of key stage 2. The assessments will be carried out during the first half term of the reception year.

Six assessment providers were approved by the Department for Education (DfE) earlier this year. Each company was told it must recruit a minimum of 1,638 schools - about 10 per cent of primary schools - by the end of April to remain in the process.

Early Excellence's dominance of the market makes it unlikely that all five other providers can meet the required bar, but secrecy surrounds the sign-up figures.

No other provider would reveal the number of schools it had recruited. The DfE has said it will contact schools by June 3 if their original choice had not met the threshold. Schools will then be able to choose another provider.

Primary schools made their choices against the backdrop of a campaign raging against the assessment's introduction.

Delegates at the National Union of Teachers annual conference in April backed a motion agreeing to work towards a boycott of the baselines, and a letter signed by 17 unions and associations claimed

the assessments were "unreliable, disruptive, statistically invalid and harmful to child wellbeing".

Mr Dubiel said: "There is something of a campaign against [the baseline], some of which is quite misleading and badly informed – and revolves around 'inappropriate testing'. But our assessment is not a test."

He said the Early Excellence Baseline Assessment (EExBA) did not include any predetermined tasks or tests, and required reception year practitioners to build knowledge of a child through observations, interactions and daily activities.

He said: "Schools have voted powerfully for a particular approach."



Greg Watson, chief executive at GL Assessment, another approved provider, said: "Schools are still actively seeking a solution despite the fact that the initial deadline has passed, and we are recruiting new schools for our own baseline assessment."

Both GL Assessment and Hodder Education said they would wait for further announcements from the DfE before releasing their figures.

It is still unclear what proportion of primary schools have opted into the assessments for the coming academic year. From September 2016 schools will need to use the reception baseline assessments if they want to be assessed on pupil progress at key stage 2, as opposed to attainment.

List of providers and their bosses

- **Early Excellence:**
[Liz Marsden](#)
- **GL Assessment:**
[Greg Watson](#)
- **Hodder Education:**
[Lis Tribe](#)
- **The National Foundation for Educational Research (NFER):**
[Carole Willis](#)
- **Speech Link:**
[Peter McLeod \(Director\)](#)
- **Centre for Education and Monitoring Durham University (CEM):**
[Professor Robert Coe \(Director\)](#)

NEWS

Life after levels: Stick with what you know, says inspector

JOHN DICKENS
@JOHNDICKENSSW

An Ofsted inspector regarded as “one of the most experienced in the country” has advised school leaders to keep their current assessment systems and instead just change the criteria that it measures.

Speaking at an event to help leaders to develop their own assessment systems after the removal of levels, lead Ofsted inspector David Driscoll urged teachers not to “throw out” their current assessment.

Instead he said to keep numerical values – such as levels – but just change the criteria to measure progress instead of attainment.

Delegates criticised the advice, saying that school leaders will have gone away thinking the education watchdog wanted to see “levels by another name”.

Mr Driscoll, speaking at the Life after Levels conference in London on Tuesday, said: “There are a lot of good assessment procedures in schools. Use them. Schools are really good as assessment.

“Don’t throw out your current system. You can keep the numerical bits, just change the criteria for getting to those points.”

But Michael Tidd, deputy headteacher of Edgewood Primary school in Hucknall, Nottinghamshire, who later spoke at the event, said: “When an inspector... presents on the inspection of assessment, his views are often perceived as the views of the inspectorate.

“As a result, despite the fact that levels have been discredited by several experts, many leaders will have gone away with the message that Ofsted wants to see levels by another name.”

He said the comments “undoes the good work” of schools and confirmed that inspection results were likely to depend on the whims of the lead inspector, instead of the framework. “I genuinely fear that presentations like that today can actually cause more damage to the system.”

Mr Driscoll, speaking to *Schools Week* after his presentation, said: “All the new curriculum does is change the criteria.

“Staff know their kids and can look at



School leaders were given an insight into life without levels at the London conference, designed to help teachers face the “enormous” task of developing their own assessment systems.

Speakers explained their own models of assessment at the event organised by The Key, a company that provides leadership and management support to schools.

The message was clear – there is no general consensus on what makes the most effective system.

Education blogger David Didau (pictured) spoke about tackling the myth of progress. He described the freedom to replace levels as a “wonderful opportunity” to assess what students could actually do.

He spoke of the importance of using threshold concepts in new assessment, but

work, test results and evidence and come to a view on that child’s progress.

“Schools should keep the good bits of what they do. In the end they determine that we have to measure something. What you call

added any systems were an attempt to “map a mystery with a metaphor”.

“There’s no way we can ever really know everything about what students are learning.”

Tony Stanoff is vice principal of Trinity Academy Halifax, in West Yorkshire, which has created its own system alongside partner primary schools.

It is based on the key principles of mastering small chunks of content, proof before progression and using a front-loaded curriculum, and uses regular assessments to determine if pupils have mastered content – which they have to pass before they can start on new objectives.

Katharine Bailey, director of applied research at the Centre of Evaluation and Monitoring at Durham University, said

the starting point and end point is irrelevant. What’s important is the progress they are making in between.

“My key concern is that people think they can’t use the wider levels. That’s what we are

schools should concentrate on building a deep understanding of threshold concepts that children “can’t unlearn”.

Michael Tidd, deputy headteacher at Edgewood Primary School, in Nottinghamshire, has developed an assessment system that tracks children’s progress against key objectives, which is then shared with the children and parents.

It includes three markers for each objective: “achieved”, “not achieved” or “working towards”.

Fergal Roche, chief executive of The Key, said: “Trying to develop cycles of development is fraught with complexity and failure.

“But you in your schools can bring about a more effective environment for learning to take place.”

going to be judged on. I don’t think schools have to be radical, they have to be sensible.

“They have to consider the workload of teachers.”

Exclusive

HELPLINE GETS MORE CALLS FROM EDUCATION WHISTLEBLOWERS

ANN MCGAURAN
@ANNMCGAURAN

A lack of “local authority oversight” over academies could help to explain the “huge increase” in calls to a whistleblowing advice line.

Whistleblowing charity Public Concern at Work (PCaW) has revealed a 92 per cent rise in the number of calls from the education sector to its helpline – from 199 in 2011 to 382 in 2013.

The charity’s report into laws protecting whistleblowers says that a fifth of calls received in 2013 and 2014 were from people working in education.

And the proportion of claims from the sector against an employer under the Public Interest

Disclosure Act (PIDA) – a law which protects workers speaking out about organisational malpractice – rose from 5 per cent in 2009-2010 to 7 per cent in 2011-2013.

The report said the charity had “an ongoing concern about a lack of coherence in the way schools are regulated”.

Chief executive Cathy James told *Schools Week*: “The fact that one in five calls was from the sector should concern anyone with an interest in oversight, good governance and risk management.

“Why are these people not able to raise their issues with the schools? This is painting a picture of people struggling when questioning things at work in that sector.”

She says that it is now difficult for education

workers to know where to air their concerns. “It’s a very fragmented and confusing picture.”

The report highlights the key trends arising from all employment tribunal decisions in 2011-2013 involving whistleblowing.

PCaW says that it will continue to monitor the factors driving up the number of education calls to the helpline and those that affect the number of claims lodged with employment tribunals.

Since 2013, when costs for those bringing a claim to an employment tribunal were introduced, there has been a 20 per cent drop in PIDA claims. More complex claims, such as whistleblowing, cost £250 to issue and £950 for the hearing.

According to the report, most whistleblowers

first raised their concerns internally with either line management or senior management. The media, MPs and the police were the final recipient of concerns in 1 per cent of cases.

Warwick Mansell is a journalist who has dealt with a number of education sector whistleblowers. He said: “I’m finding that accountability is a difficult issue now. Who within education is actually responsible for looking at complaints? Do people go to Ofsted, the Education Funding Agency or the Regional Schools Commissioner? I’ve seen people being pushed around the different agencies.”

PWac’s whistleblowing advice line is 0207 404 6609 Email: whistle@pcaw.org.uk

ALAN WATKINS

CEO AND FOUNDER, COMPLETE COHERENCE



AT THE HEART OF PERFORMANCE

At Inspiring Leadership 2015 Alan Watkins will be amongst a stellar line up of keynote speakers. Here he explores how physiological and emotional control can help you significantly improve your performance.

Teachers are passionate about making a difference, but they often feel frustrated that the system prevents them from achieving as much as they could. Physiological and emotional control can make a huge difference. With the right approach, teachers can help themselves and children turn on their brains to gain greater emotional regulation and set them up for a life of brilliance.

Every second of every day, the brain receives numerous streams of data from all the bodily systems. These physiological data streams are sent from the heart, the gut, the lungs, the liver, the spleen etc. Some of these signals are stronger than others, with the most powerful of all being the electrical signal generated by the heart. Studies have shown that the small fluctuations in the heart rate (Heart Rate Variability - HRV) can be predictive of results in all sorts of environments.

If you can learn to control aspects of your physiology, including your HRV, you can significantly improve your

perceptiveness and the quality of your thinking. The reason for this is that controlling your physiology optimises the cognitive processes going on in your brain, specifically in the frontal cortex – the executive part of your brain. The improvements in brain function and energy levels, resulting from controlling your HRV can be very dramatic.

If the HRV signal is too chaotic the streams of information your heart is communicating to your brain will also be chaotic. HRV signals that are both restricted and chaotic are linked to low energy levels, while greater amplitude of HRV and a more stable coherent pattern in HRV is related to brilliant performance and an abundance of energy.

The problem is that most people, teachers and children, are unable to control their own physiology, because they have never been shown how to. The best way to generate stable coherence in your HRV signal is by breathing with a regular even rhythm. A chaotic HRV signal is often caused by erratic breathing patterns. Through consistent breathing practices you can

control the quality of the information you send round your body. With better quality data your system can function more effectively and efficiently.

Once you have stabilised your physiology using these specific breathing techniques you can learn to control your entire emotional state. Once you have done this you never need to feel any emotion you don't want to feel again. You get to control your emotions, rather than being a victim of others. Such control of your breathing and emotions will ultimately enable you to control your thoughts, behaviour and, ultimately, your results.

www.complete-coherence.com

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PROGRAMME HIGHLIGHTS

WEDNESDAY 10 JUNE

2.45 - 3.45PM	Ng Pak Tee Head, Policy and Leadership Studies and Associate Dean, Leadership Learning, National Institute of Education, Singapore
3.45 - 4.30PM	Steve Radcliffe Leadership expert
5.30 - 6.30PM	Baroness Susan Greenfield British scientist, writer, broadcaster and member of the House of Lords

THURSDAY 11 JUNE

9 - 10.00AM	Steve Munby Chief Executive, CfBT Education Trust
10 - 10.45AM	Panel session Jay Altman - Co-Founder and CEO, Firstline Schools Peter Hyman - Headteacher, School 21, former strategist to Tony Blair Caroline Whalley - Founder, Elliot Foundation

11.30AM - 12.45PM	Masterclasses and workshops
3.30 - 4.30PM	Alan Watkins CEO and Founder, Complete Coherence
4.30 - 5.30PM	Bill Strickland CEO, social architect, community leader and visionary
8PM	Conference dinner with after dinner speaker John Lloyd - Producer QI and Blackadder

FRIDAY 12 JUNE

9 - 9.45AM	Ben Page Chief Executive, Ipsos MORI
9.45 - 10.30AM	Erica Ariel Fox New York Times Bestselling author, negotiatio lecturer at Harvard Law School, senior advisor to Fortune 100 companies
11.15AM - 12 NOON	Alain de Botton Philosopher, Entrepreneur & Author
12 NOON - 1PM	Ken Robinson Internationally recognized leader in the development of creativity, innovation and human resources in education and in business

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NEWS

Mausoleum next to school sports field rejected

SOPHIE SCOTT
@SOPH_E_SCOTT

A mausoleum due to be built next to a Staffordshire secondary school has been refused planning permission after the school intervened to point out the impact of their own noisy pupils.

Burntwood Cemetery in Lichfield opened on the site of a closed hospital in 2007 and recently submitted plans to open a mausoleum next to the sports area of Erasmus Darwin Academy.

In a letter of objection, headteacher Bernice Astling warned that mourners would probably find noise levels from the school "unacceptable".

She also said that potential complaints about the noise would be "unacceptable" as the school had been on the site for 44 years, and the sports area was granted planning permission seven years ago.

Ms Astling described how the "loud retorts" children and young people made when playing sport were "enthusiastic" and "sometimes boisterous".

In its planning documents, the cemetery said the mausoleum setting would be "calm and tranquil".

