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If it's Friday, it must be 'outstanding'...

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

The two most extreme Ofsted grades of "inadequate" and "outstanding" are being dished out on the whims of inspectors, suggests analysis by data experts.

Specialists from Arbor Education compared more than 5,000 Ofsted grades awarded last year with grades predicted by a "robo-inspector" designed by the firm.

Schools Week previously revealed Arbor, a data and management information systems consultancy, had developed an algorithm that crunched thousands of government performance figures before outputting a school's likely Ofsted grade.

After its first year, Arbor said the formula had shown a high success rate for predicting schools that faced gradings of requires improvement or good.

However, it was much less successful at predicting inadequate and outstanding grades.

The firm said this showed a lack of consistency around these judgments, which they claimed were more likely to be subjective and determined by inspectors on the day.

This week, Arbor released a second algorithm, this time to identify schools likely to be classed as coasting under new rules

passed into law last week.

Alongside the school improvement service, The Key, Arbor sent emails to every school in England at risk of coasting, a classification that prompts intervention by the regional schools commissioners.

James Weatherill, co-founder of Arbor, said the aim of the mail-out was to "simplify the government's complex coasting standard and to help schools to understand their likely outcome.

"In doing so, our aim is to increase transparency around the new standard, and to help schools to take proactive action to improve in advance of any official judgment being made."

He said the drive behind the new project was similar to that of the Ofsted predictor – making schools more information savvy.

Ofsted has previously questioned the firm's predictor, stating that "data alone does not determine the inspection grade".

But Arbor's findings tally with concerns raised by some headteachers over a "Sliding Doors" effect during Ofsted inspections – named after the film, starring Gwyneth Paltrow, that showed alternative realities for the same characters.

Liam Collins, head at Uplands Community College, East Sussex, has described in *Schools*

Week how inspectors could turn right down a corridor and meet pupils who provide great answers, or turn left and encounter a pupil having a bad day who tells them to get lost.

"There's always the hope that if an inspector doesn't find the evidence, they might give you the opportunity to find them the route that has all the hundreds of knowledgeable kids on it who do know [the answer to an inspector's question], but with only a few hours for inspections that might not be possible."

An Ofsted spokesperson said: "It is not surprising that there is a correlation between inspection outcomes and other data about the performance of schools. But as we have said before, inspection is informed not only by data but also a range of other evidence at the point of inspection, including the personal development, behaviour and welfare of pupils."

Weatherill nevertheless believes his new venture can help school leaders get ahead of the coasting judgments.

Kate Gilliford, senior researcher leading on school improvement at The Key, added: "The practical advice we share in this report is intended to support schools that may be at risk of being classed as 'coasting' to get to grips with what this means and take the next steps to drive improvements in their schools."

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SCHOOLS WEEK TEAM

Editor:	Laura McInerney
Deputy editor:	Cath Murray
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Learning & Skills Events, Consultancy and Training Ltd
161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@schoolsweek.co.uk

NEWS

New metrics 'favour' school-led training

SOPHIE SCOTT

@SOPH_E_SCOTT

Exclusive

The allocation of teacher training places could be subject to new metrics that have been described by an advocate for universities as "undoubtedly biased" in favour of school-based routes.

Only the "best" training providers will be given guaranteed place allocations based on their performance in three metrics, understood to be course completion rates, employability and attainment.

It is also understood the measures could be used for allocating places in 2017-18, which providers will begin recruiting for this September.

"Centres of excellence" were promised by the government in last month's white paper to give stability to the initial teacher training (ITT) sector.

Since September, training providers have faced national recruitment caps; when a fixed number of trainees are recruited across the country, providers have to stop taking any more, even if their courses are half-full.

This caused multiple problems across the university routes, and was described as "chaotic and shambolic" after its introduction.

In response, the government brought in a new "75 per cent" rule for providers after the University of Cambridge said it would have to close its history course because of the new rules. It allowed providers to keep recruiting in certain subjects until they had offered places to 75 per cent of

the numbers they recruited last year.

The Department for Education (DfE) then confirmed multi-year allocations would return for the "best providers", both school and university-led.

However, the inclusion of course completion rates and employability suggests the government is still favouring in-school training routes.

Pam Tatlow (pictured), chief executive of MillionPlus, an advocate group for universities, said the criteria were "undoubtedly biased" in favour of school-based routes in which trainees work as salaried teachers and "progression into employment is virtually guaranteed".

Tatlow said the criteria would "further undermine the viability of university-led courses" and would fail to address teacher shortages.

Universities will be less favoured under the new metrics, suggests analysis by *Schools Week*.

In 2013-14, only 16 (of 255) training providers had all trainees complete their courses and gain employment. All were school-based.

The "best" universities in terms of completion and employment were Leeds Trinity and Buckingham – both with 100 per cent completion and 92 per cent of trainees with jobs.

Russell Group universities, considered to be favoured by ministers, do not rank well on the metrics.



Poorly performing chains can't expand, promises Morgan

FREDDIE WHITTAKER

@FCDWHITTAKER

Academy trusts that cannot demonstrate a "strong track record" in improving schools will not be allowed to take on more schools, Nicky Morgan has said in apparent contradiction to current policy.

The education secretary made the commitment in front of the Commons education committee on Wednesday after being asked four times if she would heed advice from a leading charity that chains that could not demonstrate improvement should be blocked from expanding.

Morgan replied: "If an academy trust doesn't have a strong record of school improvement, then we wouldn't let it take on any more [academies]."

The announcement could create problems for the government, which is already facing a potential dearth of academy sponsors.

Some trusts could struggle because of a relatively low level of improvement among their schools, while others face difficulties demonstrating improvement because of a lack of data.

For example, Creative Education Academies has taken on 12 schools, but



Nicky Morgan: "strong records needed"

the 10 that have been inspected since conversion have remained at the same grade – most of which are requires improvement.

Meanwhile, only one of the seven schools in the Bright Tribe chain has been inspected since conversion. It received a requires improvement, yet the trust received £5 million of government cash last year aimed at improving schools in the north.

Morgan, who has not clarified how trusts' track records will be judged, said that where "things haven't worked out with sponsors" schools will be "rebrokered and moved away".

Russell Hobby, general secretary of the National Association of Head Teachers, said Morgan's commitment raised questions about capacity.

"It makes sense that trusts should have

Newcastle University is top among the so-called "elite" group, ranking 27th based on completion rates. While its primary and secondary routes had almost universal completion, just 64 per cent of trainees were then employed as a teacher.

At the University of Cambridge, which the government stepped in to save from the forced recruitment caps earlier this year, 98 per cent of trainees completed secondary school training, with 96 per cent finding employment.

James Noble-Rogers, executive director of the Universities Council for the Education of Teachers, urged the government to use Ofsted ratings as a measure for selecting "best providers".

Teacher training providers are subjected to inspections, similar to schools, and are given similar grades. Noble-Rogers suggested anyone with a "good or outstanding" measure should be considered "best".

He also echoed concerns about using "employability" as a metric. Data previously collected by the General Teaching Council showed that while trainees in school-based routes immediately began work, many from university routes "took time out, or did supply teaching, before taking a permanent job".

Recent figures show that those in school-based training tend to be over 25, while most on university routes are under 25.

Noble-Rogers suggested criteria including widening participation, the recruitment of teachers from underrepresented groups, and research activity, claiming this would prevent any kind of "gaming" of the system.

a good track record before taking on more schools but I fear that, given their mixed performance, this means that many trusts will be capped and we may have some capacity issues," he said.

Under plans set out in the government's white paper, schools that have not converted or planned to convert by 2020 will be forced to become academies.

Although speculation of a u-turn on the policy has been rife among the Conservative party, David Cameron has said that legislation outlining "academies for all" would feature in the Queen's Speech on May 18.

Labour has said that unless specific legislation forcing schools to become academies is announced in the speech, schools should assume the government is "back-peddling" on its plans.

Addressing the National Association of Secondary Moderns conference on Thursday, Lucy Powell, the shadow education secretary, said comments this week had created "yet more confusion".

"If this is not explicit, then schools should take the message loud and clear that the government is back-peddling, and they should not be panicked into jumping before they are pushed."

NEWS

Ditched primary tests will still set standards

BILLY CAMDEN

@BILLYCAMDEN

Investigates

Primary schools that carried out a now-defunct key stage 1 test must still provide their results to the government so they can be used to set expected standards.

