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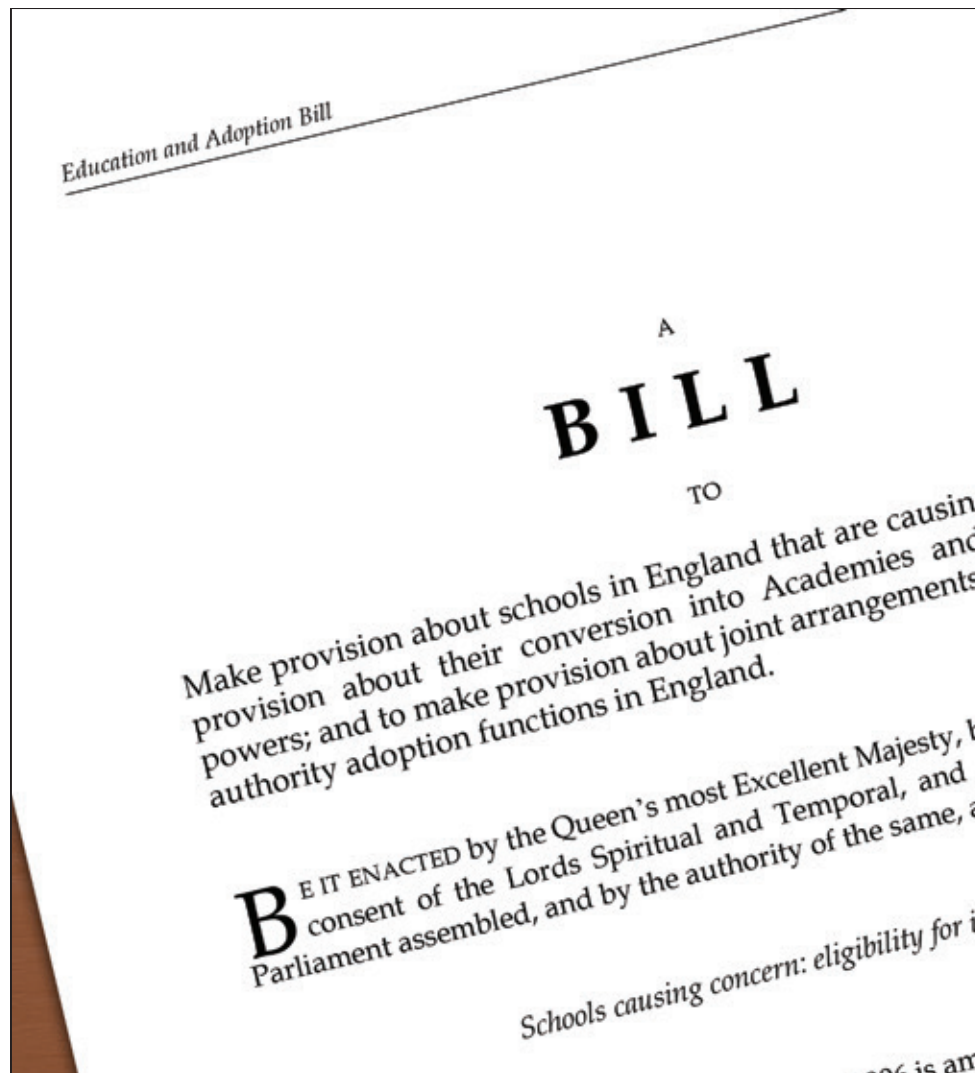
WHY DID THE MILITARY REQUEST SENSITIVE PUPIL DATA?

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“A day spent in a failing school is a day too long”



The questions Nicky Morgan refused to answer

- Analysis reveals 133 academies rated as inadequate
- Pupils spend over 7,000 days in failing converted schools

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Nicky Morgan has this week unveiled a “landmark” education bill that paves the way for every failing school to become an academy.

But the education secretary repeatedly dodged questions on how many academies were failing, or what should be done about those. *Schools Week*

analysis of the latest Ofsted inspection outcome data, from April, shows there are 133 academies rated as inadequate.

The new legislation proposed by Ms Morgan is intended to “sweep away bureaucratic and legal loopholes” so “the best education experts can

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Academy CEO Pay:

How much is too much?

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EDITION 31

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NEWS

Inadequate academies present problem for Morgan

CONTINUED FROM FRONT

JOHN DICKENS

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intervene in poor schools from the first day we spot failure”.

Appearing on national media when the Education and Adoption Bill was unveiled on Wednesday, Ms Morgan said: “We think a day spent in a failing school is a day too long when their education is at stake.”

However, an investigation by *Schools Week* has discovered 28 schools that were good or outstanding when they first converted to academy status but have subsequently fallen into special measures.

It means pupils in those schools have spent over 7,548 days in a failing academy, using Ms Morgan's terms.

Our analysis raises questions about the assertion that academies enable a “world class education” for more children.

Becky Francis, professor of education and social justice at King's College London, said: “To suggest that academy sponsorship is a silver bullet in its own right clearly belies the evidence.

“The DfE needs to adopt a more measured approach and to undertake further, robust investigation of what supports the success of the most effective sponsor chains and local authorities.”

Our analysis, from the most recent Ofsted outcome data, covering inspections up to April 1, found that of the 1,953 mainstream

academies rated as a good or outstanding in their previous Ofsted, 28 fell to being inadequate in their most recent (1.43 per cent).

The figure for local authority mainstream schools was marginally higher (1.57 per cent) with 127 schools now inadequate out of 8,071 formerly good or outstanding schools.

But Jonathan Simons, head of the education at the right-leaning thinktank Policy Exchange, said drastic falls in Ofsted grades are usually caused by major events such as a change in pupil cohorts, heads leaving, an exodus of teachers or a financial crisis.

He said: “I don't think it casts doubt on the wider issues of whether academies in general are a good improvement mechanism.

“My argument has been that academy status, especially in chains, provides schools with greater capacity and capability strength in both leadership and teaching, which is what makes the difference.”

The new proposals could lead to the rapid conversion of up to 1,000 schools over the next five years – on the assumption that schools continue to fail at the same rate as present.

Ms Morgan said the focus will be on changing schools “often left languishing in special measures” into academies.

But our analysis shows eight convertor academies have been in special measures since 2013. All eight remain with their original sponsor.

The longest is Sir John Gleed School, in Spalding, Lincolnshire, which has been rated inadequate since April 2013. Since then it has



had five section 8 inspections and an Ofsted inspection, published last month, which found it was still inadequate.

However Mr Simons said: “There are quite a few inadequate schools in the maintained sector that sit there for a long time before action is taken, whereas the Department for Education does take action on under-performing chains more rapidly.”

He highlighted the E-ACT academy chain which lost ten of its schools after the DfE intervened amid performance concerns.

Ms Morgan also reiterated that academy sponsors have turned around the fortunes of many schools. She added: “This bill will allow them to do their job faster and more effectively, ensuring that thousands more pupils, from across the country, get the world class education they deserve.”

ICT business folds leaving schools in the lurch

JOHN DICKENS

@JOHNDICKENSSW

Schools and colleges are facing losses of thousands of pounds after a computer finance company went into liquidation while still owing creditors £670,000.

Instar Digital Ltd, based in Stafford, ran IT schemes for schools, including student 1:1, salary sacrifice and staff purchase schemes.

The company, on its website, stated it levied public sector buying power so all students and staff could afford mobile devices “without the need for an expensive consumer purchase”.

However, bosses put the business into voluntarily liquidation last month amid slow takeup and a high level of bad debt.

It is now in the process of being wound up leaving 20 schools and colleges, who signed up for schemes, £171,452 out of pocket.

David Hughes, the appointed liquidator for the company, said in a statement: “The directors of the company took the decision to cease trading and liquidate the company citing a slower takeup of the scheme offered than anticipated, a high level of bad debts, costs of deliverability being higher than anticipated and an increasingly competitive market.”

Instar Digital collected direct debit payments for equipment on behalf of the schools. When it ceased trading, as first highlighted on Educate 1-to-1 blog, it had

collected direct debit payments but not paid them on to schools.

It is understood IT equipment will remain with students and staff, as long as they keep up direct debit payments.

But a source said in most cases the money owed to schools will not be returned.

The list of 39 creditors included 20 schools or colleges. Ormiston Bushfield Academy, in Peterborough, is owed £8,448.

A spokesperson for Ormiston Academies Trust said: “This is very disappointing but we can be clear that none of our students' education has been affected.

“We are always extremely careful when we undertake procurement and when we appointed this company we undertook due diligence including obtaining references.”

Abbey Grange Academy, in Leeds, is owed £5,336 and Knutsford Academy, in Cheshire, £5,336.

Monies owed to colleges included £26,214 to Tresham College, Northants, and £34,646 to Blackpool Sixth Form, Lancashire, where the company ran its iPad purchase scheme for students.

The Financing and Leasing Authority has produced an online leaflet entitled “tips for successful leasing in schools”.

It suggests schools should always find out who the finance company is, look into what the minimum lease period is and find out what options are available at the end of the lease.

The Department for Education published effective buying guidance for schools on its website in March last year.

And the Leasing Advisory Service, a claims management company, was set up in 2010 to represent victims of mis-sold leases.

David Carmichael, a consultant at the company, said the safest course of action for schools is to enter a framework agreement direct with equipment manufacturers.

Leasing schemes for IT equipment in schools were put under the spotlight in 2012 with investigations by BBC 5Live and Panorama. They highlighted cases where schools were being charged up to 10 times too much for IT equipment through mis-sold lease agreements.



NEWS

Academy CEO Pay: How the biggest trusts stack up

ANN MCGAURAN

@ANNMCGAURAN

Exclusive

The salary of the highest paid academy chain leader has soared to £370,000 – more than two-and-a-half times that of Prime Minister David Cameron.

Sir Daniel Moynihan, chief executive of the Harris Federation, saw his pay for running 28 schools increase by nearly £40,000 in 2014 – making him the highest paid boss of a multi-academy trust (MAT).

A joint investigation by *Schools Week* and Watchsted into the CEO pay and Ofsted performance of the 10 largest academy trusts, as defined by number of schools managed, has revealed that Sir Daniel's salary level is £150,000 higher than that of the next-best paid academy boss, AET's Ian Comfort.

Mr Comfort is chief executive of Academies Enterprise Trust (AET) – the largest chain in England. He received £220,000 in 2014 for running more than twice as many academies as the Harris Federation.

Unison's head of education, Jon Richards, whose union represents more than 250,000 support staff in UK state schools, told *Schools Week*: "The explosion in senior pay across many academy trusts over the past few years is completely disproportionate.

"In the same period, school support staff have endured year upon year of pay freezes and real-term pay cuts."

Every Ofsted inspection carried out at academies since they joined the Harris Federation has resulted in a good or outstanding rating. Moynihan's pay divided by the current number of good or outstanding ratings would therefore put the CEO's cost at £19,474 per school.

According to Harris's financial statements for the year to August 2014, many of the academies which received "excellent" Ofsted inspection results had been "very challenging schools previously in special measures".

AET operates 67 academies nationally. Thirty-two of its 60 Ofsted inspections have been good or outstanding, putting Comfort's cost for every such school at £6,875. But in October last year the Education Funding

Agency issued AET with a financial notice to improve and 28 of its schools have received requires improvement or inadequate ratings while under its watch.

An AET spokesman told *Schools Week*: "Our objective is for every one of our academies to become outstanding as soon as possible, and we are making real progress in this direction."

School business director Micon Metcalfe, who also trains other education leaders, said that academy trusts are free to set salaries for CEOs and senior leaders at any level "they think appropriate". But she noted that trusts must bear in mind that "remuneration needs to be proportionate and ... not be seen by the general public as contentious or inappropriate."

Ms Metcalfe added: "I do think academy boards should take into account the overall performance of the chain when setting the CEO salary and have appropriate key performance indicators in place."

Russell Hobby, general secretary of the National Association of Headteachers, also defended the high salaries.

He said: "It can be right to pay school leaders significant sums of money, particularly if they are leading many schools in challenging circumstances.

"This can represent good value in terms of raising standards for children. The crucial thing is that these decisions are made fairly, transparently and with due process to reassure the public that these decisions are right."

Plymouth CAST paid its chief executive the lowest salary among the trusts investigated, with John Mannix receiving £53,333. The group's 35 schools converted from the diocesan network to being part of a multi-academy trust in April last year. Only one of its schools has been inspected by Ofsted since the change took place.

Oasis Community Learning's chief executive John Murphy was paid £150,000 in 2014. The academy group also paid 77 staff members more than £60,000 in 2014 compared to 44 in 2013.

A spokesperson said: "During the tenure of our current CEO – which commenced in September 2014 – Ofsted inspections have led

ACADEMY TRUST CEO PAY PER SCHOOL MANAGED

	Highest paid employee	Min. salary	Schools operated	Per school cost	
1	Harris Federation	Sir Daniel Moynihan	£370,000	28	£13,214.29
2	Ormiston Academies Trust	Professor Toby Salt	£150,000	29	£5,172.41
3	David Ross Education Trust (DRET)	Wendy Marshall	£150,000	33	£4,545.45
4	School Partnership Trust Academies	Sir Paul Edwards	£185,000	43	£4,302.33
5	United Learning Trust	Jon Coles	£160,000	40	£4,000.00
6	REAch2 Limited	Cathie Paine	£135,000	34	£3,970.59
7	Oasis Community Learning	John Murphy	£150,000	42	£3,571.43
8	Academies Enterprise Trust	Ian Comfort	£220,000	67	£3,283.58
9	Kemnal Academy Trust (TKAT)	Karen Roberts	£130,000	41	£3,170.73
10	Plymouth CAST	John Mannix	£53,333	35	£1,523.80

Plymouth CAST has only received one Ofsted since converting its schools - we have removed from overall analysis

ACADEMY TRUST CEO PAY PER GOOD OR OUTSTANDING SCHOOL

	Highest paid employee	Min. salary good/OS	No. good/OS	Pay per good/OS	
1	REAch2 Limited	Cathie Paine	£135,000	6	£22,500
2	Harris Federation	Sir Daniel Moynihan	£370,000	19	£19,474
3	David Ross Education Trust (DRET)	Wendy Marshall	£150,000	8	£18,750
4	Ormiston Academies Trust	Professor Toby Salt	£150,000	12	£12,500
5	School Partnership Trust Academies	Sir Paul Edwards	£185,000	16	£11,562
6	Oasis Community Learning	John Murphy	£150,000	15	£10,000
7	United Learning Trust	Jon Coles	£160,000	16	£10,000
8	Kemnal Academy Trust (TKAT)	Karen Roberts	£130,000	14	£9,286
9	Academies Enterprise Trust	Ian Comfort	£220,000	32	£6,875
10	Plymouth Cast	John Mannix	£53,333	1	£53,333

*Plymouth CAST has only received one Ofsted since converting its schools - we have removed from overall analysis

to 58 per cent of academies being raised to good or better and 20 per cent being lifted out of a category of concern."