Lichfield District Council refused the application. "The site lies adjacent to the local school and, due to noise and general disturbance within school grounds, will not offer peaceful surroundings, leading to the likelihood of complaints against the school."

The council said the application had not provided "very special circumstances" or a "proven need" for a mausoleum to be built on the green belt site. It was also concerned about parking.

It is not the first time schools and cemeteries have hit the headlines. In 2012, it was discovered that an Ark School – Globe Academy in Southwark, London – was on a site reported to hold 33,000 bodies. Planning law requires corpses to be removed if disturbed by a development. About 10,000 bodies were reburied in Canvey Island.

Meanwhile, in Willesborough, Kent, parents on the "school run" were earlier this year reported to Ashford Borough Council after visitors complained they were blocking the car entrance to a nearby cemetery.

Parents of children at the two schools – Willesborough Infant School and Willesborough Junior School – were also urged not to park near the cemetery after headstones were damaged.

FREE SCHOOL UPDATE

We want to know why our bid failed, says parent group

ANN MCGAURAN
@ANNMCGAURAN

The leader of a parent group that unsuccessfully applied to open a free school in south London wants to know more about why their bid was rejected.

In the eighth wave of free school applications, two competing groups submitted proposals for a new secondary school on the site of Dulwich Hospital.

Catherine Rose, chair of the parent group that backed a failed bid by the Haberdashers' Aske's Federation, was told to telephone the Department for Education to receive verbal feedback on the result. No written feedback was available.

She claims that a DfE official told her that while the Haberdashers' application was strong and there had been little to choose between the bids, academies minister Lord Nash had decided in favour of the Charter School Education Trust.

The official said two groups applying to open on the same site was "a unique situation" and therefore the decision had been passed to the academies minister.

Ms Rose said: "This is not about sour grapes. We understand that only one provider could go on the site – but parents would like to see more transparency and local accountability in terms of the decision."

"The feedback raised more questions than answers. It raises issues about local accountability and oversight."

Ms Rose said that her group "don't want to feel this decision might have been made at the toss of a coin".

The Charter School is an Ofsted outstanding school in north Dulwich. Simon Tucker is one of the parents working to develop the free school plan and is co-founder of the Studio Schools Trust, an organisation working to open free schools focused on practical learning activities.

Writing on the East Dulwich Forum website, Mr Tucker said it was not accurate to suggest "that officials within the DfE referred the decision to Lord Nash because of 'the unique set of local circumstances in East Dulwich'".

"In fact, every decision to approve or not to



Lord Nash



Catherine Rose

approve a free school proposal is taken by the relevant minister after receiving advice from his officials.

"Both bidders understood this process before we submitted our proposals.

"The feedback we received from the DfE was that the Charter bid was one of the strongest in the current wave. I'm sure that Haberdashers also put in a credible bid. At the end of the day, the DfE preferred ours."

The calls for greater transparency echo concerns flagged elsewhere. *Schools Week* editor Laura McInerney fought a three-year battle for the release of free school decision letters. In January the DfE voluntarily released the letters for all schools, but has now moved to verbal feedback only for bidders.

A DfE spokesperson said the department was unable to comment on individual free school applications.

RSC approves switch to two-tier system

JOHN DICKENS
@JOHNDICKENSSW

A regional schools commissioner held one-to-one talks with 17 Redditch school leaders over fears that his decisions could "decimate" the town's education system – and then pulled out of a meeting with parents just 24 hours before it was due to take place.

Pank Patel, regional schools commissioner for the West Midlands, approved applications for two secondary schools in the Worcestershire town to expand the age range of their pupils, moving them from a "three-tier" system that includes middle schools to "two-tier", where pupils go straight to secondary school from primary school.

The controversial decision prompted some school leaders and parents to claim that it could ruin education in the town.

Other Redditch schools are now consulting parents on plans to similarly convert their intake, while others have reiterated their commitment to the three-tier model.

After lobbying from local Conservative MP Karen Lumley, Mr Patel agreed to go to Redditch last Friday for a day of 20-minute talks with representatives



Pank Patel

from local schools, including Rev Clive Leach, head of Walkwood C of E Middle School.

He told *Schools Week* that the meeting was "cathartic and I felt I was being listened to".

Rev Leach is one of six headteachers – from both local authority maintained schools and academies – committed to the three-tier system. "We are determined it can survive and flourish. We have been putting together arrangements for working together."

Local MP Ms Lumley said that all planned changes to the Redditch school system would be led by the schools themselves. "It's now for schools to go away and look at what they want to do and take that forward."

She also said the meeting with Mr Patel was "very positive. The schools had the chance to put forward their thoughts and, although Mr Patel makes the decisions, it was beneficial to outline their thinking for the next few years on the future of education in Redditch."

Mr Patel said that his meeting with the heads and chairs of governors was positive. "We will continue to work with schools on this and other proposals."

But Adrian Ward, headteacher at Trinity High School, wrote

to parents last week to say Mr Patel's decision was "ill advised".

"All Redditch high schools are deemed good or better. It would be a disaster for the schools, students and parents of this town for this to be put in jeopardy just because two schools have acted unilaterally without consideration for the impact on the education of all students in Redditch."

Schools Week understands that some headteachers regretted that the discussions with Mr Patel only happened after ill feeling surfaced, and that insufficient structures were in place for constructive dialogue with the RSC.

Mr Patel also pulled out of talking to parents just 24 hours before they were due to meet on Friday.

Campaigner Sharon Harvey was told of his no-show in an email, sent on behalf of schools commissioner Frank Green, at 5pm on Thursday last week.

"Having been in consultation with Mr Patel and Ms Lumley this afternoon ... I have decided that it would be inappropriate at this stage for the meetings to take place."

She instead took up the offer of a phone conversation with Mr Green. "He said it was for schools to decide where they are going to go next."

Academy takes over floundering free school

SOPHIE SCOTT

@SOPH_E_SCOTT

A £4.5 million free school will merge with a nearby academy after failing to attract enough pupils.

St Michael's Catholic Secondary School in Camborne, Cornwall, opened in September 2012 and currently has about 150 pupils, against a planned intake of 180.

Last year Ofsted told the school that it required improvement but noted that financial oversight of governors was said to be ensuring "the efficient management of finances".

Since February the school has been in talks with Camborne Science and International Academy (CSIA), which sponsors a nearby academy. From September St Michael's will cease to exist and pupils will be transferred to CISA.

The free school's headteacher, Neil Anderson, resigned last July after the Ofsted verdict. CISA's vice principal, Emma Haase, stepped in as acting head.

In a statement, CSIA said: "It has now been agreed, after careful consideration and consultation with the Department for Education (DfE), that St Michael's as a separate school is not a viable proposition, both financially and in the quality educational opportunities and experiences it can offer the students enrolled at the school."

The proposal now is that, on 1 September 2016, CSIA and St Michael's school will become one entity.

The trust is planning to use the school building at St Michael's to create a STEM (Science, Technology, Engineering and Mathematics) Centre of Excellence.

In a statement CISA said the "facility will be for students displaying a strong interest, ability and aptitude in STEM subjects, studying under the Multi Academy Trust banner. The centre will be made available for other local primary schools and organisations interested in all aspects of STEM."

It added: "The proposed centre will be an additional facility and not an independent entity. This will enable the large amount of public money that has been invested in St Michael's Free School site to be put to excellent use benefitting a very large number of students, schools and the wider community"

A DfE spokesperson said: "We will support the trust to ensure all pupils concerned receive the best possible education."

St Michael's is the fourth free school to face closure. Two other schools have already closed and one closed the secondary part of its school.

However, education secretary Nicky Morgan this week reaffirmed the Conservatives' commitment to open 500 more free schools over the next five years.



Aerial view of the Parkfield site

Parkfield 'requires improvement'

ANN MCGAURAN

@ANNMCGAURAN

A free school temporarily located in a high-rise office building and set to move to a controversial new site beside Bournemouth airport has been told by Ofsted that it requires improvement.

Parkfield School in Bournemouth received a "good" rating for the behaviour and safety of its pupils, but requires improvement across all other measures.

The Ofsted report said that children in the early years had too few opportunities for using outdoor space to support their learning

and development, and there were no agreed approaches to teaching reading, writing and mathematics.

Strengths of the all-through school included a "clear vision" for rising standards and improving achievement, shown by head Terry Conaghan and the governing body,

Mr Conaghan told the Bournemouth Echo that he was disappointed with the grade, but said that the inspectors had recognised the school's strengths and

the constraints it had to deal with.

The school, which follows the Montessori approach for children in the early years and years 1 and 2, currently has 420 pupils on its roll.

Schools Week has previously reported the school's expected move to a site next to the airport at Hurn in September. A desk study of the site - released by the Education Funding Agency following a request for "all environmental information" by a member of the public - showed a "credible" threat to intrusive engineering work from unexploded Second World War mines.

The Department for Education has now released a review of this study by a military engineering expert, which concluded that the likelihood of unexploded ordnance on the site was "minimal and would be no more than any other site in the south of England".

Stuart steps down as committee chair

SOPHIE SCOTT

@SOPH_E_SCOTT

Graham Stuart is standing down as chair of the education select committee after eight years in the post.

It is understood that the Conservative MP for Beverley and Holderness (pictured) will now put his name forward to become chair of the culture, media and sport committee.

Having gathered prominence in the past five years, the education select committee is the most actively followed parliamentary committee on social media.

The cross-party group questions ministers and publishes reports on Department for Education activity, most recently on the Trojan Horse inquiries and the academies programme.

The committee's chairmanship is likely to remain as a Conservative position. Neil Carmichael, the MP for Stroud and a former committee member, has confirmed to *Schools Week* that he will put himself forward for the position.

"I am certainly considering it, if it becomes available to a Conservative. We don't know yet exactly how the committee will be made up as it is still to be negotiated between the two

main parties."

Caroline Nokes, Conservative MP and previous committee member, is also understood to be a contender.

The committee includes 11 backbench MPs.

Labour MP Ian Mearns confirmed that he intends to stand for re-election. Pat Glass - also a Labour MP and previously a director of education before joining parliament - is due to announce next week whether or not she will seek re-election.

The select committee's previous make-up included the Liberal Democrat David Ward, who lost his seat at the general election. With just eight MPs in Parliament, it is not known if a Lib Dem MP will get a committee place.

Parliamentary elections for all select committees are due early next month.



Caroline Nokes



Neil Carmichael



Pat Glass



Ian Mearns

NEWS

SMART NEW TEACHERS FLOCK TO COA

Exclusive

Highly qualified teachers are more attracted to schools serving the wealthiest and highest attaining pupils, research suggests. **Sophie Scott** looks at how this affects learners in more deprived schools, and what can be done to correct the imbalance



Narrowing the achievement gap between rich and poor pupils has been a priority for more than 40 years. Increased funding for pupils on free school meals – via the pupil premium – is the latest innovation. But spreading teachers across the country may prove to be equally important.

This isn't simply a repetition of education secretary Nicky Morgan's mantra that excellent headteachers need to go to challenging schools. Research published last year suggests that highly qualified teachers shun challenging schools in favour of better performing schools in more affluent areas, exacerbating the learning gap.

While working at the Institute of Education, John Brown analysed the flow of new teachers into schools to see if there was a link between degree outcome and the socioeconomic make-up of the schools that appointed them to their first post.

He concluded that higher qualified teachers were most attracted to schools with high achievement. After that they headed to those achieving greater progress and then to schools with more affluent pupils. Last came the schools that achieved greater progress accounting for pupils' socioeconomic backgrounds.

Essentially, highly qualified teachers prefer to teach in schools achieving low progress with affluent pupils than ones achieving high progress with disadvantaged pupils. Or, to put it more strongly, the smartest teachers seek out the "coasting" schools maligned by Nicky Morgan this week.

Mr Brown says the lack of available information makes it nothing short of a "miracle" that he was able to come to this conclusion. His research used data from the General Teaching Council and the Teacher Development Agency to analyse a teacher's grade in their undergraduate degree alongside primary and secondary schools results between 2005 and 2009. It also considered the percentage of pupils recorded as living in households eligible for welfare benefits and/or with an equivalent household income of less than £16,000. (Mr Brown's study uses a dollar equivalent of \$25,146.)

To update the research, however, he needs access to information that is now much more difficult to get. But Mr Brown believes his original data, although a year old, shows something important about teachers' employment choices. "There is a distinct problem with the distribution of teachers across schools," he says.

Professor Simon Burgess, of the University of Bristol, whose 2009 research paper found that the quality of teachers affects pupil progress, agrees that distribution of



Heath Monk

effective teachers is important but questions whether high degree results necessarily mean someone is an effective teacher.

