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BATTLE OR  
BAULK?**

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SCHOOLSWEK.CO.UK

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## How much a superhead costs us all

**LAURA MCINERNEY**  
@MISS\_MCINERNEY

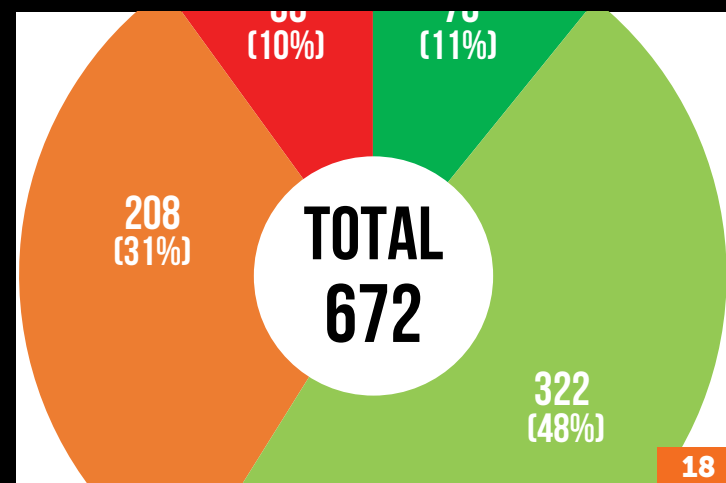
Exclusive

- £100k (at least), but results dip when they go
- £11.8 million to 'clean up the mess'

"Superheads" recruited to quickly turn around failing schools boost results in the short term but leave schools with

plummeting scores and financial black holes when they leave a few years later, a new study shows.

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OFSTED: THE SPRING TERM

“ Fewer schools inspected, but what did they get? ”



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# You can be free of chains, says Morgan

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### FREDDIE WHITTAKER

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Successful schools will not be forced to join multi-academy trusts, Nicky Morgan has confirmed, but they will have to start one or provide support to weaker institutions.

However, a qualification made by the education secretary that this will only be for schools "capable of operating alone" may mean small, rural schools are not covered.

Morgan told a heated debate in the House of Commons on Wednesday that schools would not be forced to "join up in a trust" with others, under her plans to convert them all into academies by 2022.

The statement was supposed to bring comfort to backbenchers who criticised the government's plans throughout the debate.

In particular, Conservative MPs worried smaller schools in rural constituencies would be forced to join larger trusts which might then merge them or force closures.

Morgan was adamant multi-academy trusts would not be forced on to schools. She told parliament: "Schools will not be forced to join up in a trust with other schools.

"As it happens many schools want to join a trust because they can see the benefits. Two thirds of current academies have chosen to be part of multi-academy trusts, and, of course, outstanding schools can set up their own multi-academy trusts.

"But to be absolutely clear we will never make any successful school, large or small, that is capable of operating alone, join a trust."

Jonathan Simons, head of



Labour MPs attempt to intervene in Morgan's speech

education at right-leaning think tank Policy Exchange, told *Schools Week* he understood single-academy trusts would still be an option for schools, but "high-performing converters will be expected to play a wider system support role".

He said "schools capable of operating alone" referred to those that would be financially "sustainable". Sir David Carter, the national schools commissioner, has previously said schools with about 1,000 children are likely to meet the sustainability level.

Of the 16,766 primary schools counted in the most recent government figures, only 87 had more than 800 pupils. It is unclear if the smaller schools, mentioned by backbenchers, would therefore be covered.

Kevin Courtney, deputy general secretary of the National Union of Teachers, said



Jonathan Simons



Lucy Powell

he feared the promise would not protect the majority of primary schools.

"I don't think Nicky Morgan's promise is worth very much, because of the qualification [she made] about schools being 'capable of operating alone'.

"That won't apply to the vast majority of primary schools... so [the government] will want them in a trust."

The Department for Education updated its application forms for academy conversion a few hours before the debate.

It included, for the first time, an explanation that new academies would be expected to either join or form a trust.

Schools must indicate which trust they will join, or which schools will join a trust led by them, or name at least one school that will receive "support" from them.

A department spokesperson said supporting a "weaker school" was a condition of academy status: "It is for them to decide what the most effective arrangement will be, but the support should have a measurable impact on standards as a result."

During the debate, organised by the Labour Party's leadership, shadow education secretary Lucy Powell accused the government of wasting resources as well as headteachers' energy and time on an "unnecessary £1.3 billion top-down reorganisation of the education system", and claimed the Conservatives' "obsession with school structures" had "completely missed the point".

At the end of the debate, Labour's motion, which called for a halt to the plans, was defeated.

## SCHOOLS BAN PUPILS FROM TOUGHER LEARNING MATERIALS

### SOPHIE SCOTT

@SOPH\_E\_SCOTT

Primary teachers and parents say that schools are insisting pupils not be taught material above their expected level.

Discussions on social media this week reveal that children with higher reading levels have been stopped reading books that are more advanced than their peers can manage.

Parents blamed the recent shift in the national curriculum to "depth" of understanding and mastery of key concepts rather than "breadth" of subject matter.

Michael Tidd, deputy headteacher at a Nottinghamshire primary school, said he was aware schools were instructing staff not to use higher level objectives, but did not believe it was common practice.

He said it most likely meant teachers were not using a higher year group's tick-boxes on "whatever unwieldy tracking system they use".

"It's a misunderstanding of the new curriculum, and sadly one coupled with misunderstandings of what is meant by mastery. There is definitely a

clear expectation in the new curriculum that children really securely understand the content they've met before moving on.

"That comes from the work of people such as Tim Oates on highlighting the problems with levels: people were so quick to rush forward to reach a new level's content that they would often neglect some of the fundamental building blocks of earlier levels."

Oates chaired an expert panel review of the national curriculum, which produced a report in 2011 praised international education systems focused on "fewer things in greater depth".

Jonny Walker, a primary teacher in east London, said learning was not "sufficiently deep" in some subjects and the curriculum should improve teaching in those cases.

Walker (pictured) said: "While in some cases, this approach to depth may be being brought in quite bluntly, there is an equal danger that in not acknowledging the motivations for bringing in a requirement for greater conceptual depth, parents and teachers might be overly reliant on the belief that burning through a curriculum is a sign of excellent learning.



"My kids didn't like being slowed down at first, but their ability to fully understand, explain, conceptualise and explain place value has increased enormously as a result of the additional time spent on it."

Tidd agreed. "Of course, as always, some people interpret the messages such as depth before acceleration as being a ban on moving through the content, which is definitely not the case.

"However, it's a good rule of thumb for teachers to look at the full breadth of the current year group curriculum before looking to accelerate to the next.

"There will always be some high attainers who have already secured everything, and would be well advised to move on to new content, but for the majority, a really secure understanding of the relevant year group's criteria will stand them in much better stead."

A Department for Education spokesperson said: "The national curriculum clearly states schools should encourage children to read widely and any suggestion to the contrary is nonsense."

## NEWS

## Councils consider their tactics in academies battle

JOHN DICKENS

@JOHNDICKENSSW

Investigates

Councils are beginning to mobilise against the government's all-out academisation plans, with some aiming to retain their role in schools by setting up academy trusts.

Birmingham City Council, which is in a key election battleground, last week rejected several white paper policies, including that all local authority-maintained schools must become academies by 2022.

Its decision follows outcries from leaders of other councils, some of which have local elections next month.

The Local Government Association (LGA) has already said it is opposed to forced academisation. It has now urged ministers to consider the wishes of councils before imposing any new structures.

In its motion, Birmingham said the government should not force "well-achieving schools into a reorganisation that the school does not believe to be in the best interests of its pupils".

It also called for the requirement for parental representation on governing bodies to be retained, and demanded the council be reimbursed for the conversion costs it now faces.

Figures suggest that about 250 schools are yet to convert in Birmingham at a cost, the council estimates, of between £5,000 to £15,000. If each falls into the mid-range of £10,000, then the council could face a bill of £2.5 million.

Schools Week revealed last month how the London borough of Camden has taken the first step to setting up its own multi-academy trust. Other councils have since been reported as exploring their options.

Roy Perry, Conservative leader of Hampshire County Council and the LGA's children and young people board chair, said his council has raised concerns with the Department for Education (DfE).

"We are keen to engage with them on a range of important questions raised by the white paper."

Melinda Tilley, cabinet member for education at Oxfordshire county council, which covers the prime minister's constituency, called the plans "bonkers".

She said the council was determined to keep all its academies in "our family" of schools, but said this had now been "blown out of the water".

Camden councillors recently voted to make the Camden Schools Led Partnership a legal entity, paving the way for the company to become an academy sponsor.

Warren Morgan, Labour leader of Brighton council, has said that his council will look at establishing a co-operative trust to run local-authority maintained schools.

Eighty-two per cent of the city's schools are rated as good or outstanding by Ofsted, only three of which are academies.

He said the council would "maintain as much local control as possible and prevent multi-academy trusts from cherry-picking the popular schools and leaving the rest to struggle".

Liverpool, Leeds and North Yorkshire councils have also all been reported as showing an interest in setting up their own trusts.

Chancellor George Osborne said last year the academies revolution would make "local authorities running schools a thing of the past".

But that stance appears to have been softened with the government now expecting the "best talent in local authority teams" to set up new trusts.

However, all new sponsors would have to be approved by regional schools commissioners.

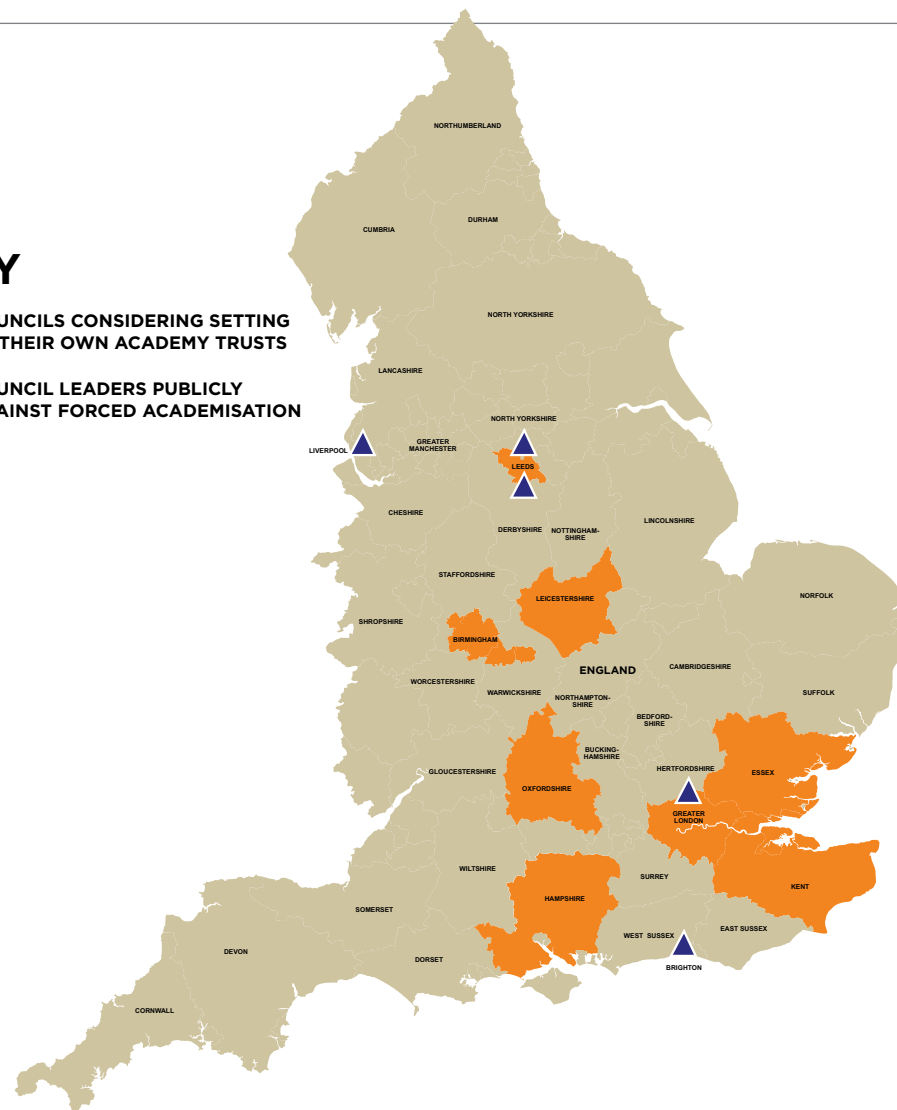
A DfE spokesperson said the white paper reforms were the next step in ensuring every child had access to an "excellent education by putting control in the hands of the teachers and school leaders who know their pupils best.

"We want to work constructively with the sector to deliver this and ensure standards continue to rise."

## KEY

▲ COUNCILS CONSIDERING SETTING UP THEIR OWN ACADEMY TRUSTS

■ COUNCIL LEADERS PUBLICLY AGAINST FORCED ACADEMISATION



## IN brief

## Former head takes over as RSC for south west

A new regional schools commissioner has been appointed to take over from Sir David Carter after his promotion to national schools commissioner.

Rebecca Clark will take on the role for the south west of England.

She said: "I look forward to bringing my experience of harnessing effective collaboration between leaders and teachers both regionally and nationally to my new role."

Clark held two headships in the Bristol area and became one of the youngest heads in the country when she was appointed to lead Oasis Academy John Williams in 2009, at the age of 31.

She has been a regional director for Oasis academies since 2013, and has worked with schools as south west regional leader for PiXL.

## Call for mortgage deposit scheme for teachers


Schools should help teachers with mortgage deposits, a report by the Fair Education Alliance has claimed.

The alliance, which includes more than 50 organisations including the National Association of Head Teachers and Teach First, works to reduce educational inequality.

To improve outcomes, the alliance wants to see a mortgage deposit scheme to incentivise high-performing teachers to stay in a particular area by helping them on to the housing ladder.

It said there had been marginal progress on some indicators in the past 12 months, including GCSE attainment in the north east and a slight narrowing of the university graduation gap.

Progress had otherwise been static "on the majority of indicators".



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## NEWS

## THE PERRY BEECHES SAGA: WHO WAS INVOLVED

JOHN DICKENS

@JOHNDICKENSSW

Investigates

As schools broke up for Easter, the government published the explosive findings of its investigation into financial mismanagement at the Perry Beeches Academy Trust in Birmingham.

The inquiry centred on a £1.3 million payment to a private company that included a £160,000 "second salary" paid to Liam Nolan, the trust's superhead. It also revealed undeclared links between the company and Nicola Harris, the Perry Beeches Academy Trust chair of directors.

*Schools Week* has now discovered further links between the trust, connected companies and the £1.3 million payment. It shows a picture of the multi-layered ways that finances are passed between private firms and academies.

It is now well known that Perry Beeches Academy Trust breached a string of regulations after an Education Funding Agency report reveal a series of financial management issues.

It found the trust, which runs five free schools, broke the rules when it paid £1.3 million to a company called Nexus Schools without a contract or adequate tendering.

After the report's publication last month, media coverage of the investigation focused on an undisclosed second salary of £160,000 that Nexus paid over two years to the trust's "superhead" Liam Nolan for his role as chief executive. The payment was on top of his annual £120,000 salary as executive headteacher and trust accounting officer. This payment was not disclosed in financial statements.

The findings have been awkward for the prime minister as well as the current and former education secretaries – all of whom have publicly praised Nolan and the trust.

The fall-out has continued, with three Labour MPs in Birmingham last week saying they will repay donations totalling £15,000 from Nexus into their constituency funds.