The Department for Education (DfE) ditched the spelling, punctuation and grammar tests for all year 2 pupils last week after it was discovered the material had been available on the Standard and Testing Agency's (STA) website for months as a practice paper.

The mistake came to light when primary schools took part in the standard setting process earlier this month.

But in a letter to headteachers, seen by *Schools Week*, the DfE said there would be "sufficient data" from those who sat the test early to set standards, despite tens of thousands of pupils, parents and teachers potentially having seen the answers.

Last week, Nick Gibb, the schools minister, scrapped the requirement to run the tests and ordered a "root and branch" investigation into the operations of the STA.

The letter read: "It remains important to conclude the standard setting exercise and that [schools] return the marked test papers by Tuesday . . . as planned."

Alison Flack, headteacher at Lincolnshire's Whaplode Church of England school, which was selected to take the tests



Nick Gibb: "schools should return papers as planned"

during the standardising process, said she "couldn't see the point" in sending back the "clearly compromised" results.

"If the department thinks the tests are too compromised for all schools to be using them, then how can the data not be compromised to find a standard?"

"The DfE said very few schools were aware they had used the leaked test but I know for a fact that parents have seen the paper. Even with that knowledge the DfE is not interested and want us to send them back."

A department spokesperson maintained that returning the marked scripts would be



Lynn Knapp: "teachers are working in the dark"

useful. "This will help set standards so that these schools can understand how pupils have done on the test – this information will be made available to other schools if they choose to administer the test.

"We will reconfirm the standards with teachers in 2017 for the tests that year."

Russell Hobby, general secretary of the National Association of Head Teachers (NAHT), said there was "no possible way" schools could have confidence in any standard that emerged.

"We cannot tell whether students have been exposed in advance to the test.

"Even if a school has not formally used

the test materials we cannot know if parents have downloaded them or teachers used them on their own initiative. This exercise should be abandoned."

James Bowen, director of the NAHT Edge service, said there was a "growing frustration" about the waste of time and money.

"With budgets tight in schools at the moment, every pound and penny should be spent on the children. When you think of how much money and time would have gone into sorting out the collection of these tests, it becomes a concern."

The scrapping of the tests was the latest in a string of troubles for primary testing, including the abandoning of the new reception baseline tests, and controversy over the use of an "exclamation sentence" in literacy and how to use a comma in key stage 2 maths.

Lynn Knapp, headteacher at Windmill primary school, Oxford, said the whole system had been "totally mismanaged".

She said: "There seems to be such little communication about what is happening. Everything is so late in coming out and it leaves teachers working in the dark all of the time.

"It is not fair on the children who are going to be used as guinea pigs this year for these tests or for the staff who are under pressure to get certain standards up."

OFQUAL LOOKS FOR EVIDENCE THAT EXAMS ARE UP TO SCRATCH

JOHN DICKENS

@JOHNDICKENSSW

Ofqual has written to exam boards this week demanding proof that their qualifications are up to scratch, including how long they take to teach.

Exam boards will have to justify the overall time it takes to complete a qualification and, separately, the expected number of guided learning hours – time spent with a teacher.

If the qualifications are found to fall short of Ofqual's expectations, then they could be removed from league tables.

It follows a series of investigations by *Schools Week* revealing how schools are shifting pupils into alternative qualifications to boost league table scores.

Ian Pursglove, the regulator's associate director of standards for literacy and numeracy qualifications, said: "Our priority is ensuring that qualifications can be trusted, are valid and appropriate to their respective level and size.

"Evidence must be provided to back up awarding organisations' claims about their qualifications."



Schools Week has extensively covered how some schools have entered "vulnerable pupils" unlikely to get five GCSE passes into the European Computer Driving Licence (ECDL) qualification, said to be worth a GCSE.

School partnership network The PiXL Club advised its 1,500-plus member schools to run three days of intensive classes to prepare pupils for the exam.

But qualifications classed as a GCSE equivalent must include at least 120 taught hours.

Boards have been told they now have until the end of June to justify total times for most of their qualifications, including those that are GCSE equivalents – such as the ECDL – and are approved by the Department for Education for use in school performance measures.

Ofqual has said it will start auditing awarding organisations after June to ensure "the rules are being followed".

The regulator also launched a consultation last week over a new formula for allocating top grades in GCSEs from summer 2017 when pupils will be graded using a numerical scale of one to nine, instead of lettered A to G grades.

To view the consultation, visit www.gov.uk/government/organisations/ofqual



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SCHOOLSWEET

NEWS

Where now for admissions code?

SOPHIE SCOTT
@SOPH_E_SCOTT

A secondary academy is fighting to give preference to children attending primary schools operated by its trust rather than admitting pupils from closer schools, prompting speculation that this could pave the way for a shake-up of academy admissions policies.

Complaints were made to the Office for Schools Adjudicator (OSA) in August about the admissions policy for Rivers Academy in Feltham, west London, after parents and the local authority were concerned it gave preference to pupils from two primary academies within the trust – Oriol and Oak Hill – purely on the grounds they were within the same academy chain.

The adjudicator agreed with the complainants. Her report said: "It is... not sufficient reason to name a school as a feeder school only because it is a member of the same trust."

She said some pupils would be "unreasonably disadvantaged" by the two trust primaries acting as feeder schools over others with historic and geographic links to Rivers.

But she has now been overruled after a judicial review sought by the academy sponsor, Aspirations Academy Trust. A new adjudicator must now rule again.

Campaigners are worried this could set a precedent as the government forges towards an all-academy system by 2022.

The Fair Admissions Campaign (FAC) said it could lead to "greater manipulation" and "cheating" in policies while OSA's chief adjudicator Elizabeth Passmore raised similar concerns.

In her annual report, she said schools would not be allowed to name a feeder school simply because of its "type" and "not the active co-operation and links between feeder and receiving school". However, she did not say what would happen if an academy trust could show its schools were co-operating.

Alan Parker, a former schools adjudicator, also said an increase in trusts with primary and secondary schools could lead to more policy challenge.

Rabbi Dr Jonathan Romain, a FAC steering group member, said: "Through its plans to make all schools academies, the government is expecting all schools to assume control over their own admissions policy and to more readily compete with one another."

"Experience suggests, however, that this will be a recipe for greater manipulation, cheating and error."

A Department for Education spokesperson said all schools must follow the admissions code and ensure places were allocated fairly.

He added: "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."

A spokesperson for law firm Michelmores, which supported Aspirations' judicial review, said: "Following receipt of the grounds for judicial review the adjudicator did not resist the claim and agreed to review the decision, which will now be remade."

Academy head pilots super-size classes of 60

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Super-size classes of 60 pupils with a single experienced teacher will be piloted next year by one of the country's leading teacher training schools.

South Farnham school in Surrey will employ a teacher on a starting salary of £45,000, plus two newly-qualified teachers and two teaching assistants, to run the classes. South Farnham is an academy with more than 750 pupils aged from 4 to 11.

The plan is the brainchild of Sir Andrew Carter, the school's head and author of a major review into initial teacher training.

Carter says the new model, which will initially run for 12 months, will allow would-be teachers to flourish. It will also enable South Farnham to produce more teachers, some of whom could be "loaned out" to other schools in its region.

Speaking to *Schools Week*, Carter said: "We have got to go away from the term 'unqualified teachers'. Some people have 20 years' experience – it's inappropriate to say they aren't qualified."

"They are not qualified to be a class teacher, but are qualified to do aspects of the teacher's role."

He said the classroom assistants would want to become newly-qualified teachers. "I can have two people in their training year and two who are one year below that – this means teaching assistants are getting experience."

And 60 pupils would be getting five

committed individuals at a ratio of 1:12, he said.

"This is much better than the traditional 30 [pupils] in class [per one teacher], where the teaching assistants don't engage with practices."

Research released this week by the Independent Schools Council shows the average staff to pupil ratio in state schools is 17:1, compared with 8.1:1 in private schools.

But unions have been critical of Carter's plan. Mary Bousted, general secretary of the Association of Teachers and Lecturers, said it was nothing more than a "super-wizard management wheeze" that seemed like an "easy way to deal with the recruitment crisis".

She also questioned unqualified teachers being given "inappropriate levels of responsibilities for which they won't be paid".

Christine Blower, general secretary of the National Union of Teachers, added: "Super-size classes are nothing more than a cost-saving exercise."

"They are certainly not about improving education; parents at this teaching school will certainly be alarmed at the proposals."