A spokesperson for REAch2 said £135,000 was paid to deputy chief executive Cathie Paine. He said that the chief executive Steve Lancashire is paid £190,000 and is remunerated through the founding academy of REAch2 Hillyfield, where he is executive principal. He added: "REAch2 prides itself on providing excellent value for money to all of our academies."

SCHOOLS YET TO BE INSPECTED

1	REAch2 Limited	5
2	Academies Enterprise Trust	7
3	Harris Federation	9
4	Oasis Community Learning	10
5	Kemnal Academy Trust (TKAT)	10
6	Ormiston Academies Trust	11
7	School Partnership Trust Academies	14
8	United Learning Trust	15
9	David Ross Education Trust (DRET)	19
10	Plymouth Cast	34

Girls and boys divided over GCSE assessment changes

FREDDIE WHITTAKER

@FCDWHITTAKER

Half of all young girls oppose the change to linear end-of-course GCSE assessments compared to just two-fifths of boys, according to survey figures released by Ofqual.

YouGov's latest Perceptions of A Levels, GCSEs and Other Qualifications in England report, commissioned by the watchdog, posed a series of questions to school leaders, employers, adult members of the public and 324 15- to 19-year-olds. The results reveal a distinctive gap in opinion between girls and boys on the issue of testing for GCSEs.

Modules were removed from GCSEs by Ofqual in 2013 and replaced with a linear end-of-course exam model, but the report revealed that 54 per cent of girls said the change was a bad thing, compared to just 42 per cent of boys. The report claims this disparity is significant, even given



the small sample size.

The results reflect concerns raised by teacher unions about the move to linear assessment, with the Association of Teachers and Lecturers telling *Schools Week* it "remained worried" that "many students" were disadvantaged by the change.

However Becky Francis (pictured), professor of education and social justice at King's College London, said recent evidence shows that girls tend to outperform boys at end-of-course exams as well as at modular assessment.

She said: "thirty-plus years ago it used to be found that boys preferred "sudden death" exams and that girls did worse at these. This, coupled with the spotlight on girls' apparent success at GCSE, led many commentators to assume a reduction in GCSE coursework and increase in "sudden death" elements would favour boys.

"However, neither did. The evidence seems to be that girls tend to outperform boys at sudden death exams too."

She said research also showed girls preferred group work and boys preferred more "competitive

approaches", but added: "If this doesn't translate into differentiated outcomes, we might ask whether it matters?"

"I tend to think we should be encouraging all kids beyond their comfort zones."

Ofqual has said it carried out a full equality impact assessment when making changes to the GCSEs, and the reforms were only implemented after consultation.

A spokesperson told *said*: "The sample sizes in this study are small in any case, and particularly so within groups. We took our decision on removing modularisation in GCSEs following consultation back in 2013."

The report also showed that just one in four 16- and 17-year-olds said they understood the planned nine to one grading scale which will be used in GCSEs from summer 2017. The figures for 14- and 15-year-olds were even worse, with just 14 per cent saying they understood the change.

It also showed that 51 per cent of 16- and 17-year-olds said the removal of tiered exam papers – which enable students of different levels to sit papers with questions targeted at their ability level – was a bad thing.

NEWS

MoD makes 'inappropriate' request...by mistake

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Exclusive

The Ministry of Defence (MoD) has been blocked from obtaining highly sensitive personal data about school and college students, which had ostensibly been sought in order to help "target its messaging" around military careers.

A request to access the National Pupil Database (NPD) – which includes children's addresses, absence figures and parental occupation – was made on behalf of the MoD last year. A spokesman for the government department told *Schools Week* this was an "error" made by an individual and not in line with its policy.

But ForcesWatch, a campaign group scrutinising army recruitment policies, said the fact the request was denied showed "how inappropriate the MoD's intended use of the data was".

The news came to light after the Department for Education (DfE) released details of all requests to access the NPD as part of its transparency process. Only nine out of more than 460 applications since 2012 have been refused.

The level of access requested by the MoD is labelled as "Tier 1" and, if granted, enables users to see the most personal data possible about children.

It includes their full name, address, date of birth, ethnicity, detailed descriptions of a child's special educational needs, if their parents are in the services, personalised exclusion and absence figures, as well as whether they receive free school meals and details of their academic progress.

The stated purpose of the MoD's request

was: "To determine if we can use targeted messaging to better inform young people of the career opportunities open to them in the Army (Regular and Reserve) so that their decisions about seeking a full or part time job are better informed.

"Details of courses/training an individual is undertaking will enable us to better focus the information we will send them."

Since the transparency release, the MoD has stressed that the application was made by an "individual outside the Army's recruitment branch".

Applying to use the NPD is an extremely complex process. As part of 20 security questions, it asks applicants to provide their computer's encryption details, as well as details of their network's settings. For Tier 1 level data, applicants must describe line-by-line why they need each piece of sensitive information and why they are unable to use less sensitive information.

For information to be released, approval must be given by senior DfE staff on the Data

Management Advisory Panel.

A DfE spokesperson said: "We only disclose information from the NPD for the purpose of conducting research and analysis that will promote the education or well-being of children in England."

Owen Everett, from ForcesWatch, said: "That the MoD have now attempted to obtain this vast database of school students' personal data in an attempt to improve Army recruitment, at a time when Army recruitment continues to be struggling, and when the armed forces policy of recruiting 16 and 17 year-olds is shortly to be challenged in a judicial review, is no coincidence."

He noted that children with few formal qualifications are overrepresented in the infantry and had a much greater risk of being killed.

"Which students in particular was



The National Pupil Database and/or Linked Data

Information Security Questionnaire

2. Are you certified to ISO27001, and does the scope of this certification cover all areas of your arrangements for handling NPD / linked data?

Alternatively, if you are not ISO27001 certified, does your information security policy align with this standard and, if so, how is this alignment achieved?

ISO27001 certified

Please provide either a certificate reference or a copy of the certificate. Indicate the full scope of the certification and explanation of any exceptions in your Statement of Applicability that are relevant to your arrangements for handling NPD or linked data.

ISO-27001 aligned or not

Please provide evidence to show how the alignment of the security policy has been achieved and its relevance to your arrangements for handling NPD or linked data.

6. Confirm that appropriate security access and/or firewall controls are implemented on:

- The system hosting NPD / linked data.
- Any LAN, WAN or Broadband / ADSL router to which it is connected (whether physically or wirelessly).

Your answer should include implementation of the safeguards below, specifically:

- Name the anti-virus products used and how new virus signatures are distributed.
- Name the firewall products used.
- Describe the user authentication mechanisms or gateway (e.g. email) controls in place.

the Army looking to better target their recruitment at?"

An MoD spokesperson said: "We can confirm that a request was made in error to the DfE for access to elements of the NPD by an individual who worked outside the Army's recruitment branch. This is not in line with Army policy and the request has been halted.

"The Army does not target individual pupils for recruitment purposes. The Army only visit schools and colleges at the request of the educational establishment in question and provides general career advice and curriculum support to schools."

Former edu minister wants committee chair

Former children's minister Tim Loughton has announced he is standing to become chair of the education select committee.

Schools Week reported last month that the committee's previous chair, Graham Stuart, was stepping down from the role, and it has since been confirmed that the position will once again go to a Conservative MP.

Mr Loughton, MP for East Worthing and Shoreham, served as children's minister under the coalition but was sacked in September 2012.

Publicly critical of the Department for Education after his tenure, Mr Loughton alleged the government reduced the children's agenda to a "declining priority" which lost out to the "bulldozer that was the school reform programme".

Speaking to *Schools Week* he said: "The rate of reform in our education system has been phenomenal and much needed but it is essential that we have a strong system of scrutiny to make sure those reforms are delivering for all children and providing value for money particularly in the new structures of educational establishment.

"As someone who has been on both sides of the Parliamentary fence I believe I have the experience and motivation to shine the spotlight in the right places."

Fellow Conservative MP Neil Carmichael has already put his name forward for the role. Elections will take place on 17th June.

Let pupils see the light, says eyesight expert

SOPHIE SCOTT
@SOPH_E_SCOTT

Schools should make sure children play outside in natural light as much as possible to combat the growing number of people who are becoming shortsighted, according to new research published by Kings College London.

The university has established a link between people studying to higher education level and a greater risk of developing myopia, more commonly known as shortsightedness.

Lead researcher Katie Williams said a number of factors within the school environment can contribute to an increase in the number of children needing glasses, the strongest of which appears to be the amount of time spent inside.

Dr Williams, clinical research fellow at KCL, said: "There are a number of factors such as near-work – the time you spend focusing on books, using computers – that have been shown to have some association with myopia, but perhaps the more strong risk factor is not just that you are indoors focusing on a book, it is the fact you are indoors.

"You have less natural UV light indoors, which is protective against myopia, and when outside your eyes relax and look into the distance."

In January 2013, the government relaxed legislation to allow free schools to open in buildings without any outside space for children.

New free school Oasis Academy South Bank, in Westminster, initially opened with just a small amount of outside space, but earlier this year was granted planning permission to build a sports hall in what was its courtyard, with plans to create an outside play area on the roof of the hall.

Since opening, the school has been using nearby sporting areas for PE lessons.

Dr Williams added: "Schools should make sure children are outside for at least an hour every day. Obviously this brings other health benefits, but it is also good for children's sight."

The study analysed data from 60,000 people in Europe and compared the presence of myopia with their level of education. Dr Williams said participants who were now in their 20s were at a 40 per cent higher risk than previously thought.

The three comparative levels used in the study were those who left school before secondary school qualifications, those who left school with GCSEs or equivalent, and those who went on to higher education.



The research showed that, among people aged 35- to 84-years-old, myopia prevalence in participants with higher education was about double those with only primary education.

Early intervention by teachers should be encouraged, said Dr Williams. "Teachers are quite good at picking up issues with children's sight," she added, "although it is harder when they are very small. When they start reading and writing it should become more obvious who is struggling with their sight.

"As it is becoming more prevalent, teachers should be aware that their pupils might be more at risk, at a younger age. In south east Asia they are trying various schemes to try and make sure children stay outside for an hour at lunchtime."

The prevalence of shortsightedness in Europe is not as strong as it is in south-east Asia, where 8/10 people suffer with the condition, but it is growing.

Research in south-east Asia has highlighted environmental changes to the classroom to support healthy eyes – including building glass walls to increase the amount of natural light coming into the room.

JOIN US AT THE BEST BRITISH EDUCATIONAL EVENT

As Summer term marches on and thoughts turn to planning for the new school year, what better way to get things off to a flying start than two days at The Sunday Times Festival of Education later this month.

Now in its sixth year, the Festival is well established as one of the largest, most respected forums for thought leadership, innovations and developments in the field of education, and what's more it is quite possibly the most fun you could have whilst earning CPD points! Where else can you rub shoulders with the Secretary of State for Education, debate the latest themes in education, bring your students to hear rapper Tinie Tempah speak about determination, application and focus, and then partake in a spot of scuba diving? The Festival takes place on 18 - 19 June at Wellington College, Berkshire. There is a great line up of speakers including Nicky Morgan, Ken Robinson, Carol Dweck, Angela Lee Duckworth, Michael Barber, Christine Blower, Alain de Botton, Sebastian Faulks, Bonnie Greer and over 200 more. Our speakers will cover topics across all our strands, including big ideas, inspiration, independent thinking, innovation, schools, lessons for the future, provocations, inspiring leaders, partnerships, new ideas, research and teaching schools. You can tailor your days at the Festival to suit your interests.

The Festival agenda this year, as ever, is rich and diverse, and offers something for everyone. For teachers, interactive workshops, CPD activities, intense debating forums and networking opportunity abound, as you navigate the beautiful Wellington College site with 3000 other festival goers. Two days of CPD plus a social event on



Thursday evening mean you can take time out with your team and connect with a new network of people all passionate about education.

A key theme this year is inspiring and developing leaders, with exciting content looking at ideas and examples of good practice from outside education on how organisations develop leaders, how we make great teaching sustainable, breaking through the glass ceiling and empowering our girls to become leaders, what comes first: finance or curriculum?, and getting ready for the Ed Tech takeover.

For students and parents, workshops and activities enable exploration of the latest thinking on everything from women in business, entrepreneurship, gap years, writing skills, mental

health, choosing a university, leadership and volunteering to name only a few. Empower your students to have their say in their education, to explore their life choices and get practical advice to help prepare for their future. Fun and educational activities include rock climbing, science experiments, scuba diving, coding, art, silent disco, acting, reptiles, bubbly maths, flash mob, and a CSI style crime scene.

In fact, if we have done our job well, the biggest challenge will be making sure you get to see everything you want to see. Make the most of everything the Festival has to offer by staying on site in a fabulous Snoozebox, luxury pop up hotel rooms from £39 per night for two people.

This is the event in the edulendar and is

perfect for teachers, senior leaders and students. Regular attendees have returned bringing their whole staff and their whole class, so everyone can make the most of it. Daniel Lassetter, Executive Headteacher at St Thomas CE (VA) Primary School & St John's and St Peter's CE Academy is bringing his whole staff, "I believe positive relationship across a whole school staff team are crucial in bringing about rapid school improvement. Having attended The Sunday Times Festival of Education 2014 with my Leadership Team I am confident that it not only provides outstanding Continuing Professional Development for all members of staff across the school but is a great opportunity for developing and strengthening relationships. The vast range of workshops, debates, speakers and Q & A sessions coupled with exhibitors from an array of sectors and set in the impressive grounds of Wellington College is an opportunity not to be missed for anyone who is passionate about building the foundations for happy and successful life long learners. I am confident that by bringing all staff from both my schools to this year's Festival of Education everyone involved will come away feeling inspired and re-energised in the vital role they have to play in the education of the next generation."

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Breastfeeding boob prompts equalities law reminder

SOPHIE SCOTT
@SOPH_E_SCOTT

School leaders have been reminded that they cannot discriminate against breastfeeding visitors, staff or students under equalities legislation.

Last week, the Eastbourne Herald reported that parent Lisa Bailey had been waiting with her 11-year-old daughter before a school trip, when her one-year-old son became hungry. Ms Bailey began breastfeeding and the school's headteacher told Ms Bailey to move into an office so as not to make any parents or pupils feel "uncomfortable".

But the Equality Act, which became law in October 2010, states mothers cannot be asked to leave a venue or treated unfavourably because they are breastfeeding. Rosemary Dodds, senior policy advisor at the National Childbirth Trust, added that: "Whether formula feeding or breastfeeding, it is important that mums are able to feed their baby whenever and wherever they need it.

"This is something we campaigned for over a number of years and it is important that mothers and venues know about this legislation."

Health and safety regulations also require schools to provide a place for pregnant or breastfeeding employees to rest and lie down.

Jenny Moore, a researcher specialising in school staffing matters at The Key, a school support organisation, told *Schools Week* that health and safety regulations also require schools to provide a place for pregnant or breastfeeding employees to rest and lie down.