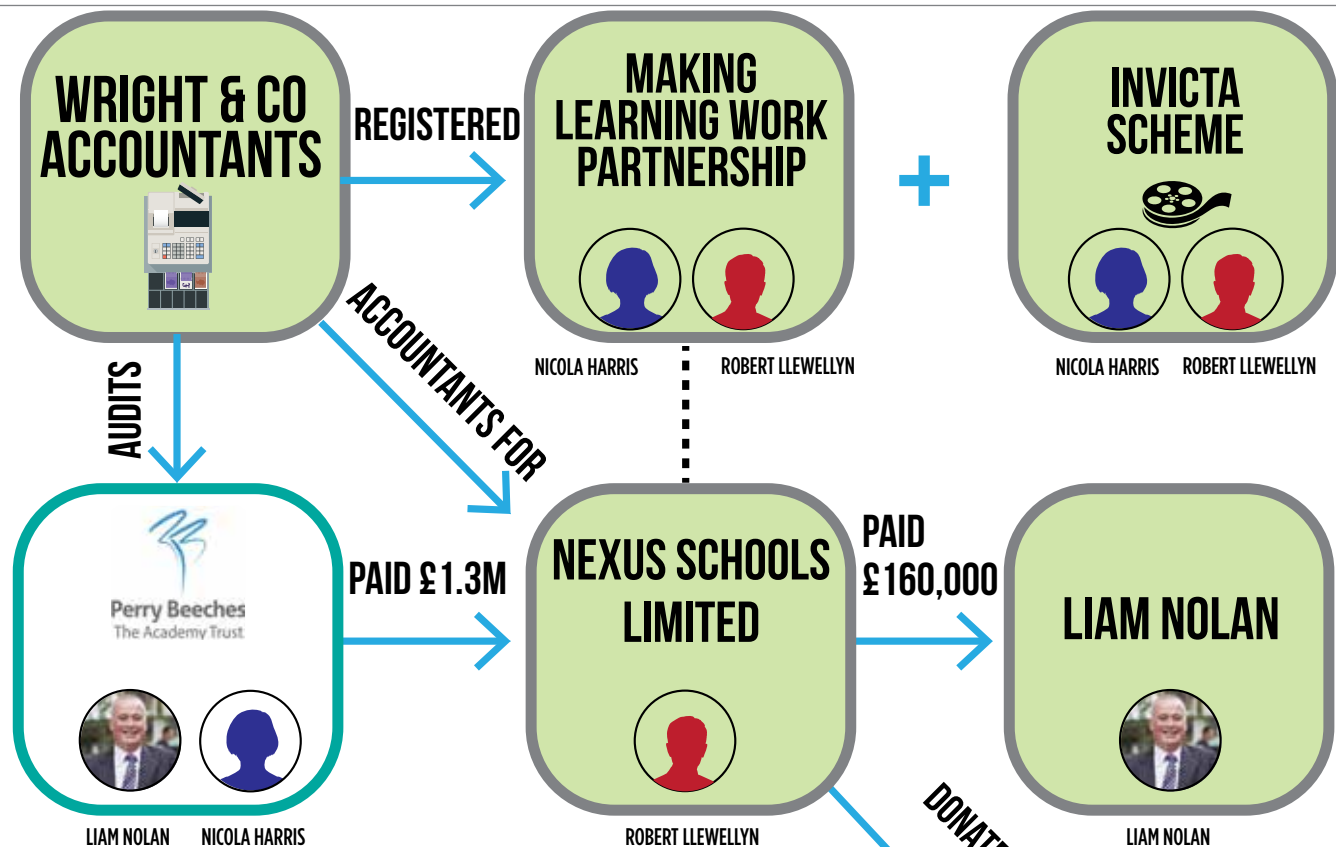
The EFA report also revealed undeclared links between Nexus and the Perry Beeches Academy Trust chair of directors, Nicola Harris.

But a *Schools Week* investigation has now found further ties – uncovering the multi-layered, elaborate ways finances can be passed between private companies and academies.

The EFA investigation found Harris was also director of the company Making Learning Work Partnership (MLWP) with Nexus director Robert Llewellyn. Accounts show Perry Beeches paid more than £43,000 to MLWP in 2013 and 2014.

The EFA found the joint directorship had not been "appropriately managed" as it was not disclosed in the trust's annual declaration of interests.

The report said Nexus was registered at the same address as MLWP. But, Companies House records place Nexus in a different building in Stafford, which is the address of the company's accountants, Wright & Co.



*Schools Week* has established that one of Wright & Co's senior accountants is also named as the independent auditor for Perry Beeches Academy Trust's latest accounts.

Wright & Co are the named accountants for MLWP and Nexus, but do not have an audit role in those companies.

There is no suggestion of impropriety in and it is not unusual for accountants to be involved in firms with connected parties.

Wright & Co said they adhere to all accounting regulations and international auditing standards.

The accountants raised a number of issues in their audit reports of Perry Beeches, in particular that certain expenditure did not conform to the rules for academies.

The EFA investigation found Perry Beeches also did not routinely obtain subcontractor invoices from Nexus – which buys in all services and then produces its own invoices for the trust.

The EFA said that without the underlying invoices it would be "extremely difficult" to confirm what the trust is paying Nexus was "correct and accurate".

*Schools Week* approached both Harris and Llewellyn to ask questions about their business relationship after the EFA report

and our findings.

Asked if she benefited financially from any of the cash paid to Nexus, Harris said: "Absolutely not. I didn't benefit from any money that exchanged hands from the academy trust [with Nexus]."

She said that Llewellyn's firm, Nexus, has a room in the building from which she runs MLWP. "I have my business there and employ six people. We rarely cross paths. He's based in the schools he works in."

However, after *Schools Week* sent a letter to Llewellyn's business address at Wright & Co, Harris was the one who called the publication.

It's unclear when Nexus started working with the academy trust, but minutes of a finance sub-committee in February 2014 recorded that trust directors made a "unanimous" decision to continue a Nexus contract.

No alternative contracts or supplier quotations were mentioned, despite other contracts discussed on that day having between three and ten supplier quotations.

At the meeting Harris was said to have declared knowledge of Nexus, but following "interrogation" by attendees, it was felt this did not undermine her position to vote on

## WHAT IS NEXUS? AND HOW DID IT GET £1.3 MILLION OF SCHOOL MONEY?

Nexus Schools provided services including accountancy support, payroll and HR support to the Perry Beeches trust.

*Schools Week* could not find a website, phone number or email address for the company, so we sent a letter with questions for Robert Llewellyn to its registered address at Wright & Co.

A day later Nicola Harris called our offices. She said she had seen the letter after visiting her accountant's office.

When later asked to clarify in writing how and why she had seen the letter and who opened it, she wrote that she "was being nosey, but shouldn't of [sic] been".

She said Llewellyn was on holiday, but that she could respond to any questions.

She said she set up MLWP with Llewellyn in "2001 or 2002" as 50-50 business partners, but when Llewellyn set up Nexus she became sole owner of MLWP.

Llewellyn was now a "non-executive director" at MLWP, which, she said "means nothing, it's basically to advise you. He's nothing to do with my business."

However, company accounts for MLWP show that he signed off last year's financial statements.

Llewellyn did not respond to our letter.

Companies House documents show Nexus has two directors, Llewellyn and Haidee Llewellyn. The latter is the only shareholder.

Accounts show it posted a £170,827 profit in 2014 and £190,920 profit in 2013.

the Nexus contract, the EFA report said.

Harris and Llewellyn are also directors of an Invicta film partnership scheme now reportedly being investigated by HM Revenue and Customs over potential tax avoidance.

Harris said she and Llewellyn sought legal advice and were advised that it "was not a tax dodge scheme".

Invicta did not respond to requests about whether the inquiry was ongoing. HMRC said it could not comment on individual taxpayers.

Harris told *Schools Week* she had resigned as chair of directors at the trust. She remains a trustee and governor of Perry Beeches The Academy.

Llewellyn did not respond to a request for comment.

## WHAT HAPPENS NOW?

The EFA has issued a financial notice to the trust with a long list of conditions that it must meet, including an independent review of its membership and board of governors.

The trust's five schools are reportedly set to be taken over by the West Midlands Academy Trust headed by David Kershaw, a Labour cabinet member of Coventry City Council. Kershaw has denied the reports.

Liam Nolan said he is stepping down as chief executive and accounting officer at Perry Beeches, but will stay on as an executive headteacher. He will take a pay cut.

The trust is advertising for an executive director of finance and resources.

The Department for Education said Perry Beeches was working urgently to resolve issues.

A spokesperson added: "We continue to work with Perry Beeches to make sure it complies with the terms of the financial notice to improve."



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## NEWS

## Mental health referrals only for complex cases

FREDDIE WHITTAKER

@FCDWHITTAKER

Young people who miss school as a result of their mental health are being turned away from services because their conditions are not sufficiently “complex”, warns a leading think tank.

CentreForum has called for mental health support to be a priority in education after its research found that some child and adolescent services were refusing to accept referrals for pupils who had “school-related” mental health issues or who did not exhibit enough symptoms.

Although school-based counselling is one of the most common forms of psychological therapy for children, with 70,000 to 90,000 cases seen a year in UK secondary schools, CentreForum’s commission on child mental health has criticised the services as “patchy”.

Its comments follow the launch of a campaign by the Association of Teachers and Lecturers for universal access to school-based counselling.

Mental health and education professionals have warned that schools are increasingly having to take responsibility for services such as counselling because of cuts to mental health services. In February, Suruthi Bala from Optimus Education said that the focus from teachers and leaders had changed over the past two years.

Schools used to ask who to refer children to, now they asked how they could offer counselling in school – a warning that CentreForum’s research seemed to corroborate.

The think tank’s latest report said information in referral criteria documents used by local health service providers showed that some referrals were not being accepted “if they are not overly complex”.

In Cambridgeshire and Peterborough, young people “who were not attending school and having panic attacks” were not referred “unless they also were self-harming or had other symptoms impacting on daily life”.

It also found that some services “would not accept referrals from young people where the problem appeared to be entirely school-related”, adding: “Given that in this case the referral would have come from the school this indicates that no suitable support would be available.”

CentreForum said its analysis of referral criteria showed that many services were “clearly limited in their scope due to pressures on their capacity” and were responding by introducing high referral thresholds for access to their care.

It concluded: “Appropriate mental health support should be a priority for the education system. This commission will also explore the most effective levers or mechanisms to get all schools engaged in building resilience and providing better preventive support.”

## PFI repayments ‘hold back’ conversion

JOHN DICKENS

@JOHNDICKENSSW

Nicky Morgan has been asked to intervene in a row over a proposed hike in private finance initiative (PFI) repayments said to be blocking three schools from converting into academies.

The schools, in the London borough of Newham, want to form a multi-academy trust, but say conversion has been held up after their local authority demanded they increase their PFI repayments.

Two of the schools fork out a combined total of more than £1 million a year to repay the private firm that built their new buildings.

But Newham Council is allegedly asking for contributions to be increased by an annual £500,000.

The schools say this would bankrupt them. Talks between the parties are said to have broken down, and the schools have now written to the education secretary asking for her help.

A spokesperson for the proposed Newham Community Schools Trust told *Schools Week*: “Governors, staff and parents support the schools becoming academies and the formation of the trust . . . we are astonished that the council is looking to balance its books at our expense, and is holding back our schools’ vision of progressing from good to great.”

The council has said the PFI contract signed by the schools in 2008 was clear about the level of repayments, and that

the schools were instead “concerned about the terms of the contract they signed”.

It appears the contract was due for renegotiation, with rising inflation resulting in rising repayments.

A spokesperson for the trust said: “The council’s attempt to renegotiate that agreement is not acceptable.”

The three schools – Lister Community, Rokeby and Sarah Bonnell – are all rated as good by Ofsted.

But their headteachers have said that they want to convert so they can formalise their working partnership and take the next step to outstanding.

The spokesperson for the trust added: “Quite simply, the extra payments that the council is demanding would bankrupt the schools, and would divert nearly £500,000 from our students’ education.”

The disclosure follows a three-month investigation by *Schools Week*, published last month, which revealed the PFI legacy is threatening the government’s “academies revolution”.

Schools are locked into contracts of up to 30 years to pay back the capital investment from private firms for new buildings or refurbishments, many under the scrapped Building Schools for the Future programme.

*Schools Week* has already revealed how some academy trusts have baulked at taking over schools because of hefty



PFI repayments.

Last week, Stoke-on-Trent council agreed to pay St Joseph’s College, rated outstanding, £1.25 million over five years to take over Birches Head Academy, which was failing and in financial trouble.

Birches Head pays £350,000 a year on PFI repayments and St Joseph’s was reluctant to take over the school, calling it a “financial liability”.

The government’s proposal to force every school to convert into an academy by 2022 means Morgan is likely to face similar scenarios and will ultimately have to find a way of encouraging trusts to sponsor “unattractive” schools.

The Department for Education did not respond to a request for comment.

A spokesperson for Newham Council said the schools have made a formal request to the department to determine how much it should pay under the PFI contract.

## WARNING NOTICES: WHAT A DIFFERENCE A DAY MAKES

FREDDIE WHITTAKER

@FCDWHITTAKER

The government has been accused of trying to avoid bad publicity by delaying the release of documents relating to poor pupil performance and governance at 15 academies.

On Thursday, March 24 at 5.37pm, one day before the bank holiday weekend, the government released 13 pre-termination warning notices that had been issued between mid-January and February 18.

The notices, which warn sponsors of a potential termination of their funding agreement if standards are not improved, are usually published two or three at a time at fairly regular intervals.

But publication in larger batches is becoming more common. Six were published on November 16 last year, while a further seven were released on March 4.

The government has already faced criticism for releasing key documents, often in large numbers, before parliamentary recess periods or at the end of a working week.

Hundreds of documents were released on December 17, including several warning notices to academy trusts and councils, and plans to cut the annual £2,300 grant to help small infant schools fund free meals for their pupils were announced with a

minor webpage update at 4.25pm on Friday, January 29.

A spokesperson told *Schools Week* the notices were published “as regularly as possible, once the trusts have had a chance to review them”.

But Janet Downs, an activist with the Local Schools Network, accused the Department for Education of trying to avoid bad publicity about academies by pushing the release back until after the release of its white paper on March 17.

“There’s a precedent for delaying letters that could result in adverse publicity about academies. A cynic might say the government delayed these adverse comments.”

Six of the 13 notices were issued to Northamptonshire schools under the control of the Education Fellowship Trust.

Ofsted criticised the trust last summer for “poor financial management” and an investigation by the Education Funding Agency, published in 2014, highlighted concerns over governors’ expenses, a fact-finding trip to New York and unadvertised jobs that went to family members. A financial notice to improve was lifted in April last year.

In the most recent notices, regional schools commissioner Martin Post expressed fears about pupil underperformance at Olympic primary school, Rushden

Community College, Ruskin junior school, Thorplands primary school, Warwick primary academy and the Wrenn School. The trust declined to comment.

Poor governance rather than educational underperformance prompted intervention at Dundry Church of England primary academy and the Academy of Trinity in Radstock, Somerset. Their sponsor, the Dove Family Academy Trust, was told by then regional commissioner Sir David Carter, now national schools commissioner, to transfer both schools to a larger trust.

Letters were sent to the Nottingham Roman Catholic Diocesan Education Service and Creative Education Academies Trust about the Holy Family Catholic academy, Cleethorpes, and Weavers academy, Wellingborough. Both schools had a 32 per cent pass rate for five A\* to C GCSEs, including English and maths.

Pupil performance was also the reason for intervention in Greenwood Academies Trust schools Kingswood secondary academy in Corby and Weston Favell academy in Northampton, and at Oasis Community Learning Trust’s Wintringham academy, Grimsby.

The Transform Trust has also been warned about pupil performance at Highbank primary and nursery school and Edale Rise primary and nursery school, both in Nottingham.

# INVESTIGATES

LAURA MCINERNEY,  
EDITOR OF *SCHOOLS WEEK*



## The true cost of a superhead

Superheads may lift results when they take over failing schools, but what happens when the leave?

Laura McInerney reports

CONTINUED FROM FRONT

Researchers at the Centre for High Performance observed 160 academies over five years, with unprecedented access to school information systems, enabling them to record pupil, teacher, management and financial performance.

Twenty-one of the schools were identified as having superheads – leaders appointed specifically for quick fixes to exam results and who immediately changed the school's focus.

They were paid a minimum of £70,000 in primaries and £100,000 in secondaries.

But *Schools Week* can exclusively reveal the costs went much further.

Although results increased during their tenure, scores fell by an average of 6 per cent when they left. And the impact was worse if the head was in place for longer periods, with results dipping 9 per cent if he or she left after three or more years at the school.

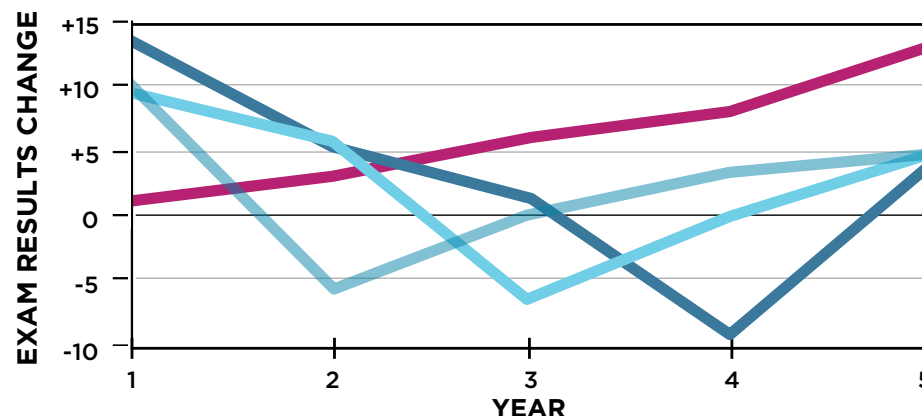
The bill for consultants to save the school after results crashed cost £11.8 million across the 21 schools, with three paying more than £1 million each.

"Adding this cost to a superhead salary," Ben Laker, one of the researchers said, "and it becomes a very expensive mistake."

By contrast, leaders in the sample who were not superheads saw results climb steadily over the five years.

Co-researcher Alex Hill wants the school

### THE RESULTS DIP: HOW IT HAPPENS



### HOW LONG SUPERHEAD WAS AT SCHOOL

KEY: 1 YEAR (light blue), 2 YEARS (medium blue), 3 YEARS (dark blue), DON'T USE SUPERHEAD (pink)

sector to realise the long-term damage a focus on quick-win exam results causes.

Hill said: "Because we have access to the management information, we can go to the data and see what has been done. We can see how a whole school works.

"As academies have experimented, some practices have emerged, and there are reasons why they have emerged, but there is little sharing of this knowledge.

And some practices emerging are quite questionable."

Every superhead the pair studied focused on raising maths and English results by narrowing the range of available subjects – for example, integrating drama and dance within English and PE.

Twenty of the 21 super heads also moved "outstanding" teachers to year 11. "It shows

up in the management information data," Hill said. Timetables were restricted to ensure students nearing a C grade received teaching from the best teachers. Doing so meant other year groups did not receive the best teaching, affecting the sustainability of improvement.

