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A Successor submarine being built at BAE System's submarine yard in Barrow

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Europe's biggest arms firm takes on failing academy

- Furness Academy in special measures since March 2012
- Campaigners uneasy about curriculum changes 'to suit needs'

JOHN DICKENS
@JOHNDICKENSSW

The government has chosen an arms manufacturer as its preferred sponsor to turn around a failing academy in the north of England.

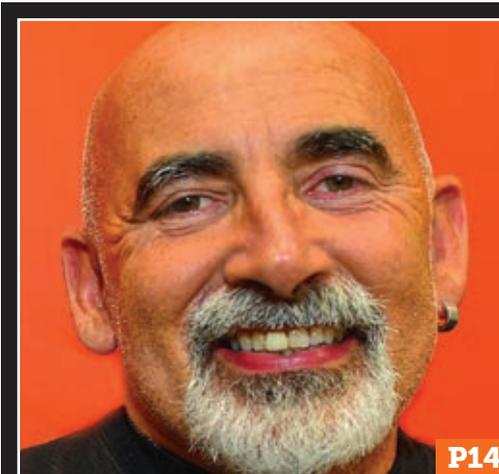
BAE Systems – Europe's biggest arms company, turning over £15.4bn last year – is set to take over

Furness Academy in Barrow, Cumbria, in September.

It has set up a trust to run the school under its submarine-building arm, which is based in the town.

The company will build new nuclear-powered ballistic missile submarines, should the UK's Trident programme get the go-ahead next year.

Continued on page 2



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'MY IMPOSTER SYNDROME'

PROFILE: DYLAN WILIAM, PAGE 14



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NEWS

BAE Systems set to take over Barrow academy

JOHN DICKENS

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CONTINUED
FROM FRONT

BAE Systems Marine Submarines Academy Trust will be tasked with turning around the troubled school that has been in special measures since March 2012.

Despite a subsequent Ofsted inspection in May 2013 and five monitoring visits, inspectors say it is still not improving enough.

Tony Johns, the managing director of BAE Systems Submarines, said in a statement: "We have for a long time supported local education at primary, secondary and college level, and see this positive step as an extension to our commitment in helping Furness Academy provide its students with the best possible education."

The trust is now going through due diligence before a consultation with stakeholders, parents and staff. It is expected that a funding agreement will be signed ready for the trust to take over in September.

If agreed, the trust will become the academy's sole sponsor, taking over from the University of Cumbria, Furness College and Barrow Sixth Form College, and will provide "strategic direction" in areas including leadership, business management and back office expertise.

A spokesperson said the company could not provide further details of the sponsorship while it was in due diligence.

Campaigners are uneasy at a school being run by a company that "profits from selling arms to some of the world's most oppressive dictators".

Sam Robinson, university coordinator for the Campaign against Arms Trade, said: "The idea [BAE] could soon be playing a significant role in running one of our schools is deeply worrying.

"It . . . gives them direct access to potential future employees and often allows them to influence the curriculum to suit their employment needs."

BAE said it did not want to respond to the comments but Mallen Baker a writer, speaker and strategic adviser for corporate social responsibility, said it was a popular concept for companies to invest in the education of their local community.

"Employers recognise that the quality of local recruits is influenced hugely by



A Successor submarine which is being developed at BAE's Barrow site and could hold the UK's Trident nuclear missiles if the programme gets the go ahead

their quality of education," he told *Schools Week*. "Companies that invest in the local community will also get higher loyalty rates.

"With BAE there is an additional factor – they deal with a controversial product.

"But armament is essential for the defence of the country and we believe in the right for our countries to defend themselves.

"There are no reasons why it shouldn't be able to show itself as a good citizen as other companies do. The only people to make that decision are the school and the local community."

Barrow-in-Furness Labour MP John Woodcock said the takeover was "really exciting" news for the town. Anne Attwood, chief executive of current sponsor Furness College, has also been reported as saying

having BAE as its sole sponsor will be good for the students and community.

The Guardian reported in 2007 that BAE, while under investigation after allegations of corruption, had offered £400,000 to sponsor the academy.

While it did not go on to be a sponsor, the academy's annual accounts show BAE makes an annual donation, which could be as much as £40,000.

Ted Creighton, chair of governors, told parents of the sponsorship switch in a letter last week.

Mr Creighton, who is also BAE's head of learning and organisation development, said no one from the school was available to comment because Ofsted inspectors were visiting this week.

New UTCs also linked with arms firms

A number of university technical colleges (UTCs) set to open in September have also partnered with military and arms firms.

BAE is listed as a partner at Humber UTC, in Scunthorpe, where it will work to design and deliver projects for students.

The arms firm is also one of the partner companies at Medway UTC, in Chatham, Kent, which will specialise in construction and engineering.

Medway's website says that BAE will support the design of its curriculum and be involved in governance.

South Wiltshire UTC, which specialises in science and engineering, will open in

Salisbury in September. Its supporters include QinetiQ, which provides defence technology, and Chemring, which makes munitions, including explosives and tear gas.

Guidance for UTC sponsors state that they can help construct the curriculum to reflect the needs of their particular sector and build close links with students who will be potential employees.

Rolls-Royce, which reportedly made \$5.6bn from arms sales in 2012-13, is a co-sponsor of the Cabot Learning Federation, alongside the University of the West of England. They sponsor 12 academies in the south west of England.



NEWS

Free school site has 'credible' explosives threat

ANN MCGAURAN

@ANNMCGAURAN

Exclusive

A free school says it is expecting to move "in the coming autumn" to a permanent site by an airport runway – despite an asbestos issue and a credible threat from unexploded Second World War mines.

The Education Funding Agency (EFA) bought the former national air traffic control training centre next to Bournemouth airport at Hurn as a home for Parkfield School after attempts to find a location in central Bournemouth were plagued by planning difficulties.

But a study seen by *Schools Week* shows that the eight-acre site was part of former RAF Hurn from 1941. The airport was a bomb target during the war, with pipemines containing explosives laid on the airfield as a deterrent to German troops.

The report was released by the Education Funding Agency (EFA) earlier this month after a member of the public requested "all known environmental information" concerning the site.

Commissioned by the National Air Traffic Services (NATS), the former owners of the Parkfield site, the report states that the pipemines were "not removed and reported to be free of explosive". The Ministry of Defence did not provide a clearance certificate for the airfield.

Work is currently underway at the site to remove asbestos from the existing buildings. Specialist contractors have been appointed to carry out the work. *Schools Week* understands some of the buildings will then be demolished, the remaining ones refurbished and provided in phases over the coming year.

But the study carried out for NATS in 2011 identified a "credible unexploded ordnance (UXO) threat to intrusive engineering works". It said the "current risk level

is considered to be medium to high and warrants a robust UXO mitigation strategy to be executed to permit the work to proceed in the safest acceptable manner".

Schools Week understands from an independent expert that if the findings of the report are valid, there would be a possibility UXOs would remain if the site was not fully cleared.

A Department for Education spokesperson said: "An up-to-date expert risk assessment states that this site is as safe as any other in the South of England."

This up-to-date assessment was not released by the Education Funding Agency.

Parkfield School's website includes a statement from head Terry Conaghan saying the plan is to move to the new site in September.

Renovation and building work got underway this month. The head said he wanted to "reassure everyone that there will be no dangerous asbestos on the site when the school is in occupation".

The school opened to pupils in September 2013 in temporary accommodation in a former office block in Bournemouth town centre.

Mr Conaghan said on the website that despite the new site being close to the airport, the noise and pollution levels "are lower than in our current location on Christchurch Road".

Last July the school was predicting around 600 pupils from reception to Year 11 by September 2015, all arriving at the airport site at peak hours. Parents have also raised concerns about a lack of public transport to the site, which is six miles from the centre of Bournemouth.

A spokesperson for the airport said: "We have expressed our concerns with the operator of the proposed school and will continue that dialogue throughout the entire



Aerial view of the Parkfield site

process. As it is still an ongoing situation we would not comment on these publicly."

Schools Week asked Parkfield School if it had a contingency plan should the site not be ready in September.

Operations manager Sam Hanson was unable to provide detailed answers, as the school was involved in an Ofsted inspection this week but she confirmed that a move to the new premises was scheduled for "this

coming autumn".

A Department for Education spokesperson said: "We take all appropriate steps to ensure that every site for a school is as safe as possible. The application process is very comprehensive and all proposals are rigorously assessed before they are approved."

5.5

Prior UXO Incidents, UXO Clearance & Abandoned Bomb Reports

MoD released several records to MACC under reference EOC.3072/035/943, the disclosure indicated that operations in 1995-96 were conducted to determine the condition of pipemines laid on the airfield. The mines were not removed and reported to be free from explosive. The MoD did not provide a clearance certificate for the airfield.

Largest academy chain offloads eight schools

SOPHIE SCOTT

@SOPH_E_SCOTT

Exclusive

The largest academy chain in the country has transferred eight schools from its control, blaming their "geographic isolation".

The Academies Enterprise Trust (AET) has been handing over the schools to local sponsors since December.

The relinquished schools are East Point Academy in Lowestoft; Childwall Sports & Science Academy in Liverpool; Oaks, Tree Tops and Molehill Copse Primary Academies, Kent; Northamptonshire's The Duston School; and Peak and Greenfield Academies in Gloucestershire. Statements from the trust say that all eight schools were handed to new sponsors because they were "geographically isolated" from the trust's other schools.

Schools minister Lord Nash has, in the past, stated a preference for schools in academy chains to be within an hour's drive of each other. And last year, the

education select committee said academy chains performed better in geographic clusters.

The trust now has 68 schools, down from 77 last year.

Last March the Department for Education barred it from taking over any more schools following fears that it was expanding too fast. It was also criticised by Ofsted when inspectors said it was failing to give "too many pupils" a good enough education.

East Point Academy was the first to go. It was transferred to Inspiration Trust – the chain headed by Dame Rachel de Souza – on December 1 last year.

At the time of transfer the school was in special measures, but an Ofsted inspection last month rated it as requires improvement. AET said a local sponsor would be able to give it the day-to-day support it needed.

Liverpool's Childwall Academy transferred to a new partnership with Deyes High School to form the Lydiat

Learning Trust on January 1.

The three Kent schools – Oaks, Tree Tops and Molehill Copse – were all handed to the Leigh Academy Trust, founded by the national schools commissioner Frank Green, on March 1. The Duston School – rated outstanding by Ofsted – has formed its own trust, the

Duston Education Trust, with the aim of developing outstanding education in the area. It was also transferred from AET on March 1.

Peak and Greenfield Academies in Gloucestershire both moved to The White Horse Federation based in Wiltshire on April 1.

1. East Point – Inspiration Trust – December 1
2. Childwall - Lydiat Learning Trust – January 1
3. Oaks Primary Academy - Leigh Academy Trust – March 1
4. Tree Tops Primary Academy - Leigh Academy Trust – March 1
5. Molehill Copse Primary Academy - Leigh Academy Trust – March 1
6. The Duston School - Duston Education Trust – March 1
7. Peak Academy - The White Horse Federation – April 1
8. Greenfield Academy - The White Horse Federation – April 1

NEWS

IN brief

Free school trust expands holiday in line with independent sector

Pupils at three free schools in Suffolk will get an extra week off as a trust "aligns its terms with independent schools".

The Seckford Foundation Free Schools Trust wrote to parents last month explaining an additional week will be added to the October half-term this year.

In the letter principal Robert Cawley said the longer break would leave students "more refreshed to learn."

"Having a two-week half-term means that parents/carers could choose to have a holiday at a time when costs are cheaper than in the traditional half-term break."

He said teachers and support staff would have five extra professional development days during the break.

For parents worried about getting time off work, the letter offered places on a "half-term activity week programme" which would cost £125 for five days.

Academies and free schools are not bound by laws regulating the school day and year.

INSPIRATION TRUST FOUNDER GIVES UP HIS GOVERNMENT ROLES

Sir Theodore Agnew has stepped down from his government roles to "concentrate on his own academies".

Sir Theodore stood down as a Department for Education non-executive director and chair of the academies board last month.

He will remain sponsor and chairman of the Inspiration Trust, which runs 12 schools and colleges in Norfolk.

Dame Rachel de Souza, chief executive of the Inspiration Trust, tweeted: "So grateful to our dear sponsor Sir Theo as he stands down from his DfE role – so proud of all he has done for children and academies nationally."

Sir Theodore founded the Inspiration Trust in August 2012. He was appointed to the DfE by then education secretary Michael Gove four months later.

He is also a former director of Future Academies Trust, founded by Schools Minister Lord Nash. He stepped down last year after Schools Week revealed he was working for his DfE colleague.

Judge backs Liverpool school's decision to dismiss mayor

A Liverpool school was entitled to dismiss the city's mayor because he was being paid £4,500 a year, despite "doing nothing for the school but giving it kudos".

Joe Anderson was paid under rules allowing local authority staff to hold public office after he became council leader in 2010 and mayor in 2012.

But governors dismissed Mr Anderson, a senior learning mentor, when the school converted to an academy in 2012.

Mr Anderson won an unfair dismissal claim at an employment tribunal but was awarded no compensation.

He appealed the decision but it was rejected by Judge Daniel Serota last week.