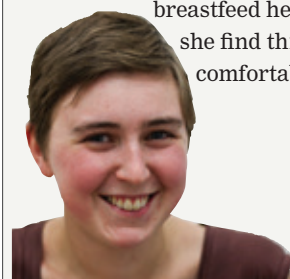
There was a responsibility for schools to protect "any breastfeeding employee, student, or member of the public on school premises from behaviour that may be offensive or humiliating."

The rules stop short of requiring a school to provide a specific place for breastfeeding employees to express and store milk but Ms Moore said that it was "considered good practice to do so, and to make sure that the place is private, safe and hygienic."

In a statement the Langney Primary school's headteacher, Julie Prentice, said she had not behaved inappropriately when asking Ms Bailey to move.

"We always have and always will allow breastfeeding on the school site.

"I believe that I acted appropriately in this instance and was simply giving the option of a private room for the parent to breastfeed her child, should she find this more comfortable."



Jenny Moore
researcher at
The Key

School given 'rare' permission to run with a deficit

JOHN DICKENS
@JOHNDICKENSSW

A school will be granted "extremely rare" permission by its local authority to run with a deficit for five years while it implements cost-cutting measures to get back into the black.

An interim executive board (IEB) was appointed to take over the running of Sedeghill School, in Lewisham, London, last month after it received a requires improvement grade from Ofsted. Upon taking over the school's accounts, the board discovered a £1 million overspend.

The IEB applied to Lewisham council for a licensed deficit, which would allow the school to end the financial year with a loss. These can only be sought in "exceptional circumstances", with the council's dedicated schools grant used to cover the losses.

Council leaders have drawn up a five-year plan to make savings and the application was due to be approved by Lewisham's mayor at a meeting on Wednesday.

But the anticipated cost-cutting measures may have a detrimental impact on the curriculum or lead to "unnecessary" redundancy costs, according to an agenda for the meeting.

Councillor Paul Maslin, cabinet member for children and young people, said: "This is about recognising the deficit exists and that the recovery plan will take time.

"The school is only two thirds full. The hope



Sedeghill School

is the new executive headteacher and IEB can get the school full again so dealing with the deficit will have less of an impact as they will have a larger budget."

The local authority will use 13 per cent of the collective balances of all its schools to fund the deficit, which it plans to clear by 2019/20.

Sedeghill had projected a budget overspend of £45,000 for the 2014/15 financial year. However, when the IEB took over they investigated and found the actual deficit was near £1 million.

The council report states: "No evidence of a deliberate attempt to misrepresent the financial standing of the school or any unusual transactions were identified."

It said both overspending on salaries and overestimation of income from external sources had contributed to the deficit. Sedeghill was noted to be spending 19 per cent more on support staff than a similar sized secondary. Teaching pay and admin staff costs were also higher.

The IEB has now identified savings of £1 million. Although the majority of this is said

to come from non-staffing expenditure, some reductions in staff costs will be required.

The report said leaders have "tried to maintain the balance of not impacting on the standards, while maintaining wherever possible the extra-curricular activities available in the school".

Cllr Maslin said the cutbacks could include scrapping a partnership with Fulham Football Club and an artists-in-residence programme.

"Sadly, talking to parents these were some of the reasons that attracted them to the school," he added. "But you can't spend money you haven't got."

In December last year, Lewisham Council tried to appoint an academy principal as executive headteacher at the school but the former governing body rebuffed the attempt.

The council asked the Department for Education for powers to install an IEB, which was granted in January. Campaigners have protested against what they called a "hostile takeover", raising fears it paves the way for the school to convert into an academy.

Sole staff member stops academy conversion

JOHN DICKENS
@JOHNDICKENSSW

Academy conversions for three schools in the same federation have been stopped after they were opposed by a single staff member, and concerns have been raised that a civil servant broke the code of conduct amid the fallout.

Schools Week revealed last week that the Government was forced to revoke the academy order for Prendergast School, in Lewisham, London, after a parent challenged its legality. In March, the Department for Education (DfE) issued academy orders for Prendergast and two other schools under the Leathersellers' Federation.

Regulations for federation schools applying to be academies state a staff governor must vote in favour of conversion before it can go ahead. One governing body oversees all three of the Lewisham schools and, despite 12 of the 14 governors voting for the conversion, the staff governor voted against it.

Parents who have campaigned alongside teachers and pupils to stop the plans, spotted the issue and instructed lawyers to threaten the DfE with a judicial review. The DfE immediately revoked the order and said it is now working to change legislation.

The federation sent a letter to staff this week announcing that it is also now deferring consultation on the conversion of the other Leathersellers' schools in light of these developments. It read: "Once regulatory issues have been resolved and



Prendergast School

the academy order reissued by the DfE, governors will be able to meet to discuss a fresh timetable for consultation."

Schools Week understands the requirement for a staff governor to support a conversion was written into the regulations as an error and a DfE spokesperson described the issue as a "technicality".

In a letter to the federation's governing body, Sheila Longstaff, the DfE project lead for the academies south division, said: "It would appear our policy has progressed since the legislation was laid."

But the use of the term "technicality" has angered some observers.

John Fowler, a local government policy expert, told *Schools Week*: "It's outrageous of a civil servant to imply that DfE policy is more important than legislation. This is not a "technicality".

"Recent legislation about how we do things is put forward by ministers and approved by

parliament, so the civil service must carry it out."

He added: "If they've not been complying with the law on academy orders for federated schools since 2012 – it's a massive own goal in terms of the competence of the department."

He said any federated schools with academy orders, but not yet funding agreements, should be asked to start the process again.

Mr Fowler has also questioned whether the civil servant's code has been breached, specifically its requirement for objectivity, which is described as "basing your advice and decisions on rigorous analysis of the evidence".

"Where is the evidence that policy on federations has changed?" Mr Fowler added.

His concerns were due to be put to the secretary of state Nicky Morgan in Parliament after *Schools Week* went to print on Thursday.

Meanwhile, anti-academy campaigners have hailed the developments as a success.

Martin Powell-Davies, secretary of the Lewisham NUT, said: "This is a major breakthrough. Every campaigner should be proud of themselves for standing firm and refusing to accept that the academy steamroller was unstoppable."

He urged the schools to now "win back the goodwill of the community" and scrap the conversion plans. Strikes planned for Wednesday and Thursday were also called off.

ACADEMIES SWAP TRUSTS IN EMERGING TRANSFER MARKET

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

TABLE OF SPONSORS CHANGED ON APRIL 1

Academies are switching sponsors at an increasing rate - with at least 54 schools changing hands since 2012, *Schools Week* can reveal.

Figures obtained via a Freedom of Information request reveal that 26 individual academies changed sponsor last year, compared to just three in 2012. And in the first four months of this year, 21 schools transferred ownership, with 11 switching on April 1 – the last day possible before the general election.

Some observers are concerned, however, about the disruption and uncertainty that so many changes could cause to pupils, staff and parents.

Nansi Ellis, assistant general secretary of policy for the Association of Teachers and Lecturers suggested these switches could negate government promises of putting ownership into the hands of parents and committees.

She added: “There is also a lack of transparency in the academy process that will be made worse by increasing changes of sponsorship – particularly if those changes are negotiated privately between sponsors and government.”

Academies have moved between sponsors for a variety of reasons, such as underperformance, geographical isolation and partnership consolidation. Moves have required some schools to change names, bring in new head teachers, new uniforms or a change in curriculum.

Academy trust E-Act has released the highest number of schools, giving up 10 in the last year. The Department for Education had urged handovers in February last year amidst criticisms that several of E-Act's schools were underperforming.

The Academies Enterprise Trust (AET) – the largest academy chain in the country – also relinquished control of eight schools, as reported by *Schools Week* in April. The trust was barred from taking over any more schools, following suggestions it had been expanding too fast.

Of the schools handed off from AET, three were taken on by Leigh Academies Trust, where Frank Green, the government's schools commissioner in charge of the entire academy project, is a director. He was also chief executive of the trust before resigning in February last year.

LOCAL AUTHORITY	ACADEMY NAME	FROM (SPONSOR)	TO (SPONSOR)
Essex	Colchester Academy	Colchester Institute	Bright Tribe Trust
Essex	Tabor Academy	Lilac Sky Academy Trust	Loxford School Trust Ltd
Gloucestershire	Peak Academy	Academies Enterprise Trust (AET)	The White Horse Federation
Gloucestershire	Greenfield Academy	Academies Enterprise Trust (AET)	The White Horse Federation
Medway	Rochester Academy	Rochester Diocesan Board of Education	The Thinking Schools Academy Trust
Nottinghamshire	Sherwood Academy	E-ACT	The Redhill Academy Trust
Peterborough	Bishop Creighton Academy	Colchester Institute	Greenwood Dale Foundation Trust
Somerset	The Taunton Academy	Diocese of Bath and Wells Multi Academy Trust	Richard Huish College
Walsall	The Mirus Academy	Walsall College	Matrix Academy Trust
Waltham Forest	Willow Brook Primary School Academy	Yardley Primary School	The Griffin Schools Trust
Wirral	Birkenhead Park School	UCAT	Birkenhead Sixth Form College

TRUSTS WITH HIGHEST NUMBER OF ACADEMY LOSSES

TRUST NAME	NUMBER OF ACADEMIES LOST
E-ACT	10
Academies Enterprise Trust	8
Prospects Academies Trust	6
City College Coventry	3

Two Coventry primary schools, Ernesford Grange Community Academy and Radford Primary Academy, also changed their sponsor just eight months after converting. Sidney Stringer Academy, an Ofsted-rated outstanding secondary school and sixth form in Coventry, took both schools on in January last year.

The total cost of changing sponsors is also unknown. Previous attempts by a campaigner to discover this information, using freedom of information laws, were rebuffed due to “commercial sensitivity”.

At present, individual academies cannot simply leave a trust. Only the trust itself can choose to “release” a school. The

disparity was raised by the education select committee's report into academies, which recommended a rule change so that good and outstanding schools could leave by choice.

New government legislation means schools requiring improvement could be forced to find an academy sponsor.

Robert Hill, a former government education policy advisor and visiting senior research fellow at King's College London, told *Schools Week* there was a risk of more change if large numbers of struggling schools were suddenly made into academies.

However he noted there are many more approved sponsors today – about 700 in total – who were available to

NUMBERS OF TRANSFERS BY YEAR

YEAR	NUMBER OF SWITCHOVERS
2012	3
2013	4
2014	26
2015 (UP TO APRIL)	21

work with the schools. “But Regional Schools Commissioners will still need to beware of, as it were, overloading strong academy trusts and giving them a school improvement workload they will struggle to meet,” he said.

A DfE spokesperson said: “Academy sponsors are key to making sure every child has a chance to go to a good or outstanding local school. We have been clear that we will act decisively where schools are underperforming.

“We work closely with schools throughout the conversion process to ensure that any disruption to pupils' education is kept to an absolute minimum.”

IN brief

SEN teacher speaks out against GCSE rules

The new English literature GCSE could breach equalities laws by discriminating against disadvantaged pupils, it has been claimed.

SEN and English teacher Mary Meredith said the ban on students bringing examined texts into the new English literature exam disadvantages pupils with disabilities impacting on verbal memory, such as dyslexia.

“They will not be able to recall text well enough in closed-book conditions to demonstrate their analytical skills,” she wrote on her blog.

Ofqual has refused to comment on the claims.

The qualifications watchdog has previously said that ensuring pupils do not take books into exams is the only way they can be confident the whole text has been read.

It has also completed “equality impact analysis” consultation work and has suggested ‘rest periods’ during examinations as a reasonable adjustment for students with disabilities.

But Ms Meredith said: “I hope that you can see that no amount of extra time will correct a memory deficit.”

Highly able pupils slip backwards after primary results

Talented primary pupils are failing to go on and achieve strong GCSE grades - with some areas enabling the most able pupils much better than others.

New analysis carried out by Education Datalab, on behalf of the Sutton Trust, looked at 7,000 children achieving in the top 10 per cent at the end of primary school. Fifteen per cent of those children fell outside the top 25 per cent when they arrived at their GCSEs.

The report noted how areas with grammar school had better scores for “talented” pupils. Director of Education Datalab Dr Rebecca

Allen said: “The onus is on schools who wish to call themselves comprehensive to enable every child to reach their full potential; if you can't do that then it becomes harder to justify all-ability secondary schools.”

But National Association of Headteachers general secretary Russell Hobby said schools need to invest in all pupils.

He said: “While this may draw attention to high-attainers falling behind, there are people who are never given the chance to attain and don't have anything to build upon.

“I don't think this provides an argument for diverting money in one way or another.”

NEWS

How schools can do more to supp

ANN MCGAURAN
@ANNMCGAURAN

Investigates

Everyone needs a pushy parent, so why should looked-after children (LAC) be any different? That was the question Matthew Blood, the virtual school head for three West London boroughs, posed at Optimus Education's conference in Birmingham last month.

Blood presented a mixed picture on how well LAC are performing in schools. He, like other virtual school heads (VSHs) across the country, is responsible for improving the educational attainment of such children. The role is reasonably new but is now starting to bed down within local authorities. Their challenge is to champion the education of LAC in the authority's care as if those children all attended the same school.

But how can VSHs work effectively within a complex multi-agency environment to improve outcomes? And how do they make best use of Pupil Premium Plus – the £1,900 they are allocated to help support each pupil in care at school?

With just 12 per cent of LAC achieving five A*-C grades including English and maths at 16, the scale of the task is huge. It is also well known – but worth repeating – that two-thirds of LAC have a special educational need and only half have emotional and behavioural health that is considered normal.

While there is evidence of improving educational progress for children and for the positive impact of the virtual schools, Blood admitted the gap between LAC's attainment and that of all children remains wide.

A major problem in the role of the VSH is "a lack of evidence base about what works" for young people in care, meaning money is sometimes thrown at the group without any real way of knowing if it makes a difference. He said schools "do not have sufficient understanding... and they say that the children present too many challenges."

Blood said schools have to ask themselves: "What do you think it's like being a LAC at your school? They are a unique group, and it's important schools understand the impact of trauma and attachment difficulties.

"How is that going to impact on their learning? Schools can rebuild those relationships and enable them to be ready for learning."

The factors that make a difference to LAC include their school having high aspirations, a holistic approach to planning and support, regular contact between home and school, and a readiness to listen to both the pupil and their carers.

Blood also said VSHs need to quality assure statutory Personal Education

Plans (PEPs, see opposite page) – the school-based meeting to plan for the education of a child – to ensure a focus on outcomes.

Luke Rodgers, who grew up in care, described the challenges further. As founder and director of Foster Focus, he delivers training to foster care professionals and gives care leavers opportunities to share their stories.

The 24 year old, who won Unltd's Young Social Entrepreneur of the Year award in 2014, spoke out about his experiences as a LAC in school. He said PEPs were "nearly always a turning off of the child". And added: "Why do we need to sit round a table and make the young person feel dreadful?"

