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TEEN TRUANT TO
TRUST LEADER**



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NOW YOU SEE HIM

WHY THE NATIONAL SCHOOLS COMMISSIONER
COULD BE COMING TO A TOWN NEAR YOU

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The £10m write-off

- DfE accounts lack 'truth and fairness'
- £1.5m lost on free school that never opened

BILLY CAMDEN
@BILLYCAMDEN

The Department for Education (DfE) has written off nearly £10 million as losses soar under the expansion of its free school and academies programme.

The losses were revealed in the department's annual accounts that were finally published on Wednesday,

four months later than usual.

The figure is nearly five times as much as the £2 million loss recorded in the previous year and formed part of a damning report from the government's audit watchdog that found the overall accounts lack "truth and fairness".

More than £1.5 million alone was lost when planning permission for the Tauheedul Islam Boys

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NEWS

Small sixth forms face closure

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New rules restricting the ability of academies to open sixth forms could prompt the closure of existing post-16 institutions, some school leaders believe.

The government's guidance for academies that want to make "significant changes" to their structure – including adding a sixth form – sets out four criteria that leaders will have to meet to get the go-ahead.

They must now prove they can get more than 200 pupils for their new sixth form and that they will offer a broad curriculum with at least 15 A-levels across a range of subjects.

They must also be able to demonstrate, when making their business case to the government, that there is demand in their local area, and that their new venture will be financially viable and provide "value for money".

The change follows criticism that existing policies have led to small sixth forms opening in areas without demand, consequently damaging existing post-16 institutions by taking their pupils or becoming financially unviable.

But despite a positive response to the new rules across the further education sector,

some school leaders say that it could force existing institutions to close. Heads should have the final say, they believe.

Micon Metcalfe (pictured), director of finance and business at Dunraven school in south London, said she wondered if schools considering closing their sixth forms would now feel that they had to. "I can envisage a future where Ofsted makes judgments based on 15 courses being the benchmark for a broad and balanced post-16 curriculum. That and the funding squeeze might be a disincentive to continue."

She said smart schools would look at multi-academy trust structures and how they could provide post-16 education across families of schools.

"In some ways the government is sensible in agreeing to fund new school sixth forms with more than 200 pupils. It is difficult for a smaller sixth form to offer a broad range of courses and to be financially sustainable, especially as school post-16 funding has been cut by about 20 per cent since 2010."

Mark Lehain, headteacher at the secondary Bedford free school, said he still



felt his decision not to add post-16 provision when the school was founded in 2010 was the right one, but the new rules went against the "direction of travel" of recent education policy – which has largely focused on giving schools more power.

"Schools should be left to make their own decisions. We are a good example of a school that would love to have a sixth form, but we recognised it was not the right thing to do."

"Everything so far is about giving schools more autonomy. Why change that now? We should trust headteachers to make the right decisions for the communities they serve."

The Sixth Form Colleges Association, one of several groups that campaigned for tougher restrictions, said the change was a "step in the right direction".

James Kewin, the group's deputy chief executive, said: "Until now, applications for academy sixth forms have been doomed to succeed. This has led to the creation of new sixth forms in areas where there is already an oversupply of good or outstanding provision, often with a narrow curriculum offer."

LABOUR MP RAISES FEARS OF SCHOOL LAND SALE

FREDDIE WHITTAKER

@FCDWHITTAKER

Plans to transfer ownership of all school land to the government combined with rumours surrounding a property company set up by the Department for Education (DfE) have sparked fears about a possible future sale of assets.

The government's recent white paper sets out proposals for the transfer of school land currently held and managed by local authorities to the state when those schools become academies. The land will then be leased back to the academy sponsor, much in the same way the councils currently lease land to schools.

But the recent establishment of a "property group", which the department claims was set up to find sites for new free schools, has raised questions about whether the land will continue to rest in public hands.

Rebecca Long-Bailey (pictured), the Labour MP for Salford and Eccles and shadow treasury minister, is among those who have drawn parallels with NHS Property Services, set up by the Department of Health in 2010 to manage land taken from primary care trusts, and whose chief executive Elaine Hewitt now sits on the DfE's property group.

A legal source close to the DfE has told *Schools Week* he believes the company will eventually function in a way that facilitates the white paper policy, claiming it will "hold and manage the land under the new arrangements".



The government has insisted the group is aimed at securing free school sites and not linked to the white paper, but has not said whether or not it will take on additional duties in future.

A spokesperson also said "clear safeguards" were in place to prevent academies selling or changing the use of public land without permission, claiming it was "disingenuous" to suggest otherwise. But she did not address fears that the government might eventually dispose of it.

Nicky Morgan, the education secretary, faced questions from Long-Bailey in parliament last Wednesday about how property would be managed once in the government's ownership.

Long-Bailey said she "questioned the necessity" of creating a property company when the land was held by the state, adding: "It would of course make perfect sense if there was, say, a proposed sale of that property management company in the future. I say no more."

She also sought answers about whether

academy tenants would be required to seek consent for any underletting, and whether or not there would be local engagement to ensure that any tenants were "deemed beneficial to the school and the wider community, rather than simply offering a financial gain for the academy".

Long-Bailey called the current proposals "extremely ambiguous" as they failed to clarify where proceeds of sales would be directed. She suggested they go to the relevant local authority, "so that they can be put to good and beneficial local use".

Morgan did not respond to Long-Bailey's questions due to the format of the debate.

The property group was announced in February as part of the release of wave 10 of successful free school bids. Members include Michael Strong, former executive chairman of CBRE Europe, Middle East and Africa, Philip Bell-Brown, group property director at Dixons Carphone, and Ric Lewis, a governor at King Solomon Academy in London and chief executive of Tristan Capital Partners.

NEWS

DfE accounts have 'pervasive' errors

BILLY CAMDEN

@BILLYCAMDEN

CONTINUED
FROM FRONT

free school was overturned by Blackburn with Darwen Council.

An alternative permanent site for the school is now being sought, but the DfE's spend on developing the original site had to be written off as a "fruitless payment", according to the accounts.

Another £1.5 million was lost on two technical schools, one of which never opened.

The Liverpool LowCarbon and SuperPort university technical college incurred "unrecoverable" costs of more than £850,000, which included property agent fees, fees for technical and legal advice and initial works on a site.

But the site was later deemed unviable when one leaseholder pulled out of the sale. The department has not been able to find an alternative location.

Manchester Studio School, which spent almost £500,000, closed in August 2014 because of low pupil numbers – a common theme for the studio schools model; 14 of 47 have closed since its conception in 2010.

Another heavy loss came after Durham Free School had its

funding terminated in March last year.

The school was placed in special measures by Ofsted, which claimed in a damning report that teaching and learning was "weak".

Nicky Morgan, the education secretary, deemed the academy trust did not have the "capacity or a suitable strategy" to improve and so closed the school. That decision cost the department more than £400,000.

A spokesperson for the department said: "As we expand the academies and increasingly popular free schools programme, there will inevitably be spending on sites that has to be written off. The figures reported in this set of accounts are in line with what we would expect and represent a very small proportion of the department's total budget."

A large bill is also possible next year.

Schools Week reported last month that another proposed free school, Harperbury Free School in Hertfordshire, was cancelled three years after it was given the go-ahead because the planned site was too small – £1.9 million had already been spent on the project.

The department's overall accounts were again met with a rare "adverse opinion" from

the National Audit Office (NAO). It reported that the financial statements lacked "truth and fairness" and Sir Amyas Morse, the comptroller and auditor general, branded the level of error and uncertainty in them as "material and pervasive".

His probe into the department's finances revealed it had exceeded three expenditure limits set by parliament.

Schools Week reported in January that the department had started getting its accounts in order after the NAO last year labelled them as "not acceptable on any level".

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

The DfE is now planning to publish a separate report with accounts for academies, on an academic year basis.

A DfE spokesperson said: "Academies are subject to a rigorous system of accountability and oversight, tougher and more transparent than maintained schools. The consolidation of thousands of those accounts into the format required by parliament is one of the largest and most complex procedures of its kind."

The spokesperson added that the department recognises the challenges with its current format and will introduce a new methodology for 2016-17.

Free breakfasts proposed for primary pupils

A parliamentary report that highlighted the problem of children going to school hungry has proposed free breakfasts to tackle the problem.

The all-party parliamentary group (APPG) on hunger, headed by Labour MP Frank Field, surveyed 19 schools in Birkenhead and 13 in South Shields.

According to its report, some children at one school in South Shields "complain of persistent hunger", while a school in Birkenhead said 20 per cent of its pupils were turning up to class hungry.

Last year, the National Association of Head Teachers (NAHT) released research claiming that schools were providing £43.5 million of extra support to deprived pupils, including food.

Russell Hobby, the association's general secretary, said: "Pupils going to school hungry will not fulfil their potential.

"As services are cut elsewhere, such as in health, welfare and local government, schools have to pick up the pieces."

The APPG report claimed a 16 per cent increase since 2012 in children starting school underweight, based on the National Child Measurement Programme's figure of 6,367 children in England starting reception underweight last year.

However when *Schools Week* checked the programme's latest available online report, it said the overall prevalence (percentage) of underweight children had increased only slightly since 2012, from 0.9 per cent to 1 per cent.



LINCOLNSHIRE TRUSTS GET THE GO-AHEAD TO MERGE

Two Lincolnshire multi-academy trusts are set to merge, one of the first moves of its kind, writes Sophie Scott.

The Phoenix Federation of Schools and Boston Witham Academies Federation, which have eight schools between them, have the go-ahead to unite from the Department for Education and their regional schools commissioner.

Phoenix will come under the canopy of Boston Witham in September.

Seven of the group are primary schools: Carlton Road academy, Fishtoft academy, Gosberton academy, Park academy, The Pioneers free school, Staniland academy and Wygate Park academy.

The trust will also have one secondary school, the Haven High academy.

Philip Reynolds, academies and education manager at accountancy firm Kreston Reeves, said it was one of the first times he had seen, but pointed to the "acquisition" of Chatham Grammar School For Boys by the Thinking Schools Academies Trust in 2014.

Reynolds said there were potential pitfalls. "The main challenges they will face are cultural. Do the trusts have the same ethos? For example, some of the staff at one of the trusts may have easier access to the management – will that disappear on merger? If the new management

change [the working environment], the result might be resentment and a decrease in productivity."

Daniel Elkington, interim chair of Phoenix, said there were a number of reasons for the move, including cost-cutting.

"The merger will mean we can put more money towards the budget and centralise our services. For example, in Boston we have schools with between 40 and 70 per cent of pupils classed as having English as an additional language.

"With more schools in a trust we can afford a proper central team who can work with those children in a more cost-effective way."

But Reynolds said a focus on saving money could "become so strong that the day-to-day running of the school 'business' might be disrupted".

He added: "There is likely to be some costs incurred in the merger for re-visiting employee contracts and day-to-day contracts amongst the trusts. Employee benefits between trusts may also differ; careful management of this will need to be made to avoid any staff upset."

Elkington said a larger trust would also enable the schools to plan teacher training and recruitment more effectively.

"Rather than go through the universities we can manage our own training and deployment to where it is needed within the trust. It will make it more flexible.

"We will also be able to develop better teacher development. A larger trust provides better economies of scale."

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NEWS: FREE SCHOOLS

Now you can see who runs the country's free schools

Exclusive

Schools Week today publishes a database that reveals the trusts running every free school in the country. This data has not been available except by searching each school's website – not always easy – or finding the school's annual accounts.

Financial statements are supposed to be published on websites, but some free schools do not routinely do this.

The upshot is: it's a bit fiddly. And it can be laborious when you are trying to research various free schools (as *Schools Week* found out the hard way).

So, we put in an information request to the Department for Education for all the details, in one place.

We also have the details for new schools that have been approved, but are yet to open.

What does it show?

Harris and the Tauheedul Education Trust top the table. Each runs nine free schools and each has another five approved and waiting to open.

Ark – another well-known academy sponsor – currently has six free schools and has another six approved.

In third place is the Bellevue Place Education Trust, a lesser known trust that runs seven schools (see below).

To view the full database, visit schoolsweek.co.uk

WHERE ARE FREE SCHOOLS?

	Open	Planned	Total	% Total
East Midlands & Humber	26	5	31	6%
Lancashire & West Yorkshire	55	18	73	13%
North	12	5	17	3%
North East London & East	59	27	86	15%
North West London & South Central	98	48	146	26%
South London & South East	54	39	93	17%
South West	32	18	50	9%
West Midlands	47	15	62	11%
Grand Total	383	175	558	

WHO RUNS FREE SCHOOLS? AND HOW MANY?

Sponsors of open free schools

Harris Federation	9
Tauheedul Education Trust	9
Bellevue Place Education Trust	7
ARK Schools	6
Chapel Street Community Schools Trust	5
CFBT Schools Trust	4
Cuckoo Hall Academies Trust	4
Dixons Academies Charitable Trust Ltd	4
Nishkam School Trust	4
Perry Beeches The Academy Trust	4
Russell Education Trust	4

Planned future free schools

ARK Schools	6
Harris Federation	5
Tauheedul Education Trust	5
Aspirations Academies Trust	2
Canary Wharf College Ltd	2
City Gateway 14-19 Provision	2
City of London Academies Trust	2
David Ross Education Trust	2
Floreat Education Academies Trust	2
Greenshaw Learning Trust	2
Inspiration Trust	2
Laurus Trust	2
New Generation Schools Trust	2
Perry Beeches The Academy Trust	2
REAch2 Academy Trust	2
Two Mile Ash School	2

419
SPONSORS
IN TOTAL

299
OPEN

149
YET TO OPEN

The free school trust you have never heard of

JOHN DICKENS

@JOHNDICKENSSW

Bellevue Place Education Trust (BPET) is the third largest free school owner, with seven primary schools in and around London, writes John Dickens.

But it has operated until recently out of the spotlight shared by some of the other major players such as Ark and Harris.