Judge Serota said he asked Mr Anderson's lawyer on "several occasions" what benefit the school received for continuing the pay.

"The only answer that I received was that it gave 'kudos' to the school to be associated with the mayor of Liverpool."

Mr Anderson is reported as saying his decision to appeal was motivated by pension rights, not money.

Move away and siblings will lose their place, say councils

SOPHIE SCOTT
@SOPH_E_SCOTT

Two London local authorities have amended the sibling priority rule from 2016, taking away the automatic entitlement to school places for a number of families.

Brent and Wandsworth councils will stop giving priority to siblings if their family no longer lives within a catchment area.

In contrast, other councils have recognised the strain parents will be under if they have to take their children to at least two different schools.

Local authorities and schools that run their own admissions must consult on their arrangements every year by April 15, even if there are no proposed changes.

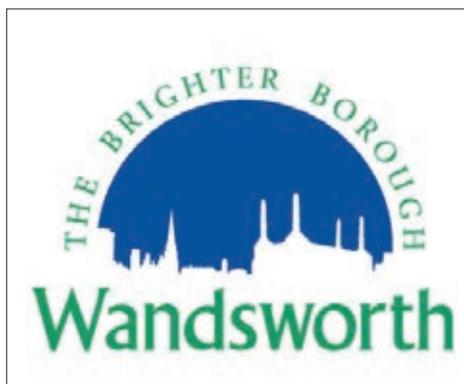
In Wandsworth, south London, families must remain living within 800 metres of a primary school to be entitled to automatic places for younger brothers or sisters.

The council said some families that had moved were getting places for their younger children ahead of applicants who lived nearer the chosen school.

A council spokesperson said: "This is all about making the system as fair as possible for parents who want their children to attend their local neighbourhood school."

"What we are saying to parents is that if you continue to live near your school of choice, your younger children will retain their sibling priority."

"But if people choose to move away from



the area then children from these families will no longer have preference over children who live much closer to the school. It cannot be fair that a child who lives miles away gets priority over one who lives only yards away.

"We don't, however, want to disadvantage parents who have acted in good faith, so this change will not come into effect until September 2016 and will not apply retrospectively, so the younger brothers and sisters of children already at a school will not be affected."

Meanwhile, councillors in Brent, in the north of the capital, agreed to the same change. However, it only had two responses to its consultation – both from primary schools – one for the change and one against.

Council officers said families were less likely to be split up due to a "social/medical criterion", which is aimed at children who need to be close to home for medical reasons, or if they have special educational needs.

Similar proposals were also put forward by Leeds City Council, but of the 1,917 consultation responses, only four supported the idea, and so it was not pursued by the authority.

In Ealing, west London, the council removed the rule that siblings living outside a school's catchment are given less priority than those within it. It said this would make it less likely that parents would need to juggle taking their children to different schools.

Ealing also said that it would now consider applications on a "straight-line" basis, rather than a "catchment area". This would remove the "anomaly" of families not being able to get into schools because of where the boundary falls.

Ealing councillor Binda Rai, cabinet member for children, said: "It is always difficult to make changes to a system that affects so many people, but, on balance, I believe these updates will make the admissions system fairer for local families."

Cartoon, page 8

Summer-born Olivia gets a reception place

SOPHIE SCOTT
@SOPH_E_SCOTT

A mother has won a delayed reception place for her daughter born in August, putting further pressure on other admissions authorities to allow children to enter school later.

Last week, Staffordshire County Council relented and, after media reports of the case, allowed four-year-old Olivia Dutton to take a place in a reception class rather than making her go straight into year 1 at the start of the next academic year.

Olivia's mother, Rosie, used her legal right to delay Olivia's school start, arguing that she was not ready for school having only turned four a few weeks before the school year started.

However, while some reports have called this a "landmark case", campaigners say national change is needed.

Children born between April 1 and August 31 are classified as "summer-born". Compulsory school age is the day after a child reaches his or her fifth birthday.

The School Admissions Code states that parents can choose not to send a summer-born child to school until the September after their fifth birthday and that they can be admitted out of their year group. It adds that decisions by admissions authorities must be made in the best interests of the child.

However, the ruling is inconsistently



Pauline Hull

applied with some schools allowing children to begin in reception and others requiring that they begin in year 1.

Pauline Hull, co-founder of the Campaign for Flexible School Admissions for Summer Born Children, which supported Ms Dutton, argues that these decisions are a postcode lottery for parents.

"Rosie is just one example of many parents who are having to fight their admissions authority," she said. "The truth is we still have many more parents who are being forced to put their children straight into year 1."

"As parents we know what is best for our children . . . and many of them are just not ready to go into reception, or straight into year 1, as they are not developed enough."

"If they are not ready for school just after they turn four then they are going to be more disadvantaged by going into an already-established year group."

The decision as to whether a child who has started a year "late" is moved up a school year to be in their "chronological" age group is at the discretion of the school or local authority.

Ms Hull added: "I have heard of cases where a child is put straight into year 8 when they go to secondary school. And children are left at the whim of headteachers who might decide later on in their school career to put them up a year."

"More and more often when this is happening, the children concerned are then labelled as having special educational needs because they are behind their classmates."

The education select committee held a one-off evidence session into summer-born children last month. During the hearing, committee member Neil Carmichael said children born in August were 90 per cent more likely to be put on the SEN register than autumn-born children.

Young people who have not been "bumped" up a year face further challenges when they turn 18.

Students who start the school year at the age of 18, are funded at 18.5 per cent less than 16 and 17-year-olds.

When cross-examined at the select committee session, school reform minister Nick Gibb agreed that headteachers and local authorities ought to take into account the best needs of the child, but ruled out any increase in the compulsory school age.



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ELECTION 2015

WHAT'S HAPPENING ON THE EDUCAT

ACADEMY BIG GUNS BOOST CAMPAIGN COFFERS

ANN MCGAURAN

@ANNMCGAURAN

Exclusive

Two leading hedge fund managers have donated to the general election campaigns of schools minister David Laws and education secretary Nicky Morgan, while the chair and founder of the Harris Federation, Lord Philip Harris of Peckham, has targeted Conservative candidates battling to hold seats in marginal constituencies.

Jon Wood, director of privately owned hedge fund company SRM Advisers, has given £50,000 to Ms Morgan's campaign to retain her vulnerable Loughborough seat. She secured a majority of just 3,700 votes in 2010.

Mr Wood gave £500,000 to the Conservative party electoral campaign in 2010. His three donations to Ms Morgan, in September 2014 and in February this year, were made in an individual capacity.

Ms Morgan also received a £5,000 donation from Quantum Securities, which quotes a London address on its website but says its head office is in Nigeria. The firm describes its activities as "stockbroking, funds management and financial consulting" and says it is a member of the Nigerian Stock Exchange.

Mr Laws' campaign to keep his seat as Liberal Democrat MP for Yeovil has been boosted by donations from Paul Marshall, chairman and chief executive of hedge fund group Marshall Wace, and a lead non-executive director (NED) of the Department for Education (DfE).

Mr Marshall, also chair of trustees for the academy chain Ark, has given £15,536 in an individual capacity to support Yeovil Liberal Democrats' 2015 local and general election campaigns. A dinner he hosted in April 2014 raised £49,000 for the campaigns.

According to 2011 Treasury and Cabinet Office guidance on corporate governance in government departments, all NEDs should agree and document an "appropriate system to record and manage conflicts of interest of board members".

The guidance adds: "The board should publish in its governance statements how any identified conflicts and potential conflicts of interest of board members have been managed."

Summaries of DfE board meetings between July 2014 and January this year published on its website provide no details of board members' declarations of

interest.

Registers of interest are available for viewing at the Department for Education's offices by appointment only.

Schools Week approached Mr Marshall about why he is supporting Mr Laws' constituency campaigns and if he saw any conflict between being a donor and his departmental role. He said he would not be commenting. The DfE said it would not comment on the NED aspect of the donation.

Mr Marshall and Mr Laws co-edited *The Orange Book: Reclaiming Liberalism* in 2005, written by a group of prominent politicians including Vince Cable and Nick Clegg.

Mr Laws is also on the advisory board of Liberal think-tank CentreForum, whose chairman is Mr Marshall. CentreForum says it is "seeking to develop evidence-based policy solutions to the problems facing Britain".

The Yeovil Liberal Democrat election campaigns also received significant donations from Deborah Berger and Bill Reeves, the US-based co-founders of The Learning Coalition (TLC). Ms Berger gave £15,000 and Mr Reeves donated £25,000.

TLC describes itself as a "non-partisan, not-for-profit operating foundation dedicated to excellence in Hawaii's public schools". Ms Berger formerly worked for JP Morgan in New York, Tokyo and London, while Mr Reeves was, until 2011, director and co-founder of an investment management business in London.

Donations to shadow education secretary Tristram Hunt's Labour constituency party in Stoke-on-Trent Central include £5,000 each from Lord Waheed Ali and Lord David Sainsbury. Lord Sainsbury has in the past been a major donor to the Labour party, and was made a life peer by Tony Blair. Lord Ali is a Labour life peer, multimillionaire and media entrepreneur.

Schools Week approached Ms Morgan, Mr Laws and Mr Hunt for statements on the donations. The latter two did not respond.

Ms Morgan's spokesperson said: "The donors recognise her hard work as an MP for Loughborough. None of the donors have links to education businesses."

He added that all donations were checked to ensure their legitimacy.

Lord Harris has given donations of £33,500 in an individual capacity to the constituency party or associations of six Conservatives

fighting to keep their seats (see table).

In Thurrock, Ms Doyle-Price won a majority of just 92 over Labour in 2010, making it the fifth most marginal seat in the UK in 2010.

A spokesperson for the Harris

DONATIONS BY LORD PHILIP HARRIS OF PECKHAM TO CONSERVATIVE CONSTITUENCY PARTIES OR ASSOCIATIONS

CANDIDATE NAME	CONSTITUENCY	DATE REGISTERED	AMOUNT DONATED
ESTHER MCVEY	WIRRAL WEST	20-MAR-15	£6,000
JACKIE DOYLE-PRICE	THURROCK	06-MAR-15	£10,000
MARCUS JONES	NUNEATON *	24-FEB-15	£6,500
MARK SPENCER	SHERWOOD	25-FEB-15	£5,000
MARY MACLEOD	BRENTFORD AND ISLEWORTH	24-MAR-15	£5,000
OLIVER COLVILE	PLYMOUTH, SUTTON & DEVONPORT	24-FEB-15	£2,500
PAUL MAYNARD	BLACKPOOL NORTH AND CLEVELEYS	30-MAR-15	£5,000
		TOTAL DONATIONS	£40,000

* Donation from Harris Ventures Ltd (Chairman - Lord Philip Harris of Peckham)

DONATIONS TO CONSTITUENCY PARTY OR ASSOCIATION FROM JULY 2014

NAME OF MP, ROLE & PARTY	TOTAL DONATIONS REGISTERED	TOP 3 DONORS	DATE(S) REGISTERED	AMOUNT DONATED
TRISTRAM HUNT SHADOW EDUCATION SECRETARY, LAB	£12,850	LORD WAHEED ALI	20-FEB-15	£5,000
		LORD DAVID SAINSBURY	20-FEB-15	£5,000
		ALISON WEDGWOOD	23-MAR-10	£2,850
DAVID LAWS, SCHOOLS MINISTER, LIB DEM	£70,286	BILL REEVES	23-FEB-15	£25,000
		PAUL MARSHALL	6-AUG-14 £8,286* 23-FEB-15 £7,250	£15,536
		DEBORAH BERGER	25-JUL-14	£15,000
NICKY MORGAN, EDUCATION SECRETARY, CON	£71,391	JON WOOD	1-SEP-14 £15,000 23-SEP-14 £15,000 4-FEB-15 £20,000	£50,000
		JCB RESEARCH	21-OCT-14	£5,000
		QUANTUM SECURITIES LTD	5-MAR-14	£5,000

*Donation in kind for hosting fundraising dinner

Federation said: "As an active peer and former deputy chairman of the (Conservative) party, Lord Harris donates money to Conservative candidates' campaigns in a personal capacity as he does to many other causes.

"Obviously the federation, as a charity, is politically neutral and does not contribute to any political party."

All the constituency donations were recorded in the 2014/15 register of members' financial interests and details will be submitted to the Electoral Commission.



ION CAMPAIGN TRAILS THIS WEEK?

TEACHERS UNDECIDED ON WHO WILL BE BEST FOR EDUCATION

JOHN DICKENS

@JOHNDICKENSSW

More than half of school leaders are undecided about which political party is best equipped to improve the education system, a new survey has revealed.

The annual State of Education report, from school leadership providers The Key, found 58.2 per cent of headteachers, deputy headteachers and school business managers were undecided about which party could make a difference in education.

The survey of 1,180 leaders, published today, said the message from leaders to politicians was clear – they want less interference from Westminster.

Lord Michael Bichard, non-executive director of The Key, said: "Politicians of all parties have much to do to convince school leaders that they do understand what really drives improvement in schools and they are prepared to take account of research in making decisions."

Of those surveyed, 20.5 per cent said Labour was best equipped to improve the education system, while only 6.7 per cent said the Conservatives were.

The Lib Dems polled lower than the Greens at 2.5 per cent compared with 2.7 per cent respectively, with 9.3 per cent of school leaders choosing an "other" party.