While at schools he received lists of negative comments – which he then "positively reframed". He added: "I did not think anyone expected me to achieve."

He also drew attention to a lack of support for LAC once they leave school at 16 and go to college.

Alun Rees, a consultant to the University of Oxford's department of education and author of the Virtual School handbook, due to be published this week, argues schools can find "gold standard" strategies for improving progress and attainment if they look in the right places.

He noted that Ofsted are increasingly using outcomes data to see what is effective for LAC and argued that without a clear narrative for how their Pupil Premium Plus is helping a child, a school would struggle to convince Ofsted it was working well. Robustly monitoring the premium's use is therefore vital.

Rees recommended a tracking system for Pupil Premium Plus spending that is easy to use and integrate into normal practice and which draws together child and cohort data for easy comparison.

Tracking and monitoring should also ask how the child is doing.

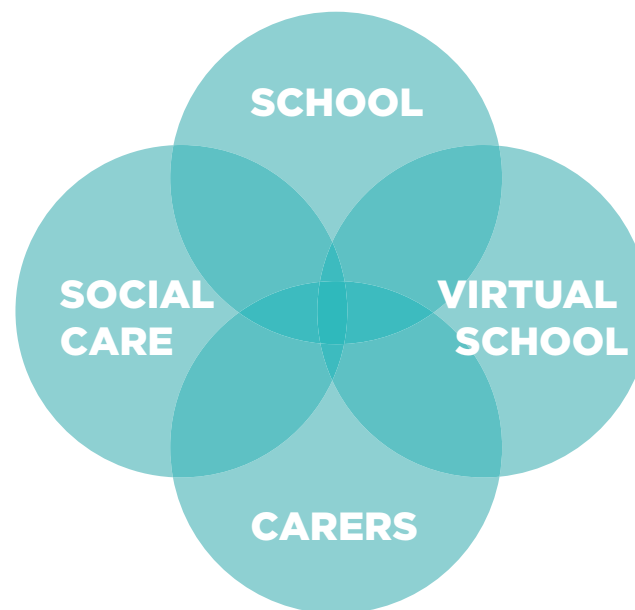
"Is that good enough compared to their potential?" continued Rees. "If not, what will the school or virtual school do about it?"

"There must be regular comparison of how the child is currently doing with how they are expected to achieve, and, when choosing which intervention to use, schools and virtual schools must think about how strong the evidence is that it will work.

"It is also important to remember that how an intervention is delivered, by whom, and how well prepared they are, can matter a lot."

He said that it is also important for people to understand why interventions don't work. If, for example, a child's literacy is "stuck", he said, "is it due to cognitive issues, gaps in earlier learning, or

THE ROLE OF THE VIRTUAL SCHOOL HEAD: BRINGING EVERYONE TOGETHER



Source: Matthew Blood

TRACK AND MONITOR

WHAT DO YOU DO ABOUT IT?

HOW IS THE CHILD DOING?

IS THAT GOOD ENOUGH?

Source: Alun Rees Learning Ltd

something else?"

When it comes to selecting interventions that will have a positive effect, Rees said leaders should look at those which have been included in randomly controlled trials, systematic reviews and had strong statistical correlations.

Teaching school alliances have a core research and development strand and could be approached to validate interventions, he added.

He recommended using the Education Endowment Foundation's DIY Evaluation Guide as a way of evaluating Pupil Premium (and Pupil Premium Plus) spending. Presenting school improvement as a cycle, he said the process could also be reflected at the level of an individual child so that the school and the team supporting the child can map how both school and student are doing (see box right).

Children in care are twice as likely as all children to be permanently excluded and five times more likely (10 per cent of LAC) to have a fixed term exclusion (see above right). Rees said excluding LAC from school disrupted their learning and led to diminished progress as well as damaged relationships. He also said they were a key line of enquiry that an inspector might pick up.

The solution, said Rees, is to focus on

balancing support with rigour (see above).

He believes the key is to deliver increasing support through encouragement and nurturing – to work with pupils in a restorative way to deliver effective and lasting change. His message is clear: punitive and authoritarian approaches do not deliver sustainable change.

The Virtual Schools Handbook is due to be published this week at www.reescentre.education.ox.ac.uk/about-us/visiting-practitioners/virtual-school-head-handbook/

Optimus Education helps school leaders to manage staff development and drive whole school improvement.

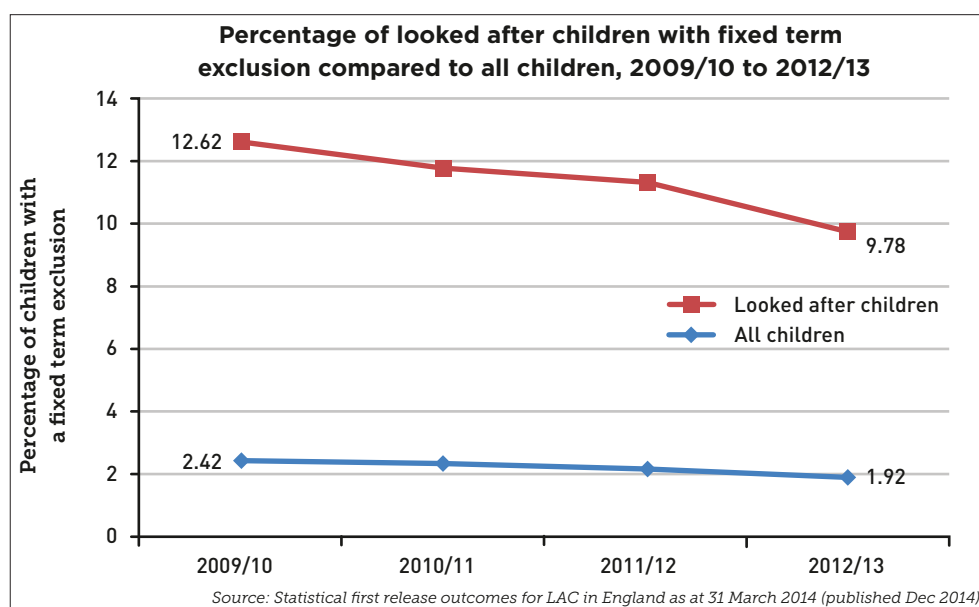


Luke Rodgers



Alun Rees

Port looked after children

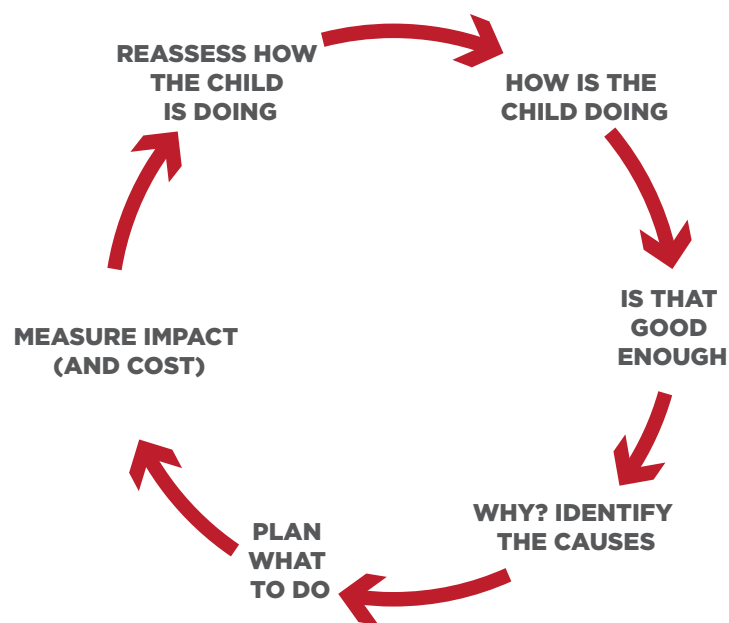


WHAT DOES THE EVIDENCE TELL US WORKS TO IMPROVE EDUCATIONAL OUTCOMES FOR LOOKED-AFTER CHILDREN (LAC) IN SCHOOLS?

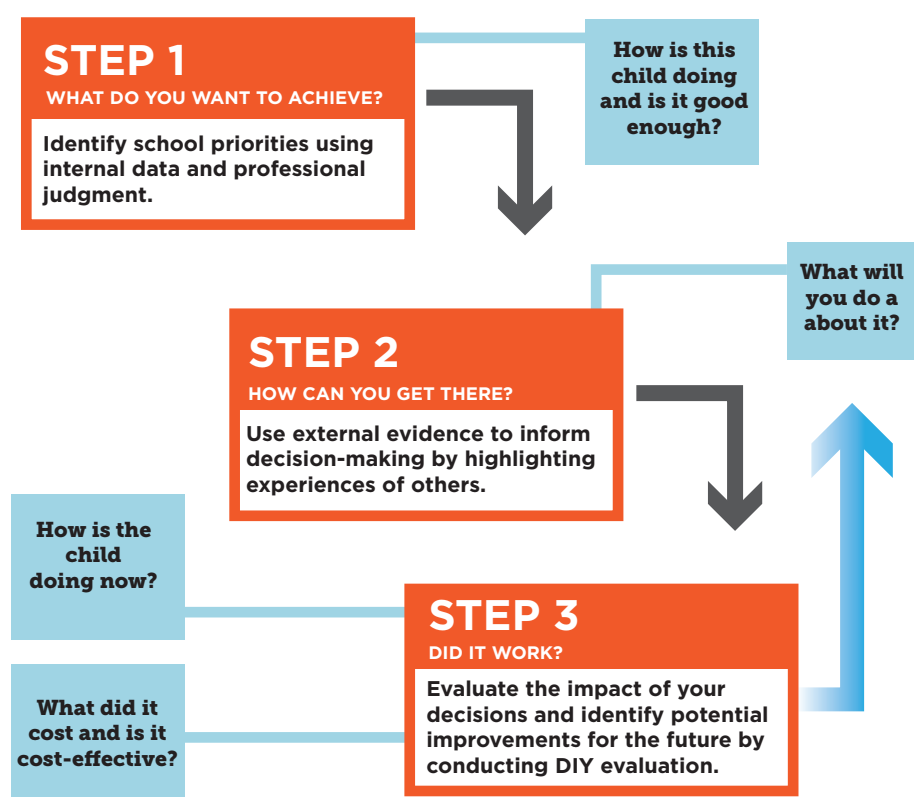
OUTCOMES FOR CHENEY SCHOOL OXFORD KEY STAGE 4 STUDENTS 2013-14

RESULTS	5 A*-C ENG/MATHS	EBACC	ENGLISH	MATHS
All students	62%	32%	65%	79%
Free School Meals	38%	29%	43%	60%
Non Free School Meals	67%	49%	70%	82%
Looked After Children	20%	20%	20%	20%
Pupil Premium	43%	29%	46%	66%
Non Pupil Premium	73%	54%	75%	84%
Difference	-30%	-25%	-29%	-18%

EFFECTIVE PERSONAL EDUCATION PLANNING FOR LAC



USING DIY TO EVALUATE PUPIL PREMIUM/PUPIL PREMIUM PLUS



Amjad Ali is an assistant headteacher at the 1,400 pupil Cheney School in Oxford, with the role of supporting any student who has additional needs. Only 20 per cent of looked-after children at his school got five A*-C GCSEs in 2013-14 (see above): "We do well – but not well enough," he said.

Thirty-five per cent of pupils at his "very diverse" school with "lots of unaccompanied asylum seekers" were entitled to free school meals in 2014, against a national average of 28.5 per cent.

While there are "no quick wins", he argued that attainment is "the best therapy and nothing is better for a disadvantaged student". He also believes a whole school approach is absolutely vital.

Mr Ali emphasised the importance of effectively including all pupils in high-quality everyday teaching. The school also has an LAC lead, who gives pastoral and academic support to all looked-after children, and an academic mentor in each year group to provide focused support and to aim to raise attainment.

Whole school strategies include a consistent approach to teaching and learning, and a focus on continuous professional development for teachers. Mr Ali said other targeted strategies include one-to-one support, "catch-up" provision, and rigorous monitoring of the impact of targeted interventions.

But he stressed that based on his school's experience, "complete one-to-one work" with LAC had not worked – and neither had "rewards without targets, not following behaviour policies and not involving all agencies".

Lucy Wawrzyniak is team manager for the Virtual School for LAC in Oxfordshire and is reviewing the evidence on what improves outcomes.

Findings include a number of studies highlighting one-to-one tuition as

a positive intervention. She also said reading at home with foster parents has a positive impact on outcomes, and that the aspiration of the caregiver has the most positive impact of all on a child's outcomes. Reducing exclusions also increased educational outcomes.

She said that no child is able to respond to intervention unless their basic needs are met at home.

Ms Wawrzyniak is now collating a toolkit of research to help design interventions and share examples of those tried so far. She is using the Education Endowment Foundation DIY Intervention toolkit as a base as well as findings from the Rees Centre for Research into Fostering and Education and access to broader educational studies.

She also flagged up the Oxfordshire Caremark – an audit tool awarded to schools if they meet requirements across seven strands: barriers faced by LAC young people's voice, success, progress, learning and teaching, multi-agency planning and governance.

To contribute to the toolkit send examples of interventions to lucy.wawrzyniak@oxfordshire.gov.uk



NEWS



YOUR SCHOOL IS SO COASTING
ACADEMISATION - IT'S QUICKER BY RAILROAD

Education Bill forces support for academies

FREDDIE WHITTAKER

@FCDWHITTAKER

New legislation will oblige the governors of schools facing forced academy conversion to support the government's choice of sponsor, in what has been dubbed "an extraordinary attack on basic freedom of speech".

Clause 10 of the Education and Adoption Bill 2015, tabled in the House of Commons on Wednesday, requires governors to take "all reasonable steps" to facilitate academy arrangements with a sponsor that has been selected by the education secretary.

The government has said the bill will prevent campaigners from "delaying or overruling" the academisation process and has claimed that it will turn around 1,000 failing schools over the course of the next Parliament.

But Henry Stewart, co-founder of the Local Schools Network, described clause 10 as "totally outrageous", adding: "It is saying that governors no longer have a duty of care to their children and instead have a duty to implement government policy."

"It's an extraordinary attack on basic freedom of speech, and I think governors across the country will be outraged by it."

If the bill is approved, clause 10 will amend the 2010 Academies Act and force the governors, plus the relevant local authority, of any school facing an academy order due to low performance to "work towards the school's successful conversion" by "taking all reasonable steps necessary to that end". On top of this comes the requirement to accept the government's choice of sponsor.

The legislation does require consultation with trustees, the appointer of the founding governors and any relevant religious organisation. Other current consultation requirements are swept away.

'Coasting' schools, a topic mentioned by education secretary Nicky Morgan throughout the recent general election campaign, also feature in the bill. It amends the Education and Inspections Act 2006 and creates a new category of school eligible for intervention and potential forced academy conversion.

The bill fails to define the indicators of a "coasting" school, but does say that the Secretary of State will define the term "by regulations".