But Carter insisted that it was not a scheme to save money but was about "teachers in our system."

"If a good teacher trained one teacher a year, we would have a surplus."

Carter was knighted

TEACHING SCHOOLS RELY ON CASH BOOST

Teaching schools would be "severely vulnerable" if government funding were to stop, despite an expectation that many of the schools would be self-sufficient by now, writes John Dickens.

The first cohort of schools was set up in 2011 and funded for four years with the expectation they would all be able to operate sustainably after 2015.

However, the Department for Education (DfE) had to stump up a fifth year of funding to get the schools through this year, after many admitted to struggling financially.

Financial returns seen by *Schools Week* show that these schools are still heavily reliant on their grant, which leaves the government facing yet more cash pay-outs to keep them running.

Andrew Warren, vice-chair of the Teaching Schools Council, said: "Many teaching schools would be severely vulnerable or may have to stop if it wasn't for the £40,000 [annual government grant]."

"That £40,000 is the injection, it starts us off on creating that capacity."

Warren, also director of the Britannia Teaching School Alliance in Stoke-on-Trent, said the schools had not become self-sufficient as many had failed to become "more business-minded".

"Teaching schools have to be aware of what our customers want – we have to find out what's needed and fill the gaps. We haven't been doing that."

The schools are a vital part of the government's plan for school improvement, with the white paper promising an extra 300.

Sir Andrew Carter, chief executive of the South Farnham Educational Trust, called for teaching schools to "get smarter" about income opportunities.

At the Optimus Teaching Schools summit in London on Tuesday, he said schools could "plug the gap" left by local authorities. "We should go into that vacuum – if not, then higher education institutions or private companies will."

He also urged schools to become more entrepreneurial, citing as an example his Surrey South Farnham School Centred Initial Teacher Training which was opening a hub more than 100 miles away in Worcestershire.

Teaching schools are normally Ofsted outstanding schools that work with others to provide high-quality training and development for staff. They were introduced in 2010 to establish a national network to lead a "self-improving system" and had reached 598 by January last year.

for his services to education in 2014 and is known to be a strong believer that the best schools should be working with others to spread excellence.

His school was recently listed in the top ten training schools in the country by the *Good Teacher Training Guide*. It also has school-centred initial teacher training (SCITT).

Carter said his proposals would help the school to share teachers across its region. "We have four extra teachers for September. We looked at the football model, and we are putting our teachers out on loan."

He said lots of schools approached his SCITT in June and July looking for teachers. "The teachers will stay on our books, all you have to do is pay them a salary."

"These teachers go into these schools and get a good experience. And you can call them back if you need them."

Figures released by the Labour party in January revealed that the number of children being taught in super-size classes in primaries – larger than 30 – had risen to more than 500,000.



The education white paper also outlined a widened remit, stating that they would be expected to give away research and training materials free, a move that will be unwelcome at a time when many alliances are still relying on government cash.

Financial returns of almost 70 per cent of teaching schools last year, obtained by *Schools Week* under freedom of information laws, show 341 of the 479 either overspent or used all their grant.

A teaching schools evaluation report by the National College for Teaching and Leadership, published in March, also found their sustainability to be "a continuing challenge".

It concluded teaching schools were building collaboration with promising impact, but urged the government to continue its funding so the partnerships could embed.

A DfE spokesperson said it has already committed core funding for a fifth year alongside advice on sustainability.

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Chae Cruickshank,
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NEWS

School Food Plan office closes

SOPHIE SCOTT

@SOPH_E_SCOTT

The group tasked with supporting the implementation of a £16 million school food improvement plan has shut up shop without any project evaluation.

Funding for the School Food Plan, first granted under former education secretary Michael Gove in 2012, ended on March 31.

Education blogger Andy Jolley said it was worrying there had been no official evaluation of the project's success.

"It is ridiculous that no organisation monitors school food standards or checks on outcomes for the universal free school meals policy, given how much money has been spent on the project.

"In a world of evidence-based policy, it is unforgivable there has not been monitoring of the plan and it is now impossible to properly judge its legacy."

Both the group and government have already come under criticism this year after a report on the financial viability of providing free school meals to infants was suppressed.

The Department for Education declined a freedom of information request to see the report.

In 2012, John Vincent and Henry Dimbleby, co-founders of the restaurant chain Leon, were tasked with carrying out a review of school food, which led to a list of recommendations for schools.

The government then granted contracts worth £16 million to help schools increase the take up of school meals. This was overseen by the School Food Plan office, supported by Dimbleby and Vincent's charity the Leon Foundation, from August 2013.

When that contract came to an end last year, a new eight-month contract with the department to continue the project, worth £162,720, was handed to the plan's director Myles Bremner and his company Bremner and Bremner.

Funding was granted until March 31 and was not renewed. Instead, a School Food Plan Alliance, independent of government funding, was launched on April 1.

Eight of the 14 alliance members are former School Food Plan members.

Bremner said: "The government committed to a range of evaluations and measurements to track the progress of the School Food Plan, and there is now a great opportunity for government to implement those measures and evaluation as it goes forward."

A Department for Education spokesperson said the School Food Plan had funding only up to the end of the financial year.

"School meals have come a long way, and the School Food Plan has been central to this.

"The plan, which included development of the new School Food Standards, has helped schools improve the quality and take-up of meals, so that more and more children are eating a tasty, nutritious meal at lunchtime, establishing healthy eating habits for life.

"We remain committed to the School Food Plan's aims and are grateful for the work of the office, and the support they have provided to schools and caterers."

Sport takes up more time in independent schools

FREDDIE WHITTAKER

@FCDWHITTAKER

Figures released by the Independent Schools Council (ISC) in its latest annual report reveal that private schools have almost as many swimming pools between them as the whole of the state school, higher education and further education sectors combined.

For the first time, the ISC asked its members to record the number of hours pupils spent using non-academic facilities and to then publish the results. It claims these show that independent school pupils spend up to five hours a week engaged in sports activities.

Comparing this with figures from the Youth Sport Trust's national sports survey, which show the average state school pupil spends just two hours a week playing sport, the ISC has pointed to access to leisure facilities as one of the "tremendous benefits" of a private education.

According to the ISC's annual census, the most common leisure facilities at independent schools are the sports fields that most of its members have (872 of 1,280), while 781 schools have tennis courts, 672 a concert hall or theatre, and 599 (47 per cent) a swimming pool.

But figures obtained by *Schools Week*

from the amateur swimming organisation ASA show that state schools, colleges and universities in England have around 900 pools between them (about 4 per cent).

In a recent call for better access to facilities, the ASA claimed that many children in England still leave primary school unable to swim.

More broadly, the ISC's figures also signal a resurgence for independent schools, which had shown signs of a drop in popularity during the most recent financial crisis.

The council has had nine new members since 2008. Its 1,280 schools have 518,432 pupils between them, the highest since the census began in 1974.

Julie Robinson, the ISC's general secretary, said independent schools had "adapted where necessary" and were "thriving just eight years on" after the recession.

"It's both heartening and reassuring to see the numbers of schools at such healthy levels, providing choice and excellence to pupils and their parents," she said.

The ISC has also claimed that the census data showed the difference a private education made to pupil achievement, with half of all A-levels graded at A* or A, compared with a quarter nationally,

Type of facility	Number of schools
Sports fields	872
Tennis courts	781
Concert hall/theatre	672
Swimming pool	599
Sports centre	568
Astroturf	540
Fitness centre	380
Dance studio	370
Squash courts	210
Rowing facilities	69
All-weather athletics track	54
<i>Source: ISC census</i>	

and two-thirds of GCSEs graded A* or A, compared with one-fifth nationally.

Barnaby Lenon, the organisation's chair, said the achievements of independent school pupils showed the "benefits of independence from curriculum constraints, and outstanding classroom teaching".

The census results also show that more members are involved in partnerships with state schools, which can help independent schools prove their community worth to qualify for charitable status and tax breaks. There are now 1,112 ISC-member schools partnered with state institutions, up 39 since last year.

BOLES HINTS AT SCHOOL FINES FOR A-LEVEL DROPOUTS

BILLY CAMDEN

@BILLYCAMDEN

Nick Boles, the skills minister, has alarmed unions with a suggestion that schools might face penalties if they accept students into inappropriate A-level courses that they later abandon.

Malcolm Trobe, interim general secretary of the Association of School and College Leaders, said the funding situation in education was already sufficiently "tight and complex" without putting "completely inappropriate fines" in place.