"In common with a lot of US analyses, we found that teacher effectiveness was not correlated with the teacher's own academic record. Some new US research is now questioning that earlier finding and this is where the research frontier is: can we find characteristics that reliably and usefully predict effectiveness?"

He welcomes Mr Brown's research as a useful piece of new evidence but points out that it is not a causal study but merely a correlation.

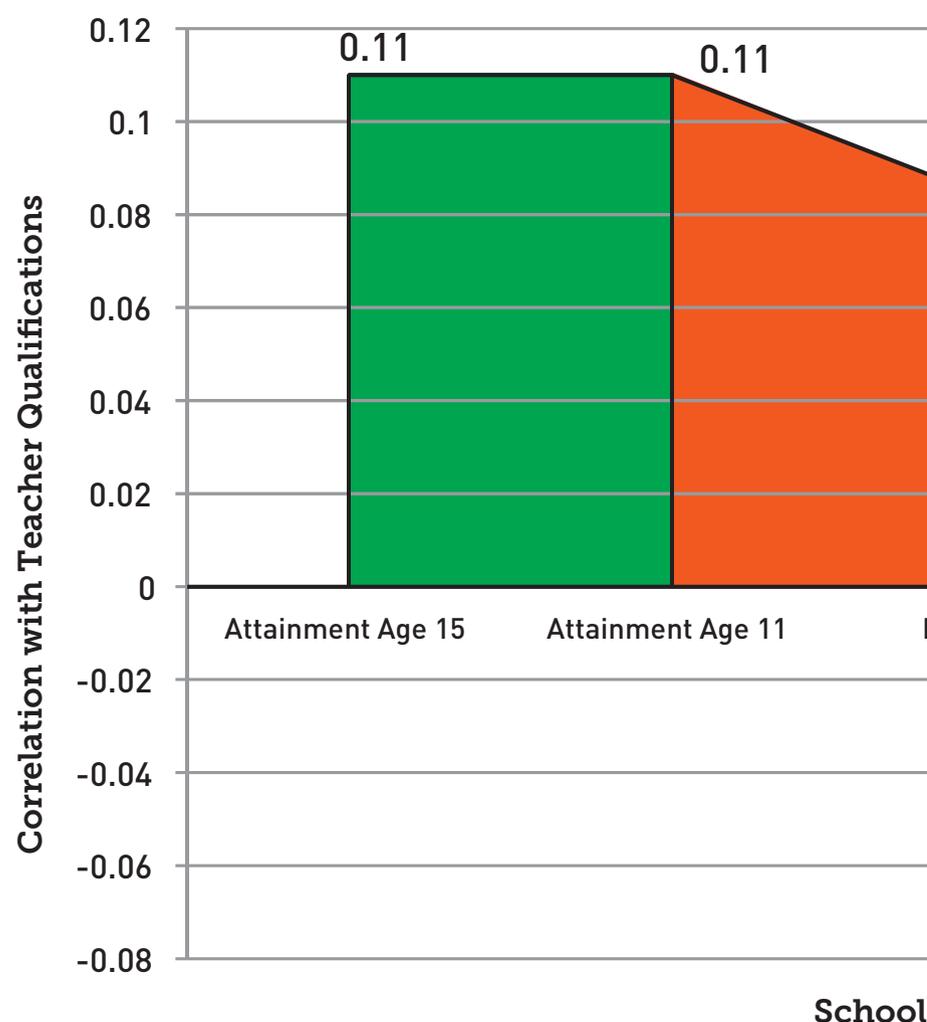
"The key question is whether the higher qualifications are associated with higher effectiveness, and that is not something that this study can answer.

"Of course, teachers' preferences are not observed directly in this study, rather it is an analysis of which teachers work in which schools, and this is interpreted as reflecting teacher preferences. But there are obviously other labour market issues in play, and the sample is not very large."

Heath Monk, chief executive of The Future Leaders Trust, which is working to place talented leaders in challenging schools, says that changes in teacher training are worsening teacher spread.

"Before, you had a market that was dominated by HEI [higher education institutions], which at least had a level-playing field, but now you have teaching schools. The danger is, as they are the higher attaining schools and they have the outstanding Ofsteds, you have put the hands of the supply to those schools, giving them a double advantage. Teachers are being trained in the schools that have the characteristics [that the paper suggests teachers prefer], which is adding to the problem."

Correlation between new teachers' qu



“There is a distinct problem with the distribution of teachers across schools”

JOHN BROWN

Mr Brown believes teachers are attracted to high-attaining schools partly because they believe such schools provide an easier life.

"But teaching is about bringing children forward – that's defined by progress.

"So this result is somewhat negative from that point of view as it suggests that teachers have some greater attraction to teaching in easy or pleasant classes."

How can schools get highly qualified teachers into schools that need them? Mr Brown argues for incentives and points to Teach First as a model working to overcome the inequity of teacher distribution.

Teach First places high-attaining graduates within challenging schools where they teach

for two years while completing their training.

The programme's director of graduate recruitment, James Darley, says it has played a part in "raising the status of the profession with teaching in schools in challenging circumstances". Teaching was now one of the most prestigious careers for the country's graduates and career changers.

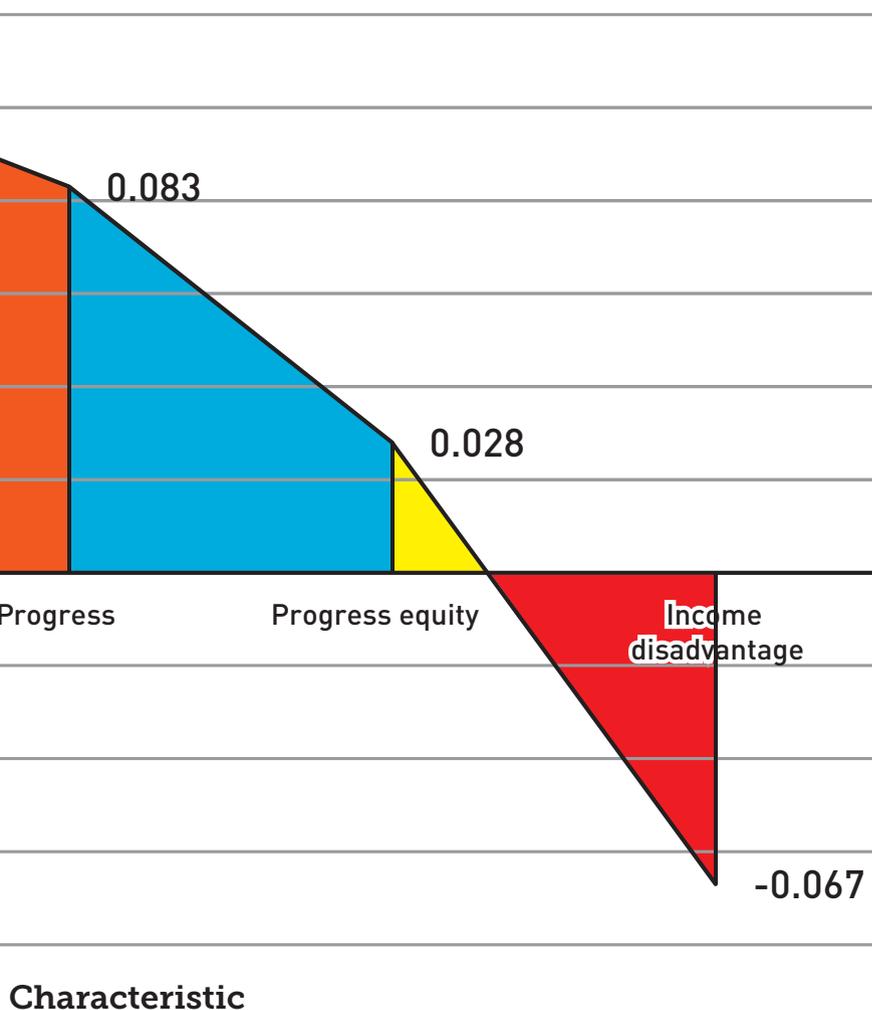
Mr Monk tentatively agrees: "Teach First is a godsend to schools, but how do we get incentives for people to stay in those schools?"

Mr Brown is optimistic that other policies could encourage a greater spread of teachers.

"There needs to be incentives – pay, status or career development related. It would be great to hear discussion about them. The

ASTING SCHOOLS FOR AN EASIER LIFE

Qualifications and school characteristics



Explainer from the author

The graph above shows the correlation between new teacher's qualifications and the characteristics of schools they work in. In other words the extent school characteristics tended to be higher or lower in schools that recruited new teachers with higher levels of qualifications. It presents all the correlations of different characteristics in one graph to illustrate the relative strength of characteristics compared to others.



John Brown

reality is that working in a challenging school is a challenging consideration to take on when you are training as a teacher."

Professor Burgess, however, is more prosaic: "It is likely to be true, if unhappy, and unsurprising ... that pupils from disadvantaged families on average are taught by less effective teachers."



Jame Darley

How Bristol solves its recruitment crisis



Matt Butler

Anecdotal evidence suggests that recruiting teachers is getting tougher. Recruiting teachers into challenging schools is tougher still.

Matt Butler, the principal of Oasis Academy Brightstowe in Bristol, says his city's solution is for secondary headteachers to "share" job applicants.

Mr Butler's school serves a disadvantaged area, and like many similar schools, has had historic problems with recruitment, a situation that he says is unknown in many schools in "affluent, middle-class" areas.

"We struggle to recruit into several subjects . . . and I know that the more academically able schools in Bristol don't struggle to the same level at all.

He says the local arrangement is "very exciting" as all the schools work closely together and have a shared ambition for the city.

"The schools that do attract a high number of applicants actually now interview a group, take on the candidate they need and then hand round anyone else who was appointable but not successful on the day.

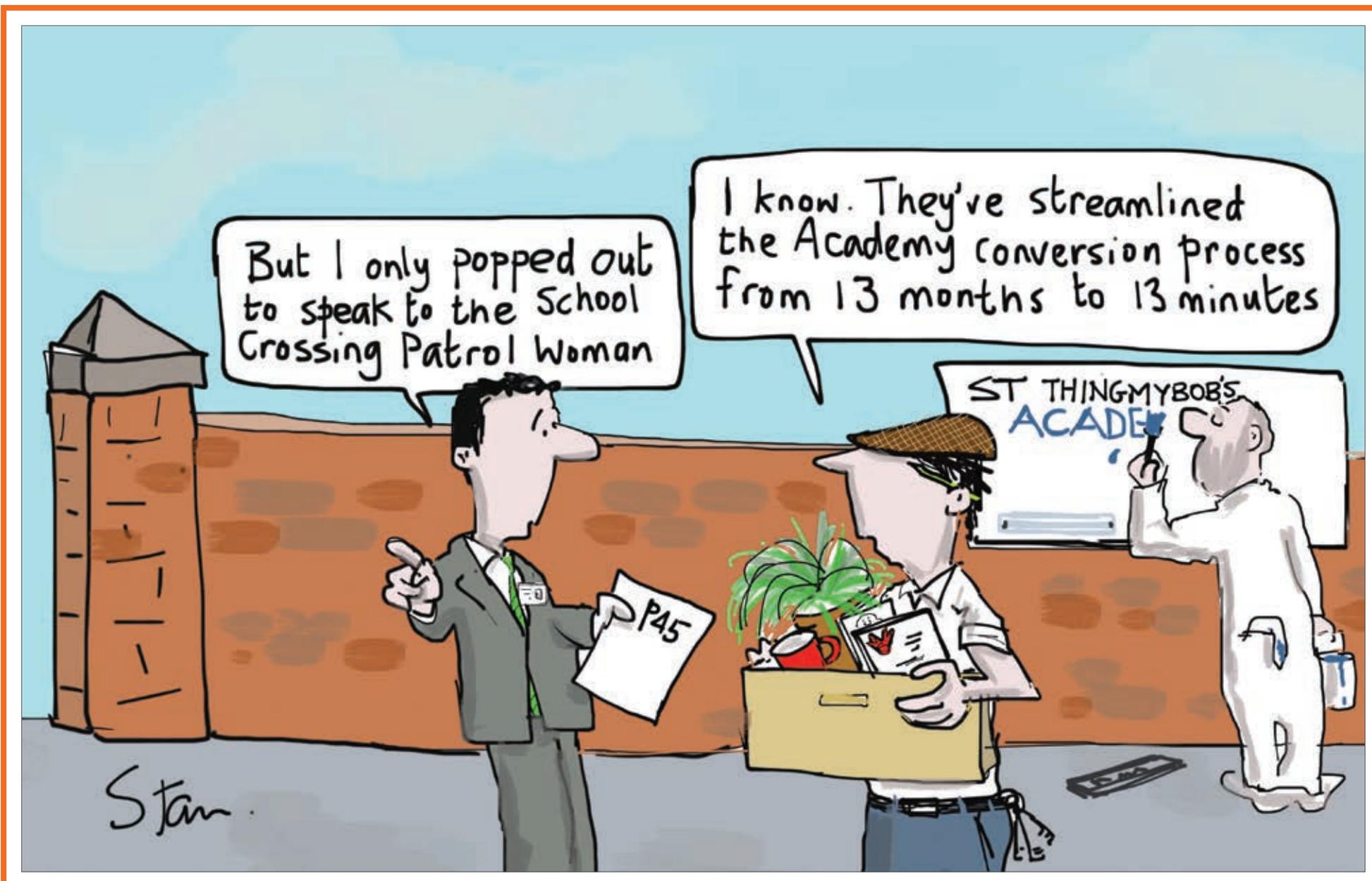
"So, for example, two of my scientists joining us next year went to interview at St Mary Redcliffe and Temple, which is one of the highest performing schools in the city.