Education policy consultant John Fowler told *Schools Week* that a definition of "coasting schools" would have to be made by statutory instrument, a piece of secondary legislation laid before both houses of parliament.

But he also said it would be "incredibly challenging" to define the category purely based on progress data – as Ms Morgan has previously hinted.

Fowler said: "She will have to [define] it in very precise regulation which isn't easy to do without using something like Ofsted. The benefit of using Ofsted, of course, is that Her Majesty's Chief Inspector is a statutory body.

"The worrying thing will be if they fudge it in the regulations and pass it back to [being] a so-called 'political judgement'."

The bill will have its second reading on June 22 and a public consultation is expected to take place over the summer.

EDITOR'S COMMENT

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

So now we know that a 'coasting school' will be one that meets a definition decided by the Secretary of State, and any school rated inadequate will be changed into an academy as fast as its governing body can carry it. (And woe betide those who refuse).

This would be enormously exciting if it weren't for an enormous glitch.

Simply put: academies aren't necessarily better schools than ones looked after by local authorities. In fact, the 28 schools that

plummeted down the Ofsted grading list after they drunk the academy Kool-Aid are inconvenient proof that a school might even do worse if academised.

That education secretary Nicky Morgan either didn't know or was afraid to admit the number of academies currently rated as inadequate is worrying.

Facts matter, so we went away and answered the question ourselves. At present, 133 academies are rated as inadequate – and some since as long

ago as 2013.

Why are the government allowing these failing academies to stick with their leaders? Maybe because stability is sometimes best. The Education Select Committee found in its nine month inquiry that schools not taken over by sponsors improve at about the same rate as those who are taken over.

The question also remains of what will happen when all schools have been converted and yet some still show up as below-average on our

government's data screens?

One can imagine politicians sitting around having exciting conversations about what might actually help. Better training? More resource? Maybe better access to psychological services?

And as they do crowds of teachers will gather outside and ask, impatiently, why they weren't asking these questions many years ago rather than fiddling about with academy status.

It would be good if we could skip to the end, now.

COMMENT

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Primary schools celebrating the end of SATs criticised for throwing parties

Martin, Cheshire

My daughter has just completed her SATs and she was highly stressed for weeks. We had to send her brother away for a week during her tests, so she could concentrate. As I dropped her off daily, the conversation was that of a GCSE candidate, all about how these results could affect her future. I did my best to support her and reduce the anxiety, but as soon as she arrived in the playground it was clear, they all felt the same way, nervous smiles and pallid expressions.

I remember the 11+ and how that exam sorted and stigmatised at a young age, 40 years later we are still happy to industrially sort out our children into easy to handle groups. Individualised learning my elbow. Still got classes of 30+ how on earth are we going to improve from our poor world results. Stop testing listen to teachers who know their pupils. They can gauge progress and levels it's what they do every day, not a stress filled nonsense test.

Primary science scheme released

Alex Hall, Hungerford

This sounds like a fantastic idea. I looked up the website and it seems that they provide the teachers with full training, even if we are not scientifically minded. This has to be the key to success; not just teaching science facts, but instead teaching the scientific method.

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

Dr Lewis Owens, address supplied

This was extremely interesting and well-written. Reminds me a little of the views of Greg Palmer.

Very interesting.

Schools urged to enter pupils for fast-track 'GCSE' taught in just 3 days

Laura Ellener @EllenerLaura
Oh dear everyone - games up...

Stephen Logan @Stephen_Logan
This is not how the qualification should be delivered and is ridiculous suggesting it.

Peter Hutchinson @PeterHutchinso5
My experience is that pupils targeted here don't always stick around too long after their final GCSE exam.

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

Leonard James @leonardjamesuk
'Verbal feedback only' - Absolutely shocking lack of transparency and we wonder why there are conspiracy theories.

Smart new teachers flock to coasting schools for an easier life

Barnsley NASUWT @BarnsleyNASUWT
Is it just us or does anyone else think this "war on coasting schools" will end badly?

kalinski1970 @kalinski1970
But even those with high attainment in 'unfashionable areas' struggle...plus threat of sack and constant RI judgements because...

The reality of funding cuts

Trevor Summerson @trevorsummerson
Good article and point. Per pupil funding fosters belief that schools are 'given' money not funded on what they cost to run

LynO @Flimsey99
Don't blame them, it's not fun in a struggling school with targets impossible to hit.

Education blogger urges teachers to see lifting of levels as 'wonderful opportunity'

Keith Maxwell @KeithMaxwell21
If only that were true. Sharks and rats have run into the vacuum and created even more burdensome systems.

The Spider Strategy: Six Steps to Outstanding

Suffolk Heads @SuffolkPHA
If only it was this simple #sighs

Whistleblowing in schools on the rise

REPLY OF THE WEEK

Naureen, London

It doesn't necessarily mean that things are going wrong more often than before and it can't be put down to LA having no oversight. More research needs to be done before you can make that conclusion. It could be that people are more aware that they can blow to whistle, it can be that people have more confidence in Public Concern at Work than local authorities. It can be that there is an increase of vexatious claims because people don't like academies or employers. And it can be that people aren't aware they can raise concerns with the governing body or they have little confidence in the governing body.

REPLY OF THE WEEK
RECEIVES
A SCHOOLS WEEK MUG!



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EXPERTS:



TINA ISAACS

Institute of Education

How we could abandon GCSEs and make 14-19 education work

Expecting students to take a plethora of exams at 16 makes little sense in a modern context. By stripping back the number of externally-assessed subjects for this age group, we could introduce far greater flexibility into our education system

To my mind, many of the reforms to qualifications made in the life cycle of the coalition government were heading in the right direction, but did not go far enough. Current reforms lean too heavily on accountability at the expense of feedback on progress.

Since students' future progression depends almost entirely on the outcomes of their performance in assessments during their upper secondary school and college experiences, I would like to put forward an alternative plan – concentrating on key stage 4 but with implications for the 14-19 spectrum that, while still giving accountability its due, does not make it the be-all and end-all of secondary education.

There are GCSE examinations in more than 70 subjects, offered by five different examination boards. Although current reforms will reinstate the linear, end-of-course examination structure, certain subjects will still be examined more than once a year (mathematics and English). GCSE results are used for so many purposes that their principal purpose seems to have been lost in the mist.

There are various ways we could reduce the complexity of accountability, make expectations more realistic and minimise perverse incentives.

For example, we could only assess externally when there is a very strong justification for doing so. Some formal external assessments, at important transition points are necessary, mainly to support accountability purposes (for example key stage 2 tests at the end of primary school). But where external assessment adds little to internal assessment, or when wholly external assessment is simply not feasible, perhaps we should not attempt to do so.

In addition, we could abandon the presumption that Year 11 students should be examined across a large suite of general qualifications. Now that the age of participation in education or training has been raised to 18, there is little to justify 16-year-olds taking a plethora of general qualifications.

In line with the notion of only assessing externally when there is a very strong justification, I recognise the widespread desire for some formal external assessment at 16 for secondary school accountability purposes. But I do not believe this purpose is best served by current external qualifications.

Instead we could abandon the GCSE examination and, for accountability purposes, introduce a small set of national curriculum tests to be sat at the end of key stage 4.

This core set would include English and mathematics and perhaps other subjects (for example, some or all of the EBacc subjects). The tests could be developed by an independent agency, similar to the Standards and Testing Agency that operates in England now, and free from government interference.

GCSE results' principal purpose seems to have been lost

To ensure all students get the opportunity to acquire powerful knowledge, it would be compulsory to study the EBacc subjects at least until age 16; other subjects would be optional, and would be assessed internally. Fewer tests naturally entail smaller costs, but more importantly return the focus to curriculum rather than qualifications. It is important to note that internal assessment would work only as long as schools and teachers were not held directly accountable in a punitive way for their results from key stage 3 onwards. An even more radical alternative would be only to test English and mathematics at age 16, with the remaining tests to be taken by age 18, allowing weaker students continued access to core subjects.

Or, another alternative would be the Scandinavian model, where students must prepare for testing in all of the subjects but with only two or three of those to be tested each year on a rotating (and as random as possible) basis.

These recommendations represent major sacrifices. Yet, to borrow the 'lifeboat' game metaphor: when the lifeboat is sinking, the unacceptable compromise of which family members to save becomes very real indeed. To avoid our test and examination systems sinking, we need to take evasive action. If we are prepared to make sacrifices like these, then we might be able to re-orient the system to promote good teaching and learning.

This article is an extract from Dr Tina Isaacs' chapter 'What constitutes real qualifications reform?' in Changing Schools, edited by Robert Peal and published by John Catt Educational on June 1.



RACHEL JONES

Teacher and eLearning coordinator

Embracing my dyslexia makes me a better teacher

Tasks such as writing and alphabetising can be time-consuming and tricky, but children learn more helpful lessons when we are honest about the challenges we face in life than when we try to conceal them

What is it like to be a teacher with dyslexia? I have been staring at that question for 20 minutes now, and, despite being a teacher with dyslexia, I'm not sure I know the answer. I think back to my first ever observation, where I was so nervous I think I was actually shaking, and the first bit of feedback given to me was:

"You made a spelling mistake on the board. Then corrected it and apologised saying it was due to your dyslexia. This wasn't an appropriate thing to share with the class. You must never tell a class that you have problems with literacy."

If this was a film, the camera would have zoomed in to show my shocked and disbelieving face. I am the kind of teacher who believes in sharing something of yourself with your class. Telling me not to do this would make my job very difficult indeed.

Without this context, it would appear that I had no good reason for spelling errors or similar mistakes I might make. More importantly, I would lose the chance to be a positive role model to children in my classroom with similar learning difficulties.

The power of telling a child with dyslexia that you not only understand the problems they are having, but also have similar difficulties yourself, is enormous. Why ever would I want to give up the opportunity to give a child hope that, even though they find writing or reading hard (as I did), it will get better with practice and strategies.

Moving forward in time, at another college, I was asked if I would mind being on a poster for the learning support department. They wanted staff to be positive about their dyslexia, and offer role models for how people could enjoy successful careers despite this label. I thought this was quite lovely, and I was very proud to help deliver such a positive message.

In a practical sense, my dyslexia makes writing very difficult. I especially struggle to find words on the page if I am searching through a document, and alphabetising anything takes me hours.

I think I spend most of my adult life working out ways to make the tasks that I find hard more manageable.

In terms of planning, this means I tend

to work far in advance, so as not to leave myself under pressure to perform difficult or frustrating tasks at the last minute. Giving feedback on student work can also take extra time, so I find it important to pencil in blocks of time where I give myself permission to focus on doing that.

The best thing I ever learnt to do is to ask for help. Other members of staff, both admin and teaching, have been absolutely wonderful in supporting me. From proofreading communications with parents, to helping me organise files, I have often been overwhelmed by the way in which others will go out of their way to help me. It has shown me the real positives to being part of a learning community, not just another member of staff struggling on my own.

In terms of coping in the classroom, I think that being honest and your authentic self is important. I do not see my role as 'teacher' to be a totally perfect knowledge-possession machine. I see my job as to nurture those in my classroom, and to help them make the most of their potential. I see no shame in asking classes to help me spell words.

In fact, this has often proven to be a very useful learning tool for students as they assist me, for example, with some of the technical language from The Iliad. Keeping a dictionary in the classroom has also proven useful. In my current school the children have iPads, and they are more than happy to help me look up a word so they we can learn it together.

I used to feel very defensive about being a dyslexic teacher. I had a challenging time

The best thing I ever learnt to do is to ask for help

at school myself, but I think in the long run this has made me more empathetic towards the students – making sure that they are never made to feel by me as I was by my own teachers. I think that as an experienced teacher, I am able to embrace my dyslexia as a difference that makes me unique, rather than a problem that makes things difficult.

Rachel Jones is a speaker at the Sunday Times Education Festival on 18 & 19 June 2015

LETTERS FROM HALF TERM



ROSS MCGILL

Deputy head, Quintin Kynaston
Community Academy, north London

Promises, promises, promises...

After the election results, the government now needs to make good on its election promises.

With the recent election outcome, we can now only hope Nicky Morgan keeps to the promises made in the Department for Education's (DfE) Workload Challenge report published in February. Reading back over the details this half-term, I have decided to look at each of the recommendations listed in the Government Response to the Workload Challenge in closer detail.

I'd also like to offer my practical suggestions for school leaders in the hope that we can all promise to use these strategies for tackling workload in schools.

In the 38 weeks of term time, teachers are contracted to work 32.5 hours per week - yet most teachers and leaders report between 50 to 60 hours per week managing their workload. It may not happen in my lifetime, but I do hope to see a day when teachers' timetables are reduced so we have

more time set aside for planning and marking.

For now, the Government Response to the Workload Challenge sets out six actions.

The **number one** commitment was to introduce a national policy setting out the minimum lead-in times for significant curriculum, qualifications and accountability changes. The DfE has already put out a notice saying they will give at least a year's notice for any changes and there should be no more "in-year" changes. Let's hope they mean it!

The **number two** commitment from the government was to assess teacher workload with a bi-annual survey. I can never recall a workload challenge which has been so prominent and so I really hope that we see a survey like this again - at least twice over - in the next five years.

Thirdly, the DfE outlined an action plan for Ofsted. It asks them to clarify what inspectors want and what they do not want to see in schools, and to publish "facts" and "myths" about what is expected to stop gimmicky teaching.

The **fourth priority** is very relevant to myself: support for school leaders. Apart from the direct support I receive from my own headteacher, I cannot think of any other support network - other than CPD I have created for myself - designed to support school leaders in very demanding situations. We already know that 1 in 4 headteacher vacancies across England and Wales are left unfilled. I know the day I decide to step up to headship (if it arrives), I will become a rare commodity.

Programmes such as Future Leaders, Teaching Leaders and support from MAT programmes, the NCTL and the SSAT have so much to offer. It is the duty of all headteachers to share these developmental leadership programmes with current and aspiring school leaders.

Fifth and foremost, the government wants every single teacher to have access to a better evidence base, with a one-stop-shop where they can publish and access academic research.

The DfE hopes to develop "research schools" and publish examples of what is working in classrooms. This is a fabulous idea, but will it work? I wish we had started this a decade ago when I first started my school-focused masters degree.

Finally, the sixth priority on the government's action plan is a commitment for a panel to be established to develop principles for good data and ICT management in schools. I have yet to work in a school where ICT is so well organised that it actually drives teaching and learning rather than supports it.

For the government to be able to meet all of

their commitments, the DfE, school leaders and the teaching community must begin to address the strategies for tackling workload in schools.

We owe it to ourselves to fulfil our own promises. We must stop requesting that teachers complete individual lesson plans. We must stop filling teacher timetables up to 90 per cent or more. We must stop pointless meetings, and chalk and talk INSET days. On assessment we should stop the marking frenzy and the need for duplication of reports and data tracking. Ask for it once, complete the task online, make the data live, have sources that talk to each other.

We must create a 'work-life' balance rather than 'work-work'

On graded lessons, we must also stop. We must ask teachers to observe each other and prompt professional dialogue, dissemination and reflection.