But the report also revealed – despite the industry's apparent fierce opposition to former education secretary Michael Gove – that 46.7 per cent of those surveyed

believe the quality of education had improved in the past five years.

A total of 41.3 per cent said it had stayed the same and 12 per cent believed the quality had declined.

Fergal Roche, chief executive of The Key, said: "Our State of Education report includes some deeply concerning figures that should make us collectively sit up, take notice and consider what should happen next as part of a long-term plan for the sector.

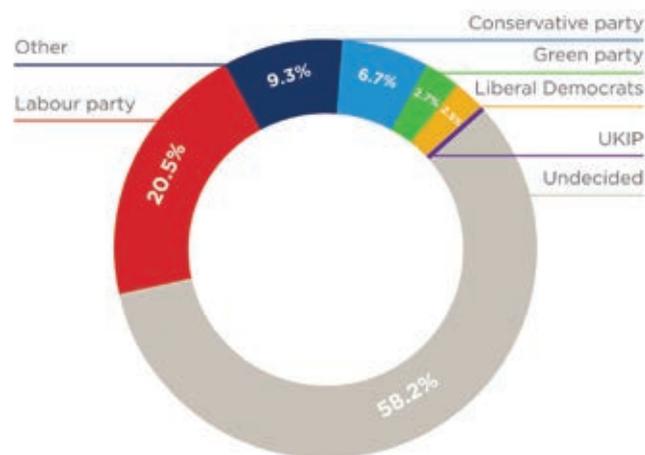
"The good news, however, is that the majority of school leaders feel the quality of education has improved and that there is a real thirst in the sector to improve the quality of teaching and learning by drawing on 'what works', research and evidence."

The survey aims to highlight the big issues facing education. Of those surveyed, 82.2 per cent said the most difficult challenge was managing workloads. It was ahead of implementing the removal of national curriculum levels (75.3 per cent), managing teachers' morale (69.6 per cent) and preparing for Ofsted (63.8 per cent).

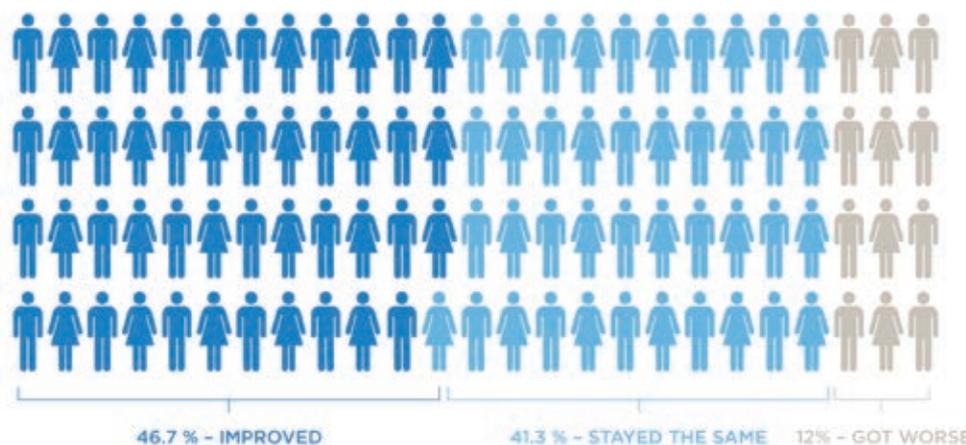
The survey also revealed more than half of school leaders (53.8 per cent) plan to leave their role in the next three years.

Mr Roche added: "It's imperative that whoever comes to power in the coming weeks recognises the need to work collaboratively with school leaders to address their concerns and empower our schools to provide the best education possible for the children and young people they serve."

Which party is best equipped to improve the education system from 2015?



Quality of education in the last 5 years



Source: The annual State of Education report, The Key

LIB DEMS WANT TOP DFE SPOT

FREDDIE WHITTAKER

@FCDWHITTAKER

The Conservative party has insisted that education secretary Nicky Morgan is doing a "great job" after Liberal Democrat leader Nick Clegg (pictured) hinted his party might try to take control of the education department if involved in a future coalition government.

On the campaign trail this week, Mr Clegg said he would like to see a Liberal Democrat holding the post of education secretary in a future coalition, but the Conservatives have criticised the party for trying to distance itself from education policies they supported in government.

It comes after several public clashes



between Mr Clegg and former education secretary Michael Gove – particularly over funding for free school meals.

Mr Clegg is quoted as having said: "It would be a good thing if the Liberal Democrats were able to run education policy on our own terms, not least because we are the only party that is prepared to give the schools, colleges and nurseries the means that they need to absorb 400,000 new youngsters over the next five years."

David Laws, a Liberal Democrat and schools minister, has previously spoken of his party's record in blocking Conservative education policies.

A Conservative Party spokesperson said the party was focused on winning the election outright.

"[The] Lib Dems can't run on their record and run away from it at the same time," she said.

"They signed up to the new national curriculum, now they want to rewrite it all over again. They voted for extending academy freedoms over the curriculum, now they want to scrap them."

PURDAH STOPS SCHOOL VISIT

FREDDIE WHITTAKER

@FCDWHITTAKER

Maintained schools hosting visits from politicians in the run-up to elections could be breaking the law, but academies have a freer hand, a legal expert has said after shadow education secretary Tristram Hunt was turned away from an east London school.

Jade Kent (pictured), a solicitor at Michelmores, told *Schools Week* that maintained schools, as public authorities, were subject to the "purdah" rules that govern the pre-election period.

Mr Hunt raised concerns over Redbridge Council's decision to bar him from visiting Woodbridge High school in Woodford with local Labour candidate Wes Streeting, the council's deputy leader.

Ms Kent said that while maintained schools had a responsibility to consider the rules, academies were different.



She said: "If maintained schools are approached in relation to anything to do with the election, the question they need to ask themselves is 'could a reasonable person conclude that the school is spending public money to influence the outcome of the election?'"

"If the answer is yes, they should refuse to participate. The position in relation to academies appears to be different.

"Whilst it has not yet been tested in court, academies do not appear to fall under the definition of a public authority for the purposes of the rules around purdah and therefore have a free hand to choose whether to become involved or not."

Following his attempt to visit Woodbridge, Mr Hunt said: "I am concerned that schools are excluding politics from this period of debate.

"If council officials are using the notion of purdah to try to block democratic debate, it's a loss to the school kids."

Nobody from Redbridge Council was available for comment.

Sibling rule changes, page 4



Telford trust winds up after poor Ofsted inspections

JOHN DICKENS
@JOHNDICKENSSW

A new sponsor has stepped in to support the leaders of a multi-academy trust after its four schools were put in special measures within a week.

But a deal for the Community Academies Trust (CAT) to permanently take over the Telford schools from Telford Co-Operative Multi-Academy Trust (TCMAT), has yet to be signed off.

CAT is now consulting with stakeholders, visiting the schools and analysing TCMAT's financial position. It is hopeful of taking over in September.

TCMAT has already agreed to wind up, but will only do so when a new sponsor is agreed. Accounts show that it will run out of money by June, but the Education Funding Agency (EFA) has agreed to

“ensure the financial position remains stable” during the transition.

Philip Hamilton, executive headteacher of CAT, told *Schools Week*: “It’s a challenging time for the schools and with the Ofsted inspections there is now an added pressure. So we are supporting the trust while we carry out due diligence.”

TCMAT’s four academies – three of which were rated good by Ofsted before they converted in 2013 – were all put into special measures last week.

The inspections, which followed GCSE results falling below the 40 per cent government floor target, highlighted low pupil attainment and a failure to ensure adequate progress.

Phoenix Academy and Lakeside Academy were rated inadequate across the board. Sutherland Business and Enterprise College and Wrockwardine

Wood Arts Academy – due to merge and open in new premises in September – were rated inadequate in all areas apart from behaviour and pupil safety, which inspectors said required improvement.

Peter Lawley, chairman of TCMAT, said: “The task for us as lay directors was just too great with the many concerns about structures, accountability and a certain lack of co-operation in getting four schools into one common structure.

“There was no outstanding school to lead, three schools with falling numbers of pupils, two schools merging and two brand new school buildings being built.”

The trust was set up by the principals of each school in March 2013.

TCMAT’s annual accounts state they were approached and advised during academisation by Telford and Wrekin Council.

The local authority’s cabinet member for young people and children, Paul Watling, was made director and Jim Collins, the council’s director of education, attended meetings in an advisory capacity.

According to the accounts, the council’s involvement was noted as “unusual” by both the Department for Education (DfE) and the funding agency.

Both men cut their ties with the trust following the poor Ofsted results. The council said the board was taking difficult decisions and, as a result, it decided to have no further direct involvement.

The DfE and the regional schools commissioner are now working closely with the schools and have asked The Streetly Academy, in Walsall, and Wood Green Academy, Sandwell, to help to improve standards.

EDITOR'S COMMENT

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

While the election campaign rages on, schools are mostly getting back to business after the Easter break. Exam deadlines loom, as do summer fetes, school trips and summer plays.

For some school leaders, decisions must be made now that affect their school's future.

Take Furness Academy, featured on the cover, and currently in the process of transferring to the sponsorship of BAE. The

school has struggled for a long time. BAE is offering strategic support and a fresh start. It is a business embedded within the community. On the other hand, it creates objects that are instruments of war. Which aspect wins out? Which ought to?

In Telford, four schools are being transferred from one sponsor to another, while AET – the largest academy chain in England – has shed eight schools.

Each process of change involves nervous questions: Must we rename the school? What about the uniforms? Will all staff keep their jobs?

This emerging ‘transfer market’ in schools is both exciting and deeply challenging. Exciting because it gives poorly performing schools a shot at future success. Challenging because questions

will always arise about the ‘appropriateness’ of sponsors and their plans.

The election is indeed important but these future-changing decisions are crucial too, that’s why we will keep covering them along with the campaign highlights, too.



COMMENT

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EXCLUSIVE: Exam overhauls 'force' Cambridge to plan entry test**Chemray, address supplied**

They accept applications from students overseas or doing IB qualifications who wouldn't have AS grades so why should it be different for UK students? Surely a teacher reference can supply the information they need if the student doesn't have AS grades. Surely it is not possible to discriminate students based on the curriculum their school offers. If [the university] have an entrance paper then everyone should sit it but it will be almost impossible for it not to be leaked out surely unless everyone sits it on the same day. It is just another knock at UK teachers who are fantastic and very capable of writing a true reference for a student without having to base it on AS grades.

Free school pulls the plug as site search fails**Katharine Carter, address supplied**

When all those £300K annual free school funding grants are added up, the DfE has wasted over £1M just in Brent without educating a single child.

Surely it isn't right to approve more free schools in a borough when the DfE must know from years of searching that there simply are no sites.

Parents question inspectors' special needs training**A Byron, address supplied**

Why limit to special schools? With an overarching policy of inclusion, many of our children with additional needs attend mainstream provision. Ofsted inspectors should be adequately prepared and trained to inspect SEND provision wherever this may be. How, as parents, can we be assured that schools/governing bodies are being held to account in such a vital area of its provision?

Chloe, address supplied

I personally think it's a very sad state of affairs that so-called inspectors are sent into schools without enough knowledge or experience of seeing or dealing/questioning the SEND provision which schools provide.

**Gill, address supplied**

I was criticised for my teaching of a child with microcephaly by an inspector who patently did not have the specialist knowledge we were told the team had. This explains a lot.

Election 2015: what the parties say they will do for education**Andrew Stanley, address supplied**

With UTCs having just 4 years of intake and consequently low student numbers even if full, it is hard to see how they can survive against a backdrop of further cuts to the unprotected 16-19 budget, and the need to meet EBacc + Progress 8 measures. The latter will not only restrict their ability to offer technical subjects, but will also require extra staff to deliver the GCSEs that they will have to cover. It's hard to see how they can be financially viable.

Tories propose compulsory year 7 re-sits for pupils without a "good pass" at KS2**Colin Richards, Cumbria**

What a good idea to test yet again children who "fail" the key stage 2 tests ("UTCs aplenty, test resits... April 17)! In an extension of this policy shouldn't re-sits (re-births?) also be required of new-borns who "fail" to achieve average birth weight?

UTC shuts, just as Cameron promises 'one in every city'**Roger c @enablerbro1**

It's as if he doesn't know what he's doing or talking about.

Mark T Gibson @MarkTGibson1

The atomisation of schooling will only bring about decay.

'If I were education secretary...' Anthony Grayling**Pat Waistnidge @grannypatt**

Invest in teachers. Give them back pride, confidence. The classroom is theirs, leave them to it.

Profile: Mark Baker**REPLY OF THE WEEK**
Georgina Thereon, Manchester

I was one of Mr Baker's pupils from Alderman Kay Special School. I was a nobody back then. I think I was nine or ten at the time and I'd only been at the school for about a year and I got moved up to Mr Baker's class. He scared the life out of those who had been moved up. I think any child moving in to a class where your teacher is six and half foot tall would want to run! But let me say the reason for me writing this today is to say thank you. Even at nine I couldn't spell read or anything as I never got sent to school and when I was in his class he wouldn't take no for an answer. He would say there's no words such as "can't" in a nice way and so I got it in my head that can't wasn't a word and I found myself reading, writing and coming out of myself because he was a master at his job and I loved that class after getting used to Mr Baker. I do hope you remember who I am because when I had to move up a class there was a lot of tears in that class as nobody wanted to go. How I miss that year so much and thank you for the years of a happy life.