"One of my maths teachers for next year is coming to us after a job interview at Redland Green, a very affluent, high outcome school.

"It is an exciting opportunity for Bristol. It is not just an Oasis [academy trust] thing, it's the same story in the south, east, north of the city. Those schools that have lower outcomes, that serve challenging pupils, we all share the same frustration in the inability to appoint teachers and attract quality teachers."

He says he cannot understand why applicants do not apply for work at his school in the first place, as those "passed" to him have been happy to work at the academy.

"The two people who came across to us were thrilled. Why they didn't apply in the first place, I don't actually know. But when given the opportunity, when it was landed in front of them almost on a plate, they were very happy."



Morgan to speed up academy conversions

SCHOOLS WEEK REPORTER

NEWS@SCHOOLSWEEK.CO.UK

Forced academy conversions of failing schools are to be speeded up under new legislation that will remove the need for consultations and reduce legal negotiations, Nicky Morgan exclusively revealed to *Schools Week* on Monday.

The newly-returned education secretary said during a webinar with editor Laura McInerney that she did not want failing school takeovers delayed because people “deliberately put hurdles in the way”.

“Becoming an academy can take 13 months – that’s longer than a whole academic year – when people are so focused on the legal agreements and crossing the T’s and dotting I’s that we’re losing the whole point of it, which is the education of young people and all of us wanting to improve that.”

Site issues, consultations, legal negotiations and discussions about funding agreements were all described as example hurdles that an upcoming education bill would

seek to clear away.

Ms Morgan also said that “coasting” schools would face a series of interventions if they could not provide a credible school improvement plan.

In contrast to media reports over the weekend, Ms Morgan said that coasting schools were not those in the “requires improvement” Ofsted category. The label covers any school in which pupils are not making adequate progress, given their prior achievement.

“Some of those schools will be in the ‘requires improvement’ Ofsted category – but not all of them,” she said.

Where schools were identified as failing or coasting, regional school commissioners would speak with school leaders, teachers and governors, and assess whether the school had a credible plan and the capacity to improve.

This signals an increase in the powers of commissioners who at present can only scrutinise the performance of academies.

Schools Week revealed last year that the commissioners were performance-managed based on the percentage of eligible schools they converted to academy status and the number of schools in their region rated as inadequate.

Ms Morgan sought to assure webinar listeners that the process would nevertheless be undertaken in an open way.

“We are going to consult before passing the bill through parliament, but the vision is that ... we have these eight regional school commissioners around the country, they are all former practitioners or have been working in education for a long time and they will make the process work.”

“They will be very open about what’s going to happen to a school.”

In a softening of recent messages of “super head hit squads” going into failing schools, Ms Morgan said that headteachers in “coasting” schools would be offered additional support from national leaders of education. Another 400 would be appointed this year.

EDITOR'S COMMENT

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

Nicky Morgan is listening. That’s what she said repeatedly in Monday’s webinar.

But she also has a clear plan – to continue the march of academisation, and to clear out any hurdles for doing so.

As inconvenient as these hurdles may seem, they are quite important to school workers and parents.

Consultations about employment changes are a legal requirement; a right to have a

judge check government decisions is a cornerstone of democracy.

School leaders have also pointed to the vague “coasting” definition as a problem.

“Are you an academy? If not, you’re coasting – that’s how it will be,” a former teacher told me.

It’s deeply cynical, but one can see why.

If the upcoming education bill says that commissioners can force academisation

based on a huge variety of factors, and if their job relies on doing so, then schools holding fiercely to their local authority links are likely right to worry.

Still, Ms Morgan says that she is listening. She wants to consult, she wants to hear ideas and sitting opposite her, I was tempted to believe her. All we can do next is see if she is telling the truth.



COMMENT

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REPLY

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Councils with 'failing schools' held by Labour

Janet Downs, Lincolnshire

Has James Croft actually looked at the type of schools in these 'ineffective' authorities? The majority of secondary schools in them are Academies. LAs are supposed to challenge 'failing' schools but their action is limited when schools are academies.

Croft says research 'suggests a positive and sustained effect [of academies] on attainment when failing schools are turned into academies'. But research also shows non-academies in similar circumstances did just as well.

The Education Select Committee said the Government should stop exaggerating academy success. That applies to think tanks as well, especially those promoting 'market reform'.

The OECD backed up Croft's statement about 'greater autonomy' being linked to success (in PISA tests). But he forgot to say that the OECD also found the UK was among only four countries that allowed their schools significant autonomy in allocation of resources and spending budgets. That finding was based on the 2009 PISA tests which were taken before Michael Gove became Education Secretary. Academy conversion, especially when linked with chains, means less autonomy not more.

(Response to above) James Croft, London

Janet, that's why I say the quality of sponsors is highly variable and that this points to a weakness in the brokering model of commissioning solutions.

On your other point, I was referring to the (international) Academic literature on the impact of devolutionary reforms, which have been comprehensively explored in CMRE publications and on an ongoing basis in our monthly research digest. We don't set much store by the PISA method, which makes too much of correlations.

Your guide to how SEN funding is calculated and allocated

Brian Gale, address supplied

I think it is a very helpful article. It may be worthwhile mentioning that the SEN funding arrangements are different for the 6th forms in mainstream schools. It may

also be worthwhile mentioning that the arrangements for SEN funding for early years provision run by primary schools is also different.

Ministerial line-up ensures manifesto will be 'implemented in full'

Colin Richards @colinsparkbride
Not "ensures". There's the local difficulty of getting us all to accept gov. policies, if they're not in children's interest

Bruce Liddington's thoughts from after the election

Aamer Safdar @asafdar1
This is a really, really great piece on the future of schools. Lots of similarities to the NHS IMO. #SchoolGovernors

Girls shun 'geeky' computing AS-levels

Claire Joanne @ClaireJCousins
I guessed correctly.
This is a shame - I found it to be interesting & enjoyable.

What a Conservative government will mean... by Natasha Porter

Gill Ditch @brighton118
More teachers leaving the profession & more corporate businesses involved - not great.

Scratch and mix: it's a new music GCSE

Tim Morris @T_Morris_Wealth
I suppose there can be good money in it nowadays!

Jo Webb @JoWebbTeach
Good for them - the students might have some fun as they gain a qualification.

SATs nerves stop children eating

Amanda Wilson @MrsWilsonDHT
Let's hope @NickyMorgan01 and her dept listen sooner rather than later. Mental health in children & young is not good!

The system could be given the freedoms to be great

REPLY OF THE WEEK Ian Taylor, Bristol

A good summary of the problems ahead for schools, and some hopes that things will turn out OK. I have a more general thought.

Given that schools are generally led by very capable people, does anyone know why school leaders are unable to influence government policy? When leading a school, a good headteacher will have a strategy and a plan for delivering success. Why does it seem that state education blows in the wind of political dogma? Are headteachers just too nice? Are they so good at fixing problems that they are happy to accept any old baloney from a politician? Or are they resigned to being the whipping boys?

It's a genuine question. Why do headteachers have such little influence on how the country's education policy is developed? What would it take for them to say "enough is enough"?

REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!



Contact the team

To provide feedback and suggest stories please email news@schoolsweek.co.uk and tweet using @schoolsweek

To inform the editor of any errors or issues of concern regarding this publication, email laura.mcinerney@schoolsweek.co.uk with Error/Concern in the subject line.

Please include the page number and story headline, and explain what the problem is.

Correction

In 'Your guide to how SEN funding is calculated and allocated' (Edition 29, May 15) we labelled one of the 3 elements of mainstream SEN funding as 'HALI' in a diagram. It should have read as 'HNLI' - an acronym for 'High Needs, Low Incidence'. We have corrected the diagram online.

DO YOU HAVE A STORY?

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

news@schoolsweek.co.uk
020 3051 4287

EXPERTS



PAULA LAVIS

Co-ordinator for the Children and Young People's Mental Health Coalition

Eight key principles to help boost pupils' mental health

Schools that help their pupils to be mentally healthy give children and young people the opportunity to get the most out of their education and to prepare for adult life. It also means that they get off to a good start as they can better cope with the stresses and strains they might face in life

The Department for Education's (DfE) guidance (2015) recognises that "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Social, emotional and mental health is also now included in the DfE's special educational needs code of practice as one of four broad areas of need; it says that schools should be looking to identify pupils with possible mental health problems.

There is good evidence of the link between pupil health and wellbeing, and attainment. Academic success has a strong positive impact on a young person's subjective sense of how good they feel their life is, and is linked to higher levels of wellbeing in adulthood. In turn, a child or young person's overall level of wellbeing will impact on their behaviour in school and their ability to acquire academic competence. There is evidence from research by Durlak and others that a well-implemented social and emotional learning programme can significantly improve pupils' attainment by 11 percentage points.

A whole school approach is a whole systems approach, and goes beyond learning and teaching in the classroom to pervade all aspects of school life including, importantly, the school's ethos and environment, and its partnerships with parents/carers and the wider community.

Such an approach has been included in NICE guidance, and in Future in Mind, a report by the Department of Health and NHS England, which sets out a blueprint for improving children and young people's mental health and wellbeing.

A briefing document from Public Health England and the Children and Young People's Mental Health Coalition outlines eight key principles to promote children and young people's emotional health and wellbeing in schools and colleges. These are:

- **Leadership and management** Support from the senior leadership team is essential to ensure efforts to promote emotional health and wellbeing are accepted and embedded.
- **School ethos and environment**

The environment in which staff and students spend a high proportion of every week day has been shown to affect their physical, emotional and mental health and wellbeing, as well as impacting on attainment.

- **Curriculum, teaching and learning** School-based programmes of social and emotional learning can help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing.
- **Student voice** Involving students in decisions that impact on them can help them to feel part of the school and wider community, and to have some control over their lives.
- **Staff development, health and wellbeing** It is important for staff to access training to increase their knowledge of emotional wellbeing and to equip them to be able to identify mental health difficulties in their students. Promoting staff health and wellbeing is also an integral principle of the whole-school approach.
- **Identifying need and monitoring**

A whole school approach is a whole systems approach

impact Education settings can use a variety of tools to understand and plan a response to pupils' emotional health and wellbeing needs. Defining pupil need on a more formal basis can help to inform commissioning decisions at school level, across clusters or at a local authority level. It is also important to record and monitor the impact of any support that is put in place.

- **Working with parents/carers** Families play a key role in influencing children and young people's emotional health and wellbeing.
- **Targeted support** Some children and young people are at greater risk of experiencing poorer mental health and will need targeted support.

Download the briefing on the whole school approach from www.cypmhc.org.uk/schools_mental_health/



ANDREW HAMMOND

Managing director of INK Education

Why there is an 'invisible' quality to education

There is much more behind an academic grade than a child's computational capacity or his mastery of the 3Rs (to receive, remember and regurgitate) on a given day. It also includes his character traits and attitudes to learning, his creativity, his motivation, his levels of curiosity

Many elements of teaching and learning remain hidden. The measurements we take must not be misinterpreted as the only truth, or the law of self-fulfilling prophecies applies.

To suggest a child's actual ability and potential can be encapsulated in his predicted grades for GCSE, or his Common Entrance results, or his row of A*s at A-level is absurd.

There is an invisible quality to the existence of things: a relationship between mass and energy, and a reaction to the environment in which things exists, that means, in theory, anything and everything can happen.

So it is with education. What lies behind an A grade in French, after all? Or a B in history? How was it achieved? This is only the visible element – the physical examination paper with etchings on it – the downloading from a term spent genning-up.

But the grade itself can all too often become the accepted description of the child's ability: you are a B or a D or 120 VR or a 96 NVR.