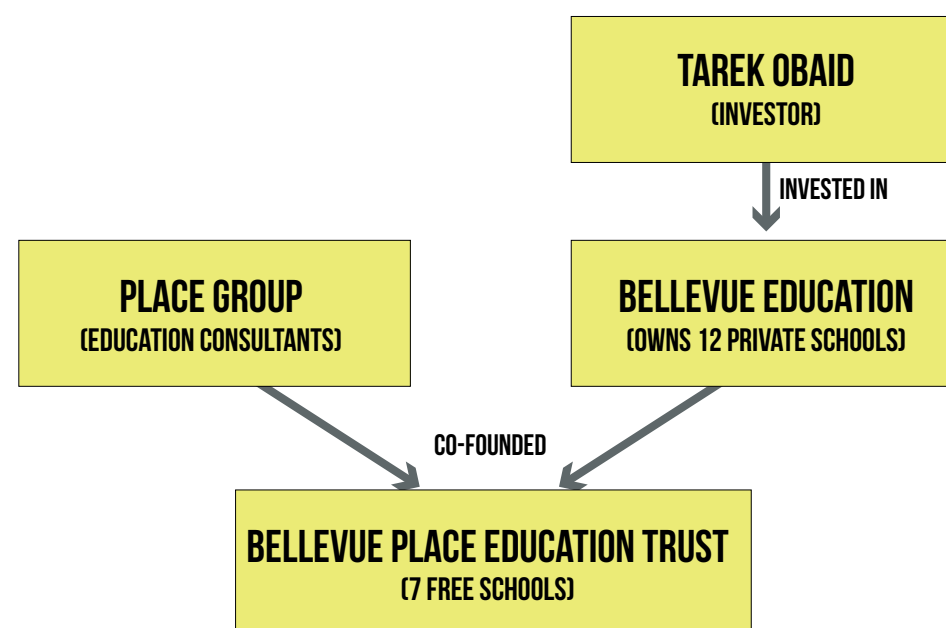
The trust featured in a *Sunday Times* article this month, which reported Saudi Arabian oil tycoon Tarek Obaid was a key investor in the private education firm that helped to set up the trust. The connection came to light after the Panama Papers data release.

He is the largest shareholder, via a British Virgin Islands company, of Bellevue Education – a private education firm that runs 13 independent schools in the UK and Switzerland.

In 2012, the firm co-founded BPET – which runs the free schools – with education consultancy company Place Group.

Chief executive Mark Greatrex, a former civil servant and director at academy chain E-ACT who has been in post since May, distanced the free school chain from the tycoon.

He told *Schools Week*: "I had never heard of the chap [Obaid] and he has



no involvement with the running or governance of the trust."

On its website, the trust states that it brings together the best of the fee-paying sector with the know-how of setting up new schools. Its first school opened in 2013, two a year later and then four last September.

The department said the trust, like all others, was the subject of "detailed scrutiny".

The spokesperson also said BPET and Bellevue Education were "separate" organisations.

This has been questioned by some commentators, who pointed out that two of the trust's members – Marwan Naja, a private equity investor, and Mark Malley – also hold top jobs at Bellevue Education.

But Greatrex said the trust was independent with separate governance structures. He described Bellevue Education as more of a "significant partner with long-term commitment" in the trust.

He attributed the company's involvement as a key reason BPET was trusted to open

seven schools, without being able to show any indication of prior performance. The two academy trusts with more free schools, Harris and Ark, were able to show Ofsted results of their pre-existing academies.

BPET also trumpeted Bellevue Education's involvement in its free school application.

Six of the trust's schools opened in areas with a shortage of places and were backed by their local authorities, Greatrex said.

But the one that did not, Islington Free School, caused a local storm after Michael Gove, the former education secretary, secured a site in the borough for BPET – despite the council having plans to raise £3 million by selling it off for new homes.

Greatrex said the trust and Islington council have now called a "score draw".

He said parents had bought into the trust's ethos and claimed the "wider education experience" BPET offered meant that pupils got more than just core subjects.

An example of this, he said, was a performance of *Cinderella* by year 1 pupils last week, with 80 per cent of it performed in Spanish.

The trust's first school, Rutherford House School in Wandsworth, was rated good by Ofsted in September.

But Greatrex added: "Now is the time to consolidate and prove with evidence from Ofsted that our schools are good or outstanding."

What next for parent-led schools?

FREDDIE WHITTAKER

@FCDWHITTAKER

The future of free schools as independent, standalone institutions is in doubt as new rules requiring academies to join or establish trusts bed in.

Figures also show a steady decline in the proportion of approved applications from parent-led groups over the past five years.

The free schools programme, established by Michael Gove in 2010 as a way for members of the public and teachers to set up their own schools, is increasingly used by large, established academy chains to start their own schools.

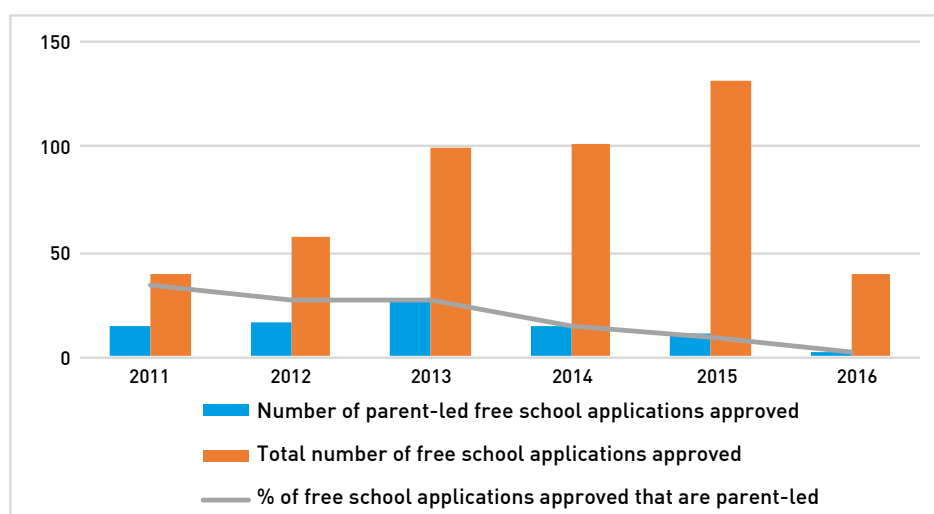
And the desire set out in the government's white paper for schools either to become part of or set up a trust, or at the very least provide "support" for another institution, means bids for standalone schools are even less likely to be considered in future.

Analysis by the Labour party of the first ten waves of free school applications shows the proportion of approved applications from parents has declined from 35 per cent of bids in 2011 to 9 per cent last year.

So far this year, just one of the 40 applications approved by the Department for Education was from parents.

The pro-free schools New Schools Network (NSN) is now actively reminding teachers that they can launch schools is a further sign of a shift.

Approved free school applications



In 2011, Gove, then education secretary, described the policy as a way of "meeting parents' desire for a good local school – a school that's easy to get to, that feels like part of the community".

But Lucy Powell, the shadow education secretary, said it was "increasingly clear" that the government's original concept of a free school was "all but dead".

She said: "The Tories have all but abandoned the concept of parent-led schools, and are instead overseeing a huge

expansion of academy chains opening new schools."

Powell said the findings of her party's research would come as a surprise to "parents and many in the Conservative party" who, she claimed, were still being "sold an untruth" about the expansion of the programme.

Both the government and the NSN have sought to reassure critics that the policy remains a method by which individuals can set up schools.

Nick Timothy, the network's director, said that more than 70 per cent of free schools had been set up by teachers or existing schools, and that parent or charity groups proposing free schools needed to demonstrate they had "first-rate professional advice from an experienced, senior teacher".

"This is why we are currently campaigning to remind teachers that free schools offer the best way to set up their dream school," he said.

Timothy said many free schools were already working in partnership with other establishments, but standalone schools could still open. He also insisted that uniformity wasn't a "desirable end" for the policy, and that he expected to see "some schools in big chains, some in smaller chains and some that may not be in chains at all".

A government spokesperson said free schools were "at the heart" of a drive to "spread educational excellence everywhere", and insisted they were "proving highly popular" with parents.

"We have opened more than 300 free schools and plan to create at least 500 new schools by 2020 – offering more choice of a good local school for parents than ever before," the spokesperson said. The government welcomed applications from parents and community groups, and had "no plans to change this".

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NEWS

Migration review delay 'prompted by EU campaign'

FREDDIE WHITTAKER
@FCDWHITTAKER

A "major review" of how mass migration has affected schools will now be rolled into a wider look at inclusion and extremism, prompting fears the issue will be buried in the run-up to the EU referendum.

The review, first mooted by Nicky Morgan in an interview with *The Telegraph* a year ago, was due to look at the effect that the influx of migrant and refugee children is having on England's schools.

But the Department for Education (DfE) this week told *Schools Week* that the review, which it claims is still ongoing, will now form part of a wider investigation by Louise Casey, head of the government's troubled families unit. No date for her report has been set.

Migration is often blamed for deficit of primary school places in England, especially around the time of year that parents find out which schools their children have got into. But tensions and debate around the issue are running higher as a result of campaigning around the UK's future membership of the EU.

Priti Patel, the employment minister, is among the high-profile Vote Leave campaigners to have linked the two issues, claiming the shortage of primary places is "yet another example of how uncontrolled migration is putting unsustainable pressures on public services".

The UK Independence Party has called for the report to be released before voters go to the polls on June 23, and has accused Whitehall of putting off its publication.

Paul Nuttall, the party's deputy leader and education spokesperson, told *Schools Week* it looked like the government was "deliberately shuffling its cards" to ensure the review was not published until after the referendum. It was "another example of the government shifting the goalposts.

"They are shameless and are using every lever of power that they can get their hands on to pull the wool over the public's eyes.

"They are contemptible, and transparently so in their treatment of the electorate as children for whom information is not a right but a privilege."

Unlike some of her cabinet colleagues, the education secretary is a firm supporter of Britain's continued membership of EU, and last month made a high-profile intervention into the debate, claiming opportunities for English pupils could be diminished if the vote is to leave.

A DfE spokesperson said: "It is absolute nonsense to suggest we are refusing to publish a report on immigration. The research is not complete and we have instead asked Louise Casey to consider education and immigration as part of her wider review."

Non-faith schools to join religious trust

SOPHIE SCOTT
@SOPH_E_SCOTT

The Church of England is planning to take over four non-religious schools in the north east as part of the government's academisation plans.

Secular campaigners have raised concerns that this will represent a "transfer of public land to the church", while the diocese has downplayed the matter.

Five schools are expected to become part of a multi-academy trust (MAT) proposed by the Church of England, but only one has a religious ethos.

The Diocese of Newcastle has said that each school's ethos would be protected, but the National Secular Society (NSS) has called it a "deeply anti-secular development".

Stephen Evans, the society's campaigns director, said: "If this MAT goes ahead it's hard to see how the non-religious schools within it can realistically be protected from an encroaching religious ethos, particularly if the most senior people in the trust are all advancing the interests of the church."

In October, *Schools Week* reported that the Tauheedul Education Trust, which runs ten Muslim faith-based schools, was set to take over three non-faith community secondary schools.

Tauheedul said it had "no plan at any

stage to implement a faith ethos" but concerns were raised locally, where only 0.7 per cent of the population is Muslim.

Government guidance states a mixed-faith and non-faith trust must preserve the non-religious nature of their community schools. A local governing body for the community school must also be established.

The CofE currently has 4,600 schools in England, of which 560 are academies. It would not confirm if it was planning other similar trusts across the country.

A diocese spokesperson said the schools would continue their current ethos and each school's governing body would be tasked with protecting it.

Questions have been raised about land ownership, with the NSS planning to include the matter in its submission to the education select committee's inquiry into MATs.

The society's draft submission, seen by *Schools Week*, states: "In many cases public land will be transferred from local authorities and placed under control of the local diocese for 125 years, and, given the permission of the secretary of state, the church could use it however it likes.

"We regard this as a deeply anti-secular development and we urge the committee to raise the democratic deficit of this potential

'land grab' with the department."

Evans said: "While the church's interest in education is primarily about advancing its mission, academisation could see the church adding to its already impressive property portfolio."

But Jonathan Simons, head of education at the think tank Policy Exchange, said mass control of land by the church was "unlikely".

He said MATs that included voluntary-aided (VA) schools must have 50 per cent church representation on the trust's board, meaning that "in theory" a church-heavy MAT could end up leasing "large chunks of land that were formally local authority land".

However the government would still own the freehold. It was "unlikely large numbers of secular schools would agree to join a MAT that had 50 per cent church representation at the top level".

The diocese spokesperson said: "As with any academisation of non-church schools, the land will transfer to the trust company.

"Such land could not be sold without secretary of state consent and would be likely to be subject to certain conditions such as reinvestment into educational purposes.

"The trust will be a charitable company so any decisions taken must be in accordance with the charitable objects of the company."

CHURCHES WILL HAVE THE FINAL SAY ON ACADEMY CONVERSION

SOPHIE SCOTT
@SOPH_E_SCOTT *Investigates*

Catholic and Church of England leaders will have the final say on whether 5,500 schools under their control become academies, according to two new agreements with government.

Academy conversions will take place only if the relevant church authority is satisfied that the school's religious character will be maintained. It is expected most church schools will join church-led trusts, although separate provisions exist for underperforming schools.

However, commentators say that by failing to distinguish between different types of school, such as voluntary-controlled or voluntary-aided, the agreement with the Church of England (CofE) will give it even greater control over the schools it currently has.

Memorandums of Understanding (MoU) released on Monday outline how the CofE and Catholic church will work with regional school commissioners (RSCs) as all schools convert to become academies.

While there are variations between the two churches' agreements, both give assurances that the government will "respect the statutory right and requirement" for dioceses to "allow" schools to become academies.

A recurring theme across the two documents is an assurance that the religious character and ethos of schools will be preserved and, in the case of the CofE, church schools will be placed only within trusts where governance structures comply

with church requirements.