REPLY OF THE WEEK
RECEIVES
THE COLLECTOR'S MUG!**Contact the team**

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

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

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

Correction

Last week (Edition 25, page 4) we incorrectly stated that The Kemnal Academy Trust (TKAT) submitted information to the RBS SE100 so that it could be included in a performance table ranking social enterprises. TKAT did not submit information nor did it 'opt-in' to be scored. The rankings were calculated automatically by RBS using public information about the company's financial growth.

DO YOU HAVE A STORY?

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

news@schoolsweek.co.uk
020 3051 4287

EXPERTS: 'If I were education secretary...'



DAVID KYNASTON

Historian

"I would integrate private schools into the national system"

Integrating private schools would bring down the Berlin Wall that grossly favours the 7 per cent on one side of it, and that remains an ugly, disfiguring scar on our society.

Our private schools — and I use "our" in the loosest sense — are for the most part excellent institutions. The fundamental problem is that they are educating the wrong children, children who are already, even before

attending those schools, highly privileged in socio-economic and cultural-capital terms.

The schools then further entrench their privileged position — and I hardly need to rehearse the stranglehold that the privately educated now exercise over most of our leading professions and most prominent walks of life.

What about scholarships, bursaries and such like? The independent sector assiduously

projects an image of being on the side of the angels when it comes to social mobility. Yet if one digs into its figures (see *New Statesman*, January 31, 2014), it is clear that it is still overwhelmingly the wealthy — and certainly those with a well above-average income — who are able to educate their children privately.

There is, in short, a deep inequity at work: the children who enjoy access to these highly resourced institutions are the children whose parents have the deepest pockets. "Private education is not fair," Alan Bennett famously and rightly declared last summer. "Those who provide it know it. Those who pay for it know it ... And those who receive it know it, or should."

Of course, there are important second-order questions. I have no wish to send in the bulldozers; under my auspices these newly integrated schools would have at least as much operational autonomy as academies or free schools in the present maintained sector. As

to determining intake, I would consult widely, but have no fixed views. Academic selection, free school meals, ballot — any method, or combination of methods, is better than the parental chequebook. Practical and resolvable second-order objections (including cost) are no answer to the inescapable first-order question: is the continuing fact of our money-determined educational apartheid socially just or morally defensible?

I believe that it has become so indefensible, and so damaging, that it trumps the libertarian argument, the parental right to choose. Freedom for the 7 per cent? Or a level playing field for the 100 per cent? To suggest the latter is not the politics of envy but the politics of decency. It is time, high time, to dismantle the wall.

David Kynaston is author of *Modernity Britain: 1957-62* (Bloomsbury, 2014)

Over the past few years, there has been a grassroots professional rejection of bogus ideas within education, coupled with a wellspring of enthusiasm for more credible alternatives. New ideas — such as direct instruction, spaced and massed practice, curriculum sequencing, and mastery learning — are gaining popularity amongst certain teachers and schools. However, the 65 universities that provide English teacher training are slow to catch on.

I suspect this is because so many of the university-based tutors are detached from the classroom and in the twilight of their teaching careers. I fear they will continue ad infinitum to promote daft and dated ideas about "teaching and learning" until new legislation allows their hold on teacher training to be broken.

Through their exclusive ability to award PGCEs, universities currently enjoy an intellectual monopoly over teaching practices. However, new centres of pedagogical authority have recently been formed, such as academy chains and organisations such as Teach First. These institutions should be encouraged to



ROBERT PEAL

History teacher at West London Free School and honorary research fellow at Civitas

"I would allow non-university providers to award the PGCE"

take the next step in their development, and become awarding bodies in their own right.

In doing so, teaching would become more like other professions. Any non-law graduate who wishes to become a solicitor or barrister has to take the Graduate Diploma in Law (GDL), which is offered by both universities and private institutions such as the City Law School or BPP Law School.

Similarly, the Royal Institute of British Architects (RIBA) examinations can be taken at both universities and organisations

such as the Architectural Association.

Another feature of high-status professions is that they regulate the quality of their members with ongoing examinations and qualifications. So, as secretary of state, I would encourage teachers to develop new, more challenging professional development examinations to help to increase the prestige of their profession.

To become a chartered accountant, you have to take up to 14 professional examinations over the course of three years, set by the Association of Chartered Certified Accountants. I have

friends currently struggling through fiendish examinations set by the Chartered Institute of Personnel and Development; the Chartered Institute of Management Accountants; and the Chartered Institute of Bankers. The only exam I had to take to become a history teacher was the QTS skills test.

So, to supplement the PGCE, I would encourage optional career development exams, administered by professional bodies, that teachers can take throughout their working lives. These qualifications could demonstrate expertise in areas such as advanced subject knowledge; school management; cognitive psychology; and education research.

Such examinations, coupled with non-universities offering PGCEs, would enable fresh streams of new ideas to feed into the currently rather slow moving river of teacher training.

Robert Peal is author of *Progressively Worse: The Burden of Bad Ideas in British Schools* (Civitas, 2014)
[@goodbyemrhunter](#)



ARIFA NASIM

A-level student at Forest School, an independent schools in northeast London, and a campaigner for girls' rights and an end to forced marriage

"I would transform the perception of teaching"

The education system must change so that knowledge gives way to wisdom, emphasising the application of knowledge as a source of power for living that leads to individual happiness and success. I would create a system that enables students to develop a questioning mind and put in place systems that produce a new generation of inspired learners. These

students would value intrinsic learning and would not see and prioritise fulfilling personal ambition as a driving force.

I would transform the perception of teaching from a fallback option to one where the healthy development of youth is seen as a prerequisite for the creation of a great future; where those coming into the profession see it as an opportunity and a privilege to change

and transform lives; and where teachers strive to foster an educational environment in which young people experience the joy of life by strengthening ties with their families, neighbourhoods and community. This educational environment would foster world citizens who possess the ability of synthesis, creativity and an international awareness, which would contribute to the attainment of peace and human progress.

The curriculum would be progressively forward-looking and prepare young people for the uncertainty and unknowns of the 21st century. To do this provision would be made for stakeholders in education to work towards the development and solidarity of educators who, through challenging their own limits, would inspire the lives of youth with their courage, compassion and wisdom. This curriculum would instill in each child a love of learning, fostered through their nurturing experiences with inspirational individuals at school.

The education system would be used as a tool to level out inequalities, drawing

inspiration from the successful and insightful Nordic countries. Schools would become safe spaces where colour, class and creed are insignificant; where the inequalities parcelled out at birth are irrelevant within the classroom; and where no single child's socio-economic disadvantage affects their ability to learn.

Finally, as education secretary I would pledge to exert my efforts in establishing a "United Nations of Education", an international forum to discuss the education of humanity based on the concept of a fourth branch of government, that of education, which would be independent of the present three branches (legislative, executive and judicial).

[@arifa_aleem](#)

Contributions are taken from "If I were Secretary of State for Education", edited by David James and published by Pearson for The Sunday Times/Wellington College Festival of Education, in association with Summerhouse Education.

Schools Week will publish extracts from other prominent thinkers in the run-up to the general election

EXPERTS



CARMEL O'HAGAN

PGCE course tutor, University of Rosehampton

Wanted: home-grown teachers of Mandarin

The Conservatives are promising more Mandarin teachers – and in an ideal world every young person should be able to learn it as a language of their choice. But is this a manifesto pledge that can be implemented?

Tucked away in the Conservative manifesto is the pledge: “increase the number of teachers able to teach Mandarin”.

Call me suspicious or even cynical, but I have concerns. I love languages and believe that all children should have the right to learn one from an early age. I would love all young people to learn a language until 16, but not as long as we have only GCSE to assess and reward their efforts – in my opinion, GCSE assessment sets many good young language learners up for failure.

But this is about Mandarin. Why Mandarin?

Well, as one tweeter said when I asked the question on Twitter: “global race to the top, skills and jobs, high wage economy”. I agree. In an ideal world it would be brilliant if every young person were able to learn Mandarin as a language of their choice.

So why am I suspicious? I know that some schools are teaching Mandarin well and are committed to its status as a modern foreign language. I am not decrying what they do brilliantly, I am just asking if what they do is truly replicable and sustainable for more schools, and if the line in the manifesto can really be implemented.

For a number of years while heading up the secondary team at CILT, the former National Centre for Languages, and later at the then Centre for British Teachers, I worked closely with the British Council in training Chinese

teachers of Mandarin, in China and in the UK. We trained them to come to teach in primary and secondary schools for a year.

The teachers were wonderful and many made huge sacrifices to spend their time here. They lapped up our training, brought their own linguistic, pedagogical and cultural expertise to our schools, built great relationships with teachers and pupils and, in many cases, gave our children memorable and gorgeous experiences of modern China.

Apart from the feelgood factor, what did these Chinese teachers leave behind?

On my extensive visits to primary and secondary schools I saw some “lovely” lessons but little that was actually about teaching young people to speak Mandarin. The cultural aspects were engaging and motivating, which is a great start, but the language work tended to be heavily based around vocabulary learning or short phrases. At the end of the year the teachers go home – they cannot stay longer than a year – and I always wondered what, apart from the feelgood factor, was left behind?

So, a few questions. How do we create more home-grown teachers of Mandarin to

provide sustainable, high quality teaching? What happens at secondary transfer? We already have major challenges with the traditional foreign languages at transfer as children often begin with one language and then are expected to switch to a different one. Mandarin will be no exception

Also – and this one is controversial – Mandarin is hard to learn to a high level. If it is assessed solely by GCSE, will it be any more attractive to young people than French, German or Spanish, which they often start with great enthusiasm and confidence, but struggle with when it comes to the exam.

Language teachers know that pupils' skills need to be supported by excellent links with schools abroad and ideally exchanges or language-focused visits. Trips to China are expensive. Much more so than to France or Germany. Who will support exchanges for less wealthy students?

Finally, we have thousands of fantastic young linguists in our country whose skills are little recognised. And it is about to get worse if A-levels in a range of community/heritage languages are dropped.

Maybe if these youngsters' language skills were recognised they would rise to the challenge of learning a new language with non-Roman script and tones. Maybe they could even become the new generation of Mandarin learners and teachers. They already start with the massive advantage of being bilingual, bi-literate and bicultural.

Learning Mandarin is a great opportunity but it may be that the policy needs more thought before sticking in a manifesto.

PAK TEE NG TEACH LESS LEARN MORE

Pak Tee Ng explores some of his thinking about the education system in Singapore. At Inspiring Leadership 2015 Pak Tee will be amongst a stellar line up of key note speakers.

Many policy makers, educational leaders, researchers and academics from different countries and jurisdictions have visited Singapore because of our educational system's consistent high performance in various international assessments such as PISA and TIMSS.

However, to us, PISA scores are not our goals. They can serve as useful benchmarks when used appropriately, but they are certainly not what we are out to achieve. To us, our education system is a pillar in our nation building process and in safeguarding our children's future. We are more interested in reforming ourselves

so that we achieve high quality education that goes beyond performing well in assessments. We would like our students to be lifelong and engaged learners. We strive for an education system that can provide pathways for different aspirations to be fulfilled and different talents to flourish. Indeed, we encourage teachers to “teach less” so that students can “learn more” (“Teach Less Learn More”).

To us, education is an investment, not expenditure. We invest heavily in funding our schools, hiring good teachers and focusing on professional development. Even during tough times of economic downturn, we have not cut back on education funding. Children should not be denied education

when times are hard. Teachers and school leaders also need a stable platform to educate children.

Education is a journey. We look for long-term progress and not short-term gains. Singapore gained its independence in 1965. Over the last 50 years, we changed in a calibrated and sustainable way by formulating and implementing far-sighted education policies. Many of these policies took many years before they bore fruits. Our pioneer generation struggled in the process, but we carried on with a spirit of tenacity. This generation has benefitted from the labour of the previous one. The next generation shall benefit from the labour of the current one. Education is our human enterprise of paying it forward.

Moving forward, we have to continue to change our education system to adapt to a changing world. But instead of a centralised or decentralised approach, I will describe our approach as centralised decentralisation. That means that on one hand, schools align themselves to broad national

strategic goals set by the government. But on the other hand, they exercise high levels of tactical empowerment in implementation to achieve these national goals. In such a situation, school leaders and teachers will be increasingly called to exercise judgments in un-charted waters. Policies are important because they point the direction and provide the platform for change. But students do not experience policies. They experience their teachers. Therefore, we see teachers as the key to giving flesh to policies.

Like many other education systems, we have more problems than we have solutions for. But we have good and tenacious educators in the system who are willing to bite the bullet to bring hope to the next generation.

Pak Tee Ng will be speaking at the Inspiring Leadership 2015, 10-12 June, ICC, Birmingham.

Limited delegate places are available on a first come first served basis.