The researchers also found that 18 of the 21 removed low-ability pupils from exams if they couldn't persuade parents to educate them from home, a finding widely reported after the pair addressed a conference in Dubai. Academy advocates vigorously denied this happened.

The lack of data on home-schooled children in England makes it difficult to keep track, but recent evidence from statistics experts at Education DataLab suggests some

academies have higher-than-expected pupil turnover.

A positive of superheads is that exam results do increase during their tenure. The average improvement is 9 per cent for each year they lead a school. But, as the graphic on the left shows, once the superhead has left, those figures crash – with an average 6 per cent dip immediately after their departure, and continuous declines for up to three further years.

Hill finds the pattern deeply regrettable: "When a school emerges from a period with a superhead, you've lost three years, sometimes longer, and you've spent a load of money you didn't need to. You are now behind where you could have been both in terms of the impact on students but also on your community."

Using school accounts, the researchers found that the cost of superhead salaries, plus consultants brought in to "clean up their mess" after departure, resulted in bills of between £350,000 and £1.8 million for each school.

The costs increased the longer heads were in place.

Ethical rules, signed at the start of the project, stop the researchers revealing the names of any academies involved. Teacher and pupils are all anonymous.

Schools doing well therefore cannot be showcased. At least one academy, Hill said, was building a sustainable model, but its

results only increased incrementally.

In the early years its success looked less impressive than if it had a superhead, but had turned out to be better over the full five years.

"Ofsted needs to realise the pressure and timescales it is putting people under.

It is encouraging short-term behaviours that are damaging and

not the long-term behaviours that are helpful"

Hill and Laker – with co-researchers Terry Hill and Richard Cuthbertson – will next use their data to look at different styles of leadership and their impact, as well as explaining what organisations with long-term success rates do differently.

In the meantime, however, the pair are adamant the use of superheads should stop.

THE COST OF A  
SUPER HEAD IN  
ONE SCHOOL  
**£1.8M**

MINIMUM  
SECONDARY  
SUPERHEAD  
SALARY  
**£100K**

### What did the 21 superheads do to boost results?

21/21 excluded poor behaving students

21/21 focused on maths and English

20/21 moved outstanding teachers to year 11

19/21 persuaded parents to home school

low-performing students

18/21 didn't enter low-ability pupils into exams

### What was the impact?

**Short-term positive improvement** 9 per cent increase

**Dip after departure** exam results fell 6 per cent and only started to increase three years later

**Larger dip if in place for longer** if superhead was there for three years, the initial dip was 9 per cent

**Better results without superheads** sustainable leaders had slower growth but avoided crashes

## NEWS

## UNIONS: LET'S GET TOGETHER

FREDDIE WHITTAKER

@FCDWHITTAKER

Investigates

**If it's Easter, it's teacher union conference season. This year a new super union and the recent white paper were top of the agenda**

Closer professional unity between the National Union of Teachers and the Association of Teachers and Lecturers may be on the horizon, but co-ordinated strike action looks to be further from view.

The sister unions have come out of their conferences with a mandate for fresh talks on a proposed "super union" with a combined membership of 500,000.

But although both have approved potential industrial action over the government's white paper and, more specifically, the impact a fully academised system could have on teachers' pay and conditions, their approaches are very different.

While a motion at the NUT's conference in Brighton over the Easter weekend called for a ballot of members and set a timetable for strike action this term, a motion at the ATL, put to members in Liverpool last week, did neither.

However, the more moderate ATL's reluctance to commit to a ballot – it will instead "consider" action if the government fails to listen to the profession – was not reflected in a speech by Mary Bousted, its general secretary, on the need for a "co-ordinated response" to an "attack" from government.

The government has expressed its "disappointment" that the unions are considering industrial action "rather than working constructively with us". A spokesperson said that strikes "hold back children's education, disrupt parents' lives and ultimately damage the reputation of the profession".



Christine Blower

Despite the differences on industrial action, the two unions are more aligned on professional unity, with both memberships voting overwhelmingly in favour of stepping up talks, which have been ongoing since last year.

The two have been clear the discussions are about the creation of a new organisation, rather than a merger, with details such as a name, headquarters location and leadership structure still very much up in the air.

Speaking to journalists following the

vote, Bousted said there was a sense that "one strong union for all educational professionals" would provide a voice able to fight "more effectively for a better education for our children and young people".

Christine Blower's statement echoed the same sentiment, with the outgoing NUT general secretary claiming there were "very few differences" between her members and those of other unions.

"Professional unity has been a longstanding policy position of the NUT," she said. "This aim is more important than

ever. We believe that it is helpful for the profession to speak with one voice, both at national level and at the increasingly devolved school level."

A closer link between the NUT and the Labour party was also signalled by a conference appearance by Jeremy Corbyn during which he told delegates that he was willing to "work with teachers" to stop forced academisation.

Ballots over the new union plan will not be held until next year, but the education sector can expect continued co-ordinated

## MORGAN'S ADVICE? 'YOU SHOULD BE MORE POSITIVE ABOUT TEACHING'

Although Nicky Morgan faced a relatively polite reception at the National Association of Schoolmasters and Union of Women Teachers conference in Birmingham, a few of her comments prompted outbursts from teachers.

Morgan, the first Conservative education minister to speak at the event in almost 20 years, was heckled by one delegate when she spoke about children "suffering" in classrooms.

And delegates laughed when she called on unions to "step up" and help the government with its reforms.

The education secretary spoke of her "worry" that "sometimes the rhetoric risks straying into territory where it actually damages the reputation of the profession", and said her research on the NASUWT website had found that only three of the last 20 union press releases were "actually positive about the profession".

She asked why teaching unions weren't doing "everything they can to help" with recruitment, and said they should use the tools available to them to "build up teachers, promote the profession and tell the story of what a rewarding job teaching really is.

"That would be stepping up," she said. "Choosing to be part of the solution to the challenges we face in recruiting new teachers, rather than adding to the problem. Just as I accept that this government hasn't always got it right . . . I want the teaching unions to accept that they haven't always got it right either."

The last Conservative education secretary to address the event was Gillian Shephard, who was heckled by members in 1997. More recently, Labour's Ed Balls addressed the conference as education secretary in 2010.

Morgan came under fire last year for refusing to attend the ATL conference.

But although Chris Keates, the union's general secretary, said she was "delighted that [she was] not Michael Gove", she condemned policy announcements by other ministers, such as George Osborne, which were "deliberately designed to incite, inflame and intimidate the profession".

She said: "This is no way to run an education service. Once again, the chancellor's announcements are unravelling. Don't allow yourself to become the next Iain Duncan Smith."

Keates said hers was a "pragmatic trade union", but that world-class education could not be delivered if teachers were "demoralised,



Nicky Morgan



# ER – BUT NOT RIGHT NOW



Mary Bousted

Credit: Sarah Turton



PA/WIRE

## Going through the motions

### Ofsted should inspect school libraries

ATL members voted to call on Ofsted to inspect school library provision after hearing that libraries were closing and books were "ending up in skips".

Schools are not required to report whether they have a library, but the School Library Association said its membership had dropped over the past decade from 3,000 to 2,500.

A survey of 456 union members revealed a mixed picture. Although 53 per cent said their school did not have a library, 22 per cent said their school had devoted more space to one, while about 16 per cent said their libraries were smaller.

### Every child should have access to a counsellor

The ATL will campaign for universal access to school-based counselling services after a similar effort in Wales resulted in thousands of pupils accessing counselling through their schools.

### Concerns over small-school funding

An investigation into small-school funding will be launched after Mary Bousted, ATL's general secretary, warned that plans to turn all schools into academies could result in trusts avoiding or trying to shift "less attractive" institutions off their books.

Bousted said smaller schools should stay under the oversight of councils and warned smaller communities risked becoming "dormer villages for second homes" if they lost their schools, which were often a "centre for the community".

### Name and shame bad employers

The NUT ruled that academy trusts, schools and councils will be "named and shamed" over "unreasonable and unfair" pay policies.

A motion on teacher pay instructed the union's executive to "target" employers who did not pay fairly, and name and shame them "where necessary".

The motion also called for a ballot on strike action if pay talks with the government failed.

### How to prevent prevent

NUT members were opposed to the government's anti-radicalisation "prevent" strategy.

Members passed a motion calling for the strategy – which requires teachers to report potential extremism – to be withdrawn and replaced with new guidance for schools.

The motion also told NUT bosses to work with other unions and encourage members to monitor the effects of the strategy. It will also survey all members to establish their awareness of the prevent agenda and its implementation in schools.

### SEND training for all teachers

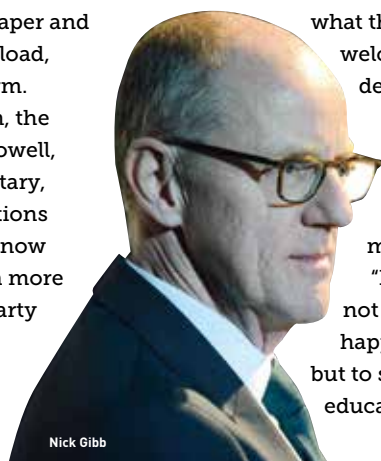
The NUT wants all trainee teachers, including those on school-based training routes, to receive "comprehensive" special needs training to cope with "greater responsibilities".

The motion also called for strike action over the potential impact on high-needs funding of the new national funding formula.

campaigns over the white paper and other issues including workload, curriculum and exams reform.

On exams and curriculum, the ATL found an ally in Lucy Powell, the shadow education secretary, who railed against interventions from ministers who "don't know the subjects" and signalled a more hands-off approach if her party won control in 2020.

She pledged to give teachers more power over



Nick Gibb

what they taught, an approach welcomed enthusiastically by delegates.

"I'm not going to come in with my own set of pet subjects, you'll be pleased to know," Powell told members.

"I think my job is to not micro-manage what's happening in the classroom, but to set a strategic direction for education."

Earlier Nick Gibb, the schools minister (pictured left), was heckled by delegates, when he repeated his regular denial of a teacher recruitment crisis, describing it instead as a "challenge".

He claimed the government was taking workload "very seriously", pledged "swift action" against underperforming academies and claimed that while mistakes had been made during the implementation of new tests for primary pupils, these had now been resolved.

## What's on the agenda at the NAHT

Heads will express "serious doubts" over plans to turn all schools into academies when they meet later this month, says Russell Hobby, general secretary of the National Association of Head Teachers.

He said issues around the white paper and recent reforms would be high on the agenda at the union's conference later this month. "I'm not entirely certain we'll get much beyond 'A' with assessment, academisation and austerity as the main concerns of school leaders.

"Change seems to have gone into overdrive – with the added joy that it is often poorly planned and communicated."

He said his doubts about the academies proposals were based on "sheer practicality", not on ideology. He had "no problem" with schools choosing to become academies.

The union would celebrate the success of its Aspire school improvement project, talk about its "cheekily named alternative to Ofsted, Instead", and about its work to return leadership development to the profession via the Foundation for Leadership in Education.

The NAHT conference will be held at the ICC in Birmingham from Friday, April 29 to Sunday, May 1.

deprofessionalised, denigrated and, if they are women, systematically discriminated against".

Although she welcomed comments by Morgan claiming she wanted to work with the union, Keates said the government did not "listen with the intent to understand, it listens only with the intent to reply.

"Without change, your aspiration in the white paper for educational excellence everywhere is in danger of becoming nothing more than a catchy alliterative phrase, which we will be forced to consign to the dustbin of history."

## NEWS

# It's a cock-up, says baseline test provider

BILLY CAMDEN

@BILLYCAMDEN

Providers of baseline reception tests say the government's jettisoning of the progress measure is an "embarrassing policy cock-up".

The Department for Education (DfE) announced last Thursday that the tests will not be used to track school performance. The decision comes in the wake of a study that showed the three approved assessments were not comparable, confirming a *Schools Week's* investigation published in February.

Introduced last autumn, the assessments required teachers to test reception pupils in their first weeks in the classroom so that their progress could be measured throughout primary school.

Disliked by many infant teachers who considered them a distraction, several unions called on school leaders to withdraw from the tests while they were still optional.

Primary schools can continue to use the tests, although there is little incentive as the progress measures will no longer be used.

Providers of the ditched tests claim that their approaches were never going to be comparable because the approved assessments were not designed in similar ways.

Rob Coe (pictured), director of the University of Durham's Centre for

Evaluation and Monitoring, said: "Were the tests ever going to be comparable? No. Once the DfE had allowed the very different assessments in I think they were setting themselves up for this problem. The whole thing is embarrassing, it is a policy cock-up."

The department maintains that it had been clear from its first proposals that a comparability study would be done. "That study has shown that the assessments are not sufficiently comparable to provide a fair starting point from which to measure pupil progress. In light of that, we will not be using this year's results as the baseline for progress measures. This would be inappropriate and unfair to schools."

In May 2014, when the DfE first published criteria for providers, it said the assessments would be reviewed once pupils reached year 2 and, if there was a "poor relationship" between the reception baselines and key stage 1 assessments, then test providers would face having their assessments removed. There was



no mention of inter-test comparability.

Coe added that it was a "surprise" the department had raised the bar "quite highly" on what the standards for comparability were because "they had been so lax in setting the system up and procurement and the evidence that was required for quality and initial stages.

"It is inconsistent to say 'now we need a really high standard of agreement at the end point'."

*Schools Week* revealed in November that the Scottish Qualifications Authority had been commissioned to complete a comparability study. At the time, the government said this was separate to the year 2 review process, and it refused to say what would happen if the measures were incomparable.

Liz Marsden,

director of Early Excellence, the provider chosen by more than half of England's primary schools, also said the study outcome was not a "surprise".

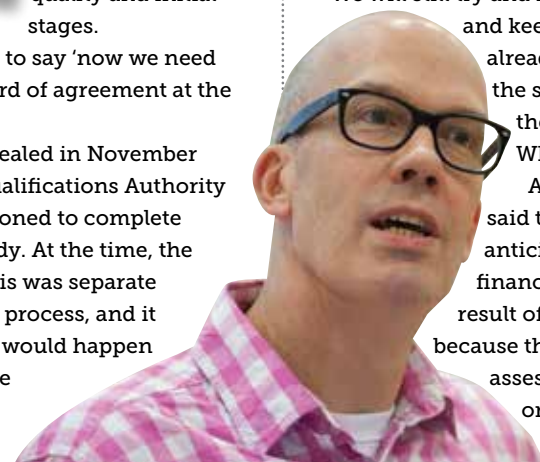
"Everyone who is sensible knew that was a difficult thing to achieve after they [the DfE] went down a multi-provider route."

A spokesperson for the National Foundation for Educational Research, the third provider, said that while the original criteria for selecting providers was designed to meet specific standards, "in practice the assessments were quite different so we were keen to see the results of the comparability study".

Coe said it would be "interesting" to see how many schools continued to use the assessments, but for now it was "business as usual".

"We will still try and recruit schools and keep the ones we already have. They have the subsidy so, in a way, there is no cost to do it. Why wouldn't you?"

All three providers said they did not anticipate any job or financial losses as a result of the decision because their baseline assessment was just one section of their business.



## DFE STUMPS UP £1.7M FOR BONUSES

JOHN DICKENS

@JOHNDICKENSSW

The Department for Education (DfE) paid out £1.7 million in bonuses last year – with top civil servants pocketing up to £17,500 for good performance.

Figures released last month by the government also reveal Ofsted civil servants received bonuses of nearly £900,000.

Malcolm Trobe, interim general secretary of the Association of School and College Leaders, said teachers would find some of the bonuses "quite significant" – especially when compared with the 2 per cent cap on their performance-related pay.

Nicky Morgan, the education secretary, wants schools to be able to offer teachers bonuses but Trobe said the proposal was "academic", as schools could not afford them because of squeezed budgets.

The School Teachers' Review Body (STRB), which is at present considering bonuses, is due to publish its recommendations for teacher pay shortly.

The government figures revealed the largest DfE bonus was £17,500. The recipient was not named.

However, departing permanent secretary



Chris Wormald is likely to be one of the lucky recipients after the Cabinet Office asked the department to include its most senior civil servant this year.

The release revealed that having to include Wormald pushed the number of senior civil servants that received a bonus past the 25 per cent restriction.

The government imposed the cap in 2010 as part of a savings drive to ensure "only those making an exceptional contribution" are rewarded.

In total, 25.7 per cent of DfE senior civil servants got a bonus, with a median of £11,000. That compared with 23.4 per cent of non-senior civil servants with a median bonus of £1,900.

In Ofsted, more than two thirds of the non-senior civil service workforce got a bonus, with a median of £700.

A quarter of the watchdog's senior civil servants received bonuses: the largest was £16,500 and the median was £13,500.

No bonuses were recorded for Ofqual staff.

A DfE spokesperson said: "We have introduced greater transparency in pay and reduced the number of staff eligible for these awards. Nonetheless, like any good organisation we believe those staff who have undertaken exceptional work or driven substantial savings for the taxpayer should be rewarded."

## Early years courses withdrawn

SOPHIE SCOTT

@SOPH\_E\_SCOTT

Exclusive

Two universities have pulled their early years teacher training courses just five months before the start of the next academic year.

The University of Winchester and Leeds Beckett University have dropped their provision for early years teacher status (EYTS) from September.

In January, *Schools Week* reported warnings from the sector about a shortage of applicants and potential closures of university courses.