Finally, we should stop any expectation that teaching staff should work beyond 40 hours per week. If workload cannot be completed in this time, it should not be assumed that it will be completed at home. This can be done by stopping unnecessary emails and creating an ethos of "work-life balance" rather than "work-work".



JOE NUTT

Joe Nutt is an international
educational consultant

Measure teacher quality: not student results

An overreliance on standardised data undermines our efforts to keep schools improving. If we really want to help our pupils then the best thing we can do is make sure that the people educating them also have the chance to keep on learning

I recently completed a strategic review for one of the largest academy chains in the country, which involved scrutinising all of their school improvement activity.

After interviewing dozens of people - both within the trust and externally - who are deeply and personally involved in trying to make schools better, I concluded that much of the work being done relies on a fundamentally flawed precept. Measuring schools predominantly on the basis of what pupils achieve is not just questionable: it is counterproductive. It really isn't that different from measuring firemen by the number of fires they put out.

This is not a knee-jerk case study reaction. In my position I have to know and apply the

findings of credible, high-quality international research. But understanding how and why this situation came about provides an object lesson for government.

RAISEOnline, the school performance data management system used by government and schools, underpins almost everything the people I interviewed are doing. Others have done a more forensic job than me of exposing flaws surrounding the use of data in schools and why much of it is "garbage".

For example, it is an illusion that National Curriculum subject levels are linear and reflect a growing depth in learning as they progress. They aren't and they don't. To progress through them only really means to assimilate more information and express it better, so using them in any way to extrapolate either an individual pupil's progress or a school's overall performance is, at best, crude and, at worst, meaningless.

So how did we reach this point? The origin and influence of RAISEOnline should be critical to our understanding. The international

drive to use data in education has been driven not by teachers or schools, but by technology companies whose employees are steeped in data. They cannot understand how schools don't operate in the same way but, more dangerously, they are not the least interested in understanding why.

RAISEOnline was a comprehensive dataset used by a business to better understand its customers: schools. Reskinned and repurposed, it was sold to a gullible, lavishly-funded government quango who seized on it as a key means to drive change and exert influence. As is the case with the overwhelming majority of educational ICT, RAISE was a clever and successful sales pitch, nothing more.

Now add to this picture how Ofsted performs. It relies heavily on the same, school-derived data. According to the Public Accounts Committee report in January this year: "Of the schools rated 'inadequate' in 2012/13, 36 per cent had previously been rated 'good' or 'outstanding'... Of schools inspected by Ofsted in 2012/13, 48 per cent of those which had received some kind of formal intervention improved at their next inspection."

But the killer point is this: "Meanwhile, 59 per cent of schools that received no formal intervention also improved."

It is self-evident that an 'outstanding' from Ofsted is not a standard, it is merely a licence to continue working uninterrupted for a while.

So what should schools measure instead? Michael Fullan argues that external approaches to instructional improvement are rarely "powerful enough, specific enough, or sustained enough to alter the culture of the

classroom and school" and an equally serious researcher, Richard Elmore, asserts that "improvement above all entails learning to do the right things in the setting where you work".

Discomforting as it is to hear - all schools are different and all great schools are unique.

Research also tells us the greatest impact school leaders can have on pupil outcomes occurs when they are actively involved in promoting teacher learning and development. This has an effect size almost four times greater than that for ensuring an orderly and supportive environment.

Put all this together and the inescapable conclusion for anyone serious about driving school improvement is that you need to ensure heads are predominantly engaged in promoting and participating in teacher learning, while measures of success need to be decided at the individual school level.

Which is why I would like to see each school measuring their own performance in terms of teaching quality. Simply initiating such a conversation in schools where it is most needed is likely to lead to improvements, and will encourage all schools to generate data that (unlike RAISEOnline) has value because it is unique to them.

The onus is then on Ofsted and other external agencies to demonstrate sufficient professional knowledge and understanding to be in a position to quality assure that data.

Joe Nutt is an international educational consultant with an unusual range of experience. While working for the MAT in this article, for example, he also found himself teaching a Pre-U class at Eton. He can be contacted via Schools Week .

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PROFILE



TIM OATES

“I wanted to read what I was interested in - not what the teachers were telling me”

ANN MCGAURAN

@ANNMCGAURAN

Group director of assessment research and development for Cambridge Assessment

For Tim Oates, a school is not just a school. “It’s not that simple”, insists the research director. “They are a place where these really complex transactions go on – where kids are inducted into the canon of knowledge that’s been carefully accumulated by society.

“Thousands of years of knowledge and hundreds of years of scientific knowledge is made available to them. If they acquire it, it’s good for them, the society and the economy. And we pay for it through our taxes.”

Oates chaired the former coalition government’s controversial 2010 national curriculum review. He has been working with Cambridge Assessment, which operates and manages the university’s three exam boards, since 2006, and runs a research department of 40 people.

Awarded a CBE in the New Year’s Honours List for his services to education, he has come a long way from his grammar school days at Bishop Wordsworth’s School in Salisbury: “I wanted to read what I was interested in – not what the teachers were telling me to read. My initial set of exam grades at 16 were appalling. Bad and weird!”

He calls the teachers at the school “fantastic” and says he excelled at sixth form because he could study the things he was interested in.

Raised in “a tiny village in Wiltshire with just a few hundred people”, his father Charles was “a kind of bohemian artist – but he did all the graphic work for some very large companies during the 1950s and early 1960s”. This included all the box-top art for kit model manufacturers Airfix.

But his father, who was very disabled after having contracted polio during his youth, died when Oates was six.

“My memory of time with him is still very acute,” says Oates. “The house was always full of models. He worked at home and it was a great childhood.”

His father also had a model-making programme on independent television on Saturdays. “There were 92 episodes. I’ve got a TV Times with a photo of me in it from the 1960s.”

Oates was a late addition to the family. His brother John was 11 years older and his sister Penny nine. He describes himself as a “kind of feral child” – but books were a big feature too. He remembers “roaming the countryside in a completely unrestrained way, up to my knees in mud chasing crayfish”.

Advised by his grammar school to go to Oxford, he instead chose Sussex University – where he could pursue his interest in contemporary philosophy, as well as literature. He graduated with a first and went on to study for an MA in philosophy at the same institution.

He took up mountain biking during his time at Sussex, and also ran the university film club for a few years “because of a deep interest in what film does for us”.

He married when he was in his mid-30s: “to a very lovely woman who died of cancer within a year of us marrying. I did not think I would ever have a family. So it’s great to have such a fantastic family”.

His partner is Jane and they have two children – a boy of nine, called Alex, and a girl called Erin, who is 11. Oates’s love of cinema is being handed on to the next generation. “Almost every Sunday we will sit down and watch a film that I’ve chosen.”

His interest in this area started early – when he was

IT'S A PERSONAL THING

Who have been the two most influential people in your life and why?

My brother John; having a polymath, overachieving older brother is a great motivator.

Mr Taylor, the deputy head at Bishop Wordsworth's School in Salisbury, who had confidence in all his pupils, and who switched me on to academic study.

What was your favourite childhood toy or book – and why?

I read voraciously as a child, in a house full of books. One author comes immediately to mind - Arthur Ransome, with his infectious love of the Lake District.

How would you spend your perfect day?

With my partner and kids, up a mountain.

Your house is on fire! Which two items would you save?

Laptop - my life is on it, in photos and papers - and my watch - it's been with me all over the world.

What's your recipe for a good life?

An old friend once said 'don't worry about things you can do something about... you can do something about them... and don't worry about the things you can't do anything about... you can't do anything about them.'

That's a good way of staying sane and focused. And astronaut Chris Hadfield's 'always sweat the small stuff'. That always pays off, whether you are doing academic research or climbing at altitude.

seriously ill with mumps at the age of 14 and off school for months. "My mother knew I was struggling with a serious infection, so she bought me a small portable television," he recalls. "What she did not know – and certainly wouldn't have approved of – is that New World Cinema was on at 11pm, so I watched some incredibly interesting films, including all the Ingmar Bergman films and that did change me quite a lot. I thought a lot about government and revolution and what schooling and the state does.

"So by the time I got to my mid-20s I was not a violent revolutionary - I was suspicious of any form of political organisation. I was interested in evidence."

That's why the negative comments he received when he chaired the 2010 national curriculum review still rankle.

"Because I've done work for governments of all complexions, people have tried to pigeonhole me as being unduly supportive of Conservative interests or unduly supportive of left-wing interests and that's just naïve," he says. "What we are really interested in at Cambridge is evidence about education and that's what drives me and the institution. So crude political labelling just does not get it right."

He did, of course, work closely with former education secretary Michael Gove to revamp the national curriculum. "What was interesting about Michael Gove was that he was an adopted child," observes Oates. "If you talk to him, he knew that education was fundamental to his own life history and he wanted access to high quality education for all children.

"When we held our initial discussions about the work we were doing in Cambridge that criticised the national curriculum, it was discussing ideas like that which impressed me in relation to what the new set of ministers were trying to achieve."

Oates became an educational researcher after he was asked to help out on a project while still a postgraduate

student at Sussex, and subsequently introduced to a "bunch of leading theorists in educational research".

He also became an evaluator on a programme for youth training schemes in this country and "became very interested in people who had not done well in academic education and for whom vocational education was very critical".

He has been able to do a large amount of international comparative work on vocational systems for 35 years.

What are the lessons for us? "I think we need to think in a much more sophisticated way about how we can improve vocational education in this country," says Oates. "It's essential for the economy, but we are not there yet in terms of policy formation."

He worked with Ron Deering, who reviewed the national curriculum in 1995. By 2006 Oates had moved from the Qualifications and Curriculum Authority to Cambridge Assessment and he feels that the national curriculum "went badly wrong in 2007".

What does he think of the view that the current national curriculum makes it difficult for schools to explore subjects in depth and follow young people's interests?

He replies: "The national curriculum got back onto the right track following the 2010 review. Is it narrow? No. Only those with an impoverished idea of what constitutes knowledge would consider it narrow. It is indeed based on 'fewer things in greater depth' at primary school. But it focuses on the real essentials."

Oates says that if you go to countries such as Singapore and Finland they consider education is about "deep knowledge of the formal disciplines, high attainment, and high enjoyment - a rich and balanced curriculum".

"Deep knowledge and a rewarding life – they are intimately connected. It is only people who have blinkers who set those two things in opposition – and it's an entirely false opposition."



Clockwise from top left: Tim climbing in Crans-Montana, Switzerland; Tim skiing with children Erin (11) and Alex (9); Tim as a child, as featured in the *TV Times* with older sister Penny; Tim's illustrator and model-making father Charles, as featured in the *TV Times*



Curriculum Vitae

Education

1960-1964	St Probus Infant and Prep School, Salisbury
1964-1969	St Mark's Primary School, Salisbury
1969-1976	Bishop Wordsworth's School, Salisbury
1979	Philosophy with Literature (BA) University of Sussex First class honours
1981	Philosophy (MA) University of Sussex

Employment

1981-1987	Research Officer University of Surrey, Guildford
1987-1989	Deputy Project Director FE Staff College, Blagdon, Somerset
1989-1993	NCVQ Research Fellow London University, Institute of Education, London
1993-1995	Head of GNVQ Research and Development National Council for Vocational Qualifications, London
1995-1997	Director of Research National Council for Vocational Qualifications, London
1997-2006	Head of Research Qualifications and Curriculum Authority, London
2006-Present	Group Director of Assessment Research & Development Cambridge Assessment, Cambridge

Special Achievements

Chair of Expert Panel & Government Advisor, National Curriculum Review (2010-2012)
Fellow, Churchill College, University of Cambridge
2015: Awarded an CBE in the New Year's honours list for services to education

REVIEWS

TOP BLOGS
OF THE WEEK

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



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

A primary teacher Minifesto

By Jonny Walker

Jonny is one of those bloggers who makes me laugh and makes me think. His 'Minifesto' gives a revealing insight into the world of the primary school; Jonny shares his priorities and the joys and challenges of his role as a Year 5 teacher. "It sometimes feels like I am trying to teach a Mindfulness course to a pack of playful chimp-toddlers through the bars of the cage..." Loved it.

Dealing with difficult conversations

By Mark Anderson

All teachers have difficult conversations to negotiate at times – with pupils, with parents, with colleagues. If you become a middle leader/senior leader/head it may be that the number of these conversations multiplies, and we can't (and shouldn't) avoid them. They're all part of the delicate balance of support and challenge we must offer to those we lead.

Mark's practical, well-grounded post gives specific suggestions about how to ensure such conversations are as productive as possible, leading to "something truly formative that helps improve a situation, develops learning or improves capability".

The space between the question and the answer

By Mark Miller

"If a great question is asked, but only a small proportion of your class actually think about it, is it a great question?"

Mark is an astute commentator on what makes for the most effective teaching, and in this post he focuses on how to ensure the time that we allow between a question

and the answer is conducive to high quality student thinking. He offers specific suggestions of what can be done, using examples from his own practice and the practice of his colleagues.

Why I'm a feminist

By Chris Hildrew

I love the way Chris writes, and found this a fascinating post. There's been considerable recent discussion about feminism and equality of opportunity for men and women in teaching and educational leadership (see, for example, the #womened posts on @staffrm) and, perhaps inevitably, most of the comment has come from women. Here, Chris explains his perspective on feminism, with reference to Emma Watson's address to the UN and the #HeforShe initiative.

As Chris says, "My #HeForShe commitment is to live these values in every aspect of my professional life." Great stuff.

Kakuma

By Debra Kidd

Earlier this year, Debra visited a refugee camp in Kakuma, Kenya, and wrote three powerful and moving posts about the experience of working there. Sometimes it takes reading about the educational challenges faced in a very different context to help us to get our own challenges and preoccupations into context. Thanks for sharing this, Debra.

Sticky Learning

By Sue Cowley

Much has been written and debated about how to make learning 'stick'. I really liked Sue's take on the subject. She argues that it is the combination of what we know, the experience we have and our sense of purpose which leads to "sticky learning", using analogies from her current horticultural passion to illustrate this powerfully. I loved her suggestion that "motivation is the great beating heart of learning." I think Sue must be a great teacher – I've certainly learnt a huge amount from her.

Gifts

By Thomas Starkey

Finally, this short, powerful post from Tom explores the "precious, intangible, transformative gifts that are given by those who teach, to those who are taught." It serves as a poignant reminder of why teachers do what they do. When you're feeling weary as we reach the end of the academic year, I guarantee this post will give you a lift. Just read it.

BOOK REVIEW

How to Survive an Ofsted Inspection

Author: Sarah Findlater

Publisher: Bloomsbury Education
(12 Mar. 2015)

ISBN-10: 1472911067

ISBN-13: 978-1472911063

Reviewer: Mary Myatt, Ofsted inspector



There's a lot of feverish commentary about Ofsted inspections. No question they are a high-stakes matter for everyone involved. I half expected this book to add to the agitated discussions. But in reality it is a great deal more than just a guide to surviving an inspection.