These conditions may be waived for underperforming schools, but decisions to place a church school in a non-church trust must be agreed with the relevant church authority.

For CofE schools, RSCs must "safeguard the religious character of the school"; for Catholic ones, control "remains at all times with the Catholic church".

Further provisions exist to remove schools from non-church trusts if their "religious character is at risk".

Latest figures show that of the 6,580 Catholic and CofE state schools in England, 915 are academies and 12 are free schools. The Catholic church has the higher proportion – 24 per cent of its 2,000 schools are academies, compared with 12 per cent of CofE schools.

But there is concern about the impact of academisation on the 2,200 voluntary-controlled (VC) CofE schools.

Governing bodies at VC schools do not have a church majority, unlike those in voluntary-aided (VA) schools, but boards of church-led multi-academy trusts (MATs) are required to have at least 50 per cent church representation.

Education academic Becky Allen said this would mean VC schools would come under greater church control if joining a church-led academy trust.

"The interesting part is that the expectation is that all CofE schools will go into MATs controlled by the church, even though it doesn't currently control the very large number of VC schools.

"So in effect we are handing control of thousands of schools back to the CofE."

The MoU was announced in the Department for Education's white paper last month.

The British Humanist Association said the agreements were "discriminatory" and "ludicrous".

Andrew Copson, chief executive, said: "Ours is an education system in which the state doesn't simply fund 'faith' schools, it also grants them a range of legal freedoms to openly discriminate against pupils, parents, and teachers."

Paul Barber, director of the Catholic Education Service, said the MoU was an acknowledgement of the "valued and ongoing partnership" between it and the department.

The education department previously told *Schools Week* it was not planning similar agreements with other religious groups.

However, the Partnership of Jewish Schools said it was working with the government to establish a multi-academy trust for Jewish schools.

A spokesperson for the group said any MAT would "have appropriate levels of protection for the individual religious characteristics of the schools that

join it. "The way that our conversations have gone leaves us confident the implementation of the white paper proposals need not have adverse consequences from a faith perspective."



PIXL

THE GAME CHANGER

Last year, *Schools Week* revealed how school network partnership PiXL encouraged the use of obscure qualifications to boost pupil attainment and headline performance measures. JOHN DICKENS now reveals the results of a year-long study of why such behaviours might not be a sure bet

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Schools shifting youngsters to alternative qualifications to boost league table scores are taking a gamble with their whole school results, suggests new evidence seen exclusively by *Schools Week*.

The qualifications regulator Ofqual has today published the findings of a substantial study into what causes volatility in exam results. The study followed recent unexpected, large dips in results in some schools.

After crunching numbers for months, the watchdog found the only school-led factor linked to swings in GCSE pass rates was the stability of a school's exam entry profile.

This means those that move large numbers of pupils into different exams each year are more likely to have unpredictable results.

Last August, some headteachers blamed unexpected dips in results on Ofqual's moving of grade boundaries, a practice that is particularly likely when subjects have an influx of new entrants.

Heads also said they were hit harder if they had large numbers of pupils on free school meals or with English as an additional language.

But the report found neither of these factors made a difference to volatility.

Fresh questions for PiXL

The findings do, however, prompt new questions about the practice of shifting pupils into specific qualifications.

It is one of the methods promoted by the school network partnership, The PiXL Club, as a way to boost league table standings.

Schools Week previously revealed how the group advised its 1,500-plus member schools – which pay up to £5,500 membership a year – to enter “vulnerable pupils” unlikely to get five GCSE passes into the European Computer Driving Licence (ECDL).

The fast-tracked ICT qualification is worth a GCSE. PiXL said schools planned to run three days of intensive classes to prepare pupils for the exam. The number of entrants for the qualification rocketed from 1,800 in 2014 to more than 30,000 last year.

A head whose school is a PiXL member, but who would only speak on condition of anonymity, said some schools had raised results, but that a “very large part of that strategy” was down to shifting entries to qualifications such as the ECDL and iGCSE English.

He described PiXL's intention of working together to give as many pupils as possible the chance of success as “noble”.

But he said that, like any organisation, it was dependent on results and the quickest way

to have that effect was to “game the system”.

“I am convinced that putting effort into these tricks has taken some schools' eye off the ball in terms of their core business – teaching and learning – and in terms of their preparation for the core and foundation examinations.”

Other qualifications reportedly suggested by PiXL include Trinity College London's exam in rock and pop – which reportedly requires no sight reading or theory – and an English qualification for speakers of other languages (ESOL), which does not have clashing codes with English.

iGCSE volatility

It was reported as far back as 2012 that PiXL members advised schools to enter pupils into the English iGCSE.

One head told *Schools Week* that PiXL's “mass promotion of mass entry” into iGCSE was driven by the theory that “it used to be undoubtedly easier to get a grade C” in that exam.

However, Ofqual's new study suggests

that when large numbers of pupils are switched into different qualifications, the chance of variability in results increases. Switching can bring substantial increases in exam scores, but also substantial discrepancies.

Schools Week also learned, through documents released by the regulator under the Freedom of Information Act, that when there is a large influx of pupils into a subject – something that substantially changes the ability profile of pupils – Ofqual flags it up and then re-examines the grade boundaries to ensure their suitability.

If many pupils of a particular ability shift toward one qualification and seem to be scoring a C grade when other data suggests they should be scoring a lower grade, the boundaries may be realigned to reflect that.

Last week, independent school heads said an “unprecedented number” of schools had concerns about last year's iGCSE results as grade boundaries were “exceptionally out of line” with expectations. The pupils involved would have started their courses in 2013.

Hence, rather than garnering better results for schools, shifting pupils into qualifications that may seem easier could put schools at risk of unexpected changes in their results.

CONTINUED ON NEXT PAGE

PIXL

'THIS IS NOT GAMING. IT IS GOOD TEACHING'

James Wilding, an independent school principal and inspector, said: "Imagine setting up a factory to provide a competitive edge for widget output – and that's what these practices offer – without much public scrutiny about whether we wanted this specific kind of widget in the first place."

The most important thing for school leaders was to provide "excellent education in all its forms to children," he said. "Examination success is a by-product, not the end goal."

Fierce debate

PiXL's advice for schools has been the focus of heated public debate after Tom Sherrington (pictured far right), a London head, blogged about his first meeting with the group.

He talked favourably about the first half of the meeting that had "direct, practical, no-nonsense info geared towards securing success within the mechanics of the system".

But the second half – focused on how to maximise Progress 8 scores – was "disturbing and depressing".

One speaker, he said, suggested whole-cohort entry into specific exams, such as the ECDL, to boost these scores.

A PiXL spokesperson told Schools Week it does not advise schools to enter whole cohorts for exams.

But the blog caught the attention of Sean Harford (pictured near right), Ofsted's national director for schools, who said the "tactic" of whole-cohort entry was "depressing for education".

He and

Sherrington have since met with Sir John Rowling, the chair of PiXL and a former head, to discuss some of the concerns.

Harford told *Schools Week*: "He made it clear, and he is right, that it is entirely up to schools how they decide to enter their pupils into [which] qualifications.

"PiXL is free to give advice that it thinks is fair in its role, which is paid for by schools."

But he said that Ofsted would focus on the decisions that schools made and reiterated that inspectors would be told during training to consider marking down schools found to employ tactics "just to score points".

"Our inspectors will look at these decisions and how they relate to the aspirations and needs of pupils."

When presented with Ofqual's findings, Rowling said the group did not want to get into an "open, controversial and never-ending debate about Ofqual and volatility.

"We serve schools and are accountable to them... Headteachers are perfectly capable of deciding what serves the interests of their students best."

He said PiXL membership had increased year-on-year and now included almost half the country's secondary schools, 600 sixth forms and 70 pupil referral units.

He said the group provided high quality resources to support schools to diagnose the strengths and weaknesses of each student.

"This is not gaming. It is good teaching. If

schools improve the learning outcomes for their students, their position in the league tables will rise."

Qualifications under review

Ofqual's findings show school performance measures were most affected by changes to entries in the core accountability subjects of English, science and maths.

Professor Alan Smithers, of the University of Buckingham, looked over the report to see why this might be: "If schools can increase the proportion by double-entering, switching to iGCSEs, or opting for some GCSE equivalent, then under present accountability rules it is in their interests to do so."

He said this was "not education as it should be", but added: "It is the government that frames the accountability rules and it is down to it to ensure that the metrics, if it wants to use them, capture the essence of genuine education."

The Department for Education appears to have taken note of qualification-switching. A source told *The Guardian* recently that subjects such as the

ECDL could be excluded from league tables from 2019 unless "they were proved to be as robust as conventional GCSE subjects". The department's concerns were said to have been raised with Ofqual.

A spokesperson for the exam regulator said its report was not intended to shed light on "gaming"; it was part of Ofqual's look, over three years, at fluctuations in centre results.

"Our remit is to regulate qualifications and qualifications standards. We do not regulate or inspect those who take qualifications, nor do we decide which qualifications are part of accountability measures."

On volatility, the spokesperson said that some variation in year-on-year results for individual schools was "normal".

"Change usually occurs naturally due to factors such as differences in the ability mix of the students, different teaching approaches and changes in teaching staff or teaching time... even when there are no changes to qualifications."



So do PiXL schools have more volatile results? Here's what the data says...

Schools Week analysed last year's GCSE results for nearly 600 PiXL schools to try to ascertain whether their scores were more volatile than average.

The Ofqual study shows that the more schools shift pupils into different qualifications, the more likely they are to have volatile results.

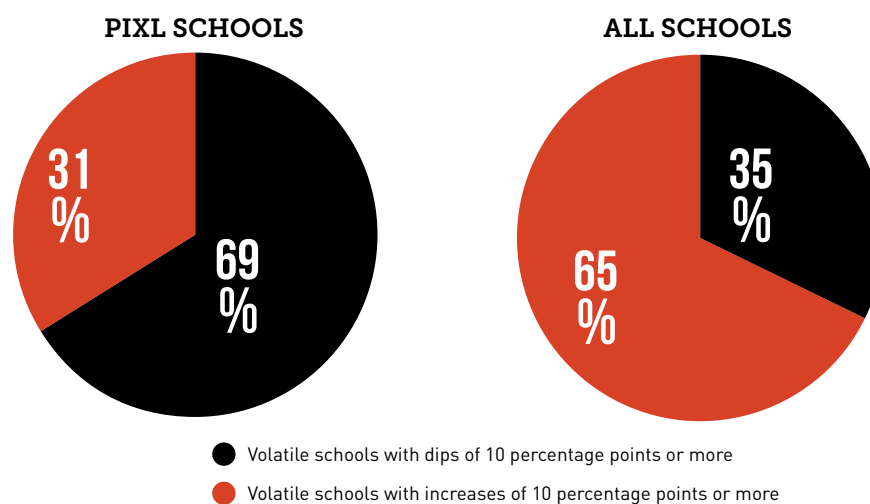
It is well-documented that PiXL advises school members on which qualifications to target. Not every school will act on such advice, but the schools may be more likely to shift pupils if they follow the group's advice.

Using a list of schools due to renew their PiXL membership at the end of last year, we analysed the difference in their GCSE results from 2014 to 2015.

Nearly a quarter (142 of 590) had differences of 10 percentage points or more. This is slightly less than the proportion in Ofqual's overall analysis, which looked at GCSE result changes for 3,686 schools. The regulator found that 1,022 schools (28 per cent) had differences in GCSE exam results of 10 percentage points or more.

But only one-third of schools with large fluctuations experienced a decrease. The

The schools with volatile results - do PiXL's differ?

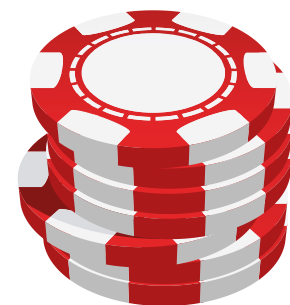


other two-thirds increased their results by 10 per cent or more.

This pattern flipped in PiXL's schools, with highly variable results. Results dropped in more than two-thirds of schools with a change of over 10 per cent in their exam results (69 per cent), while it increased in only 31 per cent.

Between 2014 and 2015, results in PiXL schools dropped on average by two percentage points. Nationally, GCSE pass rates increased 0.2 percentage points.

When presented with our analysis, PiXL said it was not accountable for schools' results, but was accountable to headteachers for the work it did to support schools.



Why is English so volatile?

English GCSE had the greatest volatility of any qualification last year – with schools boosting their exam scores by an average of more than six percentage points.

The average change in GCSE results from 2014 to 2015 for all other qualifications in the Ofsted study ranged between plus or minus 2.5 percentage points.

Why was the figure so high?

The Ofqual report said GCSE English had an instability in its overall cohort entry size.

Many schools had entered all or some candidates for alternative qualifications, such as iGCSEs.

But alternative qualifications were not included as part of the analysis. An Ofqual spokesperson said: "This means that centre variability for English/English language tends to show a lot of variability with centres doing 'better', but it does not tell us what the centre variability looks like if we piece together centre outcomes for GCSE+iGCSE+level1/2 certificates in English. This would probably show much more stability."



LAURA MCINERNEY

Editor, *Schools Week*

Why did some results dip last year? Ofqual reveals all...

Exclusive

Last year, on GCSE results day, panicked phone calls came through to the *Schools Week* office. There were dips – big dips – in the results of schools with outstanding records and well-respected leaders. What was going on?

Many callers said the exams regulator, Ofqual, must have moved the boundaries of English and maths GCSEs, echoing what happened in 2012 when English GCSE results dropped dramatically. Others asked if there was an issue with iGCSEs. Or was it just the law of averages catching up with over-achievers?

For the past three years, Ofqual has published a "volatility" chart showing how many schools had large drops or gains in their results.

The graphs showed a normal pattern: a small shift for most schools of a few percentage points, fewer schools moving more than 10 percentage points, only a few hundred having substantial drops or gains.

So why the concern?