The results of an exam cannot be attributed solely to the extent to which the pupil listened and worked hard in class, or crammed the night before. An infinite number of variables and observables are at play: his character traits and attitudes to learning, his creativity, his motivation, his levels of curiosity, etc.

It is these invisible elements that combine to create immeasurable potential in the child – and whether we know it, or like it or not, they form part of an invisible curriculum that is being taught and learned in schools every day.

In a forthcoming series of books, I talk about these invisible elements: our character, curiosity, creativity and our intrinsic motivation; the way we think; the way we communicate with each other; how we work together and depend on others to succeed. These are the lifeblood of learning: our invisible ink.

Such qualities are important inside school. They are essential if children are to reach their academic potential while preserving their emotional well-being and self-esteem. Schooling can be an arduous voyage, and it

requires far more than academic competence to stay afloat.

One cannot separate the visible from the invisible curriculum; they are interconnected and interdependent. But progress in the invisible curriculum cannot be encapsulated in a grade nearly as easily as for the visible. How can you give a student a B- for curiosity or a D+ for self-motivation?

How can you give a student a B- for curiosity or a D+ for self-motivation

But the invisible curriculum can and should be recognised and even "taught" in schools. How? By addressing the learning environment in which the invisible learning takes place. By my reckoning, there are six key features of the learning environment in the context of each element of the invisible curriculum: teacher as model learner; the language of learning; group dynamics; choices and challenges; the element of doubt; observation.

In my new book *Teaching for Character*, I consider the difference between moral character and performance character. Some of the character traits and attitudes (CTAs) that lead to an effective learning performance are profiled, including grit, adaptability, optimism, self-control, empathy, discernment and trust. I offer practical advice and suggestions for how these CTAs can flourish when the learning environment is right.

The learning environment in schools, put into compartments and carefully timetabled, has for too long been dominated by the need to show academic progress via academic certification. Important though this is, few teachers would argue it is the sole purpose of education. When we consider the invisible curriculum, other important functions of school come into view: teaching children how to learn, how to think, how to live and work with others, and how to gain a greater sense of their own identity and potential.

Teaching for Character, the first book in the Invisible Ink series by Andrew Hammond, is published by John Catt Educational, £10.
www.ink-ed.com



STEPHEN MORALES

Executive director, National Association of School Business Management

The reality of funding cuts

We may know who will govern the country for the next five years, but the detail of education funding under a Conservative administration remains opaque

David Cameron has called for greater efficiency and lean management in public bodies, a call that signals a strong intent to make further cuts to public services.

In their pre-election manifesto, the Conservatives pledged to protect school funding in cash terms during this parliament, but we know this translates to a real-terms reduction over the next few years.

What is still unclear are the elements of the budget that this protection covers. Will it include pupil premium, universal infant free school meals, special educational needs, post-16 provision? What about capital funding?

The future responsibilities of schools forums are also worth considering. If we move to a pure national funding formula, as pledged by the Conservatives, what latitude will local authorities retain to move funding between the allowable formula factors and, indeed, what powers will schools forums be given to influence such local decisions? School leaders should not ignore the influence of this local process in determining what level of funding eventually arrives at their institution.

All this before we consider the cost pressures facing schools during the next comprehensive review period: increased national insurance and pension contributions, cost of living increases, incremental drift, reduction in post-16 academic programmes, reductions to education services grant funding for

academies. Estimates suggest this may amount to a hit on schools budgets of between 5 to 8 per cent.

We still don't seem to know what it costs to run a school

So given this gloomy outlook, I suggest that to mitigate the strain on their budgets schools must:

- Collaborate, collaborate, collaborate
- Remove duplication and identify synergies across schools
- Share and centralise functions where appropriate
- Think lean - look at inefficiency in current processes
- Assess the value and impact of all spend areas, including staff at all levels

Funding allocations for all government departments for the next comprehensive spending review are due to be announced shortly. Let's hope this provides more detail.

Challenges for the politicians will include funding for pupils with high needs, narrowing the attainment gap and removing the regional funding inequities that continue to prevail in the system.

Before the election, schools were drawing attention to a perceived "funding crisis"

across all school types and phases. Although the coalition's stated policy was to protect education funding, the reality has been that funds reaching classrooms have been significantly reduced by unfunded pay rises for both teachers and support staff, a rise in contributions to teachers' pensions and general inflation.

Additionally, sixth forms have seen a 20 per cent reduction over the life of this parliament, in part to cover the unfunded costs of raising the participation age in education or training to 18.

The financial pressure has been compounded by a redistribution of school funding.

While it clearly has merit, the pupil premium - which moves money to those eligible for free schools meals, with low prior attainment, English as a second language or other deprivation indicators - has only been made possible by rediverting "mainstream" funding.

Despite attempts to improve efficiency, schools are facing large deficits, with potential consequences to learning outcomes. Indeed the future viability of some schools may be in question.

Incredibly, we still don't seem to know what it costs to run a school. As the National Funding Formula (NFF) debate rumbles on, beneficiaries of NFF will claim it is the only way they can survive, whilst currently generously funded schools will fear the consequences of significant cuts to their allocations.

RUSSELL HOBBY

GENERAL SECRETARY,
THE NATIONAL ASSOCIATION OF HEAD TEACHERS



TAKING CONTROL OF OUR OWN DEVELOPMENT

The future challenges of the education system almost all revolve around capacity. How will we create enough school places, attract and retain good teachers and encourage bold leaders? All in a period of budget cuts, growing pupil numbers and recruitment difficulties.

There is a serious risk of governments - and the profession if it responds in kind - fighting the last war, of believing that autonomy and high stakes accountability hold all the answers. Both these have a role to play but they are levers that have been pulled for so long that they are worn out. Indeed, some of the capacity challenges we face are direct consequences of the over-use of accountability and autonomy. We struggle to recruit talented leaders for the most challenging schools because of the level of capricious risk they face. We struggle with recruitment because,

in devolving the responsibility, we have lost the ability to track the data.

It is now time to be clear that a successful education system rests on three pillars not two; that you must invest in capacity for people to rise to the challenge of accountability and to use their freedoms widely.

And this is going to sound quixotic but this is a fantastic opportunity for the profession. I know that many are feeling bruised by recent announcements, but the challenges of capacity are not easily solved by government. They are subtle, intangible, slow and hard to spin. Government will need to work closely with the profession. They may be feeling free of constraints with a new majority but they will quickly find that educational resources and the legacies of hasty reform are their secret coalition partners.

So, we do not shirk intelligent accountability, we welcome the power to make decisions that are right for our schools but we need investment in our capacity. We should ask for the resources we need, forcefully, but we must also take some responsibility for ourselves.

This begins with leadership. Inspiring Leadership is a great example of the profession taking control of its own development. The conference is now bigger, better and freer than when it was in government hands. We should go further and restore investment in leadership development. We should ensure that every new head and every new executive head has a mentor from within the profession.

A further step is in groups of schools. I do not believe that every school will be forced into a trust - those very forces of capacity stand in the way of this. But I do believe that every school should seek out a group of like-minded schools and join together in voluntary but purposeful collaboration. There should be a variety of "trust" and federation models and the profession should create them. We should be driven by the chance to make a difference with inspiring colleagues not by threats and incentives.

There is work we can do on QTS and a fairer funding formula but we should also keep up the pressure for reform of inspection. External challenge must remain part of the system, but

Ofsted is too intrusive. We spend too long second-guessing the inspector instead of doing what we know to be right. We cannot reform assessment until we have confidence in Ofsted's approach to data and progress. Because so much rests on it, the outstanding grade is a subtle constraint on those leaders who should be most independent and confident. We should aspire to outstanding for every school but we should not hand the definition of excellence to our regulator. The Ofsted reforms coming into effect this September are positive but we need more. And the spectre of capacity haunts even inspection - high quality inspection needs skilled and experienced inspectors: where will they all come from?

We have a simple mantra at NAHT: take ownership of standards and take responsibility for each other. This is a strategy, we hope, fit for the era of capacity.

SOLD OUT

Russell Hobby will be speaking at the Inspiring Leadership 2015, 10-12 June, ICC, Birmingham.



SOLD OUT

For waiting list spaces only go to:
www.inspiringleadership.org

Inspiring Leadership
Conference 2015
10-12 JUNE, ICC, BIRMINGHAM

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SCHOOLSWEET

PROFILE



LIZ SPROAT

“I was probably one of the earliest users of technology in schools”

ANN MCGAURAN

@ANNMCGAURAN

Head of Google education for Europe, the Middle East and Africa

Liz Sproat is a woman on message. The Google executive believes skills such as communication, collaboration and creativity will help young people thrive in a rapidly changing world and she is clear on what she believes a good education system should provide.

“It should develop the whole child,” she says at the launch of a month-long UK-wide company roadshow set in a futuristic pop-up “digital classroom” dome. During the roadshow, teachers see a digital showcase, showing how apps and technology can help to transform teaching and learning. They also put Google’s lighthouse schools – which have integrated technology into education with strong results – in the spotlight.

There are 25 lighthouse schools and Google has run the roadshow in seven of them. The schools are those that have demonstrated “deep usage” of Google tools in their classroom. According to the internet giant, the schools are “keen advocates” and are “happy to share their experiences with other schools in their regions”.

Children are now learning programming skills in the classroom from as young as five, and computer science is becoming increasingly woven into the national curriculum. But despite significant decades-long investment in technology in schools, deploying it effectively has been a “big challenge”, Sproat says.

What she sees in the lighthouse schools, including today’s venue at City Heights E-ACT Academy in Tulse Hill, south London, is that they “definitely share a passion for technology but they are also being effective schools for a whole range of different reasons”.

Sproat, who grew up in Cumbria, describes her upbringing in the village of Skelton as “really very sheltered”. Her primary school was “a very nurturing small school environment”. She then went to Ullswater Community College, followed by the state grammar in Penrith for GCSEs and A-levels.

She got into computers early. “I was on BBC Radio Cumbria for being in one of the first (primary) schools in the county to use the Hobbit game. You crossed the adaptive world where, based on the decisions I took, I’d either have Bilbo get out and find the ring or he got stuck in the caves with Gollum.

“So I was probably one of the earliest users of technology in schools.”

She was also an early fan of the immersive learning experiences. “I enjoyed going on a field trip, putting a square down and counting flowers, and looking for insects. It was about being outside of your immediate classroom environment.

“I can see that if I had had those experiences more frequently, school would have been an even more motivating and dynamic experience than the one I had. I had little gumption or understanding of this wider world. I often reflect that if I’d had more exposure to that, it could have been a very positive thing. I’m aware that the technology around us does allow that, even to children in more rural or more economically disadvantaged environments.”

Her father was a lorry driver and her mother a secretary. “I think my mum was very much someone who instilled in me the idea I could do anything. I attribute that sense of giving things a go and pushing myself to her.”

IT'S A PERSONAL THING

What's the best piece of advice you'd pass on?

Focus on activities for which you have true passion, and be genuine and collaborative in your pursuit of them.

What do you enjoy most about your current role?

I'm passionate about making a difference in education so it must be the times I interact with teachers and learners. I'm also fortunate that my role is incredibly diverse and varied.

Last week I was in Dubai running a pilot with schools. We introduced a class of 30 Emirati children to Google apps for education and chromebooks. We had some wonderful "wow!" moments and the children were super motivated to learn.

What's your favourite place in the world?

My husband and I have variously camped, had city breaks and honeymooned in Italy so it has to be my favourite country. Closer to home, I'm from the Lake District and spent Easter in a yurt below Borrowdale Fell – it's a magical place. We go there to get away from it all!

Which six people from history would you invite to a dinner party?

Mary Shelley, Amy Winehouse, William Shakespeare, Audrey Hepburn, Charles Darwin and Nelson Mandela

What was your favourite childhood food and what do you enjoy cooking most?

My nanny did most of the cooking in our house and brought us up a diet not too far removed from post-Second World War rationing. I'm amongst only a few of my peers who have had the pleasure of eating tripe! But she also made a fantastic jam roly-poly and rice pudding, which more than made up for the main course. Nowadays I love cooking for friends and family – red velvet cupcakes from the Hummingbird bakery book and paella are top of my list.

Her grandmother – a businesswoman in the farming community – was also a big influence.

Sproat's education and career path highlight her passion for learning. She studied English at Hull, and while there spent some time at a primary school helping children to read. This was followed by a masters in publishing at Stirling.

Starting her working life at publishers Routledge in a marketing role focused on secondary and higher education texts, she then spent a decade at the education publishing arm of Pearson. Her time with Pearson involved a variety of start-up experiences, but always linked to education. At one stage she spent three years in Dubai, where she worked on a range of national education initiatives, primarily in teachers' professional development.