Forty-three providers are collectively expected to recruit 2,000 graduates to start training from September. According to latest figures from Ucas, 530 applicants have a place or conditional offer. A further 1,600 have either been rejected or are awaiting an offer.

By the same point last year, 1,250 applicants had offers.

The government has encouraged schools to branch out into early years provision, with childcare minister Sam Gyimah calling for "joined-up provision" through school-led nurseries, in 2014.

A lack of applicants has been attributed to the fact trainees must have the same

qualifications as those hoping to gain Qualified Teacher Status (QTS) – a degree, at least a C grade in English, maths and science GCSEs, and success in a numeracy and literacy test.

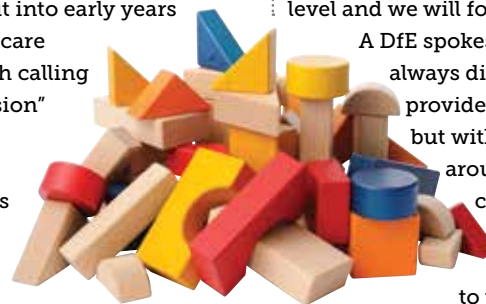
But EYTS does not guarantee the same terms and conditions as QTS. There is no set pay scale and some providers pay wages for only 35 weeks a year, rather than an annual salary.

Deborah Lawson, general secretary of Voice the union, said: "The fact functional skills or some form of equivalent assessment is not an accepted qualification for the course for people already in the sector is going to have an impact on those progressing through the system and seeing childcare as a viable long-term career prospect."

A spokesperson for the University of Winchester said: "We have not taken any long-term views at this stage about the early years course.

"We have a very popular primary course at both undergraduate and post-graduate level and we will focus on that."

A DfE spokesperson said: "It is always disappointing when providers stop offering courses, but with more than 35 providers around the country we are confident that we will continue to recruit high-calibre candidates to the sector."



## NEWS

## Ofsted's top primaries 'socially selective'

JOHN DICKENS

@JOHNDICKENSSW

Schools with the best Ofsted ratings are more likely to socially select their pupils from higher-income families, a new study has revealed.

Caught Out, a report published by the Sutton Trust today, has found more than 1,500 English primary schools have intakes that do not reflect the socio-economic profile of their neighbourhoods.

The report found 13 per cent of schools rated outstanding by Ofsted were socially selective, compared with the 7 per cent rated as requires improvement and the 6 per cent rated inadequate.

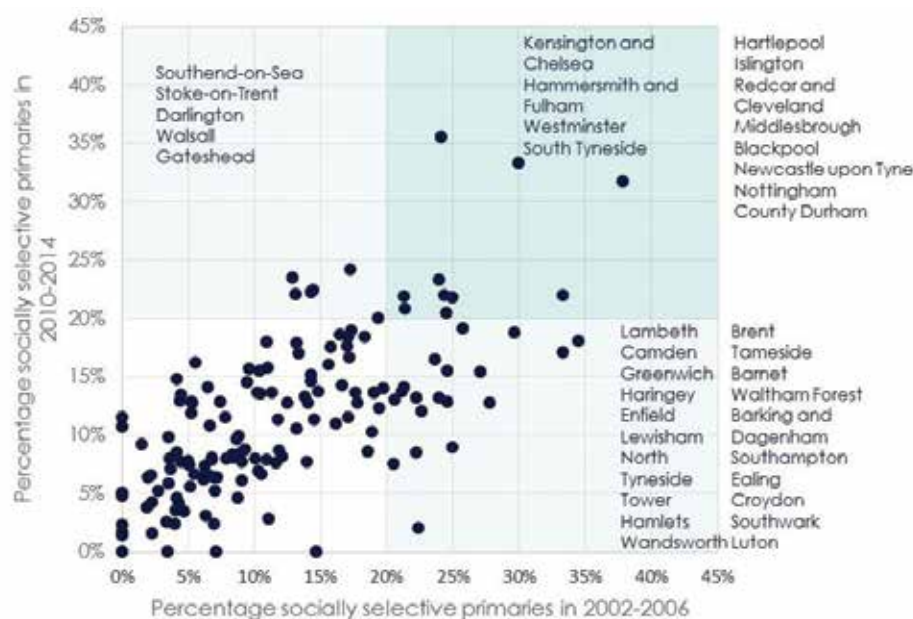
Exam results followed a similar trend.

Just 1 per cent of the schools in the bottom 10 per cent of key stage 2 performers were classed as socially selective, compared with 14 per cent of schools in the top 10 per cent for key stage 2 scores.

The Sutton Trust said this could be hurting poorer children's chance of success.

Sir Peter Lampl, chairman of the trust and the Education Endowment Foundation, said: "Disadvantaged young people should have the same chance of accessing the best state school in their neighbourhood as their better-off neighbour.

"We have previously documented social selectivity in secondary schools, but today's findings warn us that primary school admissions are far from a level playing field."



The local authorities that feature in the outer three quadrants for percentage of socially selective primary schools

Schools deemed socially selective had a proportion of disadvantaged pupils at least 9.2 percentage points different from the communities they served. More than 1,500 schools with 310,000 pupils fitted this category.

Dr Becky Allen, director of Education Datalab and co-author of the report, said complex admissions criteria could be behind part of the inequity.

The report found the most selective schools, many of them religious schools, tended to use more complex oversubscription criteria. One used as many

as 18 different criteria.

Elizabeth Passmore, the outgoing chief schools adjudicator, said in her annual report in January that too many schools were breaking the rules with "unnecessarily complex" admission arrangements.

*Schools Week* has previously highlighted how these arrangements can be used to skew intakes.

In December we revealed how pupils from chaotic backgrounds faced missing out on school places because they had to attend several secondary schools for fair banding tests. These supposedly ensure schools have

a balanced intake of pupils with different abilities.

We have also revealed how the school attended by the daughters of both David Cameron and Michael Gove broke admission laws by asking parents for a financial donation when offering a place for their child.

The Grey Coat Hospital School – a top state school in Westminster, central London – later apologised to parents.

The report found socially selective primary schools were more common in London and other urban areas.

Westminster, Kensington and Chelsea, and Hammersmith and Fulham have the largest percentage of primary schools deemed socially selective – more than 30 per cent in all three boroughs.

The Sutton Trust has now called for the admissions code to be properly enforced and for religious schools to open up more places to the local community.

A Department for Education spokesperson said determining admissions policies on the basis of wealth was "both morally wrong and against the law" and that all schools should follow the admissions code. Parents with concerns could contact the schools adjudicator.

"Our recent white paper is aimed at empowering parents to hold schools and the system to account. Alongside this, we will also be consulting on amending the mandatory school admissions code."

OCR LAW

CONFERENCE

2016

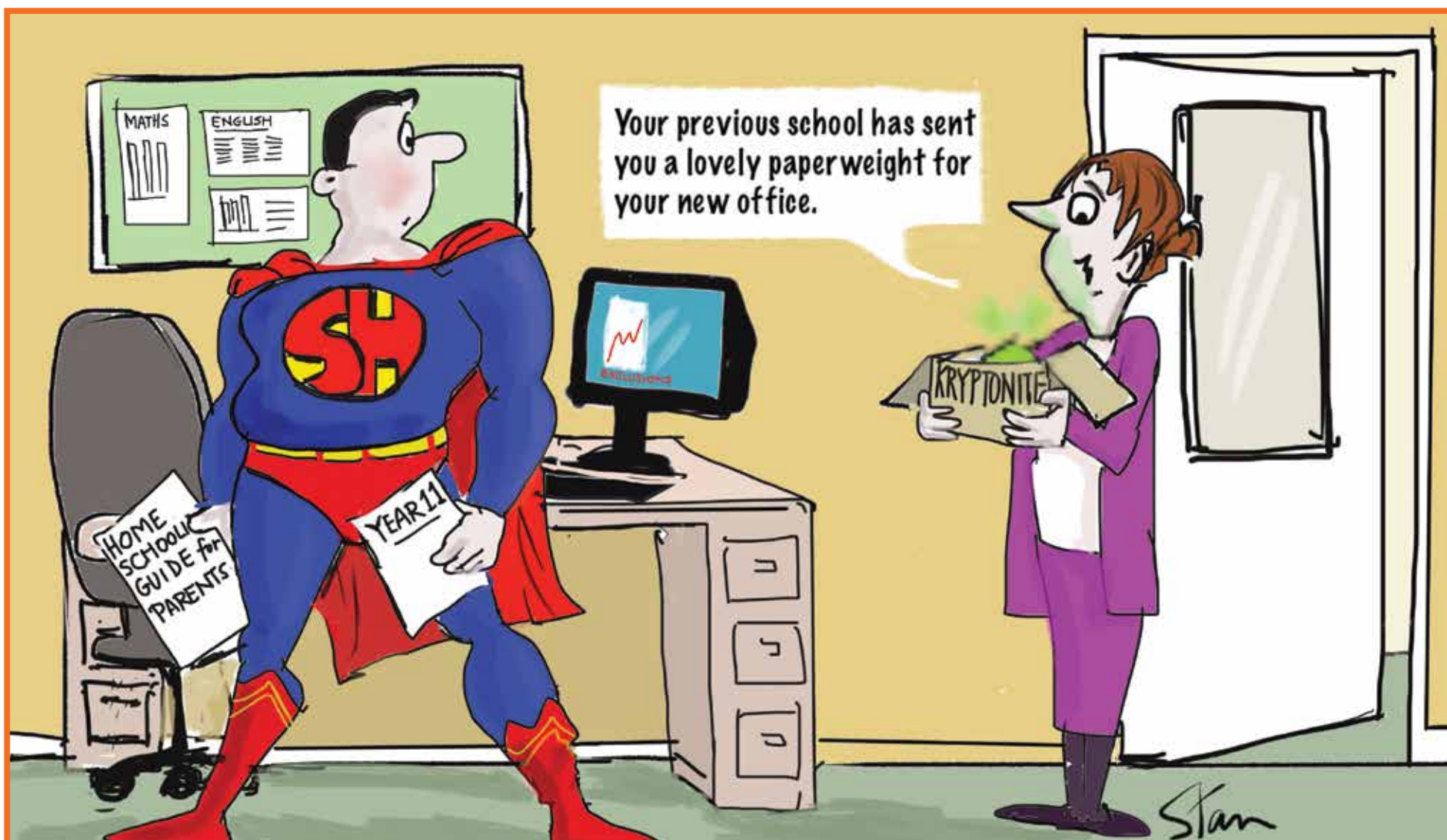
10 June 2016

Supreme Court, London.

The OCR Law Conference will discuss key issues in law today and explore new subject content for A Level Law from 2017. The conference will provide insights from higher education and there will be plenty of opportunity to network with other law teachers.

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## EDITOR'S COMMENT

@miss\_mcinemey | [laura.mcinemey@schoolsweek.co.uk](mailto:laura.mcinemey@schoolsweek.co.uk)

### SUPER HEROES DON'T SOLVE PROBLEMS, THEY PUNCH PEOPLE

Watching Nicky Morgan getting beaten up by her own party over forced academy conversions, I suddenly realised the fatal flaw of her plan is not so much money, but the fact it relies on imaginary, magical people. The idea of every school becoming an academy is that headteachers can do it all. They can train teachers and manage finances, all the while getting cracking exam results for pupils. And, once they've done it in one school, they can do it across two ... twenty... a hundred of the things!

The problem is, they're school leaders not super heroes.

The Centre for High Performance's research, led by Alex Hill and Ben Laker, is exciting because it has captured data across 160 schools. They recorded every entry into the schools' information systems over a five-year period. The potential of that dataset is enormous, and they are only just starting to tease out what we can learn.

No one will fall on the floor in shock when they learn that headteachers brought in to improve exam results, typically do. Nor will it be a surprise that if heads are judged by the percentage

of pupils getting English and maths GCSEs, then heads whose reputation rests on the measure will focus on it to the detriment of everything else. Plus, if pushing badly behaved children out of schools' doors and onto the streets is good for results, why not elbow away? If it leads to newspaper stories in which the head looks a safe bet to nervy primary parents choosing their child's big school – all the better!

Those are not unreasonable actions to take. What they are, though, is short-termist. And what the Laker and Hill research is gradually revealing is a picture of "successful schools" built on sand not concrete. Result dips after superheads leave are startling and worrying. The ludicrous costs involved, even worse.

Learning of these findings, also caused us to pause here at *Schools Week*. We often highlight schools doing well in the league tables. But how can we be sure their results are sustainable? This is one for us to ponder as we think ahead to our coverage of GCSEs and A-levels in the summer.

Exam results are only one part of the

superhead problem, though.

As the Perry Beeches scandal (page 4) shows, the finances of academy trusts can be complicated and if rules are not followed will catch out school leaders and governors.

Liam Nolan, executive headteacher of Perry Beeches, is the very definition of a "super head" – praised by politicians, a known driver of standards. He could only explain the financial breaches in his trust by saying in a BBC interview: "I'm not a business manager, I'm a headteacher."

But therein lies the rub. In the brave new world of academies, their leaders aren't just headteachers. They really are chief executives. The profile of Stephen Morales, chief executive of the National Association of Business Managers, shows that understanding the finance part of the role can be a life's work (see page 20).

The good news is that most academy leaders, and heads, don't break rules or go for short-term wins. Some are instead able – slowly, quietly, with back-breaking work – to inch

up the results. Do they receive the plaudits of the superheads? No. Do they worry Ofsted are going to burst down the door and tell them they are not doing well enough quickly enough? Yes. But perhaps that's okay.

A problem of superheroes is that most don't earn their wares. Bitten by spiders, or the victims of research gone awry, their powers are accidental, unwieldy and they don't know how to use them responsibly. Hence they don't use their fortunate skills to systematically resolve problems. They just use them to punch folk.

Smart, dedicated people, working hard and delivering for young people is what makes schools magical places. That's always been true whatever the legal status of the place. If academies do a

better job of spreading those people around it will be a real plus point but short-term exam results are not where we should look to see if it's happening. Let's hope Ofsted, and the commissioners, are willing to take that on board.



# READERS' REPLY



WE WANT TO HEAR FROM YOU  
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## New teachers able to qualify in 'six months'

**Joseph Dunn**

When other countries see this ridiculous proposal they will shake their heads in disbelief. Their training requires much more... as they need the best trained people in front of every class. How would this be possible with the proposal? It is little wonder teachers are leaving in droves in the UK. It will result in a complete deterioration. Perhaps the UK should take some advice from Finland... the UK government would like the schools to be modelled on the Finnish system.

**Bruce Nightingale**

We are witnessing a growth in subject knowledge enhancement courses (SKE) that vary in length and pitch from different providers. It is common practice for graduates of one subject to train as a teacher in another. For example, a trainee teacher of computing could receive a full bursary having neither a degree nor an A-level in computing, as long as they complete an SKE course. Some providers of computing SKE pitch the standard at level 2.

In comparison, a trainee maths teacher is required to hold at least an A-level in the subject and complete a 36-week course pitched at A-level and beyond.

SKE courses are not qualifications. Why do universities not provide a formal qualification? Why such variation in pitch between different subjects?

## The six secrets of school turnarounds as revealed by study of 160 academies

**Sarah Thurlby**

None of these steps requires a school to change its status to becoming an academy. Good schools already do these things – and good local authorities already support schools to do them. The wholesale academisation of our schools is not required – more than 80 per cent of maintained schools are already good or outstanding.

## 'Never look where their hands are pointing': The hidden parts of the white paper

**David Barry**

I think there is a very real reason why this white paper (rather unusually for a white paper) indicates that the legal basis for forcing all schools to become academies will not be embodied in a bill until after 2020.

First, it makes it likely that faced with forced academisation many schools will "choose" to opt for academy status in the hope (which may prove forlorn) they will thereby control the process and get a more congenial deal. It will then be said that schools are indeed choosing to become academies, so what is the argument about?

Second, a bill introduced now would run into enormous trouble in the Lords. So, wait, incorporate it in the manifesto, ('cos you believe it is a vote winner) and then when you win... you can then get the bill through the Lords under the "Salisbury convention", which is that the Lords ought NOT to reject a Commons bill that was in the manifesto.

## DfE stays silent on money set aside for academy conversion

**Tim Warnford**

What of the £25,000 schools are awarded by the government toward conversion? I understood that a sizeable chunk of that went on the transfer fees. Given the additional costs incurred from financial reporting software and school business manager's salary increases, how is £9,000 quoted as anywhere near sufficient?

## Cash-strapped teaching schools asked to give away resources free

**Name supplied**

Teaching schools are totally cash-strapped and have to look for any and every way to make money. Some run excellent CPD for teachers but the quality is not sustainable because in most cases they have senior leaders whose salaries are hugely subsidised by the school instead of teaching school income, although teaching school activities take up most of their time.

Throw in a SCITT and you've got a financial disaster waiting to happen.

As soon as financial viability became the major driver for teaching schools the pupils went out the window.

## Headteacher scraps 'mad' year 11 revision classes to protect pupil mental health

**Name supplied**

Finally, someone has spoken out against the destructive nature of the exam factory culture that has been festering in schools for far too long. Unions should be supporting this headteacher and working to extend his methods into all schools across the country so we can stop this abuse of our young people and their teachers.

**Dave Winch**

My school has an owner and is branded and the teachers are on a rolling two-year contract, which means they feel the pressure constantly. If they don't make the grade then they don't make the grade and the inevitable happens.