Big drops in maths and English tend to freak schools out because their overall pass rate is affected. If music GCSE takes a battering it doesn't affect the headline measure. Headteachers who saw their maths or English plummet were therefore in shock and wanting answers, even though the overall dip rates looked normal, no more or less than the previous year.

"It's because we have more free school meals kids in our school," some said. Others worried that having English as an additional language pupils, or doing the EBacc, had ruined their rate.

Schools Week began requesting information from Ofqual to see who was correct. First, we asked for (and received) grade boundary reports flagging how and why decisions were made to change them. Second, we asked for the data behind the volatility charts. We wanted to see if schools with big drops had anything in common. Ofqual, equally concerned to see if certain schools were being treated harshly, worked with us to answer this

question. The report published today is the fruit of that labour.

What the report shows is that only one factor correlates significantly with volatility in results: the more a school shifts its exam entries, entering or removing large numbers of pupils, the more likely large increases or decreases in results. Other factors – pupil demographics or subjects entered – don't appear to make a difference.

First lesson, then: the more you change exam entries, the bigger the risk your results will change – positively or negatively.

An alarming sounding part of the report is that schools with more C-grade pupils have more volatile pass rates. But this is not because Ofqual are harsher on those schools. Instead, it's a quirk of the accountability measures decided by government.

If a school has lots of pupils working around the D/C borderline, then a one-mark change in the grade boundary will affect lots of pupils and can cause a big dip, or rise, in five A*-Cs.

Schools with lots of A-grade pupils,

notably the independent sector, also face volatility. But theirs is in the A/A* range. Having lots of pupils working around the A-grade range makes them sensitive to boundary changes of higher grades. Big dips in their A grades, however, don't grab the headlines so much because that score isn't routinely published.

Lesson two: All types of schools have volatile results it's just that certain dips (in C grades) affect certain schools (those with lots of C-grade pupils) and those matter more because the government focuses on them.

Demographics or subjects entered don't appear to make a difference

Headteachers calling us last year were therefore seeing the combined impact of three things. One, volatility caused by moving pupils between exams. Two, genuine decreases in pupil ability. Three, having lots of pupils whose ability straddles the government's main target. The first two are things heads can change; the last one, not so much.

Thankfully, performance measures are changing. As schools shift to Progress and Attainment 8 (see our supplement for more) this pattern will change. How? That's not yet clear.

In the meantime, all school leaders should know that if lots of pupils switch exam entries, or lots of pupils work at the borderline of performance measures, they are more likely to see great leaps in results, but also reductions. So, do not despair if results dip, but also – perhaps – do not congratulate yourself too much on gains either.

NEWS

IN brief

Inquiry into harassment

The Women and Equalities Committee has launched a parliamentary inquiry into the scale and impact of sexual harassment and violence in schools.

Last month, a survey of more than 1,300 teachers, by the teacher union NASUWT, found 53 per cent of members were aware of pupils as young as seven sharing sexual messages and pictures.

A survey by the Sex Education Forum also found more than half of young people did not learn about sexual consent at school.

So far, four parliamentary reports have called for personal, social and health education (PSHE) to be given statutory status.

But in February, Nicky Morgan, the education secretary, refused to make PSHE, and sex and relationships education, statutory. Instead she said an action plan for their improvement was forthcoming.

Maria Miller, committee chair, said: "We're asking teachers, students, parents, youth organisations and anyone else with an interest in this subject to share their knowledge and experience with us."

Evidence for the inquiry can be submitted until May 22.

Exam guidelines for Ramadan

School pupils fasting for Ramadan should have access to quiet resting space, cooler classrooms and room for prayer near exam halls, according to the Association of School and College Leaders (ASCL).

This year Ramadan falls during the summer exam period, starting on June 6 and ending on July 5.

The union published a document in consultation with representatives from the Muslim community, including imams and religious education leaders, and exams officers.

This year's exam timetable was slightly amended to move some large-entry exams to morning sessions, a matter that sparked a widespread debate when reported by Schools Week in January.

Exams staff are advised against suggesting pupils have a "sip of water" unless there are genuine concerns of dehydration. Exam halls should be shaded, with fans and a place for pupils to pray nearby, the advice says.

Khola Hasan, a member of the Islamic Sharia Council, said many Muslim students were able to fast as well as revise and sit exams, but the document offered options for managing performance "in accordance with Islamic guidelines".

Carter plans 'two-day residencies' in regions . . .

LAURA MCINERNEY

@MISS_McINERNEY

Exclusive

The national schools commissioner will visit each of his regions for a "two-day residency" over the next year as part of a push for greater transparency – but criteria for intervention in underperforming academies remain a mystery.

At the launch of the Teaching Leaders annual report on Tuesday, Sir David Carter revealed several ambitions for his time as national commissioner, which began in February, including recruiting "academy ambassadors" who will work unpaid for three days each year supporting trusts, and encouraging "peer review" across school clusters. He will also spend two days in each of the eight commissioner regions, to better understand their context.

Urging listeners to refrain from talking about "academies versus maintained schools", he said the challenge was making an all-academy system work. "We've made fantastic progress, but we're not there yet, if this is an 800m race towards world-class status, we're on the first bend."

Earlier in the day, the Department for Education released a number of "transparency documents" outlining how Carter (pictured), and the eight regional commissioners he oversees, will work with academies. The documents include the criteria for approving free schools



and academy sponsors. However, criteria for interventions on under-performing academies were sparse. The document states that if academies are considered to be under-performing, commissioners could broker "appropriate support", issue warnings, terminate funding or identify a new sponsor "where necessary". No further criteria were given.

Carter's speech was given in celebration of Teaching Leaders, an organisation supporting middle leaders in challenging schools to develop their practice. *Schools Week* reported last month that the organisation has secured government funding to double its intake to 1,500 over the next three years.

Emma Quartey, deputy headteacher at

Mulberry School for Girls in east London, spoke about her school's plan to start a multi-academy trust from September. She highlighted the impact on support staff who so far had been confined to working in one school: "If you lead on data, or support structures, then to do that over a broader network of schools is actually quite exciting."

Asked about the expanding role of commissioners, and whether they would simply become a replica of local authorities, Carter said his focus was purely on accountability and not "running schools".

"The thing about the job advert that captured my attention was that when academies don't deliver what they say in the funding agreement - and on the basis that few academies said they would reduce standards, but presumably talked about getting better - then where that has not happened I think we have a duty and responsibility to intervene."

He also said critics who thought the job would be too big were wrong: "The answer to the question 'how can you oversee 20,000 schools' is that we're not trying to oversee 20,000 schools, we're only going to intervene when things are going wrong."

Asked by an audience member to expand on plans for academies to peer-review one another, Carter said he was only sharing "early thinking" and that he would not "pretend" the plans were detailed.

. . . BUT GOVERNMENT SAYS NO TO RSC REFORM

FREDDIE WHITTAKER

@FCDWHITTAKER

Key recommendations made by cross-party MPs about the role of England's regional schools commissioners have been rejected by the government.

In January, the education committee reported on its six-month inquiry into the commissioners, the eight civil servants who oversee academies in England.

The report recommended that the areas they oversee should be brought in line with those used by Ofsted, with an additional one created for London. The capital is currently split across three regions.

The MPs also made a series of recommendations to address a lack of transparency and accountability.

A response to the recommendations, released by the government on Wednesday, said the regional set-up was "positive" and commissioner boundaries would not be redrawn.

During the inquiry, Sean Harford, Ofsted's national director of education, said the system was creating "logistical issues" for inspectors.

The Department for Education (DfE), however, said the regions and the consequential need to work across existing regions "enables sharing of approaches and experience and supports RSC consistency nationally".

The committee's request for a ninth

commissioner to oversee London, instead of it being split across three commissioners, has also been rejected.

In November, Munira Mirza, London's deputy mayor for education, questioned the boundaries that put the neighbouring London boroughs of Islington and Hackney in separate regions.

"One of the expectations of the current system was that the London school system, which is very high-performing, would share its expertise outside London. That hasn't really transpired," she told the MPs.

Sources involved in planning for the commissioners, first developed under Michael Gove, the former education secretary, say the government was concerned that a London commissioner would fall under the jurisdiction of London's mayor rather than the DfE.

But the government response repeated claims that the three-way split was aimed to "spread London's expertise" outside the capital, and insisted Whitehall was "not complacent about school performance in London".

Questions also remain over the publication of information about the use of specialist contractors. *Schools Week* previously reported on the 93 advisers sharing a £12 million contract to advise the commissioners.

The education committee recommended that details of the advisers' identities, work record and impact be made public. The

government response says their contracts have now been published on the Contracts Finder website, but has stayed silent on the possibility that their impact be made known.

Neil Carmichael, the education committee chair, said he welcomed moves to improve the accountability of the commissioners, but there was "still a long way to go, particularly in terms of transparency and oversight. The government's aspiration for all schools to become academies by 2022 makes this even more important."

Rejected recommendations

- Government should redesign RSC regions so they are coterminous with Ofsted regions
- Create a ninth regional commissioner for London
- Allow headteachers of high-performing local authority schools to sit on headteacher boards

Recommendations not addressed in the response

- National schools commissioner to attend an education committee hearing
- Regional commissioners record each decision made with reference to a published decision-making framework

NEWS

Long-serving civil servant to lead the DfE

A senior Cabinet Office official, who also worked in the Ministries of Justice and Defence, has been appointed to lead the Department for Education as its permanent secretary.

Jonathan Slater, currently a director general at the Cabinet Office, will take over from Chris Wormald, who will move to lead the Department of Health, on May 3.

Slater joins the department at a time of significant change, with it expected to become the overseer of 16,000 more academies over the next six years.

In his current role Slater co-ordinates policy advice for the prime minister and cabinet ministers and is responsible for the government's implementation task forces. The education department currently has more than 10 expert groups consulting on projects.

He previously served as director general of head office and commissioning services at the Ministry of Defence from 2011 until October last year.

Slater said the appointment was a "tremendous honour" and he wanted to support the government to "give all of our children the very best education, protection and opportunity possible".

He also said driving a "really ambitious equalities agenda right across government" was one of his priorities. Wormald was recently forced to defend a gender pay gap at the education department leaving



Jonathan Slater

women £3,000 worse off than their male counterparts.

Nicky Morgan, the education secretary, said Slater would bring "invaluable expertise in leading major delivery programmes" at other ministries, as well as his background in local government.

She added that it had been "a pleasure" working with Wormald.

A profile of Slater published in *Civil Service World* in January 2010 described

him as an "unassuming revolutionary". At the time he was working on a project related to payment-by-results in the justice sector, something the recent education white paper also touched on, with plans to pilot "social impact bonds" in alternative provision school settings.

He told *Civil Service World* that the bonds were "a mechanism designed to encourage innovation and new ways of doing things."

IN brief

Union wants PFI contracts review

Private finance initiative contracts should be reviewed by the government as it plans a new national funding formula, says the Association of School and College Leaders (ASCL) in its response to the funding formula consultation.

It follows a lengthy investigation by *Schools Week* into the "toxic legacy" of PFI, and warnings that funding changes could cause serious problems for schools with contracts that have to be repaid to private companies over 25 to 30 years.

Nearly 100 local authorities signed the contracts during the New Labour administration.

But schools are cutting staff to balance their book, after annual repayments soared, in some cases by £125,000.

Schools Week uncovered 128 academies paying almost £70 million on PFI costs in the 2013-14 financial year, an average of more than £500,000 per school.

The Department for Education has said it will take PFI into account as the new system is designed, but union bosses say a simultaneous review is essential.

Malcolm Trobe, the interim general secretary of ASCL, argued for a "more financially efficient approach" to PFI, incorporating a "value for money challenge on the PFI contract terms".

Institute of Ideas

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The aim of this event is to open up the spirit of liberal humanist self-education to those on the cusp of university – whether in sixth form, FE college or on a gap year – to give them a taste of 'university as it should be'.

This year's theme is The Enlightenment, with lectures covering the philosophical, political and scientific legacy of the era and a panel debate with leading educationalists on the lessons of the Enlightenment for education today. Speakers include Professors AC Grayling, Michael Young and Alan Hudson, Dr Joanna Williams and Dr Vanessa Pupavac. This will be an inspiring event for pupils and teachers alike.



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NEWS



Elections could delay decisions on academies

FREDDIE WHITTAKER

@FCDWHITTAKER

The academy conversion process is likely to slow as pre-election purdah rules restrain civil servants from signing new funding agreements.

Although there are differing views on when the purdah period ahead of May's council and mayoral elections started, the Department for Education (DfE) has been clear that, as during the final weeks of last year's general election campaign, its civil servants have to observe the rules.

Although officials would not confirm if funding agreement signings would stop during this period and before the EU referendum on June 23, such activities have been restricted in the run-up to previous elections.

Guidance issued to civil servants, including the eight regional schools ministers, and ministerial special advisers this year reminds them not to "undertake any activity which could call into question their political impartiality" and take care over use of their time for announcements that "could have a bearing on matters relevant to the elections".

This advice is particularly pertinent during the run-up to the local elections, during which the government's divisive plans to convert all schools into academies in the next few years is likely to be a campaign issue.

Purdah technically begins when a notice of election is issued, although this can vary from area to area in regional elections and could have started as early as mid-March.

But the DfE told its officials to observe purdah

from April 14, although this has not stopped the department from releasing regional transparency information this week.

The first purdah will run until May 5, the date of the local and regional elections. Restrictions will be reinstated three weeks later and run over 28 days before the EU referendum.

It is not just the publication of documents by central government that can be affected by the rules, as former shadow education secretary Tristram Hunt discovered last year when he was turned away from a school he intended to visit in the London borough of Redbridge.

Rules governing school visits apply only to local authority-maintained schools, although some academies may choose to play it safe to avoid any accusations of impropriety or political bias.

EDITOR'S COMMENT

@miss_mcinemey

Phone calls from angry people sometimes happen once stories are in print. It is rare we get complaints before writing one, though.