For more information and to book your place visit: www.inspiringleadership.org



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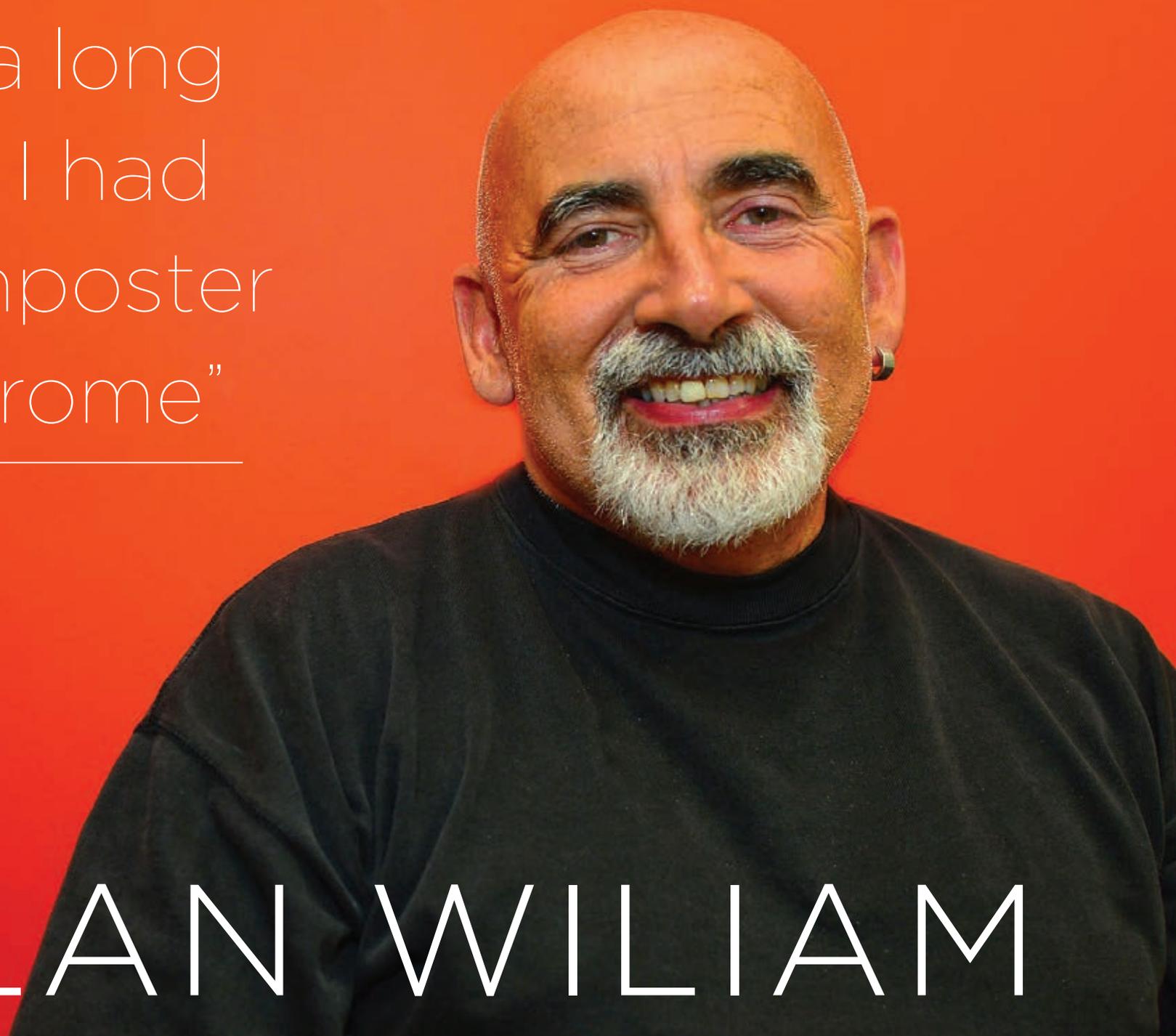
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PROFILE

“For a long time I had this imposter syndrome”



DYLAN WILIAM

LAURA MCINERNEY

@MISS_MCINERNEY

Dylan Wiliam, emeritus professor of educational assessment, Institute of Education, London

Dylan Wiliam looks like a cross between a wizard and a rockstar: domed head, greying beard, twinkling eyes and a mischievous smile that suggests he knows the secrets of the universe. But it isn't just me who is captivated watching the end of his teacher training session in a bland east London hotel. The maths teachers sitting in front of him are fascinated, too.

Known chiefly among the teaching community for introducing “assessment for learning”, a near universally-used set of methods for giving pupils feedback, Wiliam is one of only a few modern education theorists to become a familiar staffroom name. In fact, he is dangerously close to being a public intellectual. When he tweets, teachers pay attention. When he turns up to events, people flock to hear him. The wizard-rockstar analogy goes further than his looks.

Yet, as we sit down to chat over an empty lunch table – he rarely eats when leading seminars – Wiliam reveals that his current image is far from the one he had of himself as a child.

Raised in Cardiff, and son of an Oxford-educated professor, Wiliam was a clutz. “I was very badly co-ordinated and couldn't write legibly. I still print, basically.

“I was always the last kid to be chosen – ‘Oh, no! We've got Dylan!’ – and so I have a vision of myself that was formed from that experience.”

It was not until he was 14 when a geography teacher who ran a weight-training club at lunch-time, took Wiliam under his wing – and changed his life.

“I did an hour of weight training every day for three years and I kind of emerged, almost like a chrysalis . . . I became captain of the rugby team, house captain in athletics, it was really strange, this transformation from being completely useless at sports to being a kind of ‘jock.’”

This would not be the only time Wiliam had to transition from being the underdog. To his father's disappointment neither Oxford nor Cambridge invited him to interview. Though he got a place at Durham, he graduated with “only a general degree, and a third at that”.

He was relieved to pass at all. “I don't know if I was depressed at university or not, but there are large areas where there is a sort of haze about what actually happened.”

Much of his focus was on music, rather than studying. He played in a band called Lynx, whose preferred genre was “jazz-folk”, though their influences were eclectic. He paid little attention to his degree classification as he felt it would matter little to someone who was going to be a professional musician.

But his plans ran into a problem when, after he finished university, his father announced that he would be taking up a position at the University of Connecticut, and Wiliam could

not remain in the family home.

Wanting to follow the band to London, Wiliam applied to do a PGCE at Goldsmiths, but didn't hear back. Increasingly desperate he went to an employment agency that specialised in appointing teachers to private schools.

“I said, ‘I need to get a job’, and they said, ‘We've got this private crammer in Worcestershire’ and I said ‘OK, that sounds great.’”

For a year he taught the sons of famous businessmen and earned less than the pupils received for pocket money.

“It was a very easy job and after a year I thought that if I'm any good at this I shouldn't be doing it in the private system, I should go and teach in the state sector.” Which is what he did.

Working first in west London he continued practising with his band three evenings a week, but realised after a few years that he could not do both.

“To my horror,” he gurns, “I discovered I was enjoying the teaching more than the band!”

Wiliam laughs. This truth clearly still amuses him, but the joy he gets from learning is evident time and again.

Having taught maths for seven years, his shift to academia came out of sheer stubbornness. Turned down for an internal promotion, he took a research fellowship that he was offered the next day.

“I guess it was just the temptation of saying Sod you! . . . plus I think it simply too good an opportunity to miss.

“Everybody thought I was crazy giving up a permanent

IT'S A PERSONAL THING

If you could only take one book to a desert island, what would it be?

John Tukey's *Exploratory Data Analysis*. It's more like a disorganised antique shop than a book, and I'm always finding new things in there whenever I revisit.

What three things would you save from a fire?

The first thing would be my partner, Siobhan. But if you mean inanimate objects, then my passport, my green card, and my laptop...

What do you have for breakfast?

Typically a mushroom and cheese omelette.

What is the best concert you've ever attended?

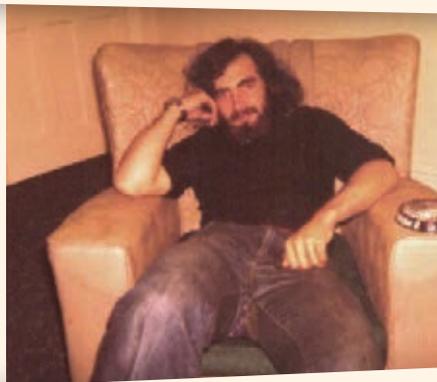
Gary Boyle's Isotope. I never much liked their recorded music, but the concert they played in Durham in the mid-1970s was amazing.

If you could revisit one period in history, when would you choose?

I'm pretty sure I would rather be in the here and now rather than anywhere else, but if I couldn't, then the US in the 1950s.

What was your favourite childhood toy?

My Meccano set.



Clockwise from top left: Dylan Wiliam with Philip Jemmott (left) and Colin MacDonald, two year 10 students from North Westminster Community School, summer 1984

With Tom Sanders, Phil Hill and Oliver St John (aka "Lynx") in Durham's Market Square, summer 1974

With Steve Waring (keyboards, guitar, lead vocals) and Al Hanson (sax), aka "Sticky Wicket" at the Rock Garden, in 1983

Dylan Wiliam in summer, 1973

job as a maths teacher for a one-year fellowship – but I didn't think it was crazy at all!"

Two years later, he applied to become a permanent lecturer at King's College London, but thought he had so little chance that he dropped all the documents he was carrying when he found he'd got the job.

Was that a sign of the awkward teenager still inside him? Perhaps, he says.

"Certainly for a long time in my career I had this imposter syndrome thing of "They will find out there has been a mistake and I will have to go back to teaching in Shepherd's Bush."

Imagining Wiliam feeling unconfident is difficult when you see teachers watching him with adulation. I ask what he thinks has contributed to his being so well-regarded, given that he never actually trained as a teacher nor came from a secure academic background?

"I have reflected slightly on that," he says, "I have a very good memory, so academia is clearly a good place for me. I think I have fun . . ."

"It's never occurred to me to do anything because somebody else might prefer me to do it in a particular way, and that could well be the secret to getting promoted in some kinds of organisations."

He also says he has been lucky. He is more than aware that great people around him have helped, and that there have been times when he floundered without them.

He also credits his wife with a great deal. Siobhan is

mentioned time and again. They met, as all romantic tales begin, at a maths teacher conference. While he did an Open University maths degree to bolster his weak knowledge, his wife did a masters and both would work, every night, cracking the books. As each progressed in their career they have supported one another.

When he moved to the US to work at an education testing service, she took a job there and was promoted three times.

"She's far smarter than me. One of the senior research directors there described her as scary smart."

The pair also fostered teenagers for 15 years. "At the time, because Hackney had a ban on transracial fostering and adoption, they invested very heavily in recruiting black foster parents and so, for a while, we were the only people fostering white kids in Hackney, so we had five at one time."

These days Wiliam and his wife split their time between the US, the UK, Australia and the Far East.

"The model we have been developing for teacher learning communities has now been adopted by South Australia, and two thirds of the primary schools in Singapore. The work is also taking off in Sweden so I'm going there next week . . . but I do need to cut down on the travel because it's a bit crazy."

For now, however, our no-lunch hour is coming to an end and teachers are re-entering the hotel's lecture suite. Wiliam zips back to the front of the room, moving papers, arranging slides, getting ready to perform, his energy evident as ever. The teachers, sliding into their seats, are already silent and waiting for the magic to begin.

Curriculum Vitae

School

- 1960-1965: Ysgol Gynradd Bryntaf, Cardiff
- 1965-1966: Eglwys Wen Primary School, Cardiff
- 1966-1968: Whitchurch Grammar School, Cardiff
- 1968-1973: Altrincham Grammar School, Trafford

Higher Education

- 1973-1976: University of Durham, BSc in maths
- 1980-1983: Open University, BA
- 1982-1985: Polytechnic of the South Bank, MSc
- 1986-1993: University of London, PhD

Employment

- 1976-1977: Tutor of mathematics and physics, St Cloud College, Worcestershire
- 1977-1980: Teacher of mathematics, Christopher Wren School, London
- 1980-1984: Teacher of mathematics, North Westminster School, London
- 1984-1986: Nuffield research fellow, Chelsea College, London
- 1986-1994: Lecturer in mathematics education, King's College London
- 1994-1996: Senior lecturer in mathematics education, King's College London
- 1996-2001: Dean of the School of Education, King's College London
- 2001-2003: Assistant principal, King's College London
- 2003-2006: Senior research director, ETS, Princeton New Jersey
- 2006-2010: Deputy director, Institute of Education, University of London
- 2010- Emeritus professor of educational assessment, IOE

REVIEWS

TOP BLOGS
OF THE WEEK

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



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

Life Scientific Podcast
bbc.co.uk/programmes/b05mnrn29

This podcast offers two interests: firstly, for the perspective it gives on Sarah-Jayne Blakemore's "Life Scientific" – an unusual one, as she grew up in the firing line of militant animal rights activists targeting her father and sought to establish herself as an academic without falling under his shadow. Second, it showcases her research into the teenage brain, which shows the continuing development adolescents go through long after their brain was thought to have reached maturity. It helps to explain why teenagers take risks and are subject to peer pressure.

Miss, is it true you're a feminist?

By Summer Turner
@ragazza_inglese

In this post, Summer Turner sets out to discuss sexism and education. It's a bold step because, she notes: "of the 2,726 tweets I've sent, the only times I've been lambasted have been the three times when I have mentioned sexism".