I cannot believe that this is a sensible OR sustainable way to employ staff!! And I wonder why more and more teaching staff give up on the profession!! Dreadful! Dreadful!

**All addresses supplied**

## New teachers able to qualify in 'six months'

### REPLY OF THE WEEK

**Ian Taylor, Bristol**

**When other western countries require teachers to have a masters and then several years' experience before being fully qualified, how are we going to have "world class" teachers after six months training?**

**I can hear the future claims of Nick Gibb already. "We have more qualified teachers than ever," he will exclaim! None of them will know how to teach or control a class, but they will be cheap I guess. I used to think that Alice in Wonderland was a fantasy but now I realise the DfE is using it as a handbook.**



**REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!**

## 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



# TOBY SALT

Chief executive, Ormiston Academies Trust

## What would make an all-academy system work?

**The schools landscape could look very different from how it does today, quite quickly, if the government's vision for all schools to become academies comes to fruition. Professor Toby Salt examines what would make a universally academised system work, in terms of school organisation, management and conversion**

### 1 It's time to trust

If (and it still is an if) the vision for full academisation is to be realised we need to overcome "the trust problem". Many in the sector are still suspicious about academies and even more so about multi-academy trusts (MATs), with some quarters seeing them as a front for privatisation.

Nothing is further from the truth. Profit is not the motivation and MATs are not-for-profit organisations. We need to get past this perception if we are to achieve progress.

Regrettably, the actions of a tiny minority cast assertions over the rest of us, so it's our role to counter mistruth: communicating well and demonstrating how MATs can be a force for good. If we achieve this, then primary and secondary schools yet to convert will do so out of proactive, informed choice, rather than worrying about when and whether they will be pushed.

### 2 We need to get academy governance right

Successive governments have tried and failed to strike the right balance with this. The importance of getting governance right shouldn't be underestimated. It is the difference between seeing more high-profile fallings from grace and having a robust system of checks and balances in place to ensure these can't happen. If we don't tackle this now, ahead of rapid expansion of the academy programme, we will all pay for it later.

It is encouraging to see it is something that the white paper seeks to tackle and that Lord Nash is prioritising. The governance structures of our academies

aren't yet mature and we need to look for examples of best practice – whether they are stakeholder, corporate or volunteer models – and emulate and scale them, both at single academy and trust board level.

### 3 We need resources – for conversion and leadership training

In straitened times, the sector can't absorb the costs of academy conversion as well as delivery. Conversion has significant costs: in terms of time and money. There are undoubtedly ways the process can be made leaner and more efficient.

The resources needed to get the right people in place to lead the system tomorrow must also be considered. We need to start building a pipeline of leaders with the skills to run MATs, which is very different to being a head. The leadership recruitment organisation Future Leaders has recognised this with its Executive Educators programme, which runs over nine months and has credits linked to the Open University's MBA. It is important this sort of programme is supported. With robust training at the highest level the sector will develop individuals who have the confidence to take the next step towards becoming a chief executive. There is a lot resting on the shoulders of current trust chief executives but this group won't be around forever. Succession planning and capacity building should be a top priority, to ensure every trust has breadth and depth.

### 4 We need to recognise the importance of corporate staff and bring them into the sector

As trusts continue scaling and multiplying, the recruitment challenge will not only be in the classroom, but also their professional teams. MATs deal with substantial budgets, big staff numbers, complex estate issues and health and safety and compliance matters.

We need a two-pronged approach here. First, we should train and grow our own to ensure we get people with a passion for

education into jobs that help to make our schools a success; I was always very keen on developing support for bursars and school business managers while I was at the national college for this very reason.

On the other hand, we need to have the confidence to approach and attract people from outside schools to work with us – we need qualified accountants, experienced HR professionals, procurement specialists

## Succession planning should be a top priority

and building surveyors. We should be heartened to understand that as academy trusts grow, we become more attractive as a career proposition. We can offer good progression, an opportunity to achieve national impact and the great feeling that you are making a difference to children's lives. At present the pool we are fishing from is too small – so rather than attracting staff to hop from trust to trust, as is currently the case, we should be focused on bringing a new generation of talent into education management.

### 5 Here comes the elephant in the room: getting the number of MATs right

With an appropriately resourced system with great professional development and exciting new talent entering the profession, then the question comes of structure . . . how many MATs should we have?

Predictions range from 2,000 to 10,000 but, if you look at it from a quality model perspective, keeping the number manageable is important. You could take a "plant 10,000 flowers" approach, in which you let some bloom and accept that some will fail. But oversight will be complex. Or you could work with those who already have established roots and can grow new branches. I believe the latter, with proper devolution and regional management within MATs, and a blend of core non-

negotiables and local nuance in each academy, is the best recipe. That doesn't mean we don't need new plants and flowers too, but we need to be careful.

### 6 . . . and the other one – thinking out of the safe zone of local primary MATs

The biggest challenge is the primary sector, where many small schools are seen as special institutions in their communities and are happy with the support they already receive. Some local clusters of primaries will undoubtedly pull together to convert, but I would offer a word of caution here . . . some of the best collaborations I have seen within our trust are not cross-primary, but where a primary is supported by a secondary and vice versa. Through this cross-key stage working, Ormiston Herman academy (primary) in Great Yarmouth came out of special measures within two terms, working closely with nearby Ormiston Venture academy (secondary). The head at Herman worked closely with a deputy from Venture to drive improvement, with the primary school importing a number of the secondary systems that Venture found effective.

It can also be powerful for schools to work with other schools with similar characteristics, (that is, both primary, both with budget challenges) but based in another local authority area. Cross-regional collaboration can mean schools work together more deeply and share their experiences without worrying about competition for pupils or staff.

Banding together with similar neighbours might seem instantly attractive, but will it always help schools to accelerate their improvement and bring out the best in each other?

*I can only tackle the tip of the iceberg here; there are so many variables and challenges. However some things to me are clear: to make this policy work we need to build trust in academies, we should of course invest in conversion and professional development, and I believe we should be ambitious to increase the corporate recruitment pool and think hard about whether only local is always best.*

### The timing of the publication of the workload principles and the recommendations will do little to change policy, says Ross McGill

You could be pardoned for missing the publication of the workload principles from the Department for Education (DfE). Why? Because it was Easter and many teachers had long-forgotten their lesson plans and marking.

Yet Nicky Morgan wrote to each of the workload team chairs, affirming "there is no single factor that has led to increased workload ... your reports brilliantly articulate why this situation has arisen and, most importantly, what can be done to address it."

What infuriates me most is that the real issue has still not been tackled – although I admire the good work of colleagues who have invested time and energy, working with inspectors and policymakers to highlight issues and help to hone recommended principles.

It is all well and good to be offered theory and to be told by the education secretary to "take the recommendations seriously": that if schools applied these principles, workload would decrease. Yet, schools and school leaders need support, not a "badge of resilience" for playing along with current constraints and expectations.

The DfE must start to lead by example. Do not publish reports to reduce workload when teachers are due to stop working.

Second, theories don't cut the mark, but we do know common-sense ideologies work. If schools have impending Ofsted inspections and they are ranked unfavourably in league tables, you can understand why workload advice is difficult to heed.

There are some fantastic recommendations



## ROSS MCGILL

Deputy headteacher,  
Blogger @teachertoolkit

# Leave us to get on with the job

in each of the reports, yet the chairs admit in their letter to Morgan: "We know that a robust evidence base in the area of workload is weak."

I believe that some issues lie in decision-making, with some schools asking their staff to submit data collections several times a year for examination students. But not all is lost.

Schools that take workload into their own hands are publishing streamlined policies and guidance to clarify expectations, consistency and work that is not required.

In 50 per cent of schools where lesson gradings have been banished, teachers are also no longer required to produce or submit any form of lessons plans, ever, for anyone! Instead, evidence of lesson planning found in schemes of work and curriculum plans aid student progress far more than a one-off lesson plan to satisfy observers.

The marking recommendations are

exemplified in this statement by Dawn Copping, chair of the marking review team, who hopes "policy and practice [...] based on what we know about marking rather than what we think we know" will become the new way of working.

## Theories don't cut the mark

We can only hope that schools continue to eliminate triple-marking for evidence trails and stop nonsensical verbal-feedback stamps and other hideous gimmicks. What works is marking – in any form – that is meaningful, manageable and motivating for the pupil.

What is clear from this particular section, is

that teachers should not be wasting their time with fads and/or practices that do not have any impact on student progress – and that students should be working harder than the teacher.

But how is this possible with recent curriculum reforms and tougher examinations that offer little lead-in time and require robust, annotated scripts and controlled assessments?

"Greater attention should be given to the pace of national change," say the principles. However, with no silver-bullet policy in any school to eradicate all forms of workload, and some specifications insisting on intricate assessment and record-keeping, it makes the task impossible.

Finally, if we are not given free licence, we need to take control for ourselves by "becoming a 'circuit-breaker' between the school and the outside world", as Russell Hobby, general secretary of the National Association of Head Teachers, says. "We must evaluate each initiative on its merits with the ability to say no."

Lauren Costello, chair of the data review team, writes: "From the DfE to every school inspector senior leader and school teacher, we call on all parties in the education system to reduce the unnecessary burdens."

Yet despite this passionate plea, without a fundamental change in school typology and funding, teachers will always need more time for planning and marking within their designated hours of employment.

There are some excellent recommendations within each of the reports, but for everyone involved in education, the DfE simply needs to lead by example and give us licence to get on with the job.

**See page 24 for Laura McInerney's analysis of the workload principles**



## KIRAN GILL

Former teacher and current  
convener of Policy First

# Better schools now profit from the struggles of the poorer

**School improvement funding has moved from allocation based on need to survival of the fittest, says Kiran Gill**

As a policy rationalist I have to admit to being a New Labour (first term) education fangirl, starting with the infrastructure and funding for school improvement. Once upon a time, local authorities were expected to offer school improvement services according to the relative need of schools. Funds were top-sliced from all local schools at the same rate, meaning intervention for the weakest was effectively subsidised by the stronger schools, who could expect to get less support. (Caveat: some authorities were much better than others at this.)

Come Labour's second term, the

introduction of academies meant the creation of the (aptly named) "education services grant" (ESG). When a school became an academy, rather than their funding getting top-sliced for the authority, a chunk was given directly to the school. Although this was a departure from the principle of collective funding, New Labour academies were schools in deprived areas with historical underperformance so the neediest schools still got the funding boost.

Roll on the coalition: legislation changed so that good or outstanding schools could become academies. Across the parliament, numbers rocketed from 203 to 4,722 – affecting funding to local authorities across the country – and giving more funding to schools in a position to convert. Come the Conservatives' first autumn statement, ESG was cut almost entirely – school support

services were to be funded from what was left over, after schools' core work was done.

This meant balancing services against other potential expenditure, support staff, say, or resources. It incentivised quick-fix professional development (a one-off session on exam board selection or teaching the new specification is cheaper than long-term coaching) and limited efficacy of school improvement (what good is advice on improving literacy if afterwards you can't afford library books, or a teaching and learning responsibility to retain the literacy co-ordinator?).

Meanwhile, provision of services moved from local authorities to schools, within networks of teaching school alliances (TSAs) or multi-academy trusts (MATs). Teaching schools (previously outstanding schools, now to include schools with rapidly improving data) and leading schools in MATs sell services to others in their networks. Rather than the strong subsidising the weak, the better schools now profit from the struggles of the poorer. And the very poorest? According to the government's latest TSA evaluation, they're shut out of the market altogether.

Last month's white paper has tinkered around the edges of the problem. TSA start-up funding was due to end, now the white paper alludes to "routing" more funding through TSAs (maybe the leftover scraps of the ESG?) There will be a new fund to buy services for

schools in dire straits. But the pitch remains uneven.

To distract from other cuts to education, George Osborne announced funding for 25 per cent of schools to extend the school day. The white paper says "activities such as sport, arts and debating ... should be available not just to those lucky enough". So is this funding for the 25 per cent of schools with the poorest intake? No. It's for those with capacity

## Funding to extend the school day will go to those with the capacity to bid for it

to bid for it. Schools that can spend time drafting applications, because their affluent intake get the grades anyway. Schools that are already system winners, using profits to subsidise an assistant-head-come-bid-writer. Or the hungriest schools that have read the small print and realised the money doesn't have to be spent on enrichment. They can put on revision classes for year 11 instead: bump those grades up. Who knows, if they improve fast enough, they could get a turn at being a teaching school.

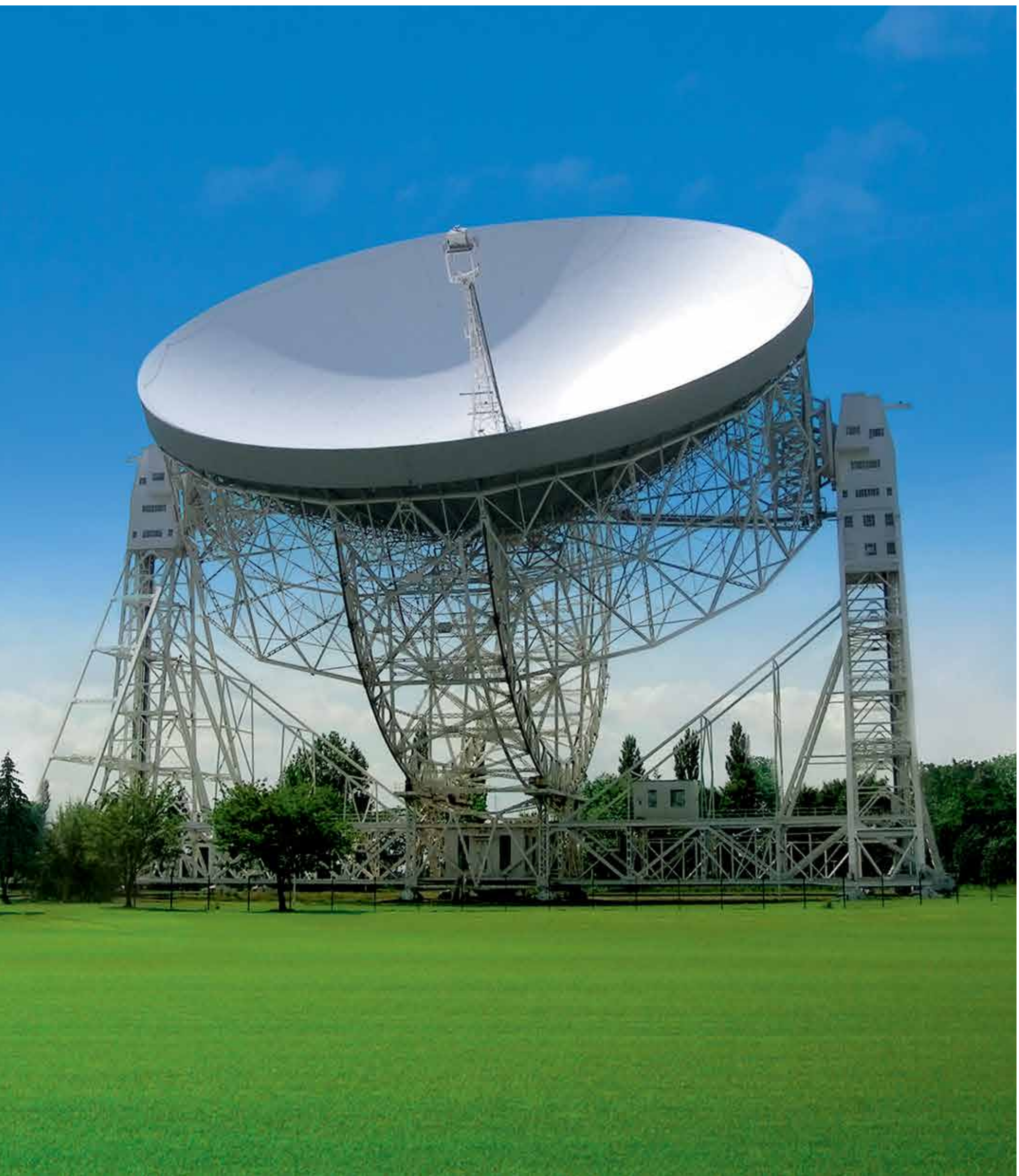
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# WHO GOT THE GOOD GRADES?

Fewer visits but more schools requiring improvement: Sophie Scott looks into this year's spring term inspections

## OVERALL GRADE DISTRIBUTION

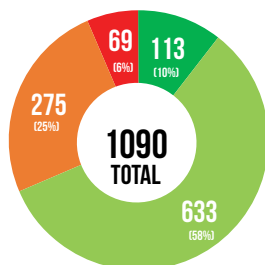
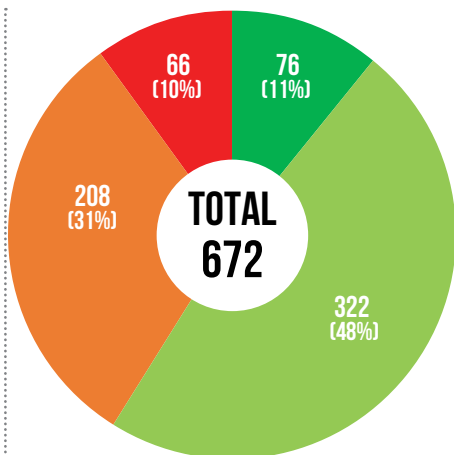
Continuing a trend for the 2015-16 academic year, the number of inspections fell significantly compared with last year, with roughly half the number taking place in the same period.