Boles made the comments at a parliamentary sub-committee meeting on education, skills and the economy on Wednesday.

He said it was concerning that schools were not penalised if a student failed to complete an A-level programme "which is not appropriate for them".

"Currently there is no downside to people dropping out after a year. That is not ideal because . . . the value of the programme is to complete the two years."

Given that funding was one factor that influenced school decision-making, he said he would like to try to "build in something" to address the problem.

"I've spoken with colleges about this, they certainly feel that could make a difference alongside the transparency of destinations."

From the summer, performance tables will include retention rates for school sixth forms.

Schools and colleges already receive 17.5 per cent less funding for pupils who repeat an A-level year, but there is currently



Nick Boles: "there is no downside to dropping out"

no financial penalty if students drop out and transfer elsewhere.

But Trobe said: "When students do decide to change programme it already causes trouble for schools and colleges."

He added that good advice for young people should be the top priority for schools and government, but as students got older, it should be expected that they might change their educational direction.

Bill Watkin, chief executive of the Sixth Form Colleges Association, said Boles's comments were not a surprise, after a 2013 report by Ofsted found three-quarters of schools failed to equally promote vocational options.

In January, the Department for Education (DfE) announced that schools must give "equal airtime" to post-16 non-academic routes.

Watkin said: "It is difficult to give exactly the right advice to 16-year-olds. Most schools try to get it right, but if they get it wrong it is the other providers who have to step in and pick up the pieces, and often in more challenging circumstances."

He recommended new structures to ensure that young people were not given inappropriate advice, but added: "My experience is that the carrot tends to work better than the stick. Talk of punishing is not helpful."

Russell Hobby, general secretary of the National Association of Head Teachers, told *Schools Week*: "As with any voluntary course, there will be students who drop out before completion for a variety of reasons, such as changing personal circumstances. Suggesting that schools keep students on courses knowing they are not right for them, solely to help to address budget shortfalls, does not respect the professionalism of school leaders."

He urged government to work with school leaders on post-16 reform, rather than resorting to penalties.

Following Boles's comments, a DfE spokesperson said the department was "looking to examine" the incentives to schools for students to complete a full programme.

NEWS

Textbooks should be here to stay, says exam expert

FREDDIE WHITTAKER

@FCDWHITTAKER

The best teachers are those who are “the most supportive of textbooks”, a leading exam expert has claimed after launching a new set of principles to improve how the books are developed.

But his unequivocal praise has been questioned by teachers who believe textbooks date quickly and some subjects can be just as skilfully taught without them.

Tim Oates, director of assessment research and development at Cambridge Assessment, yesterday told educators at the launch of a report on textbooks, that they carried “far more functions than often supposed”, and insisted they were not a “straitjacket” but could be used flexibly.

The report is based on a study of more than 200 existing books from across “high-performing jurisdictions” and a deeper examination of their role and function in those education systems.

In addition to criteria for improving textbooks, such as including differentiation by ability, an emphasis on “deep learning” and cultural considerations, the report also emphasises the importance of training for teachers so they understand the “model(s), principles and practices” underpinning materials.

Cambridge is not the only organisation to have released a set of principles for the development of textbooks in recent months.



Tim Oates: “textbooks are not a straitjacket”

Last November, the Publishers Association and the British Education Suppliers Association launched new guidelines that stipulated geography textbooks should include high-quality colour photographs and maths materials should not just prepare pupils to pass tests.

Both releases follow criticism from Nick

Gibb, the schools minister, who said last year that textbooks in England did not match up to the best in the world, “resulting in poorly designed resources, damaging and undermining good teaching”.

In yesterday’s speech, Oates insisted that state approval of textbooks was “not the only way forward”, and claimed his organisation did not believe “it’s all about paper-based textbooks”, or that there’s “one true model”.

But José Picardo, an education technology blogger and deputy headteacher at Surbiton high school, an independent school in London, said it was wrong to suggest support of textbooks was any measure of a teacher’s abilities.

“I know very good teachers who don’t use any textbooks, but on the other hand I know teachers who use them for different reasons,” he told *Schools Week*.

“It depends what subjects you’re teaching. For example, a no-textbooks approach lends itself to teaching English, and if I was to say to my colleagues who don’t use them in that subject that it meant they weren’t good teachers, I think it would raise an eyebrow.

“In languages, which is what I teach, we rely on textbooks, but in other subjects, especially those like geography, a big issue is how quickly textbooks date.

“We were using a textbook the other day which had a picture of Claudia Schiffer, and my year 9s had no idea who she was.”

IN brief

Heads to decide on ‘protest’ absences

Headteachers must decide if they will record pupil absences related to parent protests over this summer’s SATs as authorised or not.

A petition started by campaign group Let Our Kids Be Kids has more than 22,000 signatories claiming they will stop their children attending school in protest over new national curriculum tests due to begin next month. The petition proposes “a day of fun learning out of school”.

Under school attendance rules, children can only stay away if too ill to attend or with advance permission. If they miss lessons “without good reason”, school leaders should report this to the local authority and councils can fine parents up to £60 or order them to attend parenting classes.

Russell Hobby, general secretary of the National Association of Head Teachers, said teachers must record the absence but the choice to authorise it or not “will be up to the head”.

A Department for Education spokesperson agreed that the government “trusted heads to make these decisions”. He also said that parents concerned about their child suffering with stress as a result of the tests should “talk with their school” as “tests should not be a cause of stress for pupils”.

DfE accounts: where has all that money gone?

JOHN DICKENS

@JOHNDICKENSSW

Last week the Department for Education (DfE) published its annual accounts, branded by the government finance watchdog as lacking “truth and fairness”. *Schools Week* has analysed takeaway points from the rest of the accounts.

1. The DfE is having to write off LOTS of cash because of free school problems

The department has written off nearly £10 million this year alone – up from £2.8 million last year.

2. Private Finance Initiative obligations

Schools Week has led the way in exposing a raft of problems now being felt by the toxic legacy of paying private firms to build schools.

The accounts show the DfE paid local authorities less cash last year to cover their PFI costs – falling from £15 billion to £14.3 billion.

However the DfE’s direct PFI costs have doubled, up from £891 million to £1.6 billion, after the government launched a new tranche of PFI model schools, the first of which opened in January.

3. Pensions blunder

In 2013-14, the Teachers’ Pension Scheme for



England and Wales breached its authorised annually managed expenditure (money spent in areas outside of budgetary control) by nearly £400 million.

The accounts show this was essentially because the numbers were added up wrong: an “error calculating the non-cash interest charge on the pension liability”.

The report states that the error did not cause a loss of cash or impact scheme members but the DfE ordered a review of all key financial spreadsheets to ensure no further errors.

4. Lost personal data

Personal data held by the DfE or one of its delivery partners was lost on 12 occasions last year – with one from within secured government premises.

Only one incident was reported to the Information Commissioners Officer, when personal data of pupils – some sensitive – was included by mistake in a file sent to local authorities in January last year. More than 4,000 pupils could have been affected.

The DfE said the potential impact was minimised by contacting the recipients and

telling them to delete the files. The affected schools were also notified.

6. Spending on consultants goes up

The department spent £2 million on consultancy last year, up from £1.5 million. The expertise was “mainly used to support the academies and free schools programme”.

Importantly, this does not include the consultancy spend by academy trusts. Ofsted chief Sir Michael Wilshaw (right) is the latest to have raised concerns about this, with seven large multi-academy trusts found to have spent at least £8.5 million on consultancy between them last year.

7. Communications cost more too

The DfE spent £635,000 last year on its communications group – 43 staff responsible for delivering “highly effective news and social media, speeches, publications and campaigns in support of ministerial priorities”.

The figure is up from £500,000 in 2013-14, but considerably down on the staggering £12 million of 2011-12. What on earth was Gove up to?

8. Pay day for auditors

Academy trusts spent a total of £23.8 million on audit fees last year – about £7 million of it on validating part of their accounts as required by the DfE.

NEWS: ACADEMIES WATCH

Tory shires rebel against plan for academies

JOHN DICKENS

@JOHNDICKENSSW

Conservative councils are opposing the government's academisation plans, adding their voices to a growing number of rebelling local authorities.

Kent county council, the country's largest Conservative-run education authority, unanimously voted last week to write to Nicky Morgan, the education secretary, to demand that she ditch her reforms.