Findlater makes it very clear that getting through such an event is not about "pulling out a bag of tricks and putting on a fancy dress" but rather making sure that solid, sensible stuff is in place every day.

The book discusses in tangible terms how a realistic vision, regular routines and attention to detail might translate into best practice. In the case of vision, there is a discussion about our reasons for going into teaching, how students can develop a love of learning, and about how we might retain a lasting passion for our work. It's helpful to be reminded every now and then about our own personal, bigger picture.

What shines through this book is the author's respect for her students. She talks about pupil involvement in deciding class routines, her willingness to bring the occasional personal anecdote or perspective to lessons and the importance of being involved in the life of the school. Findlater tries to consider matters from the students' perspective – asking what really catches their interest, when things have worked really well for them and how we can try to make this evident during an inspection. She uses quotes from real reports to back this up, such as, "Students are full of praise for their school. There is a real sense of community where all feel valued, respected and morale is high."

Findlater notes that sometimes it takes an outsider to point out just how good things are. This is one of the aspects of an inspection which I enjoy most – feeding back to the school some of the things students say about what it is like to be there on a daily basis. We sometimes miss the spark and the brilliance, and Findlater quite rightly explains how students' and pupils' views contribute to the evidence in an inspection. And the point she

makes is that their comments and complaints about the school should be regarded as opportunities for exploring in an open forum. "If they are listened to and have a voice," she writes, "the school will be theirs, not just a place they visit." Indeed.

The book's various sections work through the long-term picture, the day of the call, the inspection itself and the lessons which can be drawn out of the process. It has advice and helpful pointers for primary and secondary colleagues alike. While it will be of most use to those early in their career, it's a great reminder for everyone of the nuts and bolts of good work which, knitted together and acted on over time, help students achieve well.

The most helpful sections are the links made between classroom practice and the inspection handbook. For instance, establishing good routines, thinking through opportunities for spiritual, moral, social and cultural development, and providing appropriate challenges for every student. It's very helpful to have this thread knitted through.

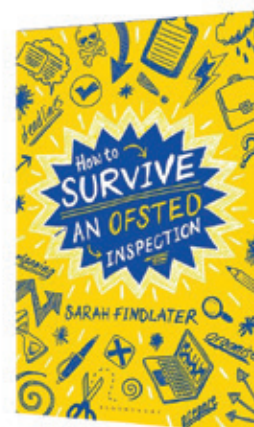
What particularly impressed me about this book was the way in which Findlater emphasises the opportunities to reflect on how far a professional might have travelled. In preparing for a meeting with an inspector (usually as a group, at the end of the first day) she

recommends revisiting the performance management expectations, reflecting on CPD and other opportunities to be clear about just how much has been achieved. And, as a corollary to that, what still needs to be done.

There's only one thread which I think is missing from the book: the extent to which teachers know the headlines of, and are expected to make a contribution to, whole school improvement priorities. And there's one thing I definitely disagree with: there is absolutely no need to greet the inspector when they come into the lesson!

It's a hopeful book. It's very far from being a bunch of cheap tricks to impress some uninvited outsiders. It should help colleagues, whether in primary or secondary, to keep their feet on the ground and their eyes on the big picture. It is a realistic aide-memoire and should take a lot of the heat out of the prospect of an inspection. A very helpful contribution to school improvement. After all, we should be running schools for children, not for Ofsted.

Mary will be speaking at the Sunday Times Education Festival on 18 & 19 June 2015



NEXT ISSUE
The Gove Legacy by Mike Flnn
Reviewed by Laura McInerney

SCHOOL DAYS REVIEW

Dame Stella Rimington

Former Director General of MI5



1. What did you like about school?

I particularly liked the variety of things we did, like school plays and going on outings. Also that it provided me with an opportunity to find out what I enjoyed, what I was good at and that sort of thing. Plus, ultimately, the friendliness of everybody.

2. What did you dislike?

Most of my schooling was at Nottingham Girls' High School, which is a day school, which I came to from a small convent school in the north of England. At first I didn't like it at all, because I came a year later than anyone else [aged 12] after my father changed his job, so I turned up and everybody else had got friends.

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

What seems strange to me is the way the school has physically developed, the quality of the resources they now have available: the playing fields, the labs, the technology. All that seems strange to me, from my own

experience, but nevertheless seems very right, very modern and up-to-date, and necessary for the education of girls today.

4. Who was your favourite teacher?

Miss Macaulay, my English teacher. I went on to study English [at university], so obviously she inspired me with a love of her subject. I think the fact I can vividly remember at least three teachers is a sign they were very inspirational.

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

Try everything – you won't succeed in everything but it will help you decide what you like, and what you don't like, what you are good at, and what you are not, and enable you to make choices later in life.

6. Would you prefer to be a schoolchild when you went to school, or now? Why?

Golly. That's difficult. I think probably when I went to school. Now it all seems so incredibly competitive and I don't recall being quite as stressed as I think some children get now.

7. What is the biggest problem in education today?

I don't think I am very well-placed to answer that. I

suppose, looking at it from the outside, one problem I think exists is the unevenness of education; there seems to me, as an outsider, some really brilliantly excellent schools and some really poor schools, and that doesn't seem, to me, to be right. I think we need to get more of a level standard.

8. What is the solution?

I think the solution is extremely complex which is why the problem exists. I honestly don't know – otherwise I would be a politician, which I am not. Money comes into it, somewhere. We should regard teaching as one of the really top professions but, certainly several years ago, I was aware it was no longer being regarded in that way and I think that's a failure of the situation.

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

I still believe in single-sex education, particularly for girls, so it would be a girls' school, or a boys' school, but as I am a female I would say it would be a girls' school. It would offer a really wide variety of choices, and the quality of the teaching would be inspirational. It would be able to cater for both those who are intellectually brilliant and those who had talents in other directions, so it would offer a very wide variety of subjects all taught to a very high standard. It would instil self-confidence in all its pupils.

Dame Stella Rimington will be a speaker at the Sunday Times Education Festival on 18 & 19 June



A week in Westminster

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

THURSDAY:

Welcome back from a week off, Week in Westminster readers.

The Department for Education (DfE) today released inspection reports on overseas schools. Since January, four have taken place.

While overseas schools don't get the same Ofsted-style inspection reports with an overall inadequate to outstanding result, a read of these documents does seem to suggest that if you go to school overseas you are going to get an "excellent" education.

For example, in the 20-page report on the The British School in Tokyo, the word "excellent" is deployed 57 times, and for St George's International School in Luxembourg it is mentioned 45 times. Excellence in the use of "excellent". It's what we liked to see.

FRIDAY:

Nothing.

MONDAY:

Dull.

TUESDAY:

Today we learned that almost no one understands the planned GCSE grading changes that take us from alphabetical grades to numerical ones. Least of all the children who will take the exams (see page 3). We started wondering whether it all might be a ruse to create an exciting new 'rigorous' maths question in the GCSE papers. If a 4 is equal to a C and an 8 is equal to an A-and-a-bit then how many bright sparks sat around a table to come to this wacky conclusion? (Answer: Redacted, due to commercial sensitivity). The most knowledgeable people regarding the GCSE changes were headteachers and teachers – which is a nice sign. But parents, children, employers, universities and the general public are all baffled.

To try and help overcome this,

Ofqual released a handy "postcard" comparing the current lettered grades with the upcoming numerical ones. It does help visualise the changes. But Week in Westminster worries about what people from outside the world of education might think if you sent them one. "Doreen appears to have spent her holidays wedged somewhere in a rather ugly looking thermometer this year", perhaps?

A particularly odd decision about the letter-number transfer is that a U grade will remain as a U grade. If we're going numerical, why not call a 'U' a '0'? And what does 'U' stand for anyway? 'Unacceptable'? 'Unusual'? 'U messed up'? Answers on a postcard please... See what we did there?

Tuesday also brought a slightly baffling update on the DfE website. Junior Minister Sam Gyimah had the brief of "careers advice" added to his portfolio of responsibilities. Minister Nick Boles however will retain "careers guidance". In financial services 'guidance' is the one that comes without proper responsibility; you can only get in trouble over bad

advice. Looks like Boles played a blinder on this one.

WEDNESDAY:

Nicky Morgan puts the Education and Adoption Bill 2015 before Parliament and does a round of media interviews. BUT WHAT IS A COASTING SCHOOL?

The dictionary definition of coasting is "to slide on a sled down a snowy or icy hillside or incline" or "to descend a hill or the like, as on a bicycle, without using pedals". So, watch out – should you be planning any hill whizzing on bikes or sleds, the shadow of Ms Morgan will swiftly be on you.

The actual definition turned out to be even more surreal than anything we could come up with – and the full news report is on page 10.

Finally, in a spare moment in the office we worked out that Nicky Morgan blinks at half the normal human rate during interviews. Make of that what you will!

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Pupils compete for school makeover

Adding young designers can win £5,000 worth of design and decoration services for their school through a competition set up by Dulux.

Entrants in two age categories – 7 to 11 and 11 to 18 – are being welcomed from all schools across the country as the paint provider launches its Smarter Spaces 2015 campaign, which aims to build a coalition of leading figures in the education and design sectors.

Pupils are tasked with creating presentations which detail the area of their school that would benefit from a makeover, as well as what they would like it to look like in future and why.

Dulux Trade's Ben King said: "Making a few subtle changes to the physical environment can have a huge influence on the teachers and students who use them."

He added this competition will give the winners a "rare opportunity" to "transform their environment for the better".

Two winners – one from each category – will be announced July 24.

The closing date for entries is June 30.

Visit www.duluxtradepaintexpert.co.uk/education/competition to apply.

World champ offers World Challenge tips



Lizzy Yarnold (centre) with teachers at the World Challenge's Expedition Preparation Conference. Inset: Lizzy attending the World Challenge's Expedition Preparation Conference

Teachers preparing for global expeditions had the chance to pit their fitness against one of the world's foremost winter sports athletes, Lizzy Yarnold.

The current Olympic, World and European champion in skeleton sled racing attended the World Challenge's Expedition Preparation Conference, held at Buckinghamshire New University last month.

After speaking at the conference, which aims to help prepare teachers running expeditions this summer, the ambassador for World Challenge put a few teachers through

their paces in a bleep test – running sprints against the clock.

"Testing your fitness is so important if you're looking to improve your stamina, particularly ahead of a tough World Challenge expedition," said Ms Yarnold. "It was great fun to test the teachers who are preparing to take their students on what will be a trip of a lifetime."

In the past Ms Yarnold has completed an expedition herself by travelling along the Central American Maya Route in 2006 with Maidstone Grammar School for Girls.

Let the education games begin!

Schools are being invited to pre-register for this year's World Education Games, a global online competition.

The free-to-enter event is the expanded format of what was once World Maths Day and now includes World Literacy Day and World Science Day.

In 2013, more than five million school students – aged 4 to 18 and representing more than 200 countries around the world – participated, and the competition will run again this year from October 13 to 15.

Pupils battle against the clock, over a period of three days, in a variety of 60-second online games in spelling, maths and science. There are five different levels to play and 20 games on each level.

Jayne Warburton, chief executive at competition organisers 3P Learning, said: "The aim of these games is to get children as excited about their education as they are about their sports, and we will be announcing some fantastic celebrity ambassadors over the coming months."

Visit www.3plearning.com/worldeducationgames/ to pre-register. Full registrations will open in September, and warm-up programmes will be available the same month.

Classmates score a goal against cancer

FEATURED

A year 6 pupil has used a school football tournament to raise more than £1,000 for the cancer ward that saved the life of his classmate.

"Sports mad" Oliver Finden of The Elms junior school, in Nottingham, was told he had B-cell Non Hodgkins Lymphoma last November and endured more than three months of treatment in the children's cancer ward at the Queen's Medical Centre (QMC).

School friend Josh Glover inspired classmates and parents to rally in support of Oliver and organised the tournament, which saw more than 60 pupils brave horrendous weather in early April for a series of matches.

Year 5 and 6 pupils who didn't play were still able to lend a helping hand by selling more than 300 cakes to waiting parents and children on the school buses at both The Elms and its senior school, Trent College.

Headmaster Keith Morrow said: "Josh is a very considerate boy and it was no surprise that The Elms school community got behind him and made this event such a success."

Oliver and Josh, with their mums Andrea Finden and Marie Glover, recently visited the E39 Children's Oncology Ward at QMC, where the treatment was delivered, to present the cheque for £1,050.

Mrs Glover said: "Josh had been worried no one would come. The boys have been

friends since reception and he really wanted to do something for Oliver.

"When people started saying they wanted to be involved he was really touched and in tears."

Oliver's mum, Andrea, said: "I was very emotional when I saw everyone had turned out to support the boys. Oliver lost his confidence during treatment.

"He was always so proud of his 'surfer dude' long hair, which is now beginning to grow back, and only wanted a few very close friends to see him in hospital. For him to see everyone at school supporting the tournament was a huge boost to him."

She also had special praise for The Elms in its support during Oliver's treatment and ongoing recovery, labelling the school as "amazing".

After February half term, Oliver started a phased return to school doing 12 hours a week. Mr Morrow arranged for nurses from charity Macmillan Cancer Support to talk to the staff and children about how to support Oliver when he was back.

Mrs Finden was even given her own office at the school for a few weeks so she could work there and be on hand if Oliver was ill or needed her.

Oliver is now on the road to recovery and

returned to school on full-time basis after Easter.

Mr Morrow said: "We're delighted to see him back at school and know both boys will continue to make a big contribution to life at The Elms."

The money from Josh's tournament has gone towards a fundraising target of £15,000, which Andrea is aiming to achieve.

Visit www.justgiving.com/Andrea-Finden to donate.



From left: Hospital fundraiser Ruth Brady, Oliver's younger brother Alex Finden, Josh Glover, Oliver Finden and nurse Katie Manning



The Elms charity footballers celebrate after helping to raise over £1,000 through Josh Glover's tournament

MOVERS & SHAKERS

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

Neil McIntosh CBE, the former chief executive of the CfBT Education Trust, has been appointed as the first president of the Centre for the Study of Market Reform of Education (CMRE).

He said the reason he has joined the Westminster-based education research and policy unit is to tackle the "unwillingness to utilise the discipline of the market in education in the UK", which has led to "increasing reliance on central government to control every aspect of education, particularly in schools".

He added the result of this is a "highly politicised education system and a heavy-handedness which is profoundly demotivating for educators", and said there are important lessons to be learned from this experience.

Prior to joining CfBT, Mr McIntosh was director of Shelter, the housing and homelessness charity.

The 67-year-old is currently chair of The Access Project and is an Honorary Norham Research Fellow at Oxford University's department of education.

CMRE has also recently appointed new board members. These include **Patrick Watson**, managing director of Montrose Public Affairs Consultants Ltd, **Elin Twigge**, deputy

managing director of Political Lobbying and Media Relations, and **Tim Evans**, professor of business and political economy at Middlesex University London.