The picture looks slightly less positive than last year; more than 40 per cent of schools visited by Ofsted since January 1 have been rated as inadequate or requires improvement – an increase of 10 percentage points.

The increase is largely in the requires improvement category, with 31 per cent falling into that category this term.

Just over half the schools increased by one Ofsted grade, though none managed the leap from inadequate to outstanding.

Three schools – all primaries – have been downgraded from outstanding to inadequate, including one that converted to an academy.



Large pie charts represent inspection reports released in spring term (January-March)

Small pie charts represent inspections released in spring term, 2015

## CLIMBERS AND SLIDERS

Change in Ofsted grade	Number of schools
↑3	0
↑2	37
↑1	327
No change	139
↓1	97
↓2	29
↓3	3
Not previously inspected	40
<b>TOTAL</b>	<b>672</b>

## PRIMARYS V SECONDARIES

### KEY



Primary schools still outperform secondaries, with 64 per cent gaining the top two grades, compared with 47 per cent of secondary schools.

But primary schools are not doing as well as last year, with a drop of 7 percentage points in the proportion of schools told they are outstanding or good.

Primary schools had the largest decrease in the number of inspections, down from 804 last year to 469 since January 1.

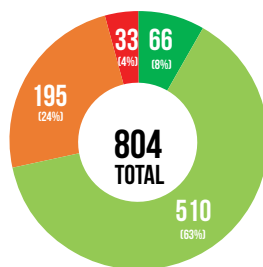
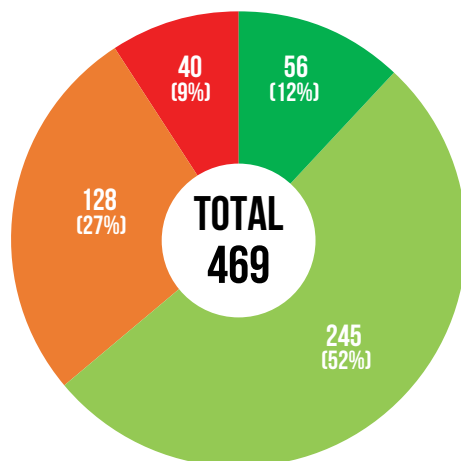
Almost the same number of secondary schools were inspected in the same period and their overall picture remains similar to this time last year.

Special and alternative provision (AP) schools had the most marked difference in outcomes.

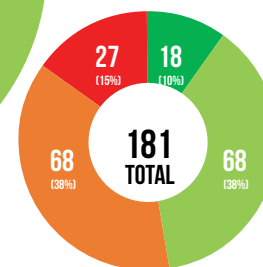
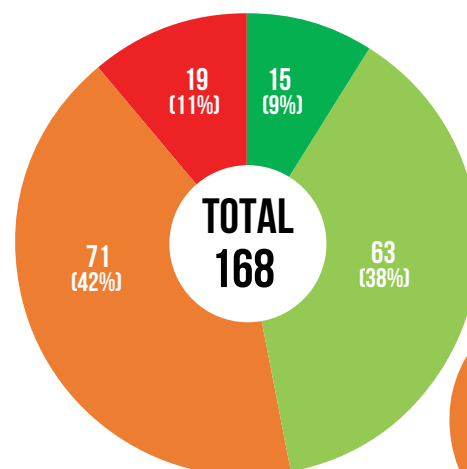
Proportionally, almost three times as many AP schools were told they were inadequate or requires improvement (from 23 per cent last spring to 64 per cent this term), and twice the proportion of special schools received the bottom two grades (up to 33 per cent from 17 per cent).

No AP school inspected last term was rated as outstanding.

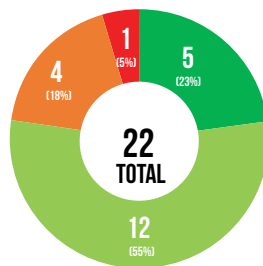
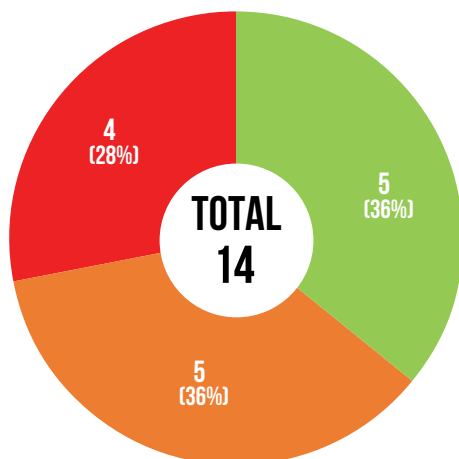
## PRIMARY



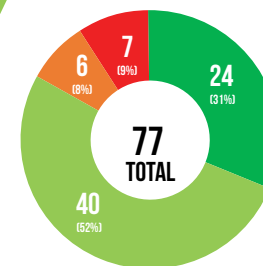
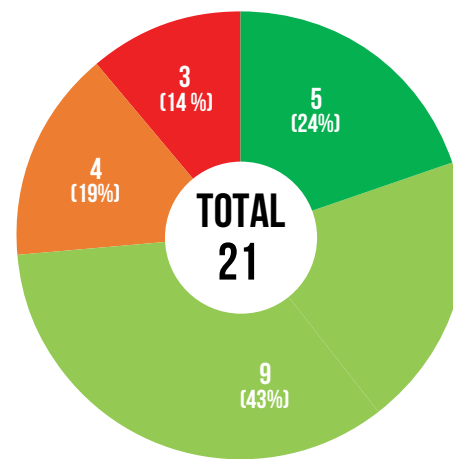
## SECONDARY



## ALTERNATIVE PROVISION



## SPECIAL



## DIFFERENT SCHOOL TYPES

As detailed in the Department for Education's white paper last month, all schools are expected to become academies by 2022 following government claims that academies can improve performance.

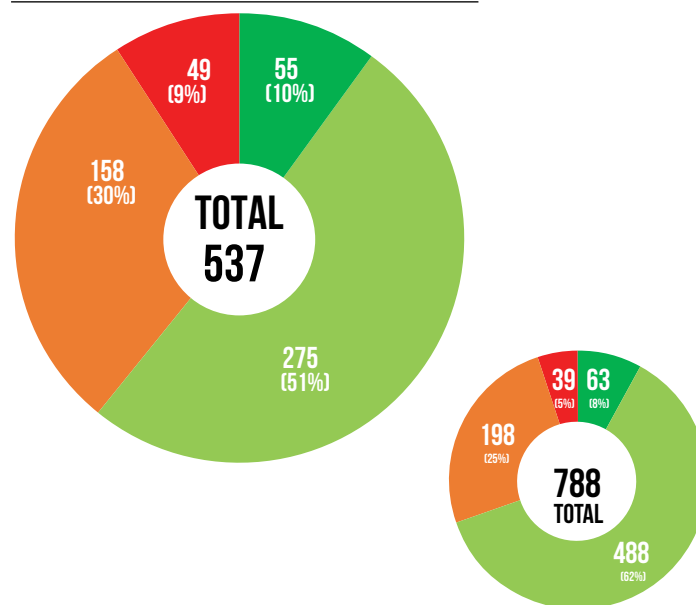
Ofsted outcomes this term do not appear to back this up. The overall performance of maintained schools in comparison with converter academies is almost identical – 61 per cent of LA-maintained schools are good or outstanding, compared with 58 per cent of converter academies. However, 20 per cent of converter academies are outstanding – 10 percentage points more than LA-maintained schools.

Sponsored academies – schools typically turned into academies after being told they are inadequate or requires improvement – have much poorer outcomes.

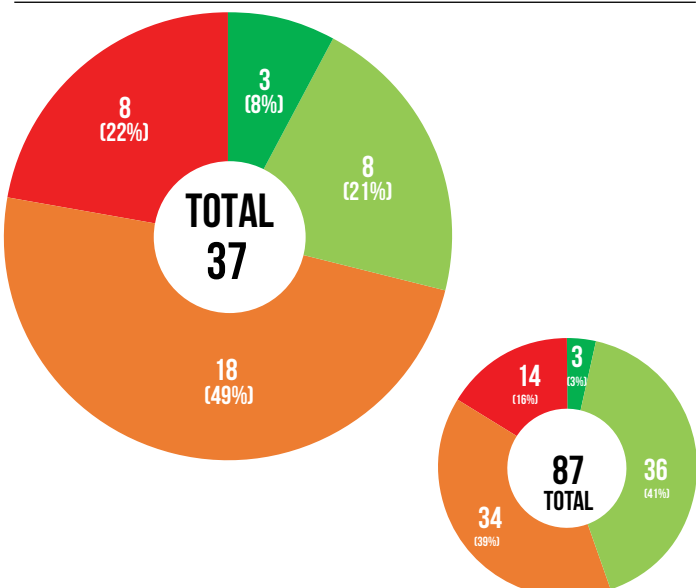
But when both sponsored and converter academies inspection outcomes are measured together, LA-maintained schools come out on top. Fifty per cent of academies were outstanding or good, compared with 61 per cent of LA-maintained schools.

Very few free schools were inspected over the past three months. None was outstanding, three were good and one – a special school – inadequate.

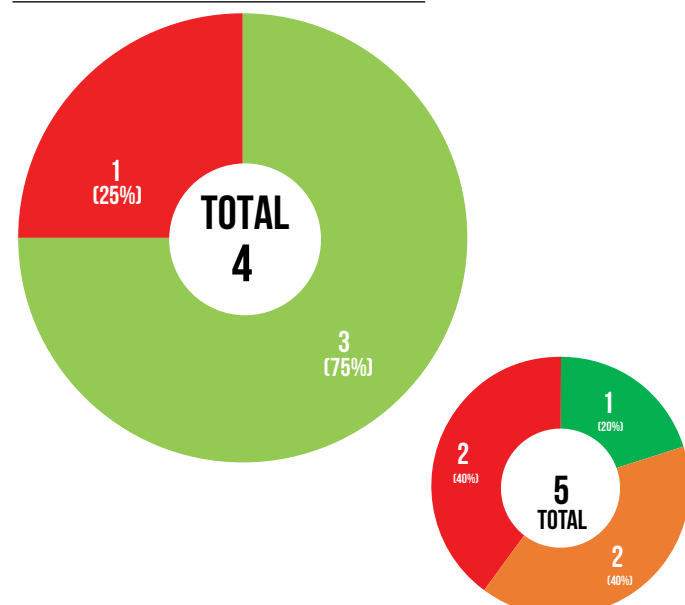
### LA-MAINTAINED



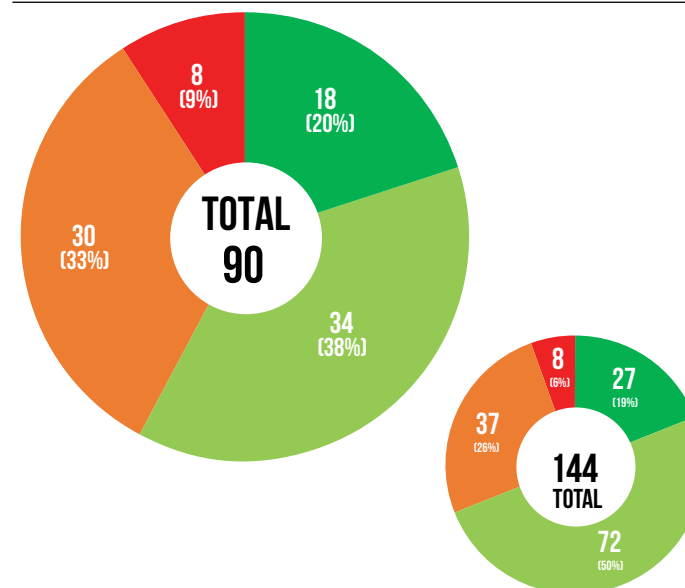
### SPONSORED ACADEMIES



### FREE SCHOOLS



### CONVERTER ACADEMIES



## THE SCHOOL THAT GOT BETTER WITH WALLS

No school this term managed to go from inadequate to outstanding.

However, published on Monday (and so just missing last term's figures) was the report for St Aldhelm's Academy, in Poole, Dorset.

The school, which has featured several times in *Schools Week*, has gone from special measures to good, after Ofsted last year called it "dysfunctional and unsafe".

In the first visit, inspectors told how pupils "caused havoc" by running around corridors during lessons and left the building to smoke cigarettes. Ofsted also said staff were verbally and physically assaulted.

In the latest report inspectors said the secondary school had been transformed in the past year. Inspectors said: "The Ambitions Academies Trust,

and in particular the chief executive officer, have transformed the quality of education the school provides. The school is unrecognisable from when it was placed into special measures."

The school, which has 350 pupils, had open-plan classrooms as part of its aim to provide "21st-century modern teaching". Inspectors said these were "disruptive".

When the new sponsor took over last year it said that the environment "made it impossible for students to concentrate".

*Schools Week* also revealed that the government was giving the school part of a £7 million grant to build walls and box-in the classrooms.

The latest report suggests the approach paid off. Inspectors said the school was now "calm and harmonious"

and the new chief executive and senior staff had "brought about a stunning transformation".

Of pupils' behaviour, inspectors said: "Pupils speak overwhelmingly positively about the improvements in behaviour since the Ambitions Academies Trust and current senior leaders took over the running of the school. The school is now a place where behaviour is good both in and out of lessons. Pupils wear their uniform well and talk with pride about their school."

The school was not given an



outstanding rating because inspectors said the most able pupils were not being "consistently challenged", which limited their progress, and pupils were not using feedback effectively.

#### Notes:

Based on all section 5 school inspection reports published between January 1 and March 20, 2015. Data provided by Watchsted, a service from Angel Solutions Ltd. Percentages may not sum to 100 due to rounding.

## PROFILE

# “I HAVE LIVED AND BREATHED FINANCE FOR AS LONG AS I CAN REMEMBER”

ANN MCGAURAN  
@ANNMCGAURAN

**Stephen Morales, chief executive of the National Association of School Business Management**

As a sportsman and former national league basketball champion, Stephen Morales wants to know where everyone on the court is heading.

He speculates, for instance, on the “end game” of the 2016 education white paper, which says all schools must become academies.

“Is it public sector efficiencies? Is it improving the system for the whole of the education community so everyone moves up and not just a select few?”

“What’s driving this? Is it the UK’s position in the Pisa tables [international tests for 15-year-olds]? Is the client the Department for Education? Is it Ofsted or is it the pupils and the parents we serve?”

Morales says that to increase the number of academies, high-performing trusts with just one school (“standalones”) will be encouraged to partner with other schools, some high-performing and some not so high-performing. “That will potentially be a distraction for them. So what’s the imperative? Is it raising the aggregated attainment (across groups of schools)?”

The National Association of School Business Management (NASBM) – which launched new professional standards for school business managers at the end of last year – includes junior administrators through to chief operating officers; finance directors up to people knocking on the door of chief executive roles. He believes business management is making an enormous difference in schools and that he is “privileged” to be overseeing it.

Morales has dealt with significant changes from the earliest stages of his life. Born in Gran Canaria, Paco, his father, is Canarian and his grandmother, Cuban.

His mother Yvonne is from Manchester so the family came back to the UK when he was an infant. He then moved to Majorca with his younger sister Laura when he was four. “My first schooldays were in the Spanish system. It was a Catholic school. I was a little blond boy in an international school. First language English, second language Spanish and trying to adapt to that . . . I came back to the UK when I was six and went straight into the British system.”

He says there was a “bit of turbulence because of the moves, but that in its own way was beneficial”. His father was the director of audit within hospitality chain Brent Walker.

“My dad had been presiding over big hospitality operations, casinos, restaurants and hotels. Certainly I have seen finance, operations and audit functions – lived and breathed them – for as long as I can remember.”

He went to FitzWimarc secondary school in Rayleigh, Essex. “It’s a mixed comprehensive and was high performing. I had very happy days there.”

## STEPHEN MO

He was a house captain and prefect, more interested in sport than academia. “Sport was really important to me – my big passion.” The school suited him perfectly as they were successful nationally within athletics. He played national league basketball for Crystal Palace, while studying maths, economics and Spanish in the sixth form.

He then went to the US on a sports scholarship but soon decided that he did not want to be a professional sportsman, and so moved to Credit Suisse in London as an analyst and project manager working in system architecture and change management.

He left after five years. Money was no object in investment banking at that time – “you had everything at your disposal. When I did start to reflect, it caused me some internal conflict.”

After 9/11 and the end of the dotcom era he realised that investment banking needed to make “some real efficiencies . . . we were being squeezed really hard by the senior managers within the bank and it wasn’t for me. So I took a sabbatical and ended up lecturing.”

He went to Tenerife to lecture at a university “as a business specialist rather than an academic” and worked as a finance director for the International British School in Tenerife. His wife Jacqueline taught within this group of schools and their daughter Ellie – now 21 – was a pupil.

In 2007 the family returned to the UK and he took up a post as business director at Watford Grammar School for Girls, in north London. It is not a grammar school, he says, but “essentially a comprehensive” with a “very small” partial selection based on pupils’ musical aptitude.

## IT’S A PERSONAL THING

### Who was your mentor growing up?

My secondary school PE teacher, who was also my economics teacher – Tony Mescal – a chap from south Wales, a fanatical rugby player and enthusiast and well-connected with the Welsh team in the mid-80s.