Conservative-run West Sussex county council soon followed, and Paul Carter, a Tory councillor and chairman of the County Councils Network, said Morgan's plans could lead to a "poorer education system".

Schools Week revealed earlier this month that several councils and their leaders had publicly opposed the plans, including Birmingham, England's largest authority, where councillors voted to reject several white paper policies.

Another raft of councils are now beginning to mobilise against the plans.

Roger Gough, Kent's cabinet member for schools, said: "We work extremely well with academies across Kent.

"But the government appears to have come to a view that it knows what is better for schools than schools themselves. School autonomy is fine so long as it comes up with the right answer."

Louise Goldsmith, leader of West Sussex council, has demanded Morgan rethink the "one-size-fits-all" academisation plans.

She said West Sussex debated the plans earlier this month: "Councillors of all political persuasions were united in their concerns about a lack of democratic

accountability inherent within the proposals as they stand.

"Other concerns were raised about the council's ability to fulfil current and residual statutory responsibilities, financial efficiency and the possibility of a very bureaucratic system being imposed."

Warwickshire county council, where Conservatives hold the most seats, also voted to reject the plans.

Izzi Seccombe, the council leader, said: "We feel forced academisation takes choice away from parents and communities and removes local, democratic control. This places us, and all other local authorities, in an impossible position."

Labour-run Luton borough council held an extraordinary meeting on Monday during which councillors voted to oppose the plans.

Other councils who have passed motions against the plans include Gateshead, Stockport and Rochdale.

Christine Blower, general secretary of the National Union of Teachers, has praised councils taking action.

"We applaud their determination to support local schools and champion the importance of a local, democratic and elected middle tier in education.

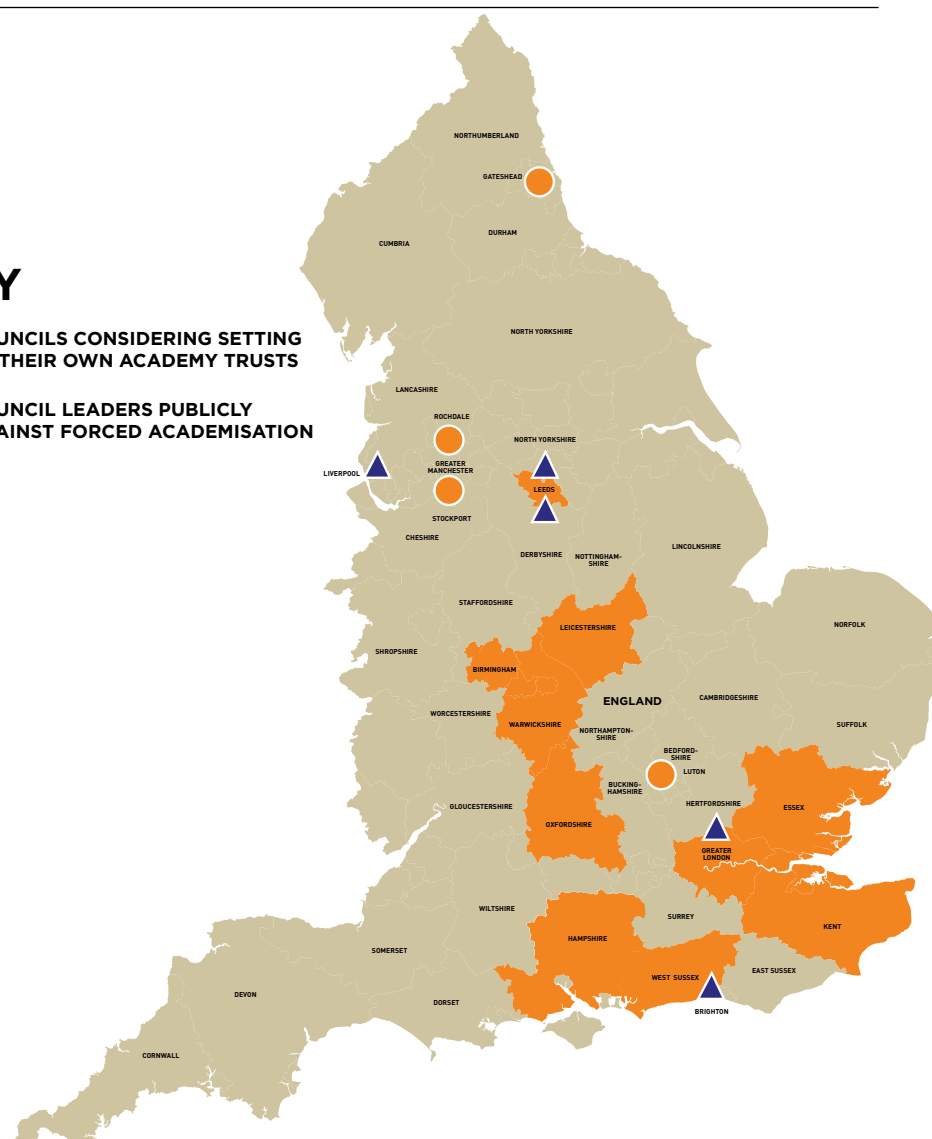
"The proposal to force schools into unaccountable multi-academy trusts has been rejected by parents, teachers, local authorities and MPs, including many Conservatives."

The National Governors' Association has also written to Morgan to raise concerns.

Its letter read: "There is considerable sadness from our members that their decisions will be overridden and their

KEY

- ▲ COUNCILS CONSIDERING SETTING UP THEIR OWN ACADEMY TRUSTS
- COUNCIL LEADERS PUBLICLY AGAINST FORCED ACADEMISATION



commitment, knowledge, values and skills are being ignored."

A spokesperson for the Department

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

DfE fails to chase 'improper' payments

The Department for Education has failed to claw back any money from 26 payments between academy trusts and related parties, despite them being deemed improper.

New figures obtained by the Labour party show 26 "improper" related-party transactions in 2013-14, up from 17 the previous year. It is not known how much money is involved.

The Education Funding Agency is able to recover cash from irregular payments, but the government admitted last week that it has not recouped any.

Lucy Powell, Labour's shadow education secretary, said: "The DfE is totally failing to have a handle on the finances of the thousands of schools that it is trying to run directly from Whitehall."

Edward Timpson, children's minister, in his response to a parliamentary question from Labour, said academies operated under a "robust accountability system that holds them to account for the results they achieve and their use of resources".

He said repayment of improper related-party transactions was considered on a case-by-case basis but that some improper transactions were "less serious procedural and compliance issues" and repayment would not be pursued in these cases.

Council faces £5.6m bill for free school

Hertfordshire county council has been forced to stump up cash for an expensive new free school or face a shortage of secondary school places, writes John Dickens.

The councillors' agreement follows a year's delay on the new school and a government decision earlier this year to pull the plug on another free school project in the county.

The planned secondary school in Harpenden was given the go-ahead on the condition that Hertfordshire purchase its site – one of two free schools to be subjected to this constraint last year.

The council has already agreed to buy a 40-acre farm on greenbelt land for the school and is in the process of signing contracts.

It has been estimated the new school could cost between £35 million and £56 million. This is way in excess of the £6.6 million average cost of setting up a free school reported by the National Audit Office in 2013 – even after a projected £6.5 million for highway works has been subtracted.

Council cabinet members have agreed to pay up to 10 per cent of the costs of the new secondary, which means they could have to fork out as much as £5.6 million.

A council report said the estimated cost of the school – which will be run by the Harpenden Secondary Education Trust – is "relatively high" and Education Funding Agency (EFA) officials were said to be "concerned over their [EFA's] ability to gain capital approval".

But councillors agreed to the extra costs because of the need for additional places and a high level of parental concern about the new school, which had already been delayed a year.

The need for places was heightened last month when the government pulled the plug on another free school in the county, despite having already spent £1.9 million.

The Harperbury Free School, due to open in 2014, was ditched when it was found its proposed site was too small.

The decision to commit more funding to the new school was made last week during

part two of a closed council cabinet meeting.

The item was reportedly added to the agenda at the last minute after the EFA requested an answer over the additional cash by Friday.

When asked how much the council had agreed to pay, a spokesperson said the figure had not been disclosed because it was not yet known, and to speculate publicly would be "unhelpful to the process".

The cash would come from capital grants the council received from the government for school expansions, she added.

Peter Lilley, the Conservative MP for Hitchin and Harpenden, told *Schools Week* the town "desperately needs" another school.