She speaks out, however, because of the incessantly sexist messages in some sections of the media, quoting Ros McMullen's argument that: "Sexism is draining. It's the cumulative effect that matters."

She sees this in her students, who "arrive at school, tattered copy of the *Metro* under their arms. I know they have already started

the day with these messages unconsciously filtering into their minds."

Turner highlights specific concerns in schools, including the disproportionate absence of women in leadership positions and the constrained discussions of issues of gender and equality.

She offers three suggestions: empower students to challenge the status quo, think about what they say and what they accept as norms; teach about great women and stand up and speak.

In all, this is an excellent post on an underappreciated concern.

Election 2015
By @disidealist

Having seen a recent post attain national attention and feature in Emma Hardy's recommendations last week, a recommendation for the writing of Disappointed Idealist is perhaps unnecessary.

Of the thousands who read his attack on SATs, I hope some clicked one post back and read his on-and-off diary of the school election he is organising. His sharp descriptions of the first actions of student political parties is enjoyable: "The Lib Dems started plotting a highly localised campaign of targeting different year and form groups with different messages" while the Greens "struggled to appoint a campaign manager, as nobody wanted to be seen to be too pushy".

Offering instalments on an infrequent basis – like the most recent on opinion polling that discovered: "The only consistent part is that the poor old Lib Dem supporters are looking rarer than popular Ofsted inspectors" – this is highly recommended as offering both light relief from, and commentary upon, the national campaigns.

5 signs it's time for a new job
By Tomas Chamorro-Premuzic

Finally, it's that time of year again: not just exams, but resignation deadlines. If you're vacillating over your future, and making a jump this year, this post may help.

The author notes the research arguing that "people often stay on the job despite having negative job attitudes, low engagement, and failing to identify with the organisation's culture".

In response, he offers a brief checklist of reasons to leave, including "You are not learning", "You are underperforming" and "You feel undervalued".

Under each heading, he links to studies of these specific predicaments that may offer some guidance for the perplexed.

BOOK REVIEW

The Ins and Outs of Selective Secondary Schools: A Debate

Edited by: Anastasia de Waal

Publisher: Civitas

ISBN-13: 978-1-906837-71-6

Reviewer: Oliver Stacey, assessment researcher, National Foundation for Educational Research



This ambitious book says that it aims to evaluate the modern scope of secondary school selection in all its complexity.

To achieve this not inconsiderable task, the carefully edited publication contains contributions from more than 25 individuals who offer a wide range of perspectives on selection. They include Conservative and Labour politicians, academics, journalists and headteachers of both selective and non-selective institutions. The diversity makes for a well-balanced and insightful read, with arguments for and against selection given equal weighting to allow a fuller exploration of its merits and drawbacks.

The aspect given most prominence is, perhaps unsurprisingly, academic selection via the 11-plus. The arguments for and against grammar schools are well rehearsed and the book contains chapters from both proponents and opponents. Many chapters selectively draw upon evidence from studies conducted in the UK and international assessments such as PISA to either support or refute the benefits of academic selection. Although, as one contributor helpfully points out, "a succession of research studies over a period of more than 50 years has failed to produce a consensus on the selective versus comprehensive issue". The arguments put forward are familiar, so anyone with an interest in the debates around grammar schools will not get a great deal of extra insight from these chapters.

As well as considering overt forms of academic selection, the book evaluates other more covert and less transparent forms such as selection by stealth or faith. I found this section more interesting, not least because it deals with issues applicable to all areas of the country as opposed to the limited number of areas containing grammars. With faith schools making up around one-third

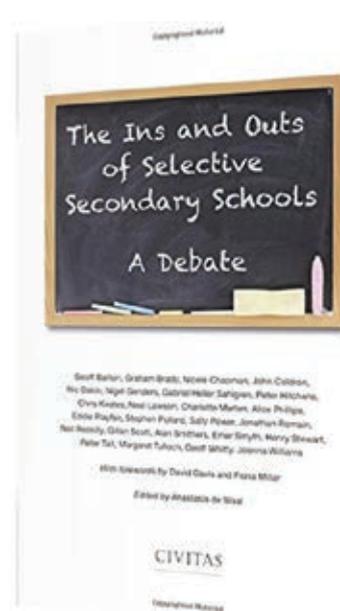
of all schools in England – and the number increasing – it is welcome that the book examines how they select their pupils.

The book also highlights the effect of current education policy, with one chapter exploring the consequences of the growth of academies and free schools, and the impact this can have on "selection by stealth". For example, as academy and free schools are their own admissions bodies, they have the potential to introduce policies "that discourage some parents from either submitting an application in the first place, or making it difficult for them to maintain a place at a particular school". In the context of an increasingly diverse and deregulated secondary school sector in England, the effects of covert selection in secondary schools are likely to become an increasingly pressing issue.

The book also offers ways to ameliorate or reduce the negative effects of selection – for example, through student banding to ensure more balanced intakes of students across schools or the use of lotteries to randomly allocate students to schools. The practical difficulties of these approaches are also identified, helping to explain why they have gained little traction.

The wide range of contributors is one of the book's key strengths, but it does mean that some of the chapters have considerable overlap and cover similar material, particularly when it comes to discussing the historical context around grammar schools and the implications of the 1944 Education Act. One notable omission is a thorough critique of the 11-plus. It is alluded to in passing, but it would have been illuminating to have had a chapter evaluating the reliability and validity of the assessment and its fitness for purpose as an instrument for academic selection.

Despite these minor reservations, I would thoroughly recommend this book to anyone interested in selection. It is an engaging, accessible and thought-provoking evaluation that is likely to challenge your assumptions and opinions of the issues surrounding selection in secondary education.



NEXT WEEK:

The Runaway Schoolgirl: This is the True Story of My Daughter's Abduction

by Her Teacher Jeremy Forrest

By Davina Williams

Reviewed by Sophie Scott

LETTER FROM HALF TERM



ROSS MCGILL

Deputy head, Quintin Kynaston
Community Academy, north London

Leadership that goes on behind the scenes

The many hidden leaders within schools can sometimes be hard to spot. Here's how to look out for them . . .

What leadership do you do behind the scenes that is important yet unrecognised? Have you ever had to deal with a situation for which you felt unequipped? For example, dealing with the media, conducting an interview, leading staff speeches at the end of term, or a bog-standard staff briefing on a Tuesday morning?

When signing up to become a school leader many features of the role go unexamined, often because the most challenging facets are unknown quantities.

Managing a difficult conversation, conducting disciplinarys and keeping energy levels up for more than 12 hours for the fourth day in a row as there is nobody else around.

These are the aspects of school leadership

that I call hidden leadership; the sort of leadership and management that takes place behind the scenes and requires long hours with no obvious or immediate impact.

The most challenging facets of school leadership are unknown quantities

There is not much said about good leadership that is unseen; about the difficult conversations behind closed doors; the pat on the back after a colleague has gone above and beyond; the kinds of things that happen all the time but are not celebrated.

There are many hidden leaders within school. They can sometimes be hard to see,

but here's how you can potentially identify them.

Hidden leaders notice everything. They notice things about the people they are working with, about what's going on in their lives. They see increased workload, pending deadlines or something as simple as the needs of a staff member hobbling around on crutches. They ask if anyone has arranged easier site access? Or considered flexible working arrangements so the injured staff member can commute during less congested times?

Hidden leaders say hello and goodbye.

Leadership requires leaders to know everybody's name; the person who cleans your classroom or office, the part-time peripatetic teacher or the new student that has just arrived on a managed move.

Hidden leaders are driven by the needs of students. They do not accept excuses. They are driven by the needs of the students and all discussions are open, albeit in private if necessary.

Hidden leaders love what they do. They have high levels of energy. This doesn't mean they are first to arrive and last to leave, but they are relentless in their pursuit of high standards. They enjoy supporting colleagues. And they know when to stop and have a laugh, building relationships that then command respect when out on the playground or in classrooms.

Hidden leadership enables colleagues to find solutions and make informed decisions. These leaders hold no-nonsense conversations, cutting right through any waffle. They seek out colleagues who demonstrate reliability and real integrity.

They are well aligned; calm and inspiring with colleagues at all levels. They never underestimate the power of honesty, or how a colleague can make decisions and handle challenges, particularly those who are not in a leadership role.

Hidden leaders hold themselves to account. They may do this privately, yet are inclusive of their appraisers and their views. Hidden leaders are highly reflective and embrace change, not for change's sake, but to encourage future leaders to take up the mantle.

Hidden leaders and their influence on students are far-reaching. They may not work on the front line in classrooms as much as they want to, but their effect on students is widespread. They help students make informed choices in every conversation they have across the school. They share a clear vision for all. And yet, despite less contact time, they are comfortable working with the stubborn squad!

You can never be fully prepared for hidden leadership. The murky and dogged work can be discussed in theory, but nothing can ever match the practicality, until it is your turn to step up. The only question is: Are you brave enough?

Ross McGill is the most followed teacher on Twitter in the UK. He has been nominated for The Sunday Times/ Debretts500 Most Influential People in the UK 2015. You can follow him on Twitter @TeacherToolkit



A week in Westminster

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

THURSDAY:

Oh boy, have we got some goodies this week.

Concerned that Westminster might be rather quiet during purdah, we set to finding out what civil servants actually do when the ministers are off playing "election". Happily, we've seen what appears to be a set of directions from one of the DfE's directors about how staff should be spending their time.

It begins with a pre-election back-pat. Haven't you all been brilliant, it says. You have made some extraordinary achievements. But, oh hasn't it been hard?

The email warns, however, to expect change whatever the result of the election – we wonder who they could possibly have in mind – and that civil servants ought to use their time genning up on "basic facts". One can only wonder what happens to the facts the rest of the time?

It also says that civil servants will not be putting together any massive briefs (hee hee) for the next batch of ministers. Apparently they don't read

them. Which may explain why facts are so unimportant.

Without the same "immediacy" of deadlines and demands from ministers, the directions also tell civil servants to take some time off and "indulge in a bit of R&R". Week in Westminster is hoping to start a pop-up stall for massages just outside the department's Whitehall doors. "Come, sit down, tell us your problems. . ."

Ahem. Moving on . . .

FRIDAY:

In the silence of Friday we discovered a bit of noise from The Royal Statistical Society (try saying that one fast). They are asking people to lobby MPs to commit to basic training in data handling and statistics to "ensure they make good decisions for the people they represent".

It is a noble idea, especially given politicians' obsession with teaching and learning maths. That said, how many have actually answered a maths question correctly, or at all, when asked? Morgan has ruled out ever answering one.

Reluctance to train in statistics is also rife. So far none of our prospective

education secretaries has agreed. In fact, only 144 prospective parliamentary candidates have said they're up for it – of which the majority are Green, Labour or Lib Dems. Tories don't seem to be too keen, thus far.

MONDAY:

On Monday the awkward silence grew even more awkward as one Education Funding Agency staff member had to face that panic-inducing moment when she sent an email to the wrong person. We all know that feeling.

An FOI request on the website WhatDoTheyKnow.com asking whether St Bees School in Cumbria (an independent school that has announced it is closing this summer) was seeking to become a free school was greeted with the obligatory "cheers for your email, we are looking into it" response from the DfE FOI team.

After that, however, another message was added to the site saying: "Good afternoon Linda, as discussed in our recent telephone conversation. This is the FOI that you have confirmed that you

are happy to provide a response on. Any problems please do get back to me."

Good news for the member of the public. Bad news for poor Jane Parsons in "EFA Academies Operations Team – North" who, upon realising that she had sent the email to WhatDoTheyKnow and not Linda, quickly sent a recall message, which also showed up on the website. Too late, Jane, too late.

WEDNESDAY:

Finally, on Wednesday we noticed an update to the government's page explaining how GCSEs will move from being graded A* - G to 9 - 1. Clicking on the handy "page history" box told us that a person had "changed a passage that might be confusing as to when the grade descriptors are to be used." Which passage? Not a clue. Which of the many listed documents on that page was it in? Didn't say – and none had updated timestamps.

We're not entirely sure what happened. Perhaps that change was recalled too?

CHECK OUT @SCHOOLSWEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Video highlights post-16 options

The further education group 157 has joined forces with the Association of Employment and Learning Providers (AELP) to raise awareness of the options for post-16 learners.

Using feedback from learners in colleges and independent training providers, the groups have released a video animation, "What are you going to choose", to let young people know the options available and the different components of a study programme.

Director of business development at the 157 group, Kate Green, said: "By broadcasting through YouTube, and disseminating the video through social media, the animation will be targeted specifically at those students in need of a deeper understanding of options post-16, in turn broadening access to high quality vocational and academic routes."

See the video at: www.157group.co.uk/practice/study-programmes-project/sharing-innovative-approaches

Exeter students win dual scholarships



Left to right: Alan Heslop from Jaguar Land Rover, The Cystalians: Matt Davison, aged 15, Jake Kendall-Tory, 14, Daisy Selley, 14, Willow Tatman, 15, Nathan Elliott, 16, Zacc Tullett, 16, and Jim Lyons from Harper Adams University
Inset: Competitors and organisers of the Land Rover 4X4 competition

Two scholarships are up for grabs for a team of students from Clyst Valley Community College in Exeter who were crowned winners of a national STEM competition.