### What drives you?

It’s very important to me that what I’m doing makes a difference to society.

### Hobbies?

Triathlons. They make me feel alive and the harder I push, the more alive I feel.

### What did you have for breakfast?

Porridge.

### If you could live anywhere in the world, where would it be and why?

Where I live now, rural Bedfordshire – I love it.

### What one piece of advice would you give your daughter?

Stay the course, but have fun doing it.

Dame Helen Hyde headed the school (and still does). It became an academy and Hyde had a significant profile with government. “Quite quickly she introduced me to various committees, debating forums and platforms and I ran with that.”

In the first 12 months of the school becoming an academy, he put in place systems and processes “to get people on the team who could deliver in terms of financial control, assurance, financial health and develop a commercial opportunity (leisure facilities).” He says the leisure facilities now turn over “something like” £500,000. Before he worked there the school had never considered using its assets in such a way.

This nous for finding ways to sweat assets is part of Morales’ naturally strategic mind. As a trustee of NASBM in 2011-2012, he led a strategic review of its activities, including governance and management “and presented those findings to the chief executive”. He became head of the association in 2013.

For him, the launch of the new professional standards for school business management last year was an “extremely important milestone”. Often overlooked in school hierarchies, he believes business managers can hold the

# RALES

key to schools having financially healthy futures.

He has a clear vision for more change. He wants, for instance, a gradual move towards institute status and national leaders of business education in the same way as there are national leaders of education. "If it's a self-improving system we will need to deploy our best people into that and we need to identify them."

Unlike the College of Teaching, a profession-led institute for teachers that got a £3 million funding boost, the government hasn't made as much fuss of an institute for school business managers. But Morales's point about the end-game of the white paper is relevant here. If the entire school system is to become self-sufficient, operating its own funds and standing on its own feet, it is going to need financial operators with the skills to do it. A national institute for business managers would go a long way to making that happen.

## Curriculum vitae

### Education

<b>1972-74</b>	Catholic infant school, Majorca
<b>1974-78</b>	Broughton primary school, Flintshire, Wales
<b>1978-80</b>	Ashingdon primary school, Rochford, Essex
<b>1980-86</b>	FitzWimarc school, Rayleigh, Essex
<b>1986-88</b>	Colchester Institute – diploma in leisure and business
<b>1988-89</b>	Fresno City University College, California – economics
<b>2006-08</b>	University of Leicester – postgraduate certificate in educational studies
<b>2008-10</b>	University of Leicester – MSc educational studies
<b>2012-13</b>	National College, Nottingham – masters level 7 business director programme

### Career

<b>1989-90</b>	Relief manager, Brent Walker
<b>1990-96</b>	Centre manager, Wimpey Leisure, Tenerife
<b>1996-98</b>	Leisure services facilities manager, Southend Borough Council
<b>1998-2003</b>	Analyst and project manager, Credit Suisse
<b>2003-04</b>	Lecturer in business and marketing, The Vic University Santa Cruz, Tenerife
<b>2004-07</b>	Finance director, International British School, Tenerife
<b>2007-13</b>	Business director, Watford Grammar School for Girls
<b>2013 to date</b>	Chief executive, National Association of School Business Management



Stephen and his wife Jacqueline



Stephen taking part in a triathlon



Stephen, his wife Jacqueline and daughter Ellie

## REVIEWS

TOP BLOGS  
OF THE WEEK

To view individual blogs visit  
[www.schoolsweek.co.uk/reviews](http://www.schoolsweek.co.uk/reviews)



Our blog reviewer of the week is Emma Mattinson-Hardy, former primary school teacher and union organiser @emmaannhardy

### Pedagogy is political

@PhilBeadle

Following the publication of the education white paper, surely there can be no one who doesn't believe that the reforms are political. In this blog, Beadle argues convincingly that it is also pedagogy that is political. One of the parts that resonated so strongly with me was this description: "The intention was to nurture the voice of the child, to give them a sense of its validity and potential power; and, rather too softly-softly for my liking, to politicise them. We teach not to be obeyed but to be questioned." This reflected the education I received from my humanities and English teachers at school. At 15 I spoke in my first debate, a discussion on the NHS that was shoe-horned into the "medicine through time" history syllabus. As a teacher I always ran debate groups because I wanted children to question and to have the confidence to argue for what is right.

I agree with Phil, "We seem to have moved... back to a brave old world in which approved knowledge must be asserted by unimpeachable authority figures... political actions have political consequences and wondering what those might be remains justifiable. We fought this war before: I am not yet convinced that the good guys lost."

### The physical and beyond

@ImSporticus

The subjects that comprise Progress 8 are there because of a political decision. The arguments for including physical exercise are clear and uncontested, but Sporticus goes further and identifies four aspects of PE: the physical, the cognitive, the affective and the

social. In an era of increasing mental health and obesity problems for children, these parts stood out for me, but maybe because my politics influence what I see as important.

"Many students come to my school unable to treat each other well, especially within PE. They also lack the basic interpersonal and social skills to create an environment of trust and risk-taking. Just putting students in teams does not necessarily improve these skills... making the development of basic social skills such as listening, shared decision-making, leading and encouraging others a priority is essential within PE if the learning in other domains is to occur."

### The school-led or school implementation system

@LeadingLearner

All the recent talk of a "school-led" system is gently and beautifully exposed in this account of leadership. "The narrative is all about implementing government ideas efficiently or simply ignoring them; if you don't then you are not a good and brave leader. *Implementing daft ideas efficiently or ignoring the consequences of decisions is not brave leadership it's stupidity.*" The anecdotal story of a head that allowed staff to "innovate" when they reached the same conclusions as her made me smile; we have all worked with leaders like that! "Stupid ideas are still stupid ideas even when implemented well – add forced academisation to 90 per cent of students made to do the EBacc to teachers' assessment of writing; all are time wasters."

### The panic paradigm

@Bottoms\_bray

This is a rather sobering, yet humorous, account of the time of year when "accountability" rears its ugly head. "Everyone stares into the abyss, their pious hopes slowly peeling away.

"The hoped-for last-minute burst of progress seems ever more unlikely."

Teachers are asked/drilled on why they have not compensated for ever-increasing poverty and childhood stress to attain the benchmark pass; to evidence the all important "positive contribution to the wider life and ethos of the school" the word "intervention" is banded about, striking a chill in to many teachers' hearts.

"You will be asked to find a way of overcoming every shortcoming in the pupil, the school, its SLT and your own performance in the few weeks that are left.

"It is unfair to expect me to carry on giving ever more of my time, energy and expertise in the vain hope that a final revelation will manifest in the underperforming.

"Why don't we listen to the complaints about performance at the start of the key stage and panic then?"

## BOOK REVIEW

### Coalition

Author David Laws

Publisher Biteback

ISBN-10 1849549664

ISBN-13 978-1849549660

Reviewer Cath Murray



Much has been made of the access David Laws, the Liberal Democrat had to Nick Clegg's notes while writing this memoir. Paddy Ashdown, the former party leader, has even called it the "definitive account" of the coalition. However, woven throughout this highly readable story of a political party's first forays into government, is the thread of one man's account of his political career.

In truth, the book wouldn't be half as compelling without it: from Laws's early triumphs in the Treasury, to his fall from grace just 28 days in and later reinstatement at the heart of government as schools minister and then minister of state in the Cabinet Office, the personal and political justification provides a consistent narrative strand. But while the account is fascinating, comprehensive and packed with entertaining interactions and character sketches, Laws, like any politician, is advancing a particular view.

The chapter on tuition fees is enlightening. Laws maintains that raising fees, while a PR disaster, was a policy success, "protecting university budgets and enabling student numbers, including those from disadvantaged backgrounds, to rise".

Here we understand why mentions of the pupil premium – Laws's pet project – are peppered so liberally throughout the early chapters. In a climate of budget trade-offs, he creates an either-or dynamic: tuition fees v pupil premium; middle-class subsidies v support for disadvantaged pupils.

Laws is committed to the dichotomy. The key to social mobility, he maintains, is "in schools and the early years, not in free tuition for children from middle-class families".

The trade-off mentality should not surprise. Confronted with a spiralling deficit, the all-powerful Treasury hovers as a phantom over the shoulder of all departments, dashing hopes, slashing budgets and sometimes squeezing policies beyond recognition.

From his time as schools minister, Laws provides juicy detail. We see a "semi-autonomous" education department that

deliberately misled the Treasury.

As for the education secretary, while Michael Gove "blocked or ignored" the prime minister, David Cameron and George Osborne are said to have generally "trusted Michael and left him alone to pursue his radical agenda". Local authorities, we are told, competed with "careers advisers, sex education experts and cross-departmental committees on Michael's 'most-hated' list".

Yet Laws warmed to Gove on a personal level, finding common ground over education and "equality of opportunity". "In a Conservative party that was too often the defender of the interests of those who benefited from the status quo," Laws writes, "here was a man who quite genuinely wanted to break Britain's class-ridden

society open to 'outsiders'."

Gove is portrayed as a likeable, formidable force, who in Cabinet "crackled and sparkled as almost no other minister could". Yet despite his wit, verbal elegance and "under-stated humour", we also witness his stubborn nature and compulsive need to meddle in the detail of curricula.

Some of the outsider's cynical suspicions about the workings of government are confirmed, with policy ideas announced before being thought through and, on

more than one occasion, more effort being spent on coming up with a name for a new initiative, than working out its substance.

At its heart, this is a book about people, and the politicians of its pages are revealed to have much the same traits as rest of us; thoughtful, dedicated, hard-working, stubborn, conniving and misguided. It ends with some detailed character analyses that provide invaluable insight into many of the key players in contemporary British politics.

And while female politicians seem starkly absent, the prize for the best put-down definitely goes to the Queen, who on greeting Osborne, said: "I think the last time we met, we were looking at all those gold bars in the vaults of the Bank of England? Such a pity that so few of them are still ours."

In short, this is a frank insider account that makes a sterling effort at impartiality, while betraying a healthy (and substantiated) personal and partisan bias. An invaluable perspective on the politics, personalities and press scandals of 2010-2015.



**NEXT WEEK**  
Initial Teacher Education in Schools: A Guide for Practitioners Reviewed by Rachael Hare



# A week in Westminster

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

Welcome back from the Easter hols – hopefully it was filled with trolleyloads of chocolate and you had a chance to switch off (although you probably spent the break worrying about which multi-academy trust you're going to be pushed into).

## THURSDAY:

Another Thursday, another really important Department for Education announcement published just as one starts to think about home time and what to have for duns \*sigh\*.

*Schools Week* was told at 4.41pm that the government is abandoning baseline tests this year after a study found that the models from its three chosen providers were not comparable so could not be used as a performance measure to hold schools to account.

Despite spending a ton of cash, ministers had no choice but to give them the chop.

It won't surprise *Schools Week* readers, though. We revealed back in February that it was expected to happen... \*pats self on back\*.

We've got the latest take on page 10.

## FRIDAY:

WiW extends our warmest welcome to Rebecca Clark, announced as the new regional schools commissioner for the south west today. The national education director of academy chain Oasis will start next month.

She seems to be a popular choice and lots of tweeters shared their approval. (Or could they have been trying to get in her good books? After all, she's now in charge of overseeing 800 academies and free schools in her region.)

But something many didn't mention was her role as south west regional leader for the school partnership group PiXL.

*Schools Week* has been shedding light on the organisation's controversial advice for its schools to boost results – such as promoting full cohorts to take an ICT qualification that can be taught in three days.

Just last month we revealed another PiXL row had erupted after north London headteacher Tom Sherrington accused the group of advising schools to game the system.

Ofsted executive Sean Harford even

stepped in to say he would ask inspectors to crack down on schools trying to skew league tables.

He later confirmed this just days before Clark got the government gig. Awkward.

## TUESDAY:

WiW is an enthusiastic advocate for more transparency around the meetings between regional schools commissioners and their headteacher boards in which major decisions are taken (such as which sponsor will take over a failing school).

But these meetings aren't open to the public and the record of minutes are pretty poor.

So imagine our disappointment when schools commissioner Sir David Carter was questioned about this live on BBC2's *Newsnight* – only to be cut off because they ran out of time.

Undeterred, we took to Twitter to seek some answers from Sir Dave. It seems he was as keen for dialogue as us, and fired off a response about how RSCs will intervene when needed but leave good schools alone.

He did admit more needs to be done to

make the system easier for parents, but didn't address transparency. Hmph.

Another report, this time from data experts SchoolDash, once again said what most of us know – becoming an academy doesn't make much difference to your results. Author Dr Timo Hannay looked at publicly available data on GCSE results and progress measures for both local authority schools and academies. He found it does not support claims that forced academisation will lead to across-the-board improvements. Will Nicky Morgan and co listen?

## WEDNESDAY:

The DfE published 10 facts you need to know about academies, in which it dispels ten myths with ten "facts". Myth: "Academies don't lead to higher standards." Fact: The academy system is "more likely to lead to long-term improvements in results over the next decade."

So we're guessing the DfE didn't get a heads-up on the SchoolDash report. How embarrassing.

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# The principles behind

In the autumn of 2014, the Coalition government surveyed more than 20,000 people on teacher workload. After taking a year to mull over the results, and recruiting three groups of experts to resolve the matter, the government has now published their three reports. But what did they find? Editor **Laura McInerney** read the papers to find out

**T**eachers are drowning in workload.

A plethora of curriculum and assessment changes, across all age ranges, means they are frantically rewriting lesson plans and trying to keep up with what feels like never-ending amendments to new tests.

When the results of the government's large-scale survey on workload were revealed, it was clear teachers felt the perpetual change of school policy was the primary cause of their burden. And yet, the government has continued to push on with changes to every GCSE, A-level and key stage test.

Only one sop was provided: three groups of experts convened to recommend ways of lowering workload.

Their reports were eventually released on the Saturday of the Easter bank holiday weekend. The irony almost hurts.

The experts' suggestions

cover three different areas – planning, marking, and data – but were disappointingly weak. Lots of “should”, “could” and “encourage” but no real commitments from the government or Ofsted.

Schools already follow most of the recommendations. For example, one states: “teachers should consider the use of quality-assured resources, such as textbooks or teacher guides”. Which teacher doesn't consider such things? A gold star if you can find them.

Hidden among the text of each report, however, were a series of underlying principles.

The authors argue that following these can help to reduce workload in three areas – planning, marking and data handling – regardless of context.

When a school implements policies, their theory goes, if it uses these principles then workload will decrease.

So, what are they?

## THE FIVE PRINCIPLES OF PLANNING

THE “PLANNING” EXPERT GROUP, LED BY KATHRYN GREENHALGH, DIRECTOR OF MATHS AT OUTWOOD GRANGE ACADEMIES TRUST, CREATED THESE FIVE PRINCIPLES FOR SCHOOL LEADERS.

DOES YOUR PLANNING MEET THESE STANDARDS?





# d reducing workload

## MARKING: THE 3 MS

THE MARKING EXPERT GROUP, LED BY DAWN COPPING, HEADTEACHER AT SHAW PRIMARY ACADEMY IN THURROCK, CLAIMS THAT WORKLOAD CAN BE REDUCED BY ENSURING ALL MARKING ACTIVITIES MEET THREE PRINCIPLES. ANY ACTIVITIES THAT DON'T MEET THE STANDARD SHOULD BE DITCHED. HOW DO YOURS MEASURE UP?

ALL MARKING SHOULD BE . . .

**MEANINGFUL** Marking varies by age group, subject, and what works best for the pupil and teacher in relation to a particular piece of work. Teachers should adjust their approach and be trusted to use outcomes in subsequent planning and teaching.

**MANAGEABLE** It should be proportionate and take into account the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This should be written into any assessment policy.

**MOTIVATING** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than his or her pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

## DATA: THREE BIG QUESTIONS

THE DATA EXPERT GROUP, LED BY LAUREN COSTELLO, EXECUTIVE MANAGING DIRECTOR AT THE WHITE HORSE FEDERATION IN SWINDON, URGED TEACHERS AND SCHOOL LEADERS TO ASK THREE QUESTIONS ABOUT ANY DATA PROCESSES IMPLEMENTED IN SCHOOLS – AND TO CHANGE PROCESSES THAT DO NOT MEET THE STANDARD.

# 1

### Am I clear on the purpose?

Why is this data being collected, and how will it improve provision?

# 2

### Is this the most efficient process?

Have the workload implications been properly considered and is there a less burdensome way to collect, enter, analyse, interpret, and present the information?

# 3

### Is the data valid?

Does the data actually provide a reliable and defensible measure of educational attainment?

# School Bulletin



## Abigail keeps her eyes on the prize

Winner Abigail Lavercombe will start a mechanical engineering degree at Birmingham City University this September

**A** Solihull pupil has won a sponsored undergraduate degree at Birmingham City University after taking top prize in this year's Millennium Point Young Innovator award.

Abigail Lavercombe of St Martin's Girls' school was one of seven finalists who made a presentation focusing on science, technology and engineering with themes including nanotechnology, robotics, sustainability, future energy, feeding the world and space exploration.

The 18-year-old impressed the judges

with "Urban Futures: Birmingham in 2065". She now has a place on a three-year mechanical engineering degree at Birmingham City's faculty of computing, engineering and the built environment, starting in September.

Abigail says: "It's definitely a dream come true. Winning a sponsored degree now means I can pursue my passion for engineering and hopefully go on to have a rewarding career in that field."