What she loves about her role now, as head of Google education, right across Europe, the Middle East and Africa, is that she is helping teachers in the classroom as well as tackling the business of "how do you take an entire country or a large-scale project and help instil better teaching and learning practices with the support of technology"?

When she is not working gardening is her passion. "We had a big garden when I was growing up and we were all probably made to pitch in." Her football-playing son Hector is 10, so she and husband Gavin "spend a lot of the weekends at the park". She is a fan of the outdoor life and stayed in a yurt at Easter. "Doing things where you're away from it all is always fun."

But the conversation she really wants to explore is how technology can help teaching and learning – "not as a thing in itself, but as a tool to support and improve the learning experience".

She says pupils are increasingly driving the agenda as digital leaders, with selected students given the responsibility to teach and train their peers and teachers.

She also worries about making technology affordable. Device costs have been driven down in recent years, particularly with the introduction of cheaper tablet computers, and innovation to help schools in developing countries.

Sproat describes the offers available from Google: free apps, hardware, Chromebooks that offer access to the web, teacher-specific apps and books. Google even sells a management console to schools.

While not presented as a "hard sell" – she doesn't hold back when given the opportunity to outline the products – she is determined to ensure that her company is front and centre when schools decide on the way they use technology to deliver education in future.

As we talk, she says the most popular apps are those that support content creation such as video and photo editing tools that "get kids making things".

She is certain that with all the technology involved in schools, human beings will nevertheless remain in the classroom.

"Yes," Sproat says, "110 per cent they will need teachers. They will be on a learning path that can help them learn more efficiently and better, and with greater passion. The teacher is front and central to that experience."

She is without doubt friendly and approachable. But there is more to her than this. She also comes across as quietly steely.

Sproat is without doubt someone who has always had a very strong and genuine belief in the power of learning to transform lives and she's extremely curious about what really goes on in classrooms.

She is also a successful senior businesswoman with a firm focus on ensuring that her company is not just collaborating with and supporting schools, but providing the solutions. Students grow up and become consumers. Sproat is also playing the long game.



Clockwise from top: Liz with Gavin and Hector; an earlier portrait; as a baby with mum Dianne Jackson; Left to right nanny Ida Hargreaves, Douglas Sproat (brother), Liz, Kathryn Riley (sister)



Curriculum Vitae

Education

1984-1986 Ullswater Community College
1986-1991 Queen Elizabeth Grammar School, Penrith
1991-1994 University of Hull, BA, English language and literature

1994-1995 University of Stirling, MPhil, publishing

Employment

1995-1999 Marketing manager: social sciences, Routledge
1999-2001 Higher education publisher, Pearson
2001-2002 Head of marketing, The Law Society
2002-2013 Pearson. Head of business development, University Digital Learning Partnerships; director of custom publishing; vice president, K12 Middle East, Africa and Caribbean

2013-present Head of education, EMEA Google

Most rewarding moments!

2003 Getting married
2004 Launching Europe, the Middle East and Africa's first custom publishing team that created bespoke digital and print solutions to support academics in higher education
2005 Giving birth to Hector
2012 Delivering a coaching and mentoring programme to English, maths and science subject experts as part of a World Bank project
2013 Leading the development of national education programmes in UAE and Saudi Arabia that focused on teachers' professional development
2013 Moving back to London as head of education, Google
2014 Participating in Google EMEA's Google-certified teacher programme
2015 Launching Google Play for Education

REVIEWS

TOP BLOGS
OF THE WEEK

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



Our blog reviewer of the week is Harry Fletcher-Wood, associate director of knowledge development for TeachFirst

Mental health, recovery and moving on

By Miss Nell

Honest, detailed blogs from new teachers often provide insightful posts: detailed description by fresh eyes can capture aspects of schools that more jaded eyes miss. This, from Miss Nell, is just such a post, an unsparing and open reflection on her struggles during her first year in the classroom. She tells how the "to-be-expected struggles and woes of any person entering their teacher training year, soon became more worrying", describing how her sense of "what was 'normal' became distorted". "By November the tears were literally every weekday morning, every breaktime/lunchtime and, particularly, every evening." Thankfully, colleagues "rushed in to support me"; Miss Nell realised she was "by no means a 'rubbish teacher'", came to accept bad lessons as "simply that" and changed her lifestyle to look after herself better. She completed her training "a very happy teacher". This frank story should perhaps be required reading, both to help new teachers set boundaries and ask for help, and for those who support trainees

The power of focusing on failure

By Adrian Farmer

Continuing the theme of seeing education through fresh eyes, Adrian Farmer invites us to view the classroom, and our goals, through an engineering approach: "Failure Mode Effects Analysis". Engineers take a single component and identify every way it could fail, then make an assessment of the likelihood of failure. Farmer suggests that we look at a class set of targets, and, instead

of asking how students will meet them, "try thinking 'What is going to cause them to fail?' Not understanding the format of the exam? Not knowing the changes in the spec? A change of teacher halfway through the course?" Farmer accepts some issues cannot be predicted but, as he says: "Just think how strong our learners' position would be if we had a handle on all the risks we could?"

Why some men pretend to work 80-hour weeks

By Erin Reid

How to deal with excessive workload? Erin Reid introduces "passers". She notes that, while problems with workplace expectations of perfection are often seen as issues for women, men can struggle too. Studying a global consultancy, she found men who "made small, under-the-radar changes to their work that allowed them to pull back, while still 'passing' as the work-devoted superheroes". For some, this was achieved by using technology and acquiring local clients; one team reached shared agreement as to what was reasonable. When other men challenged the status quo or asked for concessions, they were "marginalised and penalised, in the same ways that women who reveal work-family conflict have long been". The kicker to this post comes in her report back to the organisation: Reid was told that "these men" – those not wholeheartedly committed to their work – were "not the sort of men they really wanted" and she was asked to "figure out how they might teach women to pass. The broader implication – that the organisation itself might alter its expectations – was lost."

Reading and Vision

By Robert Slavin

To round off the theme, this post is dedicated to any teacher who has ever received an email that says: "X must always wear his glasses in lesson" and thought "X has glasses?" Robert Slavin has been studying the link between vision and reading in inner-city schools in Baltimore. A large proportion of students need glasses, but only 1-3 per cent have them. Since glasses are a "health" problem, however, they tend to be seen as beyond the school's remit, so "many children are receiving very expensive remedial services, tutoring, or special education, when a \$20 pair of glasses would actually solve the problem." Slavin hints that focusing on education alone may miss a trick: "Eyeglasses are not new, and they are not magic. Yet they may well be part of a solution to fundamental and persistent problems of education."

BOOK REVIEW

The Spider Strategy: Six Steps to Outstanding

Author: By Marcella McCarthy

Publisher: Bloomsbury Education

ISBN-10: 1472908643

ISBN-13: 978-1472908643

Reviewer: Colin Grimes, trainee teacher at a large primary school in Northumberland



Many books these days promise to turn the reader into "outstanding" practitioners (whatever one of those looks like) overnight. The truth, however, is significantly different. All these books can offer is a modicum of insight in to the practice of the author; what strategies have worked for them and their immediate colleagues in their own setting.

McCarthy tries to go the extra mile in this book. Through her strategy of "Six Steps to Outstanding", she tries to map a journey that anyone can follow. Most of her observation is commonsense but she writes it in a way that makes the reader think and, perhaps more importantly, question what they are doing in their classroom.

Her style, whilst light, is insightful. One useful exercise she suggests is "fluffy widgeting" a worksheet – if you make a worksheet that is still answerable, even if you change all the key words into meaningless ones, then there is a suggestion that you are not teaching your students very much beyond how to retrieve basic information. She then suggests strategies to promote deeper learning. All her advice is linked back to theory and other best practice; there is little new information in the 154 pages (ideally sized to slip into the school bag as a quick reference) but the novelty is that it is in an easy to access format.

Each chapter starts with a challenge – chapter 1, "Surprise", starts with a question asking the difference between a teacher and

a train driver. From the off this stimulates the mind and sets the scene. This casual style helps to put you back into the minds of your learners rather than the elevated pedestal of the teacher. Gentle reminders of this throughout the book help to keep you on the right track.

McCarthy tries to break teaching down into six simple strands – whether the job is as simplistic as this is for another discussion – Surprise, Purpose, Investigate, Differentiate, Evaluate and Record and Reflect. Hence the SPIDER strategy. Does this work? Can teaching be distilled into this seemingly simplistic strategy? I would suggest not, but if you're a trainee teacher looking for a basic guide you would do no wrong by trying this model on for size.

There are lots of real-life exemplars and traps to avoid falling in to (the introduction talks about having that "Ofsted" lesson, but questions the value of it if it is not your "normal" teaching style).

Overall this is a useful book that will stimulate the novice teacher and point them into further reading. Every teacher will be able to take at least one hint to add to their own toolkit; even if it is just giving approval to something they already do in their practice. Would I use

the strategy?

Possibly not in its whole form, but I would certainly dip into the ideas to enhance my classroom practice.

Ultimately this is all this style of book can do.

We don't wish to become a profession of mindless automatons (although the national literacy

and numeracy strategies tried to do this!), but this is worth keeping on your bookshelf for those days when you are looking for some direction.



"Every teacher will be able to take at least one hint to add to their own toolkit"

NEXT ISSUE
The Gove Legacy
By Mike Finn
Reviewed by Laura McNerney

RESEARCH REVIEW

Reviewer: David Lewin, senior lecturer in education studies at Liverpool Hope University



A Normative Approach to the Legitimacy of Muslim Schools in Multicultural Britain

By Peter Matthew Hills

Published by Taylor and Francis

Faith schools make up about one-third of the state-funded sector in England. Ninety-eight per cent of those schools are of Christian character; 0.05 per cent are Muslim. But it seems the issue of Muslim schools takes on a particular complexion in the present sociopolitical context. One important feature is sometimes called the "return of religion", the idea that in a post 9/11 world, religions – and religious schools – are not going away.

So if religious schools are here to stay, can multiculturalism offer a meaningful way to mediate the varied world views that they reflect? The argument in Hills's research boils down to a simple point: reports of failures of multiculturalism in recent years have been much exaggerated. Far from a failed project, Hills argues, multiculturalism has yet to be realised. It is the commitment to diversity that, for Hills, defines the core of multiculturalism.

Recent articles have revealed some interesting data about the relations between religious schools and British values, and evidence showing the growth of Muslim schools. Hills's research takes a philosophical approach by examining the normative dimensions of the debate (that is, the "oughts" rather than "is"). Educational research struggles with the relationship between normative claims and empirical realities, a distinction that can sometimes make academic debates seem irrelevant. This appeal to the normative claims

of multiculturalism offers an important contribution, however, not least because we urgently need to develop religious and cultural literacy.

Drawing on the political theory of Will Kymlicka, a Canadian philosopher, the research makes much of

“Reports of failures of multiculturalism have been much exaggerated”

the distinction between the external protections of groups by the state (which are legitimate), and internal restrictions of individuals within a group (which are illegitimate because they restrict autonomy).

Examples of the legitimacy of external protections include the fact that the Muslim character of a school “attends to the well-being” of its students in ways that legitimise their Muslim identity. The same argument can hold for Christian schools, or schools of other faiths, or indeed of none. Attitudes to homosexuality offer an example of the illegitimacy of internal restriction. Muslim schools should not be allowed to restrict the autonomy of their students by requiring them to subscribe to Islamic doctrines against homosexuality. Again, as the author acknowledges, the same argument should hold for other faith traditions: internal restriction is, in principle, wrong.

However, this neat division of legitimacy is too blunt

to unpick this sensitive issue. Who is to determine the criteria for distinguishing any activity as requiring external protections from an activity that places internal restrictions on people? For example, if a school requires its pupils to conform to a vegetarian diet as part of its traditions and ethos – as is the case at some Sikh free schools – is that an internal restriction of individual autonomy and therefore illegitimate, or a legitimate protection from the wider social imposition that takes eating meat to be normal if not precisely normative? Does it not hinge on where we define autonomy and what we regard as “well-being”?

Efforts to defend a set of practices that schools expect of students (like patterns of daily “worship”, or dietary practices) do not clearly fall on either side of this external/internal line. It is not obvious why the external equates to a kind of public sphere that requires protection since those who are subject to that protection might regard it as disrespecting their autonomy. Muslim women might, for example, feel that the state's protection of their autonomy is in tension with traditions and cultural practices that they wish to respect. Nor is it obvious how this differs, at least in principle, from the imposition of internal restrictions – isn't the definition of internal restrictions/external protections dependent upon one's perspective? In the context of this debate around Muslim schools, the internal/external split may not lie at the same point for the liberal political philosopher as for the student or staff member of a faith school.