The group at the centre of this week's investigation, PiXL, has a lot of fans, and after getting wind we were looking at their encouragement to boost scores via certain qualifications, they became keen to tell us how we'd got the wrong end of the stick.

"They do so many positive things," was a common refrain among leaders who

enjoy the training, camaraderie and exam techniques PiXL are known for.

In many ways, those people are right. Qualification switching is only one technique mentioned by PiXL and sometimes it's unavoidable. As new specifications bed in alongside new progress measures over the next few years, secondaries will inevitably change their exam entries.

What Ofqual's research (page 9) shows, however, is that such shifts

correlate with volatile results: you can gain big, or lose big. That doesn't mean PiXL shouldn't suggest qualifications. Nor that leaders who exam shift are wrong.

What it does show is that fiddling with exam entries is not a sure bet for success. It is a gamble, without a form guide to help.



Correction

In 'Early years courses withdrawn' (Edition 63, April 15, 2016) we wrote that according to the latest UCAS data, 530 applicants have a place or offer on an early years teaching course. The story gave the impression this was for courses related to Early Years Teacher Status (EYTS) but those figures relate to QTS courses which include the early years age range. EYTS numbers are held by the government which, when we asked, wouldn't share them with us.

READERS' REPLY



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The true cost of a superhead

Colin Richards, Cumbria

"The true cost of a superhead", is a damning indictment and not just because of the huge financial costs and the short-term nature of the supposed "gains" brought about by such appointments. The unethical practices engaged in by the 21 so-called superheads deserve the widest condemnation, especially those practices discriminating against students deemed to be low-performing or poorly behaving. Where was the much vaunted "moral purpose" that doubtless featured in the rhetoric of all or some of those 21 overpaid chancers?

Steve Watson, Cambridge

I remember a self-styled superhead saying to me "You know Steve, it is admirable that you want the students to really understand maths, but we have found it best if we just bully them through their exams."

Perry Beeches saga: who was involved

John Connor, Devon

It was bound to happen. By deregulating and removing any real oversight this government has created the perfect hothouse in which financial irregularity can flourish and grow. If Perry Beeches had still been run by Birmingham local authority and this had happened, they'd have sacked the head and removed the governors.

What would make an all-academy system work?

George Foster, Merseyside

If academies are so good, why force their imposition? Let organic growth happen. I am more than happy with the support from my local authority. The academy project is by definition infected by those involved who want to make a profit rather than provide outstanding education. I am the chair of governors at a school that has never had less than outstanding from Ofsted. We do what we do very well. I cannot see any advantage in becoming an academy.

DfE pays civil servants £1.7m in bonuses

Joseph Dunn, address supplied

This is one reason that the British education system is in such a state. No wonder teachers are incredibly frustrated when these people are given rewards and yet never face a class of children nor teach a lesson in any subject. The whole situation is upside down and the prognosis is dire. Other countries have much more respect for their teachers. Once again, it is no wonder the UK is facing a teacher crisis and it is certain that it will get much worse. The blame for this must lie at the feet of the government. When are they

going to take proper notice and restore the status of teachers back to where it once was?

Church agrees new academies plan with government

Patrick Mainprize, address supplied

Forcing change whether political, economic, educational or social has never worked. You only have to look back at history to know that. People, and I include children, work best when they are happy and enjoy what they are doing, not when they are pressured, stressed and unhappy. Failing schools are often the result of social and economic circumstances, something that this government is sadly doing very little about. I have worked in education for more than 40 years now and I am saddened, if not angry, about what is being forced on our schools and on our children by people who seem to know little about learning and teaching.

Sarah Thurlby, address supplied

There's nothing that says local authorities will be allowed to form trusts, only that local authority staff can do so – important distinction. The statement on small schools is nonsense because in reality most very small schools would not be considered sustainable, even as part of a multi-academy trust, in the context of a national funding formula that will not give sufficient weight to the school's small size. And as for the concessions being offered to faith schools, well, that's no surprise. The government knows that with the House of Lords full of bishops they would never get any legislation through that doesn't protect the Church of England and Roman Catholic schools.

School leaders demand PFI contracts review

Paul Quarrell, London

Whilst there needs to be a fresh focus on PFI costs through the sector, I would also raise the problems being experienced across the country where academies are dealing with legacy contracts entered into by the local authority without the level of transparency that is required.

The real reason behind forced academisation

Alistair Thomas, Worcestershire

The government could achieve redistribution of surpluses simply by changing the rules for maintained schools rather than forcing everyone to become academies. This would be an overt act of theft rather than a covert one through academies, and consequently harder to pull off without reputational damage.

The problem with the academy system is that any surplus is just as likely to find its way into the pockets of multi-academy trustees as justified remuneration for their hard work, as it is to be used to improve pupil outcomes. There is another equally compelling reason for forced academisation that can only come about by forcing the process. Central government is tired of local government interfering with or slowing progress on national policy. They are in cahoots with the Whitehall civil service which is keen to expand its central fiefdom no matter what the cost to the local civil service. It's not about money, it's about power.

The real reason behind forced academisation

REPLY OF THE WEEK

AJ, address supplied

The hole in the argument that an academy system will be cheaper is that many smaller schools, the odd basket case, and most special schools, will be unattractive to any business-oriented multi-academy trust (MAT). These schools that no one wants are unlikely to have significant reserves and many will be barely viable, meaning that as future finances tighten they are likely to become a drain on any MAT.

So how will DfE/Treasury convince these MATs, run by business types, to take on schools when they don't really want to? How will deficits and surpluses be shared unless all schools are in MATs?

It seems there are two main options. Large trusts could be compelled to take on schools. Shotgun weddings like this will end in tears and occasionally blood.

Or MATs could be incentivised to take on difficult schools. Bribery may work, but the costs (not just monetary) would be significant.

And then there is a third option: a designated organisation of "last resort" in each region. That would almost certainly require both compulsion and extra funding incentives, and would look and feel very much like a local authority – and therefore would not be popular to the government.

All of this is without mentioning the role of churches and dioceses, which adds another layer of complexity for many small schools.

As Jonathan Simons said, "this is perhaps the trickiest policy issue" and it is one that clearly needs a great deal more thought.

REPLY OF THE
WEEK RECEIVES A
SCHOOLS WEEK MUG!



OPINION: A NATIONAL JOBS BOARD?

Heads in the north east say that teacher recruitment is one of their greatest problems. So its regional network set up a jobs board all of its own – and so far things are blossoming, says Mike Parker

It was a scene worthy of George Orwell's dystopian masterpiece, *Animal Farm*. "Four legs good, two legs bad." Or, at least that's how Her Majesty's Chief Inspector of Schools' speech to the SCHOOLS NorthEast annual summit in Newcastle in October translated for half the audience.

Sir Michael Wilshaw's chastisement of secondary school performance in the north east was not unexpected, and his series of themes that needed to be addressed included "high quality teaching".

And there we have an issue shared across the country.

A SCHOOLS NorthEast survey of headteachers in December found that nearly nine in ten (89 per cent) had issues recruiting staff in 2015. And some 72 per cent anticipated that finding teaching talent would become more difficult in future.

The challenge in the north east is that there are predominantly two types of teachers: those born and brought up in the region who forge their careers here, and those who come to study at the region's excellent universities and then stay. While the water in the well of talent is good, it's not the deepest.

Becky Allen of Education Datalab recently showed me a map of teacher movement that revealed an isolated spider's web in the region – virtually all staff movement (96 per cent) zigzagged within schools in the north east boundary.

The heads that repeatedly identified recruitment as one of the most significant



MIKE PARKER

Director, SCHOOLS NorthEast

Why we're all on board in the north east

issues also expressed reservations about the ability of national jobs boards to deliver sufficient quality and quantity of candidates. They said they had to re-advertise roles, often several times, at considerable expense and without result.

And so we created a regional solution, a north east jobs boards, offering schools the chance to advertise unlimited vacancies (teaching and support staff) at a low cost. It has the potential to make a huge difference, opening a new, affordable avenue for primaries to market vacancies and saving some secondaries the more than £20,000 they currently spend every year on advertising.

Our intention is to reinvest any surplus revenue to enhance services to north east schools, while our ultimate goal is to market the region nationally and internationally as a destination of choice for teaching.

While we believe it will take three years for it to mature, the early signs are good. All four of the region's teaching universities are on board and actively marketing the site to current

We're now pretty sanguine that the DfE wants to replicate our model nationally

students and their alumni.

In its first eight weeks, Jobs in Schools

North East attracted more than 5,200 unique users who accounted for nearly 40,000 page views. Already about 15 per cent of north east schools have signed up and 270 jobs have been advertised to date. Perhaps the most fascinating statistic is that the second most popular location for traffic is from London.

The greatest feedback has come from one school that reported the number of applicants had doubled for a deputy head's post.

I was initially surprised at hearing the Department for Education (DfE) wanted to replicate our regional model nationally, but we're now pretty sanguine. The government's track record on anything IT-related isn't on a par with its introduction of Shanghai maths (how could it be?!).

I also suspect it is rather less interested in oiling the wheels of recruitment and is instead focused on the data a national board would elicit so that it can backfill lost intelligence about the workforce from local authorities to enable it to better project training requirements.

Should the DfE start hitting its teacher trainee recruitment targets and, having taken steps to rectify the omnishambles that left some of our best institutions bewildered by an approach that shut the doors while they still had 25 per cent spare capacity on PGCE courses, we might start to see more supply in the system.

All of the current teaching pressures, plus growing shortages in key subjects and recent haphazard training recruitment policies have created an Orwellian climate that cannot continue.

But whatever the solution, we're united in the belief that more must be done to keep the talent we currently have and reassure people considering a career in the classroom that it is the best single decision they will make.



PATRICK HAYES

Chief executive, British Educational Suppliers Association

A jobs board distracts from the teacher shortage

Patrick Hayes is stumped by the government's "slightly odd u-turn" on a national teaching website. It's been tried before – and failed, he says

From the recently published white paper, *Educational Excellence Everywhere*, the Department for Education (DfE) seems to be labouring under the somewhat confused notion that the current teacher shortage can be addressed by giving teachers another place to look for jobs. Under the recruitment section, the

department has announced plans for "a new, free national teacher vacancy website so that aspiring and current teachers can find posts quickly and easily". This is aimed at "transforming the current system" with a view to helping schools cut costs.

We have heard hyperbole about an uncannily similar initiative before, and all-too-recently. Back in 2009, Vernon Coaker, the then-schools minister, announced the launch of the Schools' Recruitment Service (SRS) jobs board. It was to be "a watershed in how schools recruit staff... harness[ing] innovative online

technology to make it a painless, speedy and more cost efficient exercise."

More than £350,000 was duly spent on a platform that won a design award, but failed on two critical fronts: to attract teachers, and to get schools and councils to post jobs on it. In the three years it was open before the government finally pulled the plug, fewer than 5,000 jobs were posted, amounting to about 2 per cent of the total number of teaching jobs advertised at that time.

Announcing its closure in February 2012, a DfE spokesperson said: "We no longer see it as the government's job to run this sort of centrally run service. There might well be a continued online recruitment service for schools, but it will be provided by the private sector or through councils."

So, what has changed in the past four years that makes a potentially very costly initiative more viable? This slightly odd u-turn has me stumped, not least because a "centrally run" approach to anything surely goes against every instinct in a Conservative-led government.

First, the SRS didn't manage to get teachers visiting it, despite that many were queuing up to join the profession as a safe haven in the recession. Now there is a teacher shortage, far fewer are looking for jobs, so usage is likely to be even less.

Second, the DfE's plan in 2009 was to get local authorities to sign up their schools en

masse. This failed then, and is even more likely to do so today, given that last month's white paper has also sounded the death knell for local authority oversight.

Finally, a vibrant ecosystem of jobs platforms has since emerged offering cheaper and more effective alternatives to long-established methods of advertising. This new ecosystem includes, of course, the publication

The earlier platform failed on two critical fronts

you are reading alongside others such as TeachVac, a data-rich service offered by John Howson, and Talented Teacher Jobs. A spokesperson for the DfE has said that they are engaging with a range of players to discuss their plans.

However, ultimately, the teacher shortage cannot be solved through the launch of another jobs board.

The problem is not that teachers don't know where to look for jobs, but that there are not enough teachers. It is the underlying causes for this that need to be addressed, and an SRS 2.0 could be an unwelcome distraction from this essential task.

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OPINION



JADE KENT

Solicitor, Thrings

Prepare well and school trips can be fun

Accidents happen, but what if they are on a school trip that you are in charge of? Jade Kent lists what you need to be aware of

School trips seem great in principle, but what if something goes wrong? How should we prepare for taking pupils off site?

As a starting point, teachers are required to do all that is reasonable to protect the health, safety and welfare of pupils. Schools and teachers also owe pupils a duty of care. The test for negligence is was there a duty of care owed (usually it is for schools to pupils), was there a breach of that duty and did the breach cause the damage?

Schools can be held responsible for their employees' actions, and claims will often also be brought against a local authority (for maintained schools) or academy trusts.

The main point is not to worry

Usually there will be some insurance cover, but this should be checked.

In one case, a sole dinner lady supervised about 300 pupils before classes began. A pupil suffered a serious eye injury when another hit him with a rock. The court found the school liable due to the level of supervision, and stated that the purpose of supervision is to deter children from taking part in dangerous activities as well as to stop dangerous activities if they do occur.

In another case, a pupil injured his thumb on a water fountain. The court described this as a "freak accident" as the fountain posed no risk if used correctly and the injury could not have been predicted.

A sixth-form student was injured during a school skiing trip when he tried to pass a slow group, lost control and skied off the edge of the piste. He had been reprimanded twice before. He was not under constant supervision as his parents had agreed that he could ski unsupervised as he was an experienced skier. The court decided that the supervisor's response had been within the range of what a reasonable

parent would do, taking into account the consent, the student's age and skiing experience. There was therefore no breach of the duty of care on the part of the school.