Abigail also won a summer placement with Millennium Point as part of her prize.



## Golden advice from athletic siblings

Anton and Kerry Dixon

**A** brother and sister who are going for gold at this summer's Rio Olympics returned to their old school in Ipswich to inspire current pupils.

Anton and Kerry Dixon, who are on target to compete in the long jump and 400m hurdles, took a break from their training schedules to deliver an assembly to year 10 pupils at Westbourne academy.

With their tagline "If your dreams don't scare you they're not big enough!", the

siblings told of their sporting journeys, including a switch from basketball for Anton while at university in Canada.

Now living back in Ipswich, Anton and Kerry have finished their respective degrees in journalism and media, and say their sights are now firmly set on Rio.

Principal Garry Trott says: "Anton and Kerry's words and experiences were incredibly powerful. They are two excellent examples to our current pupils of the benefits of hard work and dedication."

## Oundle pupils pool their efforts

FEATURED

**A** team of Oundle School pupils crawled their way through a 24-hour non-stop swim in memory of a pupil's father and to raise money for The Anthony Nolan Trust.

The group of ten from the Northamptonshire school pushed themselves to the limit as they swam in pairs in 30-minute shifts throughout the day and night.

They swam 3,314 lengths, or 114,159 metres – the equivalent of crossing from Dover to Calais almost 3.5 times and nearly double their target.

The event was organised by 18-year-old Hugo Beazley, whose father, Nicholas, died in 2013 from blood cancer.

He says: "The Anthony Nolan Trust was the first charity in the world to be set up to help find a suitable donor match for those suffering from blood cancer. It now helps three people every day to find their life-changing donor match. This charity is immensely close to my heart and I am so proud of how much the team has achieved.

"It is a true mark of friendship that this group were willing to sacrifice their weekend, strength and temporary sanity to help me do my bit in memory of my father."

Two pupils were in the pool throughout the swim, which meant each swam double the amount of time originally planned.

"We all wanted to take on as much of a challenge as possible, in the spirit of the event," Hugo says.



Marathon effort: the ten Oundle School pupils who swam in relay over 24 hours to raise more than £9,000 for charity



The team set a target of £2,000 but has now boosted that to more than £9,000.

"It has been a real honour to have organised and been a part of this event, and huge thanks must also be made to Julie Clipstone and her team at the school pool

for the amazing throughout-the-night live guard volunteers who helped to make this all possible."

You can donate by visiting [uk.virginmoneygiving.com/team/Oundle24HourSwim](http://uk.virginmoneygiving.com/team/Oundle24HourSwim)



## BACK IN TIME AT THE ROYAL ALBERT HALL

**T**he Royal Albert Hall has launched a new Victorian tour to boost learning in key stage 2 history and literacy.

In the "immersive history lesson", pupils will join two characters from Victorian society as they tell stories of the era's famous people and their achievements.

Topics covered on the tour and accompanying workshop include Nightingale and public health, Faraday and electricity, Brunel and architecture, Perkins and cloth dye and Dickens and literature.

Anthony Lynch, the hall's tours manager, says the Victorian era will be brought to life for school pupils all over the country "so that they can immerse themselves in history like never before.

"Interactivity is key to engagement. We hope that by taking the lesson out of the traditional classroom setting, today's young minds will relate to topics that are harder to identify with in a textbook. After all, Queen Victoria herself built the hall so what better setting to learn about and celebrate the era."

Download information sheets and book tours at [royalalberthall.com](http://royalalberthall.com)

# MOVERS & SHAKERS

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

**A**ndrew Hall, the chief executive of AQA, is retiring at the end of the year.

Hall, who joined the awarding body in 2010, says the decision was prompted by realising that elderly relatives needed his support. "I want to be able to spend more time with them than my full-time job allows."

He came into education because he wanted to "help young people have the best possible chance of competing in a tough economic climate.

"Our focus over the past five years has been on designing high-quality assessments that encourage and support good teaching and learning."

Before joining AQA, Hall was director of strategic resource management at the Qualifications and Curriculum Authority for two years. He became its chief executive in 2008.

Before moving to the public sector, Hall spent a considerable time as the chief executive of a public company and had built up his own business. Over the previous 20 years he had a number of management roles in industry.

An spokesperson for AQA says that recruitment for his successor will begin this month.



Andrew Hall



Ben Parnell



Janet Lord

**Ben Parnell** has been appointed by Ormiston Academies Trust (OAT) as its director for the south region.

Taking up the post from the start of this term, his role will be to work with the principals of the six Ormiston academies in the region "with a direct approach to make sure that they are all brilliant schools".

Parnell started his career as a geography teacher in Cornwall and has spent the past few years leading a number of schools out of special measures, including Nova Hreod Academy in Swindon and The Hurlingham Academy, London.

He says he has a "fairly simple but effective" strategy to improve schools. "I

make sure that we get really good teachers into schools and keep the really good ones that are there.

"I also have a belief that students shouldn't disrupt learning in schools, ever. If you came into any of them you would find that every class is disruption-free and that allows good teachers to teach great lessons."

**Janet Lord** has been appointed as the new head of secondary initial teacher education at Liverpool Hope University.

Lord, the former director of

undergraduate matters in the school of psychological sciences at the University of Manchester, says her new role will be dedicated to "nurturing partnerships and collaborations with schools to create outstanding provision.

"We need to ensure that in any teacher training programme, we account for the individual, the school environment and the circumstances in which teachers are operating."

Lord has spent the past 30 years teaching and leading education across the north west with roles in the education faculties of Manchester Metropolitan and Edge Hill universities.

She says that her consultancy work with schools and colleges has focused on the development of newly qualified teachers, underperforming teachers, and approaches to teacher CPD that "recognise the individuality of teachers and their experiences".

She has a strong interest in inclusion was sparked early in her career when she worked with students at the University of Sheffield who had taken the access route into higher education.

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](mailto:news@schoolsweek.co.uk)

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

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

Location: Bristol

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

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

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

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

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

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

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

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



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SALARY: H3.14 (£16,231 + £824 FRINGE = £17,055)

REQUIRED APRIL / MAY 2016

An 11-18 co-educational, all ability school on the Herts/Bucks. border.'Outstanding'(Ofsted Oct. 2011). If you would like to join a friendly staff team, the following vacancy will commence April / May 2016. Good technical understanding of ICT networks and experience of supporting ICT systems in a school.

- Up to date knowledge of ICT software and hardware essential
- Main duties and responsibilities outlined in the job description available on the school website
- Temporary post until 31st December 2016
- Full time 37 hours per week, holiday allowance 23 days per year

Full job description is on the school website.

Application to be sent to Mrs. J. Price, (HR Admin) by Friday 15th April by 10am. Please include a covering letter, completed support staff application form from the school website and include the names of two referees.



Loyauté m'oblige

**INTERVIEWS WEEK COMMENCING 18TH APRIL 2016**

Website: [www.stclementdanes.org.uk](http://www.stclementdanes.org.uk)

Email: [enquiries@stclementdanes.org.uk](mailto:enquiries@stclementdanes.org.uk)

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

Tel: 01923 284169

**St Clement Danes School**

# Primary Leader

**Salary: Scale: ISR 17-21 (£57,237 to £63,147)**

**Roundhay School, All-through education from 4 to 18**

**NOR 2000 growing to 2500 (current Primary Phase 273 - 2FE)**

**Permanent Role**

**Start Date: 1 September 2016 or later, by agreement, for an exceptional candidate**

Following the promotion of our Primary Leader to become an HMI, Governors are seeking to appoint an inspirational leader with the passion and enthusiasm to lead the Primary Phase of our 'Outstanding' all-through school. Roundhay is 'all about its students', 'where staff ensure that each one regardless of background or ability is given every opportunity to shine' (Ofsted).

Are you an ambitious leader who has vision and relentless drive on learning and teaching to shape our Primary Phase for future generations? Do you strive to ensure that all pupils and staff can aim to be "the best that they can be"? It's a once in career opportunity to join our school and help lead us on our learning journey.

**We are seeking to appoint Primary Leader who:**

- Has the potential to become an exceptional leader
- Has the skills and vision to shape and drive the continuous development of our through school
- Has the ability and a relentless focus on tackling the challenges that will arise both locally and nationally
- Is a true team player who is committed to widening their own learning as leader and developing others
- Is an excellent communicator, who is approachable and enthusiastic
- Wants to play a key role in our community through active partnership working with pupils, staff, parents, other schools and the wider community



**We can offer you:**

- Being part of the team leading the most oversubscribed school in Leeds with the highest pupil attendance
- State of the art facilities in a newly opened (2012) £8 million building based on its own green campus just ½ mile from the Secondary Campus
- Wonderful staff "There is no us and them ... we're all one team" (IIP Gold)
- Autonomy and support from the 'through school' systems (e.g. Finance, Facilities management, PR, Media, HR and ICT) and staff across the school, to enable you to focus on learning and teaching
- 'Excellent staff development' (IIP Gold) to support you on the next stage of your career
- The benefits of being a strategic founding partner in the Red Kite Teaching School Alliance which currently involves over 20 Primary schools and 12 Secondary schools in partnership. These benefits include cross-Alliance CPD and Teacher training opportunities

Job pack and application details on [www.roundhayschool.org.uk/vacancies](http://www.roundhayschool.org.uk/vacancies)

**Interviews will be held on Wednesday 27 and Thursday 28 April 2016.**

We warmly welcome you visit our Primary Campus on Thursday 21 April 2016. Please email [headteacher@roundhayschool.com](mailto:headteacher@roundhayschool.com) to book an appointment or a telephone conversation with Headteacher, Neil Clephan, to discuss your application further.

Please visit our website to gain a further insight into our through school [www.roundhayschool.org.uk](http://www.roundhayschool.org.uk)

# KS2 TEACHER

**SALARY: T1-T9 | FULL TIME | CLOSING DATE: 18TH APRIL 2016**



**The Vacancy**

The Governors and Head Teacher of the school wish to appoint an enthusiastic and committed class teacher to work in their KS2 department from September 2016.

**About Levers Edge Primary**

Lever Edge Primary Academy is a large two form entry primary school which converted to academy status in 2011. The school caters for children between the ages of 2 and 11 year, with approximately 550 pupils on roll.

The school has been graded as Outstanding by Ofsted and the Head Teacher is a National Leader of Education and the school is a National Support School.

**The Person required for the post**

The post is suitable for a caring, creative and well organised teacher who is able to deliver outstanding outcomes for pupils. Working alongside other colleagues in the KS2 team, you will need to demonstrate good interpersonal skills and be able to form positive and supportive relationships with staff and pupils alike.

**What the School can offer you**

The school building is very well organised, maintained and resourced. Pupils' behaviour throughout the school is exemplary, leading to a calm and pleasant working environment.

The governors believe that family friendly staffing policies are vital in ensuring that staff feel valued and that their work life balance is given a priority. Consequently, the governors offer

the following staff benefits:

- Subsidised on-site child care facilities for staff (taking babies from the age of four months)
- A generous Leave of Absence Policy for child care obligations, including generous paid leave for child sickness
- Admission Policy priority for the children of staff
- Opportunities for staff to build up credits to gain additional Leave of Absence days
- Free lunches provided to staff willing to sit and role model appropriate mealtime behaviour with pupils
- Additional Leave of Absence days for excellent attendance

**The governors also ensure that staff are well supported in the curriculum by providing:**

- A generous PPA timetable for all class teachers
- Specialist teachers to teach PE, Music, MFL and Art
- A very experienced, well trained and professional team of Teaching Assistants to support learning
- A comprehensive professional development programme

If you feel you have the necessary skills to meet the requirements of this post and you would like to work in an Outstanding, supportive, well run school, we look forward to hearing from you.

Visits to the school are actively encouraged. Please contact the school office on **01204 333679** to arrange an informal visit. An application form can be obtained from the school website at: [www.lever-edge.bolton.sch.uk](http://www.lever-edge.bolton.sch.uk) – Staff Vacancies.

# CLASS TEACHER & NQT

Salary: £25,880 - £36,540 - Scale M1 – M6 (depending on experience)

Permanent Role

Full Time - 32.5 hours per week



BARCLAY PRIMARY  
SCHOOL

Experienced Teachers & NQT Teachers required for September 2016 (1st July 2016 start!)

Barclay Primary School is now looking to recruit outstanding, enthusiastic, innovative and committed experienced teachers and NQTs to work across all phases.

Are you excited by innovation and challenge, energised by opportunities to develop and share your practice, whilst being supported by our friendly team of Senior Leaders, colleagues and high quality mentoring from our pool of SLE teachers?

Would you welcome the opportunity to learn from the team you will become a member of and the children you will work with? If the answer is 'Yes' then we would like to hear from you!

**We offer a bespoke package of training to our NQTs which includes:**

- A two day induction in the Summer Term
- Taught sessions and Peer Observations
- Modelled/ Team Teaching
- Action Research Project
- Cross school visits
- Mentoring - Tutor and Peer
- Detailed one year NQT Induction programme

All our teachers are provided with an iPad and access to other necessary resources. In addition to PPA and NQT release time we provide additional non contact days each term for planning and assessment moderation.

Barclay Primary is the founding school of the Lion Academy Trust and was a converter academy in September 2012: joined by Sybourn Primary in 2013 and Thomas Gamuel in 2014. Our school is fully inclusive and serves a diverse cultural community. Staff from the school support and network with each other through shared planning, INSET and good practice, to ensure that all pupils in our school receive outstanding education and grow into well-rounded individuals.

The Lion Academy Trust (LAT) is a Multi Academy Trust with three member schools situated in East London and the borders of Epping Forest. The Trust is educational partners with the Institute of Education, Samsung and Google for Education and uses cutting edge information technology to educate our future decision makers, leaders and innovators!

Our NQTs begin on Main Scale 1 and will start their employment from 1st July so that they are paid over the summer holidays. If our NQT offer is what you are looking for and you feel you have the necessary skills to contribute to our continuing successful journey we would love to hear from you.

The Lion Academy Trust (LAT) is a Multi Academy Trust with three member schools situated in East London and the borders of Epping Forest. The Trust is educational partners with the Institute of Education, Samsung and Google for Education and uses cutting edge information technology to educate our future decision makers, leaders and innovators!

We welcome visits from potential candidates please contact Maria Hounsell on 0208 539 6777 ext. 105

To apply for this position please email: [recruitment@barclayprimary.net](mailto:recruitment@barclayprimary.net) for an application pack or you can download a pack via our school website. [www.barclayprimary.net](http://www.barclayprimary.net)

**Closing date: Monday 2<sup>nd</sup> May 2016**

**Interviews: Friday 6<sup>th</sup> May 2016**

*The Lion Academy Trust is an equal opportunities employer, is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will undergo reference checks with previous employers, medical clearance and will be subject to an Enhanced DBS check.*

[www.barclayprimary.net](http://www.barclayprimary.net)



COBHOLM  
PRIMARY ACADEMY

PRIMARY CLASSROOM TEACHERS • FULL TIME • NORFOLK • SEPTEMBER 2016

## The biggest challenges reap the greatest rewards

Life can be tough for the children of Cobholm, but it shouldn't be.

A historic and characterful part of Great Yarmouth, it has suffered far too long from low aspiration, poor health, and reduced social mobility.

We have to change that.

At Cobholm Primary Academy we're dedicated to transforming the life chances of the area's young people, and we need determined and talented teachers like you to make that happen.

Join us, and change lives forever.

### ABOUT YOU

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

Organised and resourceful, especially around the monitoring and assessment of pupil progress

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

Familiar with ReadWriteInc strategies

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

### ABOUT COBHOLM PRIMARY ACADEMY

A warm and friendly community school, set next to the Norfolk Broads national park  
Led by a new principal, leading a turnaround of this recently converted academy

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

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

For more details and to apply, visit [www.cobholmprimary.org](http://www.cobholmprimary.org)

Closing date for applications is Friday May 6 2016

INSPIRATION  
TRUST

## JOBS

# SENCO

Salary: L3 - L7 Outer London Pay Scale

Required for September 2016 at Rivers Academy West London



*Do you want to be part of something very special? Are you an outstanding teacher with proven track record of examination success and a desire to lead a team of dedicated subject specialists?*

*Do you have high aspirations for all students and staff and a willingness to engage them in achieving their potential?*

*Yes? Then we would love to hear from you.*

*We were delighted to be recognised as an Outstanding school by Ofsted in March 2015. This is testament to the passion and commitment of every member of staff to secure the best for our students and each other.*

Please visit our website: [www.rivers-aspirations.org](http://www.rivers-aspirations.org) for further information about the Academy.

If you require further information please contact: [yglennon@rivers-aspirations.org](mailto:yglennon@rivers-aspirations.org)

Learn more about Aspirations Academies at [www.aspirationsacademies.org](http://www.aspirationsacademies.org)

Closing date for applications:

**1pm on Monday, 18th April 2016**

Please send completed applications to: [hr@rivers-aspirations.org](mailto:hr@rivers-aspirations.org)

*The Outstanding quality of teaching is clearly demonstrated by the rapid progress made by students, in all year groups "Ofsted 2015".  
"The behaviour of students is outstanding. They are polite and courteous at all times whether that be in lessons or at breaks".*



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### SCHOOLS WEEK Sudoku challenge

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

Solutions:  
Next week

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

### Last Week's solutions

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

### Spot the difference to WIN a *Schools Week* mug



What's the caption? tweet a caption @schoolsweek



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