"There's going to be a great excess [of pupils] if we don't get this school up and running – the council is aware of that, as are parents," he said.

Clive Glover, founder and vice-chair of the axed Harperbury school, said the council's move posed "questions" about why such an expensive project was being financed.

A Department for Education spokesperson said it was unable to comment on the story and could not confirm the costs because of commercial confidentiality.



Free schools 'socially select' pupils, research suggests

FREDDIE WHITTAKER

@FCDWHITTAKER

Free schools have substantially fewer free school meals pupils and significantly more able children than other schools in their neighbourhoods.

Analysis of school census data for all free schools opened between 2011 and 2014 by Francis Green, Rebecca Allen and Andrew Jenkins from the Institute of Education (IoE) points to distinct differences in admissions between free schools – especially primaries – and other institutions.

The research, unveiled by Green at an institute seminar last week, is the latest of several reports to lead to allegations of social selection in England's school system.

The Sutton Trust warned earlier this month that schools with the best Ofsted ratings were more likely to socially select pupils from higher-income families, after its report *Caught Out* found more than 1,500 primary schools had intakes not reflecting the socio-economic profile of their neighbourhoods.

The IoE research found that although free schools were more likely to open in more deprived neighbourhoods and more likely to take ethnic minority pupils, they were less likely to take those eligible for free school meals.

Of the year 1 pupils at free schools in

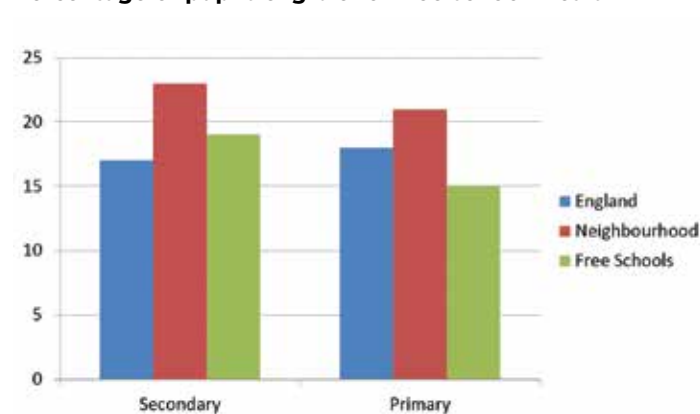
2011, 12 per cent were entitled to free school meals, compared with 19 per cent of that cohort across England and 24 per cent across the neighbourhoods in which the schools opened.

Overall, the proportion of pupils in years 1 to 3 at free schools who were entitled to free school meals was 15 per cent between 2011 and 2014, compared with 18 per cent nationally and 21 per cent in the schools' neighbourhoods.

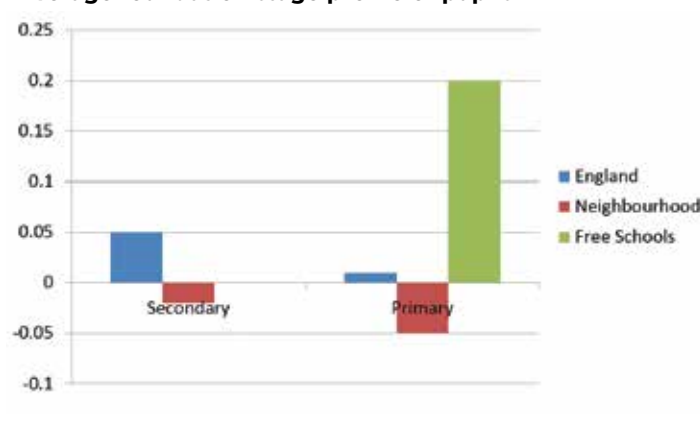
Pupils receiving free meals attract additional funding of about £1,000, a policy introduced partly to make them more attractive to school founders.

Nick Timothy, director of the pro-free school group the New Schools Network, claimed more recent data showed the gap had narrowed between the two groups.

Percentage of pupils eligible for free school meals



Average foundation stage profile of pupils



"Most importantly, free schools are three times more likely to open in the most deprived areas than the least, precisely because these are the students that free

school founders want to reach," he said.

There was also a marked difference in ability, with pupils at free schools having an average foundation stage profile of 0.2 over the course of the study, compared with an average score in the schools' neighbourhoods of -0.05 and a national average of 0.01.

Henry Stewart, from the Local Schools Network, said: "These figures are disturbing. They show free schools consistently have proportions of disadvantaged pupils that are below the neighbourhood average.

"We know that some free schools find ways to select a much more advantaged intake. This data suggests it could be more widespread than we thought."

Janet Downs, also from the network, said free schools and other institutions that were their own admissions authority were able to socially select pupils using subtle changes to admissions criteria and other factors, such as more expensive uniforms.

The research did show that free schools take significantly higher proportions of ethnic minority pupils than the national mean. On average, 36 per cent of pupils at free schools were white, compared with 46 per cent in their neighbourhoods, and 72 per cent nationally. A large number of free schools are in major cities with relatively high numbers of young people from ethnic minorities.

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NEWS



How poor pupils miss out on top teachers

SOPHIE SCOTT
@SOPH_E_SCOTT

Poor pupils are twice as likely to have unqualified teachers as their richer peers, research using teacher workforce data has shown.

A report by the Social Market Foundation's (SMF) committee on inequality in education found disadvantaged pupils were most likely to be taught by non-specialist, less experienced and unqualified teachers.

The findings showed 4 per cent of teachers in the most deprived primary schools were unqualified, compared with 2 per cent in the most affluent. At secondary level, 5 per cent of teachers were unqualified in the richest schools, compared with 9 per cent in the poorest.

The study by Education Datalab also found that

teachers were more likely to leave deprived schools, with stark differences in the length of time teachers stayed at schools with richer intakes compared to those with disadvantaged pupils.

Education Datalab director, Rebecca Allen, who is also a member of the commission, said teacher recruitment and retention had become "much more difficult" since the data was collected in 2014.

Last year *Schools Week* reported research by John Brown, of the Institute of Education, which showed that highly qualified teachers were more attracted to schools serving the wealthiest and highest-attaining pupils.

In 2012, unions said the move by Michael Gove, then education secretary, to allow academies and free schools to hire unqualified teachers would devalue the profession and disproportionately affect poorer pupils.

Nick Clegg, MP for Sheffield Hallam and the

commission's chair, said inequality was "substantial and persistent".

He added: "This new research suggests that poor pupils are facing a 'cocktail of disadvantage' – they're more likely to have unqualified teachers, non-specialist teachers, less experienced teachers, and to have a high turnover of teachers."

The SMF's report suggests two ways to combat the trend: to use pay incentives to redistribute more experienced teachers to more deprived schools, and to support inexperienced teachers "so they are better able to succeed".

A Department for Education spokesperson said it was investing £1.3 billion to attract new teachers and that the National Teaching Service plans to put 1,500 high-performing teachers and middle leaders into underperforming schools by 2020.

EDITOR'S COMMENT

@miss_mcinemey

"It's as if we are drowning". That's how one school leader described this week as they stare down a tsunami of complicated tests, changing performance measures, and financial shortages.

Theoretical problems with primary assessment are now reality, as teachers prepare for the onslaught. Parent friends keep texting asking how they should calm their child who is vomiting/crying/unable to sleep because of the stress.

Meanwhile, heads have confided they are also throwing up and suffering insomnia, as they stress over staff redundancies – for many, the

only possible way to balance next year's budgets.

Among this deluge, everyone is scrambling for a life raft, but instead face the brick that is the all-academies plan. Instead of resolving schools' catastrophic problems, the government has gifted a six-year fiddle with governance.

Sadly, Nicky Morgan's leadership in this has been lamentable. She so desperately wants to be a big-hitter, yet actually she looks like a political yes-man.

There are sensible ways out. She could require only secondaries to convert, or

allow local authorities to become trusts. "Peddle-back" claims might ring from Labour for a few days, but they will soon be forgotten. When one is all at sea, hope is necessary if you are to have any chance of staying alive.



Correction

In 'The game changer' (Edition 64, April 22 2016) a graphic appeared with the wrong key making it look as if schools that were members of PiXL had a higher proportion of large increases in results when compared to all schools. As per the text of the story, the graphic should have shown that a higher proportion of PiXL schools *decreased* their results more than 10 percentage points compared to all schools nationally.