No tradition is homogeneous, and reducing any religion to a doctrinal bloc can generate more heat than light. This research reminds us to treat all religions as reflective and complex phenomena which, in the context of faith schooling, is too easily forgotten.



A week in Westminster

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

THURSDAY:

Ofqual, the qualifications regulator, released a list of the subjects to be reformed from September 2017. In the end, and after further Ofqual reviews, four of eight targeted subjects were culled. Out went GCSEs in health and social care, child development, and environmental and land-based science, as well as the AS and A-levels in international development. That said, Ofqual has not ruled out the possibility of future reform.

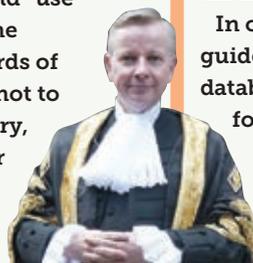
FRIDAY:

School Direct, the programme in which teachers are recruited and trained directly by schools, has faced its fair share of criticisms since its introduction in 2012. One complaint is its inability to recruit participants – last year almost two in five places went unfilled.

Today, the Department for Education (DfE) issued guidance to schools on how to “successfully market” its salaried and fee routes. Yes, some people are lucky enough to pay to work in a school and be trained as a teacher.

In a very long piece of advice, it includes tips on social media (“use an inspiring image for the cover photo”) and where to put flyers (student union bars are a good place, apparently, although how many students drinking in their SU bar will be taking much notice, we're not sure).

It also advises recruiters on different tactics for different applicants. For the “career changers” you should “use messages that emphasise the softer, more altruistic rewards of being a teacher” and, so as not to scare them off with the salary, you should “focus on career and salary progression rather than starting salaries”.



SUNDAY:

Nicky Morgan made her first appearance since re-election on BBC One's The Andrew Marr Show.

The education secretary announced plans that will mean “coasting schools” could be forced to become academies (see more on page 10).

MONDAY:

Will shadow education minister Tristram Hunt declare his leadership? Or not? No answer today.

In other news, the DfE released a user guide for how to use the national pupil database. We think you need a user guide for the user guide.

TUESDAY:

Graham Stuart today announced

he would not put himself forward to be chair of the education select committee in this parliamentary term (see page 7). As head of the committee for the past eight years his will be big boots to fill.

WEDNESDAY:

Finally we learned that Tristram Hunt would not put himself forward for the Labour leadership and instead would back Liz Kendall. Asked what role he would like in a future government he said one related to “devolution”. Thanks, Tris.

Finally, we thought you all might be as merry as we were to see Michael Gove in his fancy get-up to take over as Lord Chancellor. Rumours from within Westminster are that his plate will be full overseeing the Ministry of Justice. So full that he won't be able to keep interfering in education. We shall see. Have a lovely half-term!

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Clare Tellam,
trainer at
Aqualife Training
Services with
Michael London

PE teacher's lifesaving skills recognised

A PE teacher has received a certificate of commendation from the Royal Life Saving Society after he saved the life of one of his pupils, just months after completing his lifesaving training.

Michael London, 23, was holding a swimming class at St Joseph's College, south London, when 14-year-old student Duran Sutherland jumped into the deep end of the pool and sank to the bottom.

Mr London put his skills into action immediately: he cleared the pool, jumped in and brought the teenager to the surface.

Finding that Duran was not breathing, Mr London administered CPR for about six minutes until the pupil regained consciousness and started breathing.

"My lifesaving skills very quickly ran through my mind and I just snapped into action," Mr London says.

"I'm so glad I had them to be able to help Duran. It all happened so fast that I can't even tell how much time passed."

He joined the school last September, having completed his New National Rescue Award for Swimming Teachers and Coaches training in August.

Primary science scheme released



An Ark Tindall Primary pupil using a balloon car from Empiribox in a science lesson

A "hands-on" system for teaching science is being rolled out to primary schools across the country.

The Empiribox Primary Science Trust package says that it provides all the "essential" science teaching components for key stage 2 pupils.

It includes equipment and materials for conducting 280 experiments over four years, regular face-to-face teacher training and mentoring, lesson planning and documentation.

This month's national launch follows trials in more than 50 schools, including academy

chains such as Ark and Academies Enterprise Trust.

Jennifer Iwantschak, a year 6 teacher at Ark Globe Academy in London, was observed in a science lesson during an Ofsted visit while using the Empiribox system.

"Not only was it clear that the students had knowledge, but they were also able to explain what they were doing to the inspectors who were amazed by the experimental and investigative skills the children had."

The system costs £30-35 per pupil, per year.

Visit empiribox.org to register your school.

Hampton School holds mindfulness conference

FEATURED

A Middlesex independent school is running a conference next month to help teachers and senior leaders learn more about mindfulness in schools.

The session, open to state and independent school staff, will be held at Hampton School, which introduced mindfulness into the curriculum more than seven years ago.

Delegates will be able to try mindfulness practices for themselves and watch classes designed for different age groups. Scheduled speakers include Chris Cullen and Richard Burnett, co-founders of the Mindfulness in Schools Project, a non-profit organisation that aims to "encourage, support and research" the teaching of secular mindfulness in schools.

With six fully-trained mindfulness staff, Hampton School teaches the practice to more than 800 pupils.

"Techniques covered in our course help to counter difficult or negative mind-states, encouraging wellbeing and enabling our pupils to thrive," says headmaster Kevin Knibbs.

He says it can help students to "ground" themselves if they become distracted, increase calmness and focus, and build confidence and "enable peak individual performance in sport, music, drama and at examination time".

Hampton School sixth-former Zack Santos, 16, regularly uses mindfulness



A Hampton School mindfulness class
Inset: Hampton School sixth former Zack Santos

when he plays rugby, saying that it helps his breathing, and allows him to control his emotions and not get overcome by nerves. "It effectively allows me to transform any stress I might feel into drive and focus," he says.

Mindfulness has been discussed in parliament over recent years.

Last March, in response to a question asking if the Department for Education planned to promote the idea, then schools minister David Laws told MPs at an education select committee: "We are very interested in promoting this and we certainly think that it is an area that merits consideration based on the evidence we've seen to date."

"My colleague [former education minister] Liz Truss actually has been looking at this recently."



The conference will be held on June 5.

Visit www.hamptonschool.org.uk/mindfulnessconference for more information

Sharing the secrets of success

Educators and business leaders from the US crossed the pond last week to share their story of transforming education in Nashville.

Ten years ago the Tennessee capital's public high schools were near the bottom of the US school league tables. Today, the city is recognised as a centre of excellence in education, thanks in part to the creation of a link between the curriculum and the world of work.

Nottingham educators and business and council leaders who attended an event at The Bulwell Academy, a secondary school in the city that specialises in business and enterprise, heard about the change from Marc Hill, chief policy officer of Nashville Area Chamber of Commerce, and Jay Steele, Metropolitan Nashville Public Schools' chief academic officer.

Bulwell headteacher Paul Halcro says his school has good links with local employers, "but I'm convinced there's even more we can do together".

He is particularly interested to explore Nashville's "freshman academy" — a year-long programme that gives 13 and 14-year-olds an insight into careers — and "externships", where teachers visit local businesses and plan curriculum projects that they then deliver together in the next academic year.

MOVERS & SHAKERS

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

Natalie Evans has left her post as director of the New Schools Network (NSN) after her appointment last week as government whip in the House of Lords. Sarah Pearson, the network's director of external relations, becomes interim director.

Baroness Evans became director of the NSN in January 2013 after a period as chief operating officer.

"Having the opportunity to work with so many committed teachers, parents and charity leaders as they strive to set up new schools during my time at NSN has been an absolute privilege," she says.

"I know that the success and popularity of free schools will continue to grow and the team at NSN will go from strength to strength."

Before she joined the NSN, Baroness Evans was deputy director of Policy Exchange. She was also head of policy at the British Chambers of Commerce and deputy director at the Conservative research department. The 39-year-old was made a life peer last September.

She studied social and political sciences at the University of Cambridge.

Steve Shaw is the new head of

Boroughbridge High School, North Yorkshire, after seven years as deputy head of Brighouse High School, West Yorkshire.

He says he is determined to lead Boroughbridge from a good to outstanding school, and will use its rewards and sanctions policy more "powerfully" to increase student attainment.

"We have lots of students who want to do well and we've got some students who are a bit more content to trundle along. I want to encourage and incentivise those students to see the value in education and I think the rewards policy will reinforce that."

He also wants Boroughbridge to become a "hub" in the community with the students working with primary schools and local businesses.

The 47-year-old, who has worked in education for 26 years, studied English at the University of Wales. He completed his PGCE at Manchester University.

Helen Hastilow, the former deputy head of Mere Green Primary, Birmingham, is the new headteacher of nearby Slade Primary, a fellow Arthur Terry Learning



Natalie Evans

Partnership (ATLP) school.

Ms Hastilow, 32, has been part of ATLP for six years and recently took part in the partnership's Aspire to Headship programme.

Ms Hastilow says a priority in her new school is to develop teaching and learning further by looking at more personalised models of continuing professional development.

This is Ms Hastilow's tenth year in education. She studied education and



Steve Shaw



Helen Hastilow

music at Bath Spa University, followed by a PGCE.

She decided education was the right career path during work experience as an A-level student where she spent two years mentoring a primary school teacher.

"I caught the bug and saw the difference the teachers were making to those children. That is when I knew teaching was what I wanted to do and there was going to be nothing else."

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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HEAD TEACHER, LIVERPOOL

Start date: 1st January 2016

Dates: Apply by 12th June 2015 at 12 noon

Salary: Group 7 L32-39 (£81,857 - £97,128)

Location: Liverpool

Contract type: Full Time

Contract term: Permanent



ABBOT'S LEA SCHOOL

About the School

Following the retirement of our current much admired and successful Headteacher, the Governing body of Abbot's Lea School wish to appoint a dedicated and inspirational leader with the ambition and vision to continue our school's development and progression towards Outstanding status. Abbot's Lea School meets the needs of pupils with ASC and other related difficulties. We have 213 pupils on role across two sites for pupils between 3-19 years of age. In September 2012 Ofsted judged our school 'good' overall with behaviour and safety judged 'outstanding'. Pupils feel safe and valued and the Senior Management Team work effectively with the Head to promote pupil achievement. The governing body, were judged to be fully committed.

The Governing Body, staff and pupils wish to appoint a Headteacher with:

- Knowledge and experience of Senior Leadership
- The experience and proven ability to ensure the success of all learners

regardless of need

- The motivation, knowledge and experience to achieve
- The capacity to achieving outstanding in all areas
- The determination to inspire and develop excellence in teaching and learning

We can offer:

- A dedicated staff team
- A committed governing body
- A strong community of pupils, families and external partners
- A challenging and exciting role

To visit the school please contact Mrs Margaret Lucas on 0151 428 1161. Visit date will be 3rd and 4th of June or by arrangement.

All additional information and application packs can be downloaded from the school website – www.abbotsleaschool.co.uk

How to Apply

Application packs may be obtained from Jo Scarrott on 0151 428 1161

or j.scarrott@abbotslea.liverpool.sch.uk.

Closing Date: 12th June 2015 at 12 noon

Shortlisting will take place on 17th June 2015

Interviews will take place on the 22nd and 23rd June 2015

Contact Details

Abbot's Lea School
Beaconsfield Road
Woolton
Liverpool
L25 6EE

Website: www.abbotsleaschool.co.uk

Contact Name: Jo Scarrott

Contact Telephone: 0151 4281161

Contact e-mail: j.scarrott@abbotslea.liverpool.sch.uk

NOR: 213

Primary Principal

Full time, permanent position

To start January 2016 or earlier if possible

Salary: L17-L21 £56,671-£62,521pa



Minerva
Primary Academy

With the opportunity to progress to the salary range L22-L26 £64,075-£70,668 for

Senior Principal roles (with specific pan-federation responsibilities)

We are looking to appoint a Primary Principal at the following Academy:

Minerva Primary Academy

The Cabot Learning Federation is the largest non-diocesan academy group in the South West. The CLF currently sponsors 12 academies, seven of which are secondary and five are primary. In addition the CLF has a discrete Post 16 provision, located across 5 of our sites in East Bristol/South Gloucestershire and a cross-phase re-engagement centre serving the same area. In September 2015 the range of provision will increase with the opening of Digitech Studio School Bristol in Warmley and the conversion of King's Oak Academy, currently 11-19, into the CLF's first 3-19 all through provision.