Ten-year-old Annie was having swimming lessons when she suffered injuries because of a near drowning that was not spotted quickly by the swimming teacher or lifeguard. As Annie had been in the water unnoticed, requiring rescue, for more than 30 seconds this fell below the standard of care reasonably expected. The swimming teacher and the lifeguard were liable. The school in this case had a "non-delegable" duty of care towards its pupils and was liable for the negligence of the swimming teacher that it used. The factors the courts looked at included that Annie was a child, there was a relationship between Annie and the school, Annie had no control over how the school chose to perform its obligations, and the swimming teacher had been negligent in the performance of the function delegated to her by the school.

This is complex stuff and is very dependent on the particular circumstances. So what can you do to attempt to avoid accidents? Look at your school's health and safety policy. What does it say about risk assessments (remember that they may not be needed for every activity), have staff had training to understand their responsibilities and what does the school expect from them? Do you know what to do if you need to report a risk so that remedial action can take place?

Parents should also be told about upcoming activities and given the opportunity to withdraw their child if they wish. Written parental consent is only usually needed if there is a higher level of risk for a particular activity, or the activity is outside school hours.

The main point is not to worry. School trips are fun and with the correct preparation they can be fulfilling for pupils, teachers and the whole school.

If all else falls, I have recently heard about schools with edible playgrounds and a suggestion children should learn mainly through play until the age of eight. Maybe staying in school with a bag of Lego and nipping out to eat what is grown in the playground could be a good option too!



DIANE LEEDHAM

Education consultant, trainer and writer
@dileed

Nobody puts EAL in the corner

A DfE-convened national working party on English as an additional language is long overdue. Practitioners, researchers and the subject association NALDIC should all be involved to set a strategic direction for EAL, writes Diane Leedham

They don't seek it here, they don't seek it there, the DfE seeks it – nowhere. Is it in heaven or is it in hell? The eternally elusive EAL (with apologies to Patrick Swayze and Baroness Orczy)

EAL learners – that's one sixth of young people at school in England – remain invisible in the national conversation about education. Considering the numbers involved, changing regional demographics and the knowledge base required to understand second language acquisition, you might expect that the Department for Education (DfE) would have EAL on its radar.

Teachers report high levels of anxiety about the lack of support and advice, but there is silence in the corridors of power. Since 2010, the DfE's "watching brief" has not only meant an absence of leadership and guidance, but a dearth of expertise on working parties and expert groups. You can't even become a specialist leader of education for EAL.

The DfE's most proactive anticipated decision for EAL is a proposed change in census return requirements in October. Schools will need to identify their EAL learners both by language/s spoken and fluency in English according to a five-stage scale, similar to the one currently used in Wales. The fluency indicators represent a step forward but, without guidance and moderation, it's questionable how accurate school returns will be. How many schools regularly assess the fluency of all their EAL learners, including those closest to age-related expectations? How secure can we be that there will be accuracy and consistency in the returns?

The interim Rochford review recommendations published in December also touched on EAL matters but provided no solutions for late phase arrivals at key stage 2 beyond disapplication, which benefits school data not pupil progress.

Without first language assessment opportunities to support, replace or supplement national testing benchmarks when necessary, accurate assessment of

many EAL learners is not possible. All you find out is that the child in question is not yet fluent in English.

The recent white paper only managed two explicit mentions of EAL, one in relation to funding and another in relation to the benefits of using pupil premium. Serious questions remain about accountability for EAL learners, EAL admissions to school, particularly mid-phase, and the way funding is allotted and deployed. Meanwhile, the pantechonicon of educational change keeps rolling forward while EAL specialists try fruitlessly to thumb a lift and get on board.

Teachers are anxious about the lack of support

The publication earlier this month of *Education in England* by the think tank CentreForum helps to explain the lack of urgency from the DfE. It repeats a familiar narrative about EAL learners outperforming their monolingual peers. At least this is preferable to the language of "influx" and deficit, and is a reminder that there is no research evidence to substantiate the view that EAL learners have a negative impact on results. Nevertheless, the report reinforces a misleading and inaccurate picture. Some EAL groups do very well. Many others do not, including late arrivals during key stage 4 who are not even in the data.

Meaningful analysis of outcomes is only achieved through data disaggregated by stages of fluency in English, languages and ethnic background. There is strong research evidence that EAL pupils not fully fluent in English are underachieving compared to white British. In addition, the assumption in the report that all children new to the UK have "relatively lower prior educational achievement" is wrong. If policymakers read this report unmediated, then many EAL learners are in trouble.

We need to have a working party on the subject. My agenda for the first meeting? EAL data and assessment; funding; sector and support; first language maintenance.

The Telegraph

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SCHOOLS WEEK

PROFILE

“MY STRENGTH IS DEALING WITH DIFFICULT PEOPLE”

LAURA MCINERNEY
@MISS_MCINERNEY

Christine Bayliss, academy trust founder and former civil servant

On September 13, 2014, the first edition of *Schools Week* burst on to the scene with a front-page story about Trinity Free School, in south London, which cost £18 million to build but had just 17 pupils. A picture of the senior civil servant in charge of that project appeared on page 2. The person in that photo? Christine Bayliss, who is now sitting opposite me in a fish and chips shop near her home on the seafront in Bexhill-on-Sea, East Sussex.

“I was right about that school,” she says, more warmly than one might expect when she is talking with one of the journalists involved. “It now has lots of pupils, is financially stable and I see you did a follow-up story saying that!”

Her chutzpah is impressive. And that’s not an insult. While Collins dictionary defines it as “shameless audacity”, the original Yiddish meaning; the Oxford dictionary has the more modern meaning: “audacity, usually used approvingly”. In this case, Oxford has it right.

A fan of *Schools Week* ever since (“I like that you investigate and show the real news”), she never shied from what happened, and the journey to where she is now – interim chief executive of Prima Learning Trust and head of her own consultancy, CBECS – is worth a story of its own.

Educated at a secondary modern girls’ school in St Leonards, she disliked school intensely. She found it dull but failing three rounds of selection testing at 11, 13 and 14 meant she was stuck. Caught in the first cohort required to stay in school until 16, the extra year was excruciating: “Not only did I not want to be there, they didn’t know what to do with us. Everyone got jobs in local factories anyway.”

She spent much of her last year skipping school, hanging out on the beach and getting into teenage-type trouble. Her annoyance at the wasted time is one reason why later she was so inspired when she worked with Andrew Adonis and Tim Brighouse intervening in underperforming schools.

“I learned from Andrew about being focused. ‘Don’t be put off,’ he used to say to civil servants like me: ‘cut to the chase, tell me what to do to get this school sorted and do it.’”

“I loved watching Tim with people, he’s very good: the encouragement and interest are fantastic. He also helped to plot the change in school improvement from us being an ambulance service picking up sick schools to being a preventive one. He used to say ‘we must build a fence at the top of the cliff’ rather than being an ambulance running around the bottom helping schools that have already fallen off!”

Her time spent as a police officer is another reason she is so intent on improving schools.

Drifting into a job in a building society after school, she one day met a woman who, being frank about Bayliss’s wayward teen behaviours, suggested she positively

channel her energies by joining the police. So she did.

The leap in wages was substantial (£755 at the bank; £2,000 in the police) and Bayliss loved the job, but the “sexist pig” ways in the force at the time were relentless.

“They would make the few women make the tea,” she says. “So on the first day I made it so badly, pretending I didn’t know what to do, that they never made me do it again!”

Although she later left the force to run a hotel with her husband (who she met in the police), the time made an impression on her.

“Ninety per cent of the people you were dealing with in the job were people failed by their education; 90 per cent of the victims were too.

“I knew what sort of terrible education I had – I went off the rails, that’s my fault – but I could see why you needed a good quality education that supported people. That’s why years later, when I finished at the London School of Economics (LSE), I sent my CV to the Department for Education.”

Bayliss had enrolled at the LSE when she was 36 and mum to two young boys. She had wanted to attend university since dealing with lawyers as a police officer. “They made it sound great, and I thought I wanted to do that, but I blew it at school.”

Writing essays around hotel and childcare duties, supported by her husband who took the children out every Sunday to give her quiet time, she graduated at 40. Obsessed with wanting to make the best of the experience she sought out the greatest social policy minds at the

university – Julian Le Grand, Howard Glennerster – using them as mentors. The latter, in particular, supported her and attended her graduation.

From the LSE she later moved to the civil service and was catapulted into a world of minsters and heavyweight education thinkers.

“I loved it, but they didn’t know how to cope with someone like me, not afraid to ask questions, not afraid to have my say.” She struggled with the way many people tiptoed around ministers, which led to a culture of cautious dialogues. “It took me a long time to realise that when people said ‘Christine, we need to look again at this document’ what they really meant was ‘Christine, this document is bollocks.’”

Her upfront nature is also reflected in her clothes: today she wears a bright pink dress, a leopard print scarf and drives me around in a Mini Cooper with go-faster stripes. In almost every photo she looks similar: bold, smiling, centre stage.

And yet, there is a vulnerability. Her failure at school clearly plagues her. It is a result, she now believes, of undiagnosed dyslexia, which she has developed strategies to work around.

Her narrative of how she became successful is one of people “saving” her: the person who encouraged her into the police, her LSE tutors, her department role models. A

CHRISTINE BAY

IT'S A PERSONAL THING

What is your favourite book?

Cider with Rosie by Laurie Lee. I read it at school for CSE English, and I love it. The picture he paints is of an England that is long gone, but you still see bits of it in Bexhill, which is still a bit in the 50s

A place you'd like to go on holiday

New Zealand is top of my bucket list. I want to see the Hobbit village!

A great party you once attended

It would have to be the *Schools Week* election night party. It was amazing, I was talking to Sam Freedman [former Gove political adviser] about how long it would take David Cameron to resign. The results were a shock.

If you could be any animal, what you would be?

Oh, a dog. An Airedale, because I like their coats. I like the relationships dogs have with humans: they're loyal and they enjoy interacting.

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

I think I'd like to sit in 10 Downing Street and be a fly on the wall.

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Get involved. Do things. Not just be a talker but get things done.



Bayliss on BBC One's quiz show, Think Tank, earlier this year. She won £2,200 which she gave to a Kenyan charity



Graduation day with tutor Howard Glennerster



Christine appears in book celebrating women police officers



Outside her hotel

LISS

different reading is that she just worked really, really hard.

"Chris Wormald [the head of the DfE] would always say to me 'stop telling people you're not clever', but I just don't think of myself like that.

"I would say my strength is dealing with difficult people and getting things done."

Which is perhaps one reason why Bayliss was put on the free schools teams. Although the policy was, and still is, contentious, it was fundamentally about helping people with a vision to open good schools that would serve young people. Her background meant she worked to ensure the schools worked: building fences around them, rather than waiting for them to fall off a cliff. But also that she could deal with the sometimes over-inflated egos of school founders and pesky media. Like *Schools Week*.

She admits that the story caused some consternation, but as with many other things in her life, she just got on with it. "And when those pupils at Trinity leave in three years' time and get their results, it'll be the time to celebrate."

If chutzpah is a contentious word for Bayliss, "courage" seems to get it right.



Curriculum vitae

Selected CV

2003 – 04	Assistant chief education officer, Manchester City Council (secondment)
2004 – 08	Team leader, Schools Standards Group
2006 – 08	Team leader, head of the Keys to Success, London Challenge
2008 – 09	Assistant director, Public Service Agreement Board Management Team
2009 – 10	Change and strategy adviser, BIG Lottery Fund
2010 – 13:	Assistant director, head of academy funding, DfE
2013 – 15	Assistant director, head of free school preopening, south east and south London
July 2015 to date	Company director, CBECs (Bexhill)

Education

1996 – 1999	London School of Economics, BSc social policy and administration
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Other

1978 – 1987	Sussex police officer
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REVIEWS

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OF THE WEEK

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

What have I learned?

By Chris Hildrew

Hildrew reflects on his first two terms in post as head of Churchill Academy in north Somerset. Having set out to "look, listen and learn as much about the place as I could so I could make an informed decision about what I needed to keep, grow and change," he first describes how he has gone about this listening. With students, for example, he has "visited lessons every day since I started at the academy! I've seen lessons in every department and from every year group. I've also eaten lunch with the students in each of the kitchens, spent time in all of the house wells, and got down on to the field." He also talks about what he has learned and been asked – for example: "some students wanted to be allowed to listen to music in class" – and what he is or is not going to do about it... "the research shows that this can undermine learning". Hildrew emphasises how much he has learned through listening to his colleagues and students, and how his plans will derive from this approach.

Evaluating CPD: hard but not impossible

By Phil Stock

Stock addresses the challenge of evaluating professional development at his school, beginning with acceptance that: "It is not acceptable to assume that, however well intentioned or well received a school's CPD programme is, it is necessarily right for it to continue". He focuses his discussion around Thomas Guskey's "five levels of impact", so sets out to go beyond brief evaluations of individual sessions, to examine the effect

they have on teacher behaviour and the difference that this is making to students. Stock's helpful posts shows how his school has examined each level of impact, from surveys on individual sessions, via evaluation of the school's climate for professional development through an audit by the Teacher Development Trust, to its attempts to link student results to professional development. "Ours is still very much a work in progress," he concludes. "I do think, however, that we are much further along in understanding the importance of evaluation in relation to professional development, and what this might look like in practice."

The unexpected benefit of celebrating failure

By Astro Teller

Even if this talk doesn't inspire you, it would make excellent material for a growth mindset assembly. Astro Teller describes the approach taken to projects at Google's research laboratory, where "inventors, engineers and makers are dreaming up technologies that we hope can make the world a wonderful place". These "moonshots" are wildly ambitious ideas, but Teller reveals a particular approach taken at the moonshot "factory": "We spend most of our time breaking things and trying to prove that we're wrong. That's it, that's the secret. Run at all the hardest parts of the problem first." Taking the viewer through successful experiments – so far – such as worldwide wi-fi from balloons, and unsuccessful ones, such as vertical agriculture, Teller notes that "You cannot yell at people and force them to fail fast", and suggests that we must instead make it the path of least residence.