READERS' REPLY



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DfE writes off £10m losses on free schools and academies

James Warwick, Plymouth

That £10 million would finance my primary school for ten years! If the department was a company, it would be under investigation for all sorts of reasons, not least fiscal incompetence. When is this government going to get a grip? We are supposed to be in a recession and many departments are seeing cuts while others are expected to do far more for the same money while being told their budget is sacrosanct. This blatant waste of taxpayers' money on free schools and academies has gone far enough.

Government inquiry launched as primary test leaked online

Stephen Linstead, chair of the English Spelling Society, Solihull

The recent error by the DfE in publishing a spelling exam paper online before the test was due is, by any reckoning, unfortunate. However, the real issue here is that mastering even basic English spelling poses serious problems for school children who have to learn so many irregular words that do not correspond to the system's

underlying rules. This can suck the joy out of early education for many. The constant emphasis on testing at an early age increases this anxiety, not just for children but for parents and teachers. Isn't it time that educators, researchers and parents come together to look again at how we teach and evaluate spelling?

Nobody puts EAL in the corner

Frank Monaghan, London

Thanks for such a lucid statement of the need for the DfE to give English as an additional language (EAL) its due focus. A closer and more nuanced look at the detailed statistics on the performance of bilingual learners (even granted the somewhat dodgy nature of the assessments of EALness) shows significant differences in outcomes between some groups of learners and in different parts of the country.

It's evident that the effect of cuts in EAL provision in schools and local authorities, and the atomisation of the education service through the academies programme is not helping. Now there's a surprise!

Church leaders sign academies agreement

@AssemblyTube

Just having the power gives them influence which others do not have. This is a secular country & all should be treated equally.

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

REPLY OF THE WEEK

Sue Gerrard, address supplied

Students vary. Within and between years.

What schools need to keep an eye on is

the upper and lower limits of their own

year-by-year variation in exam results. If a

particular year's results are within the limits,

then a rise or dip is most likely to be due

to natural variation. If they are outside the

limits, that's the point at which they need to

look for causes.



The Connect 2 Colour Art Competition 2016

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

The Connect 2 Colour Arts Competition 2016 aims to spotlight schools and their students' creativity by challenging them to explore the concept of 'Connectivity and Collaboration' through 2D artwork, photography or a piece of creative writing.

This easily adaptable theme is open to all pupils individually or in groups aged 7-18, attending full-time education in the United Kingdom.

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

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

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

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

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PROFILE

“I DON'T GIVE A STUFF WHAT OFSTED SAYS”

LAURA MCINERNEY
@MISS_MCINERNEY

John Tomsett, head of Huntington school, York

Each week since 2012 John Tomsett has typed a missive beginning with the sentence: “I have been a teacher for 27 years, a headteacher for 12 years and, at the age of 51, this much I know about . . .”

His topics vary from the educational – assemblies, target-setting, sanctions – to the personal: golfing, fishing, the death of his father. As an English teacher, Tomsett uses his toolkit of quotations and poetry to great effect, picking poignant metaphors and gentle alliterations, and he sends them out on to a blog (johntomsett.com) that eventually inspired his book, *This Much I Know about Love over Fear: creating a culture of truly great teaching*. It was a hit – and was selected by *Schools Week* as a pick of 2015 – and he is now among the cadre of heads considered “a draw”: if Tomsett speaks at conferences, people flock to hear him.

Sitting in his office at Huntington, a large 11-18 school on an anonymous road out of York city centre, he is relaxed and wearing civvies. It's half-term and the unwieldy school site is silent. It nevertheless takes 40 minutes to walk around its portable classrooms and repainted huts. On paper, the school sounds fancy given its city proximity and large size. In reality, Tomsett and his team have made a labyrinth work like a small village.

“Schools are too big,” he says as we chat in his office. “This is the biggest school in York – eight-form entry, 240 kids in a year group; that's too big.”

To cope, the building has been split into four units and a house system introduced.

“The site is so higgledy-piggledy, but a few years ago I was talking to Frank Green [the former national schools commissioner] about how to change things, and he said it's all down to a lick of paint and some imagination. You paint the wall, the door, call it Brontë House and suddenly 300 students morph into being Brontë House!”

In doing so, Tomsett says, the school has become a series of small communities, something he believes vital for young people who do not speak to each other much, instead wrapped in a social media world.

Back in his office he makes coffee and hands me a fortune cookie left over from a year 11 assembly on revision. Tomsett doesn't believe in luck, just hard work and planning. But having been told that, perhaps, everyone needs some luck, he bought them for year 11 as a booster: “to make them feel loved”.

This chimes with the topic of his second book, currently in the making. Where the first touches on his relationship with his father, who died when Tomsett was just 20, and melds it with his journey to becoming a head, the second will look at the narrative of his mother, who has bipolar disorder, and blends it with a look at the stresses of schools – for heads and pupils.

He realises that children's mental health is a buzz topic, but also a controversial one, with some commentators

concerned that coddled teens are low in resilience. But Tomsett argues that while some people over-egg the need to protect the young, “the sheer number of mental health issues shows things are growing. There is now a huge number – of boys and girls, but more girls – in complete meltdown about exams. When I was a lad I had no idea what target I was, I just got on with it.”

Believing school targets can invoke anxiety, Tomsett is removing them. “We are about to stop publishing targets. We'll say to pupils ‘you're all right’ or ‘you could do with pulling your socks up’, but other than that we'll say that we are the professionals and it would do you no good whatsoever if we tell you your targets.”

He also garnered attention for saying his school will not insist teachers run GCSE revision classes as they exhaust staff and pupils; he's changed morning registration time too, so teachers can chat with their charges.

“We want to create a culture where every child has a champion and is loved by someone, and we've had to change structures to make that happen.

“Some of the stuff that we used to do – for example, making sure we registrate children and then have them do silent reading for 25 minutes – I realised that was a bit rubbish! What children want to do is socialise, and that's really important because they don't always get it anywhere else.”

But what if Ofsted doesn't like it? “I don't give a stuff what Ofsted says if what we're doing is right

JOHN TOMSETT

for students. If the inspectors go in and say they only saw talking, I think I can justify that, because it's about *children* talking and sharing their stories.”

What of the critics who believe this is the realm of parents, and that teachers should focus on knowledge? “That's fine for them,” he says, “but we disagree.”

It takes a courageous head to say he doesn't give a stuff about Ofsted, but it is the sort of values-first leadership that Tomsett displays in his writing. He isn't sure where it comes from, other than a deeply ingrained sense of justice and a lifelong lack of fear about being in charge. But he isn't convinced that it is bravery.

He goes quiet for a moment. He starts his sentence three times. Eventually he explains how back in 2013 Michael Gove announced “on September 29” that pupils entered in November for their English or maths GCSE would only have the score from that test counted in the league tables. If they re-sat, and got a better score in the summer, it would be dismissed. Many heads immediately withdrew pupils from the early exams. Tomsett



IT'S A PERSONAL THING

What is your favourite book?

Stoner by John Williams

A place you'd like to go on holiday

Plockton in the Scottish Highlands

If you could be invisible for the day, what would you do?

Play for Man United at Wembley in the FA Cup final

A great piece of advice you received

The best pastoral care for socio-economically disadvantaged kids is a good set of exam results

If you could live in any time in history, when would it be?

1810-1830 in London among the coffee shops – Shelley et al and the aftermath of the French Revolution, the French war, civil unrest, the Peterloo massacre, great poetry . . .



Tomsett in a corridor at Huntington school



Fishing (all natural curls!)



In a French café as head of sixth form on a school trip



During his first year teaching



A member of the winning Uckfield District primary five-a-side



In the Sussex union news after captaining the Sussex U18s golf team

didn't know what to do. Two weeks later, the exam board sent a letter saying it needed to moderate the pupils' speaking exams as it felt there had been a discrepancy in the previous years' results. It meant grades could be unexpectedly amended.

He looks pained: "So I withdrew everybody. I stood up in assembly, told year 11, had a parents' evening, explained why. In the end, we got 75 per cent for English and maths, a high value added. It was the right decision for the school in the context because, as I said to staff, if we get stuffed as a school, and the results go down, that doesn't just affect year 11, it affects you, it affects 1,500 other kids, it affects the repute of the school. Ofsted could come in and the whole thing will tumble.

"When you add it all up, perhaps it was craven, but I think it was the right decision to make."