This Primary Principal post will offer the chance to lead an Academy towards outstanding and exploit the opportunity afforded by recent

improvements, to secure high, good and outstanding teaching that secures progress over time and enables students to achieve strong outcomes.

CLF has a successful track record of performance delivery across all of its Academies; as Principal you will be able to seize the chance to make a real difference to the lives of the students and improve their life chances. The successful candidate will have a drive and passion to lead the Academy and accelerate improvement. They will have a track record of success and bring to the Academy a level of focus, precision and rigour that will have a substantial and sustained impact on the Academy into the future. Improvement will be based on an unwavering focus on teaching and learning and a strong commitment to collaboration within and beyond the Cabot Learning Federation.

Please refer to part 13 of the candidate information pack for details about the application and selection process.

Closing date: Midday Monday 1 June 2015



Applications must be submitted using our CLF application form, CVs will not be accepted.

Applicants will be required to undertake pre-employment checks which will include references, health, right to work in the UK and an enhanced DBS checks.



CASTLE COURT
SCHOOL

DEPUTY HEAD

The position is advertised due to the appointment of the current Deputy Head to Headship

Required for January or April 2016

Castle Court School, a co-educational day prep school from 2 to 13 years, based in Dorset, is looking for an inspirational and dynamic Deputy Head. The successful candidate will join a committed and enthusiastic Management Team, will have a major role in the leadership of the school community, and will be able to inspire a deeply committed and excellent staff. Candidates will need to be fully in support of the Christian ethos of the school. Castle Court is committed to ensuring that every child has the best childhood and that their time at Castle Court will be remembered with happiness and pride.

"We only have one childhood. It has to be the best."

For an information pack with details of how to apply, please telephone the Headmaster's secretary on 01202 694438 or email headmaster@castlecourt.com See our website on www.castlecourt.com

Closing date for applications: Friday 5th June 2015

Castle Court is committed to safeguarding and promoting the welfare of children, and the successful applicant will be required to have an Enhanced Disclosure with the Disclosure and Barring Service.

THE CARDINAL VAUGHAN MEMORIAL SCHOOL

89 ADDISON ROAD, KENSINGTON, W14 8BZ, TELEPHONE: 020 7603 8478

THE SUNDAY TIMES COMPREHENSIVE SCHOOL OF THE YEAR

This highly successful and oversubscribed Roman Catholic school for boys, with a mixed Sixth Form, was graded outstanding in its most recent Ofsted report and has a long track-record of high performance in public examinations: in 2014, 93% of pupils at GCSE attained 5 or more grades at A - C including Mathematics and English; 86.6% of A Level pupils received grades marked A* - B.*

The Directors of this Roman Catholic Academy for boys (roll 940; mixed Sixth Form of 340), in the trusteeship of the Diocese of Westminster, require for September 2015:

TEACHER OF ECONOMICS | TEACHER OF CHEMISTRY | TEACHER OF GEOGRAPHY

(Inner London Pay Scale)

The Governors seek to appoint well-qualified and highly motivated teachers, to join successful, innovative and supportive departments with high expectations and high achievements. Applications are welcome from both experienced teachers and NQTs, and the successful candidates will be supported fully in their career and professional development.

"The Cardinal Vaughan Memorial School is a very successful school whose pupils attain exceptionally high standards as a result of very good teaching coupled with very good leadership and management."

Last Ofsted Inspection Report

Applicants are asked to submit an application form and a supporting statement to the Headmaster by 3.30 pm on Friday 29 May 2015. Application forms are available on the School's website www.cvms.co.uk or upon application to the Headmaster's P.A. mccabes@cvms.co.uk.

We are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau.



Diocese of Westminster



ST EDWARD'S CATHOLIC PRIMARY SCHOOL



Wivern Place, Runcorn, Cheshire WA7 1RZ 01928 572317 www.stedwardsatholicprimaryschool.co.uk

Behaviour is excellent. Pupils are very welcoming and polite to visitors. They are keen to share their positive views about school. Pupils say they feel very safe at school and supported extremely well by the adults who work with them. (Ofsted October 2013)

ASSISTANT HEADTEACHER VACANCY

(Re-advertised)

Group 1: L1 - L3 (Group 1) NOR 121 Required January 2016 (or earlier)

We are a small, family orientated Catholic school, with wonderful children, supportive families and dedicated staff. The Governors want to appoint a dedicated and enthusiastic Assistant Headteacher to join us.

The successful candidate will:

- Be an outstanding classroom teacher with proven leadership skills and expertise in curriculum areas and has the ability to take a key role in the leadership and management of the whole school.
- Be an excellent classroom practitioner with high expectations of achievement and behaviour.
- Work collaboratively with staff, Governors, and parents to develop all children to their fullest potential.
- Be a practising Catholic or committed to promoting the Catholic ethos of our school

We can offer you:

- A welcoming school with a strong sense of community and family.
- Dedicated and supportive staff, committed to high standards.
- A highly effective and supportive governing body.
- An inclusive school with happy, motivated, and well-behaved children who enjoy learning.

We welcome and highly recommend a visit to our school prior to applications being submitted.

Please contact our secretary Mrs Williams to arrange an appointment and to receive an application pack, or visit our website for details.

Application forms should be returned to Mrs Ann Farrell, Chair of Governors via email to: sec.stedwards@halton.gov.uk or via post to the school.

Applications must be made using the CES application form. Closing date: Friday 19th June 2015

Shortlisting: Tuesday 23rd June 2015 Interviews: Wednesday 1st July 2015

The Governing Body are committed to safeguarding and promoting the welfare of children and the Assistant Headteacher must ensure that the highest priority is given to following safeguarding guidance and regulations. The successful candidate will be required to undergo an Enhanced check for Regulated Activity from the DBS.



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CAPITA | Education Recruitment



Teacher of Sociology/Psychology | Northfleet School for Girls | MPS/UPS
September 2015

Teacher of Sociology/Psychology for a highly successful and ambitious secondary school based in Gravesend required for a September start. You will join a high achieving school which provides a supportive atmosphere where pupils learn to work together in an environment of mutual respect. You will maintain high levels of student achievement through the quality and consistency of teaching and learning and the effective deployment of staff and resources in the department.

Skills & Personal Qualities:

- Hold QTS (PGCE/GTP) (NQT's welcome to apply)
- Knowledge and understanding of subject area
- Principles and practices of monitoring, assessment and evaluation
- Strong behavioural management

The school boasts fantastic facilities after a re-design via BSF and is commutable via the HS1 to Gravesend or Ebbsfleet and is in easy reach of the A2/M2 corridor providing good routes to London and the Kent coast.



Contact us

The school has a strong ethos of student welfare therefore any successful applicant will undergo a full enhanced criminal record check (DBS). For more information please contact James Fazzani at Capita Education Recruitment on 0207 202 0031 or email your CV to james.fazzani@capita.co.uk

Closing date: Monday 1st June 2015

A Journey of Self-Discovery



Avanti schools prepare pupils for their respective life-journeys by promoting educational excellence, character formation and spiritual insight. Our Hindu faith schools are truly inclusive, seeking pupils and staff from all backgrounds and faiths.

Alongside teaching the full curriculum, we are unique in offering practical, 21st century spirituality, rooted in ancient wisdom. Class meditations, values-led lessons and yoga encourage reflection and are tools for life.

You will be part of the ambitious Avanti Schools Trust. As a senior leader you will have a key role in the ongoing development of the organisation, as well as the support of other exceptional leaders.

To learn more about the innovative work of our schools, please visit www.avanti.org.uk.

PRINCIPAL DESIGNATE

CROYDON

NOR 420 by 2021

Salary competitive package

Start January 2016

Our new 2FE primary will open in September 2016; the fifth addition to our family of successful schools. Supported strongly by the local community, the school will provide an outstanding education for all.

We need a visionary and passionate leader to bring the school into being. This is an exciting opportunity for a talented and committed individual to establish a brand new school and ensure its success.

PRINCIPAL

HARROW

NOR 300 (rising to 420 by 2019)

Salary competitive package

Start September 2016 (or ASAP thereafter)

Founded in 2008, our flagship primary school is journeying from strength to strength. Already achieving excellent standards and being six times oversubscribed, we remain focused on achieving more.

We are looking for a motivated leader who will continue to raise standards. You will build on our already excellent provision, and ensure every lesson offers outstanding teaching and learning.



AVANTI SCHOOLS TRUST

To apply or for further details, please email careers@avanti.org.uk

FOUNDING PRINCIPAL

Organisation – One Degree Academy

Salary Range – £70,000 - £90,000 negotiable
depending on experience

Closing Date – 31st May

Start Date – To be agreed with the successful applicant



ONE DEGREE
ACADEMY

We are a committed group of leaders in education and business determined to transform learning for disadvantaged young people in London. For six years we have been leading the One Degree mentoring programme, which has doubled GCSE pass rates in English and Mathematics. Our vision is to establish a small, innovative and personalised school, making use of the latest advances in learning technology. We are seeking a passionate and inspirational founding principal to turn our vision into an outstanding all-through free school, currently in the DFE pre-opening phase.

If you have any questions or wish to receive further details and application pack please email joe@onedegreeacademy.org

We will be recruiting other roles for our new and unique school soon, keep checking regularly at onedegreeacademy.org.

One Degree Academy is committed to safeguarding and promoting the welfare of all students. The successful candidate will be required to undertake an enhanced DBS check



**THIRD SPACE
LEARNING**



THE SOCIAL CHALLENGE

Children from poor backgrounds are twice as likely to fail academically. This is unacceptable, and has major social and economic implications for our country.

OUR BUSINESS

Third Space takes a radical approach to this problem, using technology to connect Maths specialists from around the world to children in schools across the UK, ensuring every child can have access to the individual support they need. Ensuring we improve the confidence and attainment of the thousands of children we work with raises three challenges: creating good technology, training a global teaching force and building effective relationships with our school community. Are you up to this? We prize curiosity, commitment and a determination for excellence. If you want a job that mixes purpose, ambition and innovation, and you believe you have these attributes, then read on...

TUTOR DEVELOPMENT LEAD

Does the opportunity to develop a training curriculum for 100s of tutors excite you? Great! We're after somebody who is excited about creating a system that trains tutors at scale but also is not afraid to get their hands dirty delivering training too. The role will provide you with the opportunity to work internationally as we seek to build our global centers of excellence.

MATHS LEARNING LEAD

The successful candidate will become our resident Maths guru with real responsibility to help develop long term strategies that drive Third Space. Your main role will be ensuring that our approach to teaching Maths develops a new generation of student that are switched on to Maths. You will be required to travel internationally, not too bad if you like the sunny beaches of India and Sri Lanka!

STUDENT LEARNING LEAD

Does it annoy you that emotional development and pupil wellbeing is often overlooked in the pursuit of ever improving student attainment? We work with 1000s of students each week, who are at risk of developing a fixed mindset towards Maths but more importantly their self-esteem and confidence. We want your help to ensure that all students who use Third Space do so in a safe and supporting way that develops confidence, a growth mindset, grit, resilience, etc. Third Space recognises that if the education system fails to prevent this in primary schools, these problems will only compound in secondary school.

For more information, please email jobs@thirdspacelearning.com or call 02037710093

School *Brilliance* Management Conference

for School Business Managers, administrators, finance staff, Head Teachers and all staff involved in the day-to-day running of their school



18 June 2015, 9am – 3.30pm | St James' Park, Newcastle upon Tyne

Join SCHOOLS NorthEast for their third annual School Business Management Conference!

This year's conference has been rebranded the **School Brilliance Management Conference**. We want to celebrate the essential role School Business Managers play in schools and help bring out the *brilliance* in you.

We expect this year's conference to be our biggest yet, with over 300 delegates and an exhibition of over 60 specially selected provider organisations.

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Expert-led sessions will show you how to be brilliant at ...

- Managing staff performance
- Business Engagement
- Working in collaboration
- Dealing with challenging conversations
- Managing pensions
- Premises management

... and much, much more.

Keynote speakers include:

- Andy Whittaker**, Art of Brilliance
- Russell Hobby**, General Secretary, NAHT
- Stephen Morales**, Executive Director, NASBM

The prices for the conference are as follows:

- £80 - North East schools
- £60 – SCHOOLS NorthEast Partner Schools
- £100 - Non North East schools
- £225 - Non School delegates

Large discounts available when booking a group of 5 or more delegates, contact us for more details
(* All prices exclude VAT)

Book your place today by emailing: t.youll@schoolsnortheast.com

SCHOOLS WEEK Sudoku challenge

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

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Spot the difference to WIN a Schools Week mug



What's the caption? tweet a caption @schoolsweek



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