In the final of the Land Rover 4X4 in Schools Technology Challenge, the Cystalians, a team of 14 to 16-year-olds from Clyst Valley, competed against 25 other teams from across the UK.

The challenge involved team members designing and building a radio controlled 4-wheel drive that could negotiate a test track designed to emulate real life and what a full-scale 4x4 vehicle could do.

One member of the Cystalians team will be awarded an Arkwright scholarship, sponsored by Land Rover, to support their A-level studies.

A £1,000 scholarship to attend Harper Adams University in Shropshire is also on offer to one member from the winning team.

The recipients will be chosen closer to university choice time.

Cystalians team manager Zacc Tullett, 16, said: "The challenge has really shown us the career opportunities available in engineering and at least two of us are now interested in pursuing engineering careers."

On the hunt for 800 more RE teachers



A still from the Beyond the Ordinary campaign showing RE teacher Lynsey Wilkinson and her students from Redhill Academy

A campaign to attract more graduates to become religious education (RE) teachers has been launched.

The Beyond the Ordinary campaign, created by the Religious Education Council of England and Wales (REC), highlights the £9,000 bursaries available to cover training costs for the subject.

A three-minute video forms the campaign's centrepiece and focuses on the experiences of RE teacher Lynsey Wilkinson and her students from Redhill Academy near Nottingham.

It is launched as the Department for Education announced that more than 800 initial teacher training places will be made available for RE from September.

Successful candidates with first-class honours degrees will be eligible to receive the £9,000 bursaries; those with upper second-class degrees could receive £4,000.

Campaign lead Kathryn Wright said: "RE teachers come from all walks of life, from postgraduates with relevant degrees to career-changers looking for a new challenge.

"A teacher trainee coming to RE as their second or third job tends to be looking for a subject that will offer a challenge, draw on their life skills and is different and more stimulating than what they are used to.

"This campaign is intended to capture the interest and imagination of those who may have considered teaching, but may not have necessarily thought about a career as a RE teacher."

Since 2012, entries to RE GCSE have risen 19 per cent while A-level entries have increased more than any arts, humanity or social science subject over the past 10 years.

Rudolf Elliott Lockhart, chief executive of the REC, said: "There is a growing need for qualified specialist RE teachers in our schools, so now is a great time to enter the profession.

"Increasing religious literacy is extremely important in today's society. Issues of religion and belief frequently top the news agenda and helping students make sense of them is immensely rewarding and intellectually stimulating.

"No other career gives people the opportunity to tackle the big questions in life and to explore the impact of faith and belief on people's lives like RE teaching."

For more information about training to be a RE teacher visit www.teachre.co.uk/beyondtheordinary

Student's leadership skills net £1,500 winnings

FEATURED

A 17-year-old student's success in a national contest to identify young people with leadership skills has boosted her school's coffers by £1,000. Yifei Painter, in year 12 at Nottingham Girls' High School, beat off competition from more than 2,000 students to be crowned champion in the TARGETjobs National Schools' Challenge 2015.

Organised with leading employers, the competition also highlights the importance for UK businesses to engage with schools.

Yifei says she's thrilled to have won in what was a challenging process. "Fellow students who took part were tough competition but everyone at my school was really supportive, and I think everyone involved gained really valuable experience from it."

She also won £500 for herself.

Students that registered for the challenge took an online intelligence and skills test. Their performance was then ranked on regional leader-boards.

The top 10 from each of 10 regions made it through to the final, where they took part in practical activities, including individual and group exercises to test their decision-making, creativity and business awareness.

"It was a brilliant opportunity to meet and talk with some of the top recruiters and understand what prospects could be out there for me when I finish my studies," Yifei says.



Yifei meets her fellow competitors and judges at the TARGETjobs competition

Nottingham Girls' headteacher Sue Gorham says the school is proud of the Yifei's "fantastic" achievement.

"There's a really high calibre of students who take part in the challenge so it is no small accomplishment.

"Yifei is a really dedicated student and there's nothing she can't do when she puts

her mind to it. The competition has given her invaluable practice and first-hand experience of the recruitment process and business world that will stand her in strong stead for the future."

Neither the school nor Yifei have yet decided how to spend their winnings.

Yifei Painter holding her winning £500 cheque after victory at the TARGETjobs competition

MOVERS & SHAKERS

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

Josh Hunt, one of the first chaplains in a non-religious affiliated secondary school, says staff and students at Felixstowe Academy have "embraced" his new role.

Mr Hunt joined the Suffolk academy last September after eight years as a youth worker, during which he completed a degree in youth work and ministry, and then a masters in pastoral ministry at Oasis College in London.

On his new appointment, he says: "The school uses three phrases to describe my role. First, I am here to support staff and students, second, to explore faith and last, to build a community.

"This has included playing a part in spiritual, moral, social and cultural projects across all age groups."

He says the new role is going well. "Because it is such a new position and no other non-faith state schools has this kind of full-time chaplaincy, I didn't really know what to expect. But the students and staff have embraced it and I've really enjoyed it so far."

Carl Salt has taken over as the new headteacher of the Grace Academy in Darlaston, West Midlands.

Formerly of Aston Manor Academy, Mr Salt's first career was in engineering before switching to education 17 years ago.

He studied engineering at Wolverhampton College for five years and then went back as a mature student to complete a BEd in design and technology.

His first job was at Great Barr School before he moved to College High School and Bartley Green School, all in the West Midlands.

He says that his immediate plans for Grace Academy are to ensure that all students make good or better than expected progress.

He also wants to expand the school's sixth form "where we are already seeing an increase in student numbers compared to previous years".

Part of that expansion will include the introduction of a football academy that will combine academic studies with a football coaching programme and competitive matches in a local college league.

The academy will be led with Andy Sinton, a former England international.

Andrea Smith has been appointed the



Josh Hunt



Carl Salt



Andrea Smith

first head of St Matthew's Church of England Primary and Nursery Academy in Derriford, Plymouth, which opens in September. She was head of St Edward's Church of England Primary School, also in Plymouth.

The new academy will be part of St Christopher's Primary Multi-Academy Trust.

Ms Smith, who has more than 22 years teaching and leadership experience, says that it will be a "unique and exciting

opportunity" to build a school from scratch. "We want to create a close knit learning environment with a family feel, irrespective of size."

She says it will be "a massive wrench" to leave St Edwards. "It has been a pleasure to work with the pupils and parents and I'm incredibly proud of the team and the legacy that we have created together." St Christopher's trust is now recruiting teaching and support staff for the new academy.

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

BECOME A VOLUNTEER TEAM LEADER AT THE SKILLS SHOW

To apply for a volunteer team leader position, please complete the application form found at theskillsshow.com/volunteer


worldskillsuk
The Skills Show



I absolutely loved working as a team leader at The Skills Show. It's such an awesome team to be part of. This was a perfect opportunity for me to gain hands-on experience actually working on the ground and making contacts for when I graduate next year. The people you meet and the experience you have are just unbelievable."

Sophie Bunker, volunteer team leader at The Skills Show in 2014

Become an examiner with Cambridge

Cambridge
Professional
Development

Cambridge International Examinations is growing and over 10000 schools in more than 160 countries are now part of our Cambridge learning community.

We are welcoming new examiners across the Cambridge curriculum but are in particular need of examiners for **Cambridge IGCSE** and **Cambridge International AS & A Level Economics and Business Studies**.

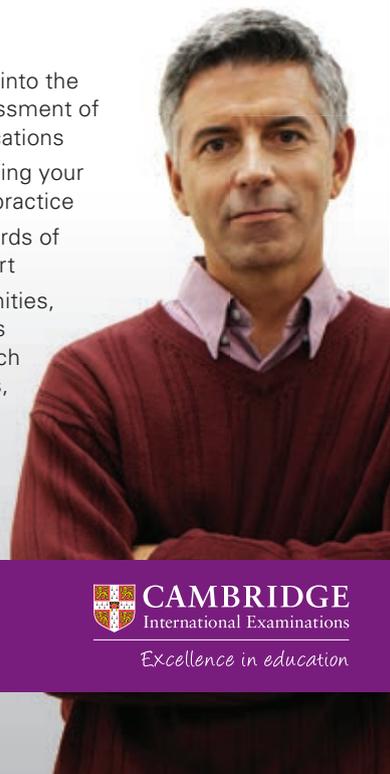
Opportunities exist in examining at all levels of the Cambridge curriculum in all subject areas.

Requirements are:

- Applicants should be experienced teachers with a degree in the subject in which they would like to examine.
- Successful applicants will require a PC and broadband to allow them to access Cambridge on-screen marking systems.

We offer:

- a powerful insight into the teaching and assessment of Cambridge qualifications
- support in developing your own professional practice
- the highest standards of training and support
- freelance opportunities, based on contracts for services for each examination series, which fit around your existing commitments.



To apply, please visit
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HEAD OF ART

MPS/UPS (Outer London) + TLR 1.1 £7,471
Start Date: September 2015

- "Coombe Girls' School is an outstanding school", Ofsted May 2013 and holds the significant accolade of being one in only 35 schools in the UK to have been awarded an Outstanding Ofsted rating four times in succession
- Total number on roll : 1,366 including a mixed Sixth Form, currently 318
- A High Performing School, with Leading Edge and Modern Languages Specialisms
- Examination results reflect the quality of teaching and learning; 95% of pupils achieved 5 or more A*- C GCSE passes last year, 78% of pupils achieved 5 or more including English and Maths
- 44% of pupils at KS4 achieved the EBacc
- 40% of all GCSE entries achieved A*/A
- Latest raiseonline report shows that pupils make progress in the top 4% of pupils nationally.
- Federated with Coombe Boys' School since January 2006. Converted to academy status in 2012 as part of The Coombe Secondary Schools Academy Trust

We are seeking to appoint an exceptional Head of Art to join our high achieving school. The successful candidate will be an inspirational and skillful teacher, who will lead and develop this vibrant department across all Key Stages. Ofsted rated Art as 'excellent', reflecting the subject's popularity and success at all levels.

This position is open to both Heads of Department and experienced teachers looking for promotion.

If selected for interview candidates will be asked to bring in a small portfolio of their art work.

Our ideal candidate will:

- Be a highly competent teacher of Art.
- Be able to lead and inspire a small department
- Be able to inspire and motivate students
- Have a passion for Art which is evident in their day to day teaching
- Have the commitment to be part of an innovative and forward thinking school
- Play a full and active role in the life of the school

We will offer you:

- an exciting opportunity in an outstanding school
- A guaranteed CPD plan which is tailored to individual requirements including financial support for 'M' Level study
- Our ongoing professional training and development includes National Professional Qualifications in Leadership
- An enthusiastic Staff Association offering opportunities for staff sport and socialising

For further information about the school and to apply please visit the school website www.coombegirlsschool.org

CLOSING DATE: FRIDAY 1ST MAY 2015

No Agencies

No CVs

Successful candidates will be required to undertake an enhanced DBS Disclosure.

'This authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'



The Eden Academy is looking to appoint Head of School

An exceptional opportunity for an outstanding professional
Salary Range: L14 – 18

The **Directors of the Eden Academy Trust** are looking to appoint a new **Head of School**. The successful applicant will be responsible for the day-to-day management and running of Grangewood School. Grangewood School caters for primary age pupils aged 3 – 11 years old who have severe learning difficulties. There are currently 100 pupils on roll. The school has a very strong track record with a series of successive 'Outstanding' inspection judgements from Ofsted; the most recent being in June 2014. We are therefore looking for a Head of School with the skills, confidence and experience to take Grangewood through to the next phase of its development as part of the Eden Academy family of schools.

The vacancy for this role at Grangewood has arisen by the current Head of School taking on the newly created role of Associate Head across the Academy. The Associate Head role will provide significant capacity for all the current Heads of School within the Academy. This means that the successful applicant will have at their disposal additional capacity to develop their professional skills, not only at Grangewood, but also in developing cross Academy projects.

The appointment of the Head of School role will be from September 2015 although there could be some flexibility on this date.

It is envisaged that the first half term following appointment, the successful candidate will spend time familiarising themselves with the other Academy schools in addition to having a significant amount of time getting to know the staff and pupils at Grangewood School. After this induction period of half a term, the successful candidate will formally start in the position of substantive Head of School at Grangewood.

It is important that all prospective candidates are fully aware of the aims, aspirations and organisational set-up of the Eden Academy and Grangewood School's role as part of a special Multi Academy Trust (MAT). The Eden Academy is one of the largest special MATs in the UK. Further information about the work and schools within The Eden Academy is available via our website www.theedenacademy.co.uk

If you would like to speak to **John Ayres, Principal of The Eden Academy**, prior to submitting your application please contact Denise Coles on **01895 676401**

Visit to Grangewood School

Successful shortlisted candidates will be invited to spend a further half day visiting the school itself where they will have an opportunity to meet our staff, pupils and the current Head of School.

Applications

Applications forms and further details are available from Schools HR Cooperative website and this can be accessed by loading the following URL Link into your browser www.schoolshrcooperative.co.uk/job/view/2427-head-of-school or by telephoning **01895 671996** to request an application pack.

Interviews

Interviews will take place during week commencing **Monday 11th May 2015**. Successful shortlisted candidates will be provided with full details of the interview process.