The power of thank you

By Michael Sanders

What is the impact of the words "thank you"? The government's behavioural insights team tested just this question with teachers at the end of term when they sent a message including a link to professional development resources and, above it, four different messages. The first three seem likely to inspire teachers: a request to write a reflection on their teaching experience to pass on to new teachers; a former student telling teachers about the amazing impact they can have; a newly qualified teacher sharing her excitement at joining the profession. The team then included a simple "thank you". It was this message that proved the most powerful. Sanders concludes: "Saying 'thank you', even for little things, builds a virtuous circle of reciprocity, with one good turn leading to another, which leads to another, and so on."

BOOK REVIEW

Initial Teacher Education in Schools: A Guide for Practitioners

Editors Carey Philpott, Helen Scott and Carrie Mercier

Publisher SAGE Publications

ISBN 9781446275849

Reviewer Rachael Hare, head of initial teacher education for the Harris Federation



This slim text seeks to provide an "accessible" guide for busy teachers in a climate in which many schools are taking a more active role in initial teacher education than ever before.

It's intended as a concise handbook, focusing on those aspects of initial teacher education previously managed by universities.

Aimed specifically at staff setting up and developing school-centred initial teacher training (SCITT), School Direct and Teach First courses, it covers what the editors have decided are the "essential practical issues".

The learning objective structure – "by the end of this chapter, you should be able to..." – can feel somewhat patronising, but each essay does contain some succinct, practical advice.

Useful links between research and theory, practical implications and current cross-phase case studies, could be of real value. For instance, it is a sensible idea to provide a common language and starting point for liaising with potential academic partners when setting up new provision.

It is also positive to see a range of contributors from both school and university backgrounds. But it is a shame that the book propagates the misconception that all school-based staff are less experienced and qualified than their higher education colleagues. We are working in a time where there is welcome crossover, and current school-based teaching experience does not preclude higher academic study or connection with the academic community. However, this is presented as a single brief generalisation, rather than the overriding theme of the book.

In her chapter on initial teacher education and professional development, Alison Chapman writes passionately about this work being "not just another demand" for schools. It provides, she says, an opportunity

for initial teacher education to play a central role in school development and wider staff development.

This is an important point and useful message for a busy sector that is going through unprecedented change, as this is perhaps the most exciting opportunity as schools take up a greater role in course construction, training and recruitment in initial teacher education.

Her point that work with trainees can reinvigorate teachers' work in school is certainly something that holds true in my experience. It is tremendously satisfying

to contribute to the next generation of talented and skilled beginner teachers; best practice in their support, research and development can certainly have a profound impact on other elements of school life.

Chapters on selection processes, effective assessment, the academic component of courses and wider professional development seem to meet the stated aim and audience rather better than a piece on the differences between coaching and mentoring.

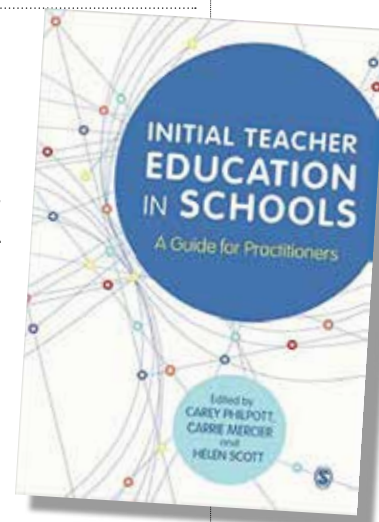
There is also a definite gap across the text in terms of considering opportunity cost, the art of curriculum design and role of subject and age-phase specificity, all of which strike me as particularly significant factors

This is a decent look at a cross-section of practical issues

in developing high quality initial teacher education in school.

If you're taking on a professional mentor or SCITT role, then *Initial Teacher Education in Schools: a Guide for Practitioners* undoubtedly provides useful food for thought, as well as case studies, references and further reading that could promote some helpful debate as a starting point.

But essential reading? Not quite, but a decent look at a cross-section of practical issues for providers in school-based settings.



NEXT WEEK
Leading from the Edge: A School Leader's Guide to Recognising and Overcoming Stress
By James Hilton
Reviewed by Martyn Reah

What have you been working on?

The *Teaching Character Through Subjects* publication and programme of activities – funded by one of 12 character grants handed out by the Department for Education – is built on our prior research at the Jubilee Centre into what works in character education.

That was based on aspects of virtue ethics philosophy, which looks at what young people – indeed all of us – need to flourish as individuals.

We've now done other research into how character education can be implemented within schools, working with experts across 14 subjects to develop a series of materials and resources and programmes of study. These were then passed to their counterparts in other schools to test and try out.

Wrapped around that, we did lesson observations, interviews with teachers and pupils and used various other methods to evaluate the effectiveness of the programme: both in terms of it being a series of usable materials but also the influence it had on the development of certain key character qualities and virtues of young people.

What do the findings show?

There are a number of outputs. The one we are putting out is the most popular – the teacher materials. A film is also due, as is the evaluation report, which will show that the

RESEARCH CORNER**Q&A****DR TOM HARRISON**

Jubilee Centre for Character and Virtues,
University of Birmingham

**TEACHING CHARACTER THROUGH SUBJECTS**

materials have had a good impact within schools.

One of the key findings is that teachers have found they can pick up and adapt these resources themselves and apply the techniques for teaching character within their own subjects.

They have talked about how they can infuse what they're doing anyway with a greater emphasis on character education and the key qualities that they think link to that subject.

So, for example, in maths the virtues are resilience and sticking with it when it gets hard. In physical education things such as playing fair, sportsmanship, courage... In each of the subjects there are a few virtues that have seemed to be much more infused into what happens within the programme

of study for that subject.

The research shows that it has been very possible – without distracting from the subject itself – to combine teaching character education with those subjects.

What is interesting about it?

We've been working with schools who've said character education is something they've always believed in, and they're happy there's a renewed interest in it at policy level.

For me, most headteachers are interested in how to improve attainment within their schools but have also kept an eye on character education. But it's been perhaps more of a challenge to do so, given the increasing focus on results and league tables.

This programme allows school leaders to

see how character education can be infused within all subjects without distracting from the curriculum and the core knowledge that is taught within schools.

So the school leader who is looking at strategies that can ensure that character education is still a primary aim of their vision and goals for their school, can teach it while still keeping a focus on the important aims of development of knowledge. So it's really a win-win.

What do you hope its impact will be in the school environment?

That it inspires teachers from other subjects to look at their lesson plans and programmes of study and think about where key character virtues – such as honesty, compassion, citizenship, resilience – could be infused within their own subject areas.

Although we'd like teachers to pick up these programmes of study and lesson plans and use them within their schools, we're also keen that they take inspiration from the materials that have been developed to enhance their teaching of their subject. This will ensure that character education is taught within the different topics they cover within those subjects.

http://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Teaching_Character_Through_Subjects.pdf



A week in Westminster

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

THURSDAY:

Local and mayoral elections are taking place up and down the country next month. Today, the government went into purdah (when civil servants have to be careful about what they say so they don't say something advantageous to any political party during the period). See page 12 for more on this.

FRIDAY:

Fri-yay!

SATURDAY:

The Labour party put out figures about a "shortfall" in primary places today, but made the papers promise not to publish them until Sunday. The party said an extra 10,000 places will be needed in the next four years.

But, getting ahead of the embargoed information, the official Department for Education (@educationgov) Twitter account suddenly stated: "Figures on

primary places gap are nonsense & based on historic data. Thousands more places have been delivered & planned since."

The tweet was sent at 10.01pm. Either the civil servant manning social media was a few drinks into their weekend fun, or really fed up after a night of *Britain's Got Talent*. (Although did you see that video dancing? That was great.)

Question is: how does this fit into purdah? Isn't it a tad party political?

The plot thickens, though, as the official DfE line, quoted in *The Observer's* piece the next day was that officials said "the estimate of a 10,000 shortfall was accurate" but the deficit would be plugged by the creation of more free schools.

Uh oh.

MONDAY:

Week in Westminster had a spare few moments today to gander at the government's "contract finder", and quickly found a contract between the DfE and a recruitment agency for Sir Michael Wilshaw's replacement.

No clues as to who it might be, although we hear there is at least one American in

the running. But according to the £25,000 contract, (yes, £25,000!) the interviews are taking place this week.

Nicky Morgan is due to meet the "appointable candidates" on May 10 and 11, and announce her preferred candidate by May 19. Watch this space.

Speaking of NiMo, the government released the memorandums of understanding (MOU) between the Church of England and Catholics today (see page 6 for more). NiMo, an Anglican, appears to have personally agreed everything with the Church of England – their MOU specifically states that the agreement is between "the secretary of state and the National Society [Church of England]", whereas the Catholics have an agreement with the "department".

What happens if/when NiMo is no longer the education secretary? Will the MOU with the Church of England become null and void?

TUESDAY:

The DfE published the regional vision statements for each of the regional school commissioners today. They are not fun.

It's almost as if they wrote a bunch of statistics about academies on little plastic balls and then played a game of Hungry Hippos to decide who would get which ones to put in their vision.

WEDNESDAY:

After a lovely lunchtime stroll in the sun, Week in Westminster returned to our desk to discover a new permanent secretary for the DfE had been appointed (see page 11).

Our pulse raced to see who it would be... Aannnd it's ANOTHER middle-aged white man. Do they have a conveyor belt of them?

Chris Wormald, the current perm sec and a favourite of this column, is switching to the top job at the Department of Health on May 3. At least in the DH there seems to have been a little more progression on gender diversity – he is taking over from a woman.

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Science lessons go live . . .

Oasis academy Pinewood pupils Taydjan, 5, and Darcie, 7 (inset), hold two of the newly hatched chicks

A primary school in Essex has brought practical science lessons to life, literally, as pupils watched in their classroom as a batch of chicks hatched.

Teaming up with Wellgate community farm in Romford, Rob Hanmore and his reception class at Oasis academy Pinewood cared for the eggs in an incubator as part of a series of lessons on lifecycles.

The rest of the academy and other local primaries kept up to date with the

developments via a live webcam.

Teresa Buttress, Oasis academy Pinewood principal, says: "It is great to see how much the children have enjoyed watching the hatchings, and how much they've learnt not only about lifecycles, but also about caring for the animals."

The chicks are now at the Wellgate farm.

"The children were sad to see them go," Buttress says, "but with the success of this project I hope we will be welcoming more guests from the farm next year."



Sadia tops pool of 200 speakers

Sadia Ahmed won the award with a speech that highlighted the detrimental impact of spending too much time on mobile devices

Sadia Ahmed has won this year's Tower Hamlets public speaking competition.

The 15-year-old from Swanlea school competed against more than 200 year 10 students from across the east London borough.

The competition, now in its 21st year, asked students to speak about one of three questions: should Britain leave the EU? Is technology making us less sociable? Can you put a price on combating climate change?

Sadia triumphed with a "very convincing and heartfelt" speech that highlighted the detrimental impact of spending large amounts of time on

mobile devices.

Summing up her argument, she said: "Not until we put down our phones and look into each other's eyes will we ever be able to touch each other's hearts."

Arifuzzaman Choudhury from St Paul's Way trust school was runner-up; Sadia Islam from Morpeth school came third.

The Ralph Charan Prize – awarded to the student who shows the most progress between initial workshops and the final – went to Crystal Raybe of Raine's foundation school.

The competition was run by Tower Hamlets Education Business Partnership with Lloyd's Community Programme. The final was held at Lloyd's headquarters.

PE teacher fights his way to Las Vegas FEATURED

A PE teacher from Essex will fight for Team UK in the biggest mixed martial arts (MMA) event in the sport's history.

Joe Harding, 25, of Maltings academy, was crowned British MMA champion last month in front of a 35,000-strong crowd, and will now join Team UK in this year's international championships in Las Vegas in July.

He says: "This is the biggest mixed martial arts event in the sport's history.

"The fan experience is billed as the world's largest mixed martial arts celebration, guaranteeing high-energy, all-star entertainment, concluding with a weekend of action-packed high-level MMA."

A former Maltings academy student, Harding says he used his grit and determination to achieve success – a mindset that he now instils in his students.

"Thankfully, I had good people telling me what to do during my school days. It was never my plan to go into sixth form, let alone university, but that's what I did, studying biology and sport science. It's all about mindset. Whether it be university, teacher training or mixed martial arts, you can do it.

"It's about the preparation and self-belief. I am really confident in myself and do not believe there's anyone I can't beat. It is very physical, but the game is at least 80



Maltings academy PE teacher Joe Harding, pictured in the ring, will fight in international bouts in Las Vegas this July

per cent mindset. If you are sharp in your mind, it is of benefit."

Harding now also holds anger management clubs at Maltings.

"I see a lot of myself in the students as I am from the same background. I connect with them well and they can feel that. I am all over YouTube so the students see my fights. They are really supportive.

"To the outside, it may seem like you step into a cage and knock people out,

but to me it's about stepping outside your comfort zone and overcoming adversity to achieve something. That's my message to students. If you can go into an organised fight and not be angered by it, there's absolutely no reason why you should be getting angry in a classroom."

Harding's fighting career started when he took up kickboxing at 10, with his first MMA bout at 19 while he was university. He now spends all his free time preparing for his next bout and says his recent success has given him a taste of the "big things" that can happen.

HELPING HAND FROM SCHOOL ALUMNI

Thousands of state school pupils across the south west will soon be able to connect with successful alumni to give them confidence about entering the world of work.

The scheme will link 12,000 students from 40 secondary schools and sixth-form colleges across Cornwall, Devon and Somerset to former students who will act as role models and show that "people like them" can succeed.

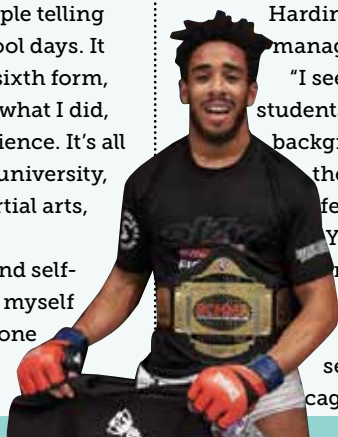
The Sustainable Alumni Communities Project will be delivered by education charity Future First in partnership with the Schools, Students and Teachers network. It will be funded by the Careers and Enterprise Company.