Robert Swannell, the chairman of Marks & Spencer, has been appointed to the board of trustees of education charity Teach First.

Mr Swannell said he has had a long-standing interest in education but his attention in Teach First was triggered when his son joined the charity's leadership development programme in 2008, teaching maths at Paddington Academy, London.

Since then, he has been serving on Teach First's business leaders' council.

His role on the board will include overseeing the future direction of the charity and supporting its "burning ambition" to help eliminate educational disadvantage in the UK.

The 64-year-old began his working career as an A level recruit – becoming a chartered accountant and then a barrister, studying at the Inns of Court School of Law, London.

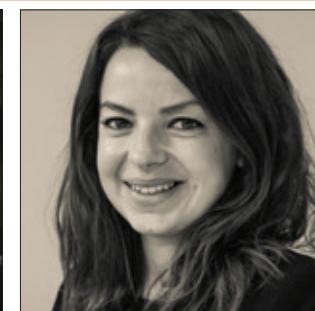
He has since spent more than 30 years in investment banking with Schrodgers, including roles as vice-chairman of Citi Europe and chairman of Citi's European Investment Bank.



Neil McIntosh



Patrick Watson



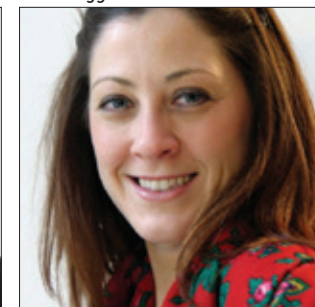
Elin Twigge



Tim Evans



Robert Swannell



Nadia Paczuska

Mr Swannell said he attained his "ambition" to match his "much cleverer, degree-laden, wife and children" by becoming a visiting fellow at Oxford University's Saïd Business School.

Nadia Paczuska has taken up her first headship role at the Meadow Primary School, Suffolk.

Starting this week, Ms Paczuska has relocated to the area from London in a bid to tackle "social injustice" after being advised to become part of a "turnaround" situation with her energy and style.

"I feel very strongly that London schools are done," she said.

"London schools are exceptional and I've been really privileged to start my leadership journey in the capital but it just felt like a crying shame to me that schools outside haven't benefitted in the same way and are underperforming so significantly."

She added the community seems like it needs an "injection of energy", which she plans on delivering.

Ms Paczuska, 36, has worked in primary, secondary and alternative provision schools for more than 15 years.

She studied Spanish and sociology at Middlesex University and completed a PGCE at London Metropolitan University.

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

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JOBS

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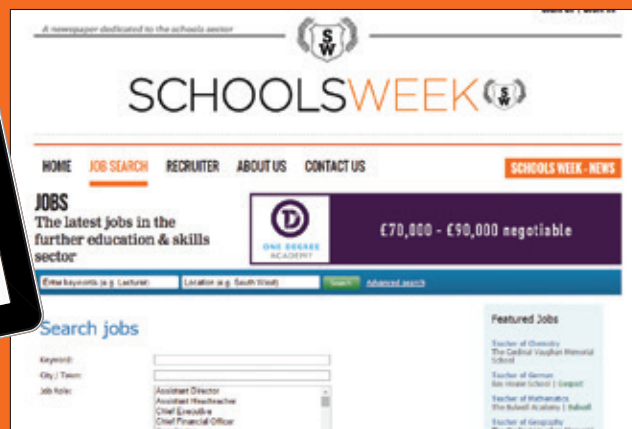
schoolsweek.co.uk/jobs

The *Schools Week* newspaper and online content is aimed at teachers with a broad interest in education policy and finance, as well as aspiring, middle & senior managers, leaders and governors across the whole school sector in England. If you are one of these, then our online jobs board will assist in securing you that next education career step.

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JOBS



TEACHFORINDIA



ARE CURRENTLY RECRUITING:

MANAGER, TRAINING AND DESIGN:

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

PROGRAM MANAGER:

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

MANAGER, CITY ALUMNI AND GOVERNMENT RELATIONS:

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

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

Basildon Academies Raising Standards Leader



Are you ready to have an impact beyond your classroom?

Then let us show you how...

The Basildon Lower Academy is seeking to appoint an exceptional teacher with the drive and passion to ensure every child achieves their potential. The successful candidate will be able to demonstrate the impact of their own teaching and be committed to developing their own skills as a leader.

The successful candidate will join and develop a forward thinking and creative team. It is expected that the successful candidate will be mentored by the Head of Academy and be looking to use this opportunity as a stepping stone into a Senior Leadership team.

If you think this could be you, contact **Nannette Windsor on 01268 498687** to set up an informal conversation with Simon Wilson, Head of Lower Academy.

If you have the relevant experience please complete the attached application form and return to **Bethan Tipper via recruitment@basildonacademies.org.uk**.

The Basildon Academies is located in the heart of Essex within easy commuting distance from London and Kent.

The Basildon Academies are committed to safeguarding and promoting the welfare of children and expect staff to share this commitment. The successful applicant will be subject to DBS and health checks.

Basildon Academies Head of Department - Science



Are you ready to take the next step?

Then let us hold your hand...

The Basildon Lower Academy is seeking to appoint an exceptional science teacher with the drive and passion to ensure every child achieves their potential. The successful candidate will be able to demonstrate the impact of their own teaching and be committed to developing their own skills as a leader.

The successful candidate will join and develop a forward thinking and creative team.

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Marden High School, Headteacher



Marden High School
Media Arts College

North Shields, North Tyneside, 11-16 School, 734 on roll, ISR L26-32, For JANUARY 2016

Marden High School is an 11-16 specialist status school in media arts, science and maths. It is well known for its high academic standards and very strong level of student support. The school is ideally situated in an affluent area of North Tyneside within a short stroll from the beautiful Tynemouth Long Sands and picturesque Cullercoats Bay.

Governors are now seeking to appoint an inspirational Headteacher with the vision, skills, qualities and dynamism to lead our School in the next stage of its development. The post offers a great opportunity to build on our existing strengths, maintain the excellent record of significant and rapid improvement in recent years, together with the exciting challenge of moving the school forward to outstanding. The present headteacher is moving on to another school in a neighbouring authority.

Marden High School is one of the highest performing schools in the region. Its dedicated and progressive teams are well supported by a strong governing body and very supportive parents. It is also part of the North Tyneside Learning Trust, a community of maintained schools working together to achieve excellence. A brand new building will open, on site, in September 2016.

Potential candidates who would like an informal discussion with the Chair of Governors about this opportunity should contact PA Annie Davidson on 0191 200 6357 / email: a.davidson@mardenhigh.net

Application packs can be downloaded from our website: www.mardenhigh.net

Marden High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment. The successful applicant will be required to undertake an enhanced CRB disclosure and a range of other recruitment checks.

Our ideal candidate will;

- Be a strategic and collaborative leader who will inspire and empower staff and build resilient and flexible teams
- Share our values and vision for excellence, and be able to put them into practice.
- Have a successful proven track record of school improvement at a senior level in school
- Have a genuine passion for learning and teaching with high expectations of staff and students
- Have the credibility and ability to motivate, enthuse, and inspire staff and students to be the best that they can be
- Be a passionate advocate for the achievement of all young people
- Have excellent interpersonal and communication skills with all stakeholders.
- Foster excellent relationships based on integrity, trust and mutual respect.
- Build on the values and strengths already established
- Show commitment to partnership working and sharing good practice.

Closing date: Friday 26 June 2015 at 12 noon

**Interviews are planned for: Tuesday 7
and Wednesday 8 July 2015**



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Executive Principal, Northampton

Dates: Apply by 22/06/2015, Job start 1st January 2016

Salary: L37 - 43 plus performance bonus

Location: Northampton

Contract type: Full Time

Contract term: Permanent



Every child deserves to be the best they can be

EMLC Academy Trust Northampton International Academy (4 to 19 free school) opening September 2016

“If developing World Class Schools with Outstanding Leadership and Teaching is your Mission, then join us in our Challenge”

We are seeking to appoint an Executive Principal to open and lead our new free school and work with us to realise our vision of creating an outstanding and high performing 4-19 international academy. Set in a purpose built campus alongside business and commercial enterprises, this is a unique opportunity for an innovative and inspirational leader to create a

thriving educational community to transform the lives of children in Northampton town centre. If you are someone with high aspirations and expectations whose energy, strong moral purpose and exemplary track record can turn a vision into reality, we would like to hear from you.

Application Deadline: 22nd June 2015

For further details please contact Ruhena Mahmood on ruhena.mahmood@emlcacademytrust.co.uk or call on 01234 880154.

If you would like to discuss the position in confidence please call Ruhena to arrange a discussion: 01234 880154.

EMLC Academy Trust was incorporated in 2012 to establish, maintain, manage and develop academies and free schools as world class centres of excellence.

Interviews: week of 13th July 2015

The trust currently sponsors five primary academies in Northampton and Milton Keynes, is sponsoring Prince William School, Oundle from September 2015 and is developing Northampton International Academy, opening in September 2016.

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

Every child deserves to be the best they can be.

PRINCIPAL

NOR: 600 | Age range: 14-19 years | Start: January 2016

Salary: £75,000 (plus up to £5k for achieving agreed targets)



Our Vision

UTC 2 Sheffield Human Sciences & Computing will provide dynamic education for 14 - 19 year olds, opening its doors in September 2016.

Building on the exceptional success of UTC 1, UTC 2 will deliver outstanding educational experience grounded in real, relevant workplace practice in partnership with world-class companies, schools, colleges and universities, giving our students a unique start to their future careers.

We will provide training today for the jobs of tomorrow.

About the role

Located in an impressive brand new purpose-built £10m building on the visionary new Olympic Legacy Park in the Don Valley area of Sheffield, you will work alongside the Executive Principal as part of a multi academy trust, to create our second Centre of Excellence focusing on Human Sciences and Computing.

Starting in January 2016, during the lead-in time, you will ensure everything is in place for the college to open. Together with the Executive Principal, you will ensure the building is ready on time; recruit an exceptional team of staff; create an employer-led, project-driven curriculum; and successfully attract the first cohort of students.

About you

You will be a highly skilled leader who understands the challenges of educating 14-19 year olds. Wherever you gained this experience, you will have a strong track record of building relationships with industry, policy makers, education, parents and students. Effective partnership working will be absolutely critical to the college's success. As the college's figurehead, you will be a hugely engaging and inspirational individual. Resilient, driven and focused you will establish a pioneering institution at the heart of the Sheffield City Region and its communities.

UTC 2 Sheffield is sponsored by Sheffield Hallam University, The Sheffield College and the Sheffield Chamber of Commerce and Industry.

To apply please visit www.utcsheffield.org.uk/vacancies and follow the links and complete the online application.

Closing date: 19 June 2015 | Interviews: 2 and 3 July 2015

For an informal discussion or to book a visit, please contact Vivienne Martin on 0114 260 3970.

TBAP Trust

TBAP Cambridge AP Academy Head of School L20 – 24 (£61,012 to £67,290)



TBAP Trust Benefits package includes: Relocation package, Benenden Health Care Membership, Interest Free Travel Season Ticket Loan Scheme & Employers for Childcare Vouchers Scheme

Required for January 2016 or earlier depending on availability

Do you have what it takes to lead the new TBAP Cambridge AP Academy and be a part of the highest performing AP academy chain in the country led by Seamus Oates, an Executive Head Teacher of national standing?

TBAP multi-academy trust includes The Bridge and Courtyard AP Academies both judged to be outstanding in all areas by Ofsted. TBAP delivers alternative provision education across four London Boroughs and Cambridge. It also has a number of exciting programmes including a growing Teaching School Alliance, expanding number of School Direct places, an innovative educational residence and a 16-19 academic AP Academy.

Are you an outstanding leader; with a passion for achieving the best possible outcomes, for excluded learners and those with SMEH? Are you a leader with an established track record of delivering excellence? Are you hungry for a new challenge? Would you welcome an opportunity to build your team and lead an established AP academy from 'good' to 'outstanding'?

We are now recruiting a Head of School to lead our new AP Academy situated in Cambridge city centre. The new provision will develop over the next couple year from providing a 35 place KS3 & 4 centre, to a multi site KS1 to 4 school and outreach service to meet the requirements of schools in the City and South Cambridgeshire. Class groups are small, and work in close partnership with; local schools, agencies and parents/carers, to give the best support possible to its young people. We are keen to interview candidates who are resilient, show initiative and believe they have the potential to deliver outstanding outcomes for our learners within 2 years.

The successful candidates will benefit from significant support from the Bridge AP Academy leadership team and the TBAP Extended SLT. The Bridge AP Academy is a National Support School, an Inclusion Quality Centre of Excellence and was judged as outstanding in every area by Ofsted in 2013. It is also leads the TBAP Teaching School Alliance.

The TBAP Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure will be requested for the successful candidate in accordance with Safeguarding Children and Safer Recruitment in Education legislation.

Please visit our website www.tbap.org.uk for application documents and more information about TBAP Multi Academy Trust

To arrange a visit on the 15th & 16th of June please contact Chanda Viette on 02031080345 (ext 106) or email hr@tbap.org.uk

Please email all applications to hr@tbap.org.uk

Closing date for receipt of applications: 24th June 2015

Short listed candidates will be invited to a two day interview on the 1st & 2nd July

TBAP Trust

The Bridge AP Academy Leader of Maths M1 – UPS3 (£27,543.00 - £45,905) TLR 2C £6322 (Job description for responsibilities)



TBAP Trust Benefits package includes: Benenden Health Care Membership, Interest Free Travel Season Ticket Loan Scheme & Employers for Childcare Vouchers Scheme

Immediate start available or September 2015

The Bridge AP Academy is part of the TBAP Multi Academy Trust which is led by Seamus Oates a National Leader of Education, and includes The Bridge AP Academy a Teaching School, judged to be outstanding in all areas by Ofsted in June 2013.

We are seeking an outstanding Leader for Maths, to deliver and expand the maths curriculum in readiness of the new GCSE. You will be committed to inclusion and be able to inspire, support and motivate pupils with SEMH.

The key focus of this role will be on raising further achievement through the development of outstanding teaching and learning.

The Bridge AP Academy delivers Alternative Provision for young people and is located in the London Borough of Hammersmith & Fulham. Class groups are small and the academy works in close partnership with local schools, agencies and parents/carers to give the best support possible to young people.

The TBAP Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure will be requested for the successful candidate in accordance with Safeguarding Children and Safer Recruitment in Education legislation.

Please visit our website www.tbap.org.uk for application documents and more information about The Bridge AP Academy.

We welcome and encourage visits to the academy.

To arrange a visit to The Bridge AP Academy please contact Rebecca Evans on 0207 610 8340 or email hr@tbap.org.uk

Closing date for receipt of applications: 8th May 2015

Interview dates will be between 14th-20th May 2015 for shortlisted candidates only.

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planning time"



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SCHOOLS WEEK Sudoku challenge

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

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 Phil Reynolds @PReynoldsFCCA