Closing date for applications

Friday 1st May 2015 at noon



St Patrick's C.E. Primary Academy

HEADTEACHER, EARLSWOOD, SOLIHULL

**DATES: APPLY BY 14/5/2015 SALARY: L10 TO L17 (£47,750 TO £56,670) LOCATION: SOLIHULL
CONTRACT TYPE: FULL TIME PERMANENT**

St Patrick's C.E. Primary Academy is a one form primary school (230 pupils aged 3-11) located within a beautiful, rural area of Solihull. In our most recent Ofsted inspection (2007), we were graded as an outstanding school. In our most recent Anglican Inspection, we also received an overall outstanding grade. We pride ourselves on high standards, but are not complacent. Staff and pupils are expected to work really hard to meet their potential. We are very fortunate to enjoy a high level of parental support. We also have a dedicated Board of Governors and Academy Trust Membership.

We are seeking someone who has high ambitions and will continue to develop and grow our school in a way which reflects our core purpose. This is to provide an excellent rounded education, enabling our pupils to achieve their individual potential, within a caring and supportive Christian environment.

For an informal chat about the role and school please contact Chair of Governors, Gemma Gathercole via email g91ggathercole@st-Patrick's-ce.solihull.sch.uk

Closing Date: 5pm Thursday 14th May 2015

Shortlisting: Friday 15th May 2015

Interviews: 20th and 21st May 2015

Please contact: Jenny Fulford at s91jfulford@st-patricks-ce.solihull.sch.uk or telephone 01564 702278 for further details and an application form.



The Abbey School

The Independent day school in Reading for girls aged 3 - 18
Head: Mrs Rachel S E Dent, BA (Hons); QTS

The Abbey School is an independent GSA day school for girls which enjoys an enviable reputation of academic excellence, a caring pastoral environment and a wide breadth of extra-curricular activity. We recruit only the highest calibre staff who form a strong, professional community of highly skilled and dedicated people. In return we seek to provide opportunities for all employees to reach their full potential for the mutual benefit of the individual and the whole School.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to an Enhanced DBS check.

TEACHER OF CLASSICS

Contract: Full-time, Permanent
Required: September 2015
Salary: The Abbey School follows the National Teachers' Salary Scale up to UPS 3, with an additional Abbey Allowance.

This is an excellent opportunity for a Teacher of Classics to join a lively, enthusiastic Classics Department, with a record of high achievement at GCSE and A Level, in both Latin and Greek, and indeed in Latin International Baccalaureate.

Much emphasis is placed on enjoyment of Latin and Greek and the Classics team would welcome an enthusiastic Classics graduate who would continue to promote the study of Latin and Greek, participate in Classics Clubs and a wide range of trips to classical sites in Britain and abroad.

The post holder should be able to teach Latin throughout the school from Year 7 up to Sixth Form. The ability to teach Classical Greek would be an advantage, as the subject is taught at GCSE and at A Level. A number of girls every year go on to study Classics or Classics related courses at university.

TEACHER OF PSYCHOLOGY

Contract: Part-time (FTE 0.4 - 0.6), Permanent
Required: September 2015
Salary: The Abbey School follows the National Teachers' Salary Scale up to UPS 3, with an additional Abbey Allowance.

The Abbey School is seeking a Teacher of Psychology to teach this growing subject within the Science Faculty of the School. Psychology is a well established Sixth Form subject at The Abbey School and is offered at A Level and both Standard and Higher Level within the IB Diploma programme.

The post holder will be confident in teaching social, developmental, cognitive, physiological and individual differences psychology at AS and forensic, developmental and clinical psychology at A2 as well as research methodology. For the School's IB Diploma programme, candidates should expect to teach the biological, cognitive and socio-cultural approaches, clinical psychology and health psychology, as well as supervising internal assessments, research reports and extended essays.

RECEPTION TEACHER (MATERNITY COVER)

Contract: Full-time, Maternity Cover
Required: September 2015
Salary: The Abbey School follows the National Teachers' Salary Scale up to UPS 3, with an additional Abbey Allowance.

The Abbey Junior School seeks a committed, enthusiastic teacher who will join our staff team to teach in a Reception class to provide maternity cover.

The post would suit a dynamic teacher with a secure knowledge of the Reception and, ideally, the Key Stage 1 curriculum. A firm commitment to helping our girls to grow in confidence, skills and knowledge within a caring, nurturing environment is essential. This is an exciting opportunity for a creative and energetic Reception teacher, with excellent classroom practice and high expectations, to teach our able and motivated girls. Applications from strong NQT applicants will be considered, but this post would equally suit a more experienced teacher.

FRENCH LANGUAGE ASSISTANT

Contract: Part-Time, Fixed Term Contract
Required: October 2015 - May 2016
Salary: £887 per month

The School is seeking to appoint a French Language Assistant to join our highly successful and well-resourced French Department assisting students with their oral examination preparation for International Baccalaureate, IGCSE and AS/A2.

The successful applicant will be an enthusiastic and dynamic native speaker of French (ideally) who is committed to the achievement of excellent academic results and has a flair for motivating and engaging the interest of their students. They will be required to work 12 hours per week, during school term time only, from October 2015 to May 2016.

To apply: Please send a completed application form, CV and covering letter to recruitment@theabbey.co.uk

To find out more about our lively and well resourced school, for the full job descriptions for these roles and an application form, please visit our website: www.theabbey.co.uk.

Closing date/interviews: applications for these roles will be considered as soon as they are received and will be welcomed as soon as possible. Interviews will be arranged by mutual convenience.

Head of Maths

Learn, Grow, Prosper



Fowey River Academy is part of Adventure Learning Academy Trust (ALAT), a multi-academy trust set up to raise the standards of education in the South West of England. We are a vibrant, happy school for 11-16 year olds based in the picturesque small town of Fowey in Cornwall. Fowey River Academy is a highly inclusive, vibrant and exciting place in which to learn and work.

We have a passion for education, and a clear sense of community is evident across the academy. In return the role provides excellent opportunities for career progression and advancement. ALAT is committed to continuing Professional Development (CPD) and training, and the culture is one of equality and fairness built on relationships developed out of mutual trust and respect.

The academy is looking for colleagues with a professional outlook who will help raise the expectations of our students and so improve their learning outcomes. We are seeking to appoint a creative, energetic and enthusiastic Head of Maths to join a supportive and well-resourced department on a permanent basis.

We can offer you:

- The opportunity to work with national and international educational and business experts.
- Expertise from the education field, under the leadership of Professor David Hopkins, and the professionalism and influences of commercial partners.
- The best professional teaching and learning strategies and the use of innovative technology.
- Learning & development support with continuous professional development.
- An inspirational and innovative working environment.
- A professional and rewarding challenge.

Start date: September 2015 | Closing date: 11th May 2015 | Interview Dates: 20th May 2015

For further information on the role and to apply, please visit <http://alat.org.uk/work-with-us/>

If you require further information on the academy please visit <https://foweyriveracademy.org.uk/>

If you'd like to arrange a visit of the school please contact John Perry, Principal, on 01726 833484

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post is subject to an enhanced DBS check



ICT Teacher Design Technology Teacher

Learn, Grow, Prosper



Fowey River Academy is seeking to appoint dynamic, passionate and inspirational individuals – one to teach ICT and another to teach Design Technology.

Fowey River Academy is part of Adventure Learning Academy Trust (ALAT), a multi-academy trust set up to raise the standards of education in the South West of England. We are a vibrant, happy school for 11-16 year olds based in the picturesque small town of Fowey in Cornwall. Fowey River Academy is a highly inclusive, vibrant and exciting place in which to learn and work.

These are exciting opportunities to work within Adventure Learning Academy Trust, a multi-academy trust that brings together expertise from the education field, under the leadership of Professor David Hopkins, and the professionalism and influences of commercial partners.

Learning through adventure has a proven track record in developing personal qualities such as independence, problem solving ability, discipline, team working and confidence, which are in demand in the modern workplace and underpin successful social development. Learning through adventure provides a reliable means for developing a distinctive school ethos, supportive of personal development, the achieving of high standards and encouraging student and parental choice.

The academy is looking for colleagues with a professional outlook who will help raise the expectations of our students and so improve their learning outcomes. We are seeking to appoint a creative and enthusiastic ICT Teacher, and an energetic Design Technology Teacher, to join a supportive and well-resourced department on a permanent basis.

Start date: September 2015 | Closing date: 1st May 2015 | Interview Dates: 11th May 2015

For further information on the role and to apply, please visit <http://alat.org.uk/work-with-us/>

If you require further information on the academy please visit <https://foweyriveracademy.org.uk/>

If you'd like to arrange a visit of the school please contact John Perry, Principal, on 01726 833484

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post is subject to an enhanced DBS check



Vice Principal

Learn, Grow, Prosper



Would you like to transform the learning of children, raise standards and provide high quality learning environments and break barriers that limit children's educational progress? If so, Fowey River Academy is looking to appoint a passionate, creative Vice Principal with vision and outstanding leadership capabilities.

We are looking for a Vice Principal who will:

- Be responsible for boosting and sustaining high performance
- Ensure Fowey River Academy is a happy, stimulating workplace for all teachers
- Be responsible for learning pathways for every child- taking into account individuals' needs, aspirations and talents
- Expect and drive high expectations for all
- Be committed to raising standards through differentiated teaching and learning
- Be a highly motivated and creative person with energy to enrich the creative curriculum.

Fowey River Academy is proud to be a part of the Adventure Learning Academy Trust (ALAT), a multi-academy trust set up to raise the standards of education in the South West of England. We are a vibrant, happy school for 11-16 year olds based in the picturesque small town of Fowey in Cornwall.

Fowey River Academy is a highly inclusive, vibrant and exciting place in which to learn and work. We have a passion for education, and a clear sense of community is evident across the academy.

In return the role provides excellent opportunities for career progression and advancement. ALAT is committed to continuing Professional Development (CPD) and training. Our culture is one of equality and fairness built on relationships developed out of mutual trust and respect.

If you share our ambition and excitement and would like to join us on our journey, we would like to hear from you!

Start date: September 2015 | Closing date: 4th May 2015 | Interview Dates: 13th May 2015

For further information on the role and to apply, please visit <http://alat.org.uk/work-with-us/>

If you require further information on the academy please visit <https://foweyriveracademy.org.uk/>

If you'd like to arrange a visit of the school please contact John Perry, Principal, on 01726 833484

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post is subject to an enhanced DBS check



TEACHER OF ENGLISH TEACHER OF MATHEMATICS TEACHER OF MODERN FOREIGN LANGUAGES

Salary range: MPS

Top Valley Academy has a strong, secure and inclusive learning culture built on the strengths of the predecessor school. Since becoming an academy in 2012 Top Valley has established itself as a rapidly improving school built on good behaviour and attendance, a positive learning culture and improved results. The Academy is committed to further improvement underpinned by outstanding care, support and guidance.

With this profile of improvement, optimism and ambition Top Valley Academy is a positive and enjoyable place to work.

We are seeking to appoint excellent classroom practitioners to join a highly motivated and successful team. The ideal candidates will have strong subject knowledge and a commitment to high quality teaching and learning. It is only through high quality teaching that we will achieve the best possible outcomes for our students. These posts would be suitable for an experienced or newly qualified teacher.



TOP VALLEY ACADEMY,
TOP VALLEY DRIVE, NOTTINGHAM
NG5 9AZ

Telephone: 0115 9539060

Fax: 0115 9539065

Top Valley Academy is sponsored
by the Central Nottingham College
Academy Trust

Top Valley Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

For further details and application form please visit our website:
www.topvalleyacademy.org/staff/vacancies

Closing date for receipt of applications is noon on Thursday 30 April 2015.



Gulval
School



Primary Teachers

Two teachers, part time or full time hours, for 12 months

Learn Grow Prosper

Are you highly motivated and driven, with a track record of outstanding classroom teaching?

Do you have high expectations for yourself and your pupils?

Are you effective in managing behaviour with a commitment towards individual learning pathways?

Do you work proactively as part of a team with a 'can do' positive attitude to ensure that the needs of every child are fully met?

Can you share in our passion for adventurous learning and add value to the team?

In return we can offer you:

- A supportive ethos driven by our strong school vision and values.
- A committed whole staff team, a strong, active governing body and a parent community who all strive for excellence.
- Investment in staff CPD to develop the quality of teaching and maximise opportunities for extending responsibilities and facilitating career aspirations.
- Expertise from the education field, under the leadership of Professor David Hopkins, and the professionalism and influences of commercial partners.

Gulval School is part of the Adventure Learning Academy Trust and is an ambitious and forward thinking primary school in Penzance, Cornwall.

We are at the beginning of an exciting journey towards excellence and are looking to appoint two teachers who want to play a part in our success. They will become part of our community of experienced professionals led by a Principal with a passion for adventurous learning.

For further information about the role and to apply, please visit www.alat.org.uk/work-with-us/recruitment/jobs-academies/ or visit the school website www.gulvalschool.org.uk

Start Date: September 2015
Closing Date: Monday 11th May, 4pm
Interview Date: Wednesday 20th / Thursday 21st May

Gulval Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to an enhanced DBS check



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SCHOOLS WEEK Sudoku challenge

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

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Spot the difference to WIN a collector's ACADEMIES WEEK mug



What's the caption? tweet a caption @schoolsweek



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