Each school will be supported by a Future First alumni officer and will have access to an online database for the contact and employment details of the former students.

Staff will then be trained on how best to use the "untapped wealth of talents" of their alumni.

Christine Gilbert (pictured), executive chair of Future First, said: "If students see people like them have succeeded, they are more likely to believe they can too. They work harder and have higher expectations of success."

Schools in the region can apply at www.ssatuk.co.uk/sac/



MOVERS & SHAKERS

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

Angela Watts, deputy headteacher of Kingswood primary academy in Bedford, is the new principal of Ruskin academy in Wellingborough. She will take up her new post in September.

She says she wants to focus on "getting the teaching and learning right while making sure the curriculum is as exciting and as innovative as it can be.

"I will be looking to get into the classroom to act as a role model for the teachers so that we can plan together and show what I want to happen, rather than just sitting and having a chat."

Watts says she also wants to ensure there are "real-life hands-on experiences" throughout school for the children to then write and talk about.

Watts, who spent some time as an entertainer in Cyprus following her theatre studies and dance degree at De Montfort University in Bedford, has been a teacher for the past ten years.

Chris Hatherall has taken the reins at the Vision studio school from interim principal Heather Scott.

Hatherall, who joins after four years as principal of Wigan university technical college, says the Mansfield school will become "a centre of excellence" in preparing



Angela Watts



Chris Hatherall



Tom Middlehurst



Bill Watkin

young people for the world of work.

Vision opened in September 2014 as an alternative to mainstream education for 14 to 19-year-olds.

It allows students to specialise in either engineering or health and social care, alongside core GCSEs, through project-based classroom learning and work placements

"The school addresses the mismatch in expectations between employers and school-leavers by ensuring students gain the qualifications, work experience and 'softer skills' that organisations demand," he says.

"I'm especially excited by the specialisms in engineering and health and social care.

Tens of thousands of vacancies will need

filling in these sectors over the next ten years across the UK – and the school is well-placed to play its part by supplying highly trained workers."

Since qualifying as a teacher in 1997, Hatherall has held a number of posts including head of technology at Whalley Range high school and vice-principal at Wellacre technology college, both in Manchester.

Tom Middlehurst has moved from head of research to head of policy and public

affairs at the Schools, Students and Teachers network (SSAT) where he will take a more "proactive" role in interpreting government policy for network member schools.

He also hopes to work with other government departments and education organisations "to try to influence policy based on what our members are telling us.

"What we are hearing at the moment are key concerns clearly around the implications of the white paper. My priority will be to work with our members to guide them through that and look at what other schools are doing to address those challenges."

After studying English at the University of Oxford, Middlehurst taught at The Basildon Academies, Essex, before joining SSAT in 2012.

Meanwhile, **Bill Watkin** is leaving the network to become chief executive of the Sixth Form Colleges Association.

The former operational director has worked at the SSAT since 2006, leading its work on the academies programme, developing policy and supporting academy leaders, governors, sponsors, and operators.

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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CLASS TEACHER

SALARY: MPS/TLR

REQUIRED FOR SEPTEMBER 2016

CONTRACT TYPE: FULL TIME

CONTRACT TERM: PERMANENT

WE ARE SEEKING TO APPOINT A KS2 TEACHER WITH A TLR



We can offer you:

an outstanding Catholic school with well behaved pupils keen to learn
an excellent school ethos with strong links with the parish community and partnership schools
strong and committed leadership and a supportive board of directors and governing body
excellent opportunities to develop professionally within our multi academy trust
a generous health and well-being package.

Our successful candidate will:

- be fully committed to our Catholic ethos with an enthusiasm for further developing our school and academy.
- be an outstanding and enthusiastic classroom practitioner
- be passionate about the education of all children
- have high expectations and a commitment to raising standards
- enjoy working in a strong team environment
- be flexible to the changing needs of the school

Please look at our website under News and Events where our gallery and newsletters will provide you a good insight into the life of our school.

Visits to the school are warmly welcomed and encouraged. Please phone the school secretary **Maria Grima (0207 476 1658)** to arrange a visit.

Closing date for application forms is Tuesday 3rd May 2016.

Interviews will be held from Friday 6th May 2016.

Short-listed candidates will be expected to teach a lesson in KS2 at St. Joachim's in either English or Maths.

Applications can be returned to the school by email: **info@st-joachims.newham.sch.uk** referencing in the title KS2 Teacher. Applications by post or hand are also welcome.

Application form needs to be returned to St. Joachim's School.

Tel: 0207 476 1658

Email: **info@st-joachims.newham.sch.uk**

Headteacher: James Allen

TEACHER OF COMPUTER SCIENCE

SALARY POINT NEGOTIABLE - BASED ON SKILLS AND EXPERIENCE
FULL OR PART TIME | REQUIRED SEPTEMBER 2016



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

The Role:

- Ability to teach Computer Science at GCSE and A level is desirable
- Opportunity to join lead school of the Herts & Bucks Teaching School Alliance
- Exceptional student attitude, attainment and achievement with strong student uptake at KS4 & 5
- First class CPD and career development opportunities

Full job description is on the school website: www.stclementdanes.org.uk

Application to be sent to Mrs. J. Price, (HR Admin) by Friday 6th May by 10am. Please include a covering letter, completed teaching staff application form from the school website and include the names of two referees.

INTERVIEWS WEEK COMMENCING 9TH MAY 2016

Website: www.stclementdanes.org.uk

Email: enquiries@stclementdanes.org.uk

Address: Chenies Road, Chorleywood, Hertfordshire, WD3 6EW

Tel: 01923 284169

St Clement Danes School



ST JOSEPH'S CATHOLIC HIGH SCHOOL

Headteacher: Mr Ciran Stapleton

St Joseph's is well known for being a great school to teach in, where the students are highly aspirational. We were recently judged 'Good' by Ofsted in January 2016 where the school was described as having a 'deep seated conviction and moral purpose that all pupils have the right to an excellent education which drives a very positive culture in the school'. In April 2016 we were recognised by DfE as being one of the top 6 best improving schools in the country www.govtiq.com/StJosephsSlough/profile.html. We believe in professional development. In exchange for hard work and a commitment to the school, we will ensure that you are prepared for the next stage in your teaching career.

TEACHER OF MATHEMATICS

Contract Term: Permanent
Start Date: 1st September 2016

We would like to appoint a dynamic and enthusiastic Teacher of Mathematics to join a successful and committed team of professionals. The successful candidate will possess, or have the potential for, outstanding teaching skills and will be an asset to this core subject.

The Maths Department is a committed and supportive team and the importance of achieving in the subject is clearly recognised by the pupils. The department boasts a track record of improvement and success (department Progress8 score of 0.43 in 2015) and continues to build on this solid foundation.

The candidate should have knowledge of the Mathematics National Curriculum at KS3 and KS4 (Edexcel syllabus). A warm, imaginative approach is required and the ability to maintain good classroom control. On-going formative assessment is very much a part of our practice and progress is regularly reviewed.

Our sixth formers study Edexcel AS and A2 Mathematics, which builds on skills acquired at G.C.S.E.

Full Time - applications from NQT's welcomed.

Closing Date: Friday 20th May 2016

TEACHER OF ENGLISH

Contract Term: 2 Maternity Covers and 1 Permanent
Start Date: 1st September 2016

We would like to appoint a dynamic and enthusiastic Teacher of English to join a successful and committed team of professionals. The successful candidate will possess, or have the potential for, outstanding teaching skills and will be an asset to this core subject.

The English Department is a committed and supportive team and the importance of achieving in the subject is clearly recognised by the pupils. The department boasts a track record of improvement and success (department Progress8 score of 0.34 in 2015) and continues to build on this solid foundation.

The candidate should have knowledge of the English National Curriculum at KS3 and KS4 (AQA syllabus). A warm, imaginative approach is required and the ability to maintain good classroom control. On-going formative assessment is very much a part of our practice and progress is regularly reviewed.

Our sixth formers study AQA A level English Literature and English language, which builds on skills acquired at G.C.S.E.

Full Time - applications from NQT's welcomed.

Closing Date: Friday 20th May 2016

TEACHER OF SCIENCE

Contract Term: Permanent
Start Date: 1st September 2016

We would like to appoint a dynamic and enthusiastic Teacher of Science to join a successful and committed team of professionals. The successful candidate will possess, or have the potential for, outstanding teaching skills and will be an asset to this core subject.

The Science Department is a committed and supportive team and the importance of achieving in the subject is clearly recognised by the pupils. The department boasts a track record of improvement and success and continues to build on this solid foundation.

The candidate should have knowledge of the Science National Curriculum at KS3 and at KS4 we offer double and triple Science (AQA syllabus). A warm, imaginative approach is required and the ability to maintain good classroom control. On-going formative assessment is very much a part of our practice and progress is regularly reviewed.

Our sixth formers study AQA AS and A2 Biology, Physics and Chemistry, which builds on skills acquired at G.C.S.E.

Full Time - applications from NQT's welcomed.

Closing Date: Friday 20th May 2016

St Joseph's is a successful over-subscribed and growing Catholic Secondary School within easy reach of both the M4 and M40 motorways.

The school is committed to safeguarding and protecting the welfare of the children. The school complies with the DBS Code of Practice in regard to criminal record information, and will not discriminate unfairly against any applicant on the basis of a conviction or other information revealed. A copy of the school's child protection policy is available on request.

All members of staff will require an enhanced Disclosure and Barring Service check and this is a condition of employment at the school.

You are welcome to visit the school and have a tour at a time convenient to all. Please download an application pack from our website or telephone the school for more information.

www.st-josephs.slough.sch.uk

Tel: 01753 524713

E-mail: o.mcateer@st-josephs.slough.sch.uk

SKILLS AND EDUCATION GROUP GROUP DEPUTY CHIEF EXECUTIVE / MANAGING DIRECTOR, ASDAN

Salary: £80k – £85k pa (according to ability and experience)

Location: Bristol

The Skills and Education Group (SEG), to be established in June 2016, comprises three established brands: **ASDAN**, **emfec** and **ABC Awards** with the charitable objective: 'the advancement of skills and education to improve the lives of individuals'. Whilst there are many challenges facing the education and skills sectors, the establishment of SEG will be focused on strengthening the brands and services in the market place and ensuring the charitable objectives of the founding charities are maintained for the long term.

The Skills and Education Group is seeking an exceptional Deputy Chief Executive to grow with the new group. Supporting the Chief Executive, working across the group, this is a great opportunity for you to make a significant contribution to positioning the organisation to achieve long term success and sustainability.

As the Deputy Chief Executive you will be responsible for shaping this newly created role and for providing high quality strategic and operational management and leadership developing the group as a high performing entity. You will need to create a role which integrates with the remit of the Chief Executive so that between both post holders the organisation is guided and led dynamically. You will play a crucial role in transforming the group into a successful and responsive organisation.

You will act as the Deputy Chief Executive of SEG in all respects and lead its work in the school sector, ensuring strategies and plans support this area of the group's work. As the Managing Director of ASDAN, you will lead on the strategic and operational development of ASDAN ensuring that it is managed effectively and that staff play an effective role in the development of SEG.

To learn more about this unique opportunity and how to apply, please visit the websites: www.asdan.org.uk www.emfec.co.uk www.abcawards.co.uk

For a confidential, informal discussion about the post with Paul Eeles, Chief Executive you are welcome to contact Tracy Roser to arrange a telephone conversation. Tel: **0115 854 1628** or tracyr@emfec.co.uk

CLOSING DATE: 12 NOON MONDAY 3 MAY 2016
INTERVIEWS: WEDNESDAY 11 MAY 2016 IN BRISTOL

*Please note we do not accept late applications and CVs submitted without a formal application form will not be accepted for consideration.
No agencies please.*



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The Connect 2 Colour Art Competition 2016

COMMUNICATION • HARMONY • ACHIEVEMENT • TEAMWORK • SELF-ESTEEM

Connect 2 Colour, in partnership with The Telegraph Festival of Education 2016, are bringing together schools and students to celebrate the power of 'Connectivity and Collaboration' which is at the heart of this inspirational 2 day event.

The Connect 2 Colour Arts Competition 2016 aims to spotlight schools and their students' creativity by challenging them to explore the concept of 'Connectivity and Collaboration' through 2D artwork, photography or a piece of creative writing. This easily adaptable theme is open to all pupils individually or in groups aged 7-18, attending full-time education in the United Kingdom.

The winning school in each age category will receive £250 prize money sponsored by Connect 2 Colour
8 finalists in each category will receive complementary festival tickets for 2 adult and 6 students per school for Friday 24th June.
The finalists' work will be displayed for the duration of the festival in the V&A Café Gallery at Wellington College

To enter your work, please email your creative writing or submit up to 4 photographs of your art work, with the following details: name(s) of students, age category, school, title of work, accompanied by a name and contact email for the supervising member of staff to fest16@connect2colour.com

The finalists will be notified by Tuesday 7th June 2016. Judging will take place at The Telegraph Festival of Education on Friday 24th June 2016.

For more details and further guidelines visit connect2colour.com | Closing cate for all entries is 17:30 on Friday 3rd June 2016

www.connect2colour.com Telephone: 03301 241824
 Facebook: Connect2Colour Twitter: @Connect2Colour

The Telegraph
**FESTIVAL OF
 EDUCATION**
 WELLINGTON COLLEGE

SCHOOLS WEEK Sudoku challenge

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

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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
 Next week

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

Difficulty:
MEDIUM

Spot the difference to WIN a Schools Week mug



What's the caption? tweet a caption @schoolsweek



Spot five differences. First correct entry wins a mug. Tweet a picture of your completed spot the difference using @schoolsweek in the tweet.