He now faces another quandary: should his school become an academy? If pushed, he believes the school

could convert in an ethical way that enshrined the schools' values in its constitution, but he is reluctant.

"I'm caught between a rock and a hard place. If I say I just want to be a head in an academy system then a chief executive is going to be telling me how to do it. If I don't want to do that, then the only route is to become a CEO, even though I like what I do."

As he packs away the coffee, he notices a small piece of paper sitting on the desk. "You will be awarded some great honour," the fortune cookie message reads. In true headteacher style, Tomsett hands it to me. "Take it with you," he says, "everyone needs some luck."

Curriculum vitae

Education:

- Maresfield Bonners C of E primary school
- Uckfield comprehensive, north London
- University of York, BA (hons) in English
- University of Sussex, PGCE

Work:

- Eastbourne sixth form college, East Sussex English teacher
- Hove Park school, Brighton - director of sixth form
- Huntington school, York – deputy headteacher
- Lady Lumley's school, Pickering – headteacher
- Huntington school – headteacher

EXPERTS



ANGELA KAIL

Head of funders team at consultancy and think tank NPC

How a charity can be effective

Philanthropists like giving to schools, says Angela Kail. But if the school system in England was ever straightforward for charities, it isn't any more. Here's a guide through the minefield

Scan *The Sunday Times* Giving List, which names the UK's top 200 philanthropists, and it quickly becomes clear that education is a priority for today's biggest givers. More than half of those on the list have committed all or some of their philanthropy to education charities.

The idea of philanthropists getting involved with education, and specifically setting up schools, dates back centuries. But any major donor today who wants to fund an effective, high-impact education charity faces a pretty confusing landscape as the push for academies accelerates and schools' autonomy increases.

This is why NPC published *School Report* this week, a new paper that looks at how charities can be effective when helping to improve outcomes for pupils. This includes voluntary organisations working across the school system, from inside the classroom to supplying schools with lesson materials.

Here are four ways that charities might help:

1. Stepping in on the sugar tax

One of the big promises to schools made in the last budget was that proceeds from the new sugar tax – estimated at more than half a billion pounds a year – would fund extra school sports. This is a decent idea that has already hit two bumps in the road: will the money appear as promised (some post-budget analysis suggests not); and who will deliver those extra hours of work when teacher workload is already a top concern?

2. Maintaining the highest quality teaching

Good quality teaching is the key to success for children. This may sound obvious to teachers, but Sutton Trust research last year showed the vital role of developing and maintaining skills.

There has been something of an explosion of charities working to help teachers to develop their skills. The Prince's Teaching Institute and Teaching Leaders both support teachers in leadership positions.

There is a trend for more digital projects in this area, too: teachers can access

webinars and YouTube courses run by WHOLE Education, for example. School governance is under increasing scrutiny, with a focus on the boards of academies and what benefit board members bring. Charitable organisations such as the New Schools Network are trying to recruit governors for academies, while the National Governors' Association provides guidance and resources

3. Charities can take a lead role

Greenhouse Sports, for example, works with children in London – in their free time and during school – using exercise to address truancy, among other things, while the Youth Sports Trust gave more than 500,000 children the chance to participate in high-quality sport. Such charities already work alongside schools to provide opportunities beyond the classroom (and there is an increasingly strong evidence base that it helps school achievement too).

4. Thinking beyond London

The charity sector faces the same imbalance seen across so much British life: a concentration of organisations and funding in the south east. But as London schools increasingly leave the rest of the country behind, philanthropists should think about going further afield.

The Youth Sports Trust, for example is run out of Loughborough University. The Tutor Trust in the north west provides affordable small-group and one-on-one tuition to bolster learning, while the charity Re-Entry in Wolverhampton works in small groups with 5 to 17-year-olds to improve their behaviour and maintain their studies.

There is, nonetheless, a disparity. Charities face a challenge to bridge the geographical divide, by focusing more energy and resources in disadvantaged regions, where help might be most in need and might make the greatest difference.

A challenge for charities working with schools

This sort of collaboration will be challenging as squeezed budgets make extra-curricular activities a tempting target for cuts. An after-school art club, after all, requires not just the presence of a teacher but additional resources. Charities must understand the needs and worries confronting schools and provide evidence of their impact. Voluntary organisations need to make a compelling case of why their support is needed (and should be paid for).



LEORA CRUDDAS

Director of policy, the Association of School and College Leaders

A lack of fluent thinking

There are not enough teachers to teach the mandatory Ebacc modern foreign language. In the spirit of détente, Leora Cruddas puts forward three steps that could bridge the gap

Bonjour. Guten Tag. Buenos dias. Welcome to the future of foreign language teaching. It is a future that will be shaped by the government's aim that 90 per cent of pupils should be taking GCSEs in the subjects that make up the English baccalaureate (Ebacc) by 2020. As these subjects include a language, this will mean a huge increase in the numbers sitting French, German and Spanish.

There is, of course, tremendous educational value in learning a second language. The biggest problem we have with the government's goal, however, is a practical one. There are simply not enough teachers. To understand the scale of this challenge it is worth considering where we are at present. In 2015, the proportion of pupils entering the Ebacc (including a language) was 39 per cent. This will more than double.

Three elements of the Ebacc – maths, science and English – are already core subjects. But making it compulsory means increasing the uptake of one of the humanities options (history or geography), and a language. Both are challenging, but languages particularly so. Many schools already report difficulties in recruiting language teachers, and the initial teacher training census shows a shortfall in language trainees for the past three years. Furthermore, fewer students are taking A-levels in languages than in the other Ebacc subjects, which indicates a smaller pool of potential teachers in the future.

The immediate pressure, however, is not in the future, it is now. To achieve the Ebacc target, schools will need to have 90 per cent of their pupils beginning these GCSE courses in September 2018, just two and a half years away.

I (and ASCL) therefore have three proposals to improve things:

1. As we are (currently) in the European Union, let's examine how to recruit teachers from continental Europe who are native speakers in French, German and Spanish. We would need to ensure they have good English language skills

and provide them with training to teach these subjects in English classrooms. The first step would be for the Department for Education (DfE) to commission research to determine what would be required to make this work.

The pressure is not in the future, it is now

2. Schools may have staff with language qualifications currently teaching other subjects. With the right training and support, and timetable adjustments, they may be willing to take on some language teaching. Our proposal is for the DfE to commission subject enhancement courses through the network of teaching school alliances in the summer holidays over the next three years, with extra payments for teachers who undertake these courses.

3. Finally, what could be done to recruit foreign language teachers in other nations where English is commonly spoken, such as Canada, Australia and South Africa? This too could be part of the research proposed in my first point.

The government's objection to these proposals may well be the expense. However, it will be difficult, if not impossible, to achieve the Ebacc goal without urgent action. That is also true of the teacher supply situation in general. All pupils may already study the core subjects – maths, science and English – but severe teacher recruitment difficulties threaten to undermine standards. The most recent initial teacher training census shows shortfalls not only in languages (87 per cent recruited against target), but also in maths (93 per cent), science (85 per cent) and geography (83 per cent).

Much has been said about the time it has taken for the government to recognise the extent of these problems. We must now move on to work constructively with ministers on practical solutions.

The Telegraph

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REVIEWS

TOP BLOGS
OF THE WEEK

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



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

One of the great benefits of Twitter and blogging is sharing ideas, resources, debates. This week I've chosen six blogs that do exactly that. They pass on advice, often acting as a conduit for other voices.

Top five reads for evidence-informed teachers

@huntingenglish

Alex Quigley recognises how difficult it can be for practising teachers and leaders at all levels to find time to keep abreast of recent research. Instead we find ourselves reacting to the "day-to-day" rather than proactively "sharpening our axe", as Stephen Covey would say. Here Quigley offers "a quick-fire selection of [his] top five must-read research evidence summaries freely available for busy teachers and school leaders". Worth finding time over the summer, maybe?

Teacher workload in schools

@hibs1974

Reflecting on teacher workload, Paul Banks shares specific strategies on how heads can try to ensure demands are reasonable and expectations realistic. What practical strategies make a difference? "In an educational environment of reduced funding, a new national curriculum, new GCSEs and A-levels, assessment without levels and new accountability measures for secondary schools in England, it is essential that school leaders try to reduce the burden of workload and pressure on teaching staff."

"Talk like..." resources

@chrismoys

"If you can say it then you have a better chance of writing it." Chris Moysé presents

links here to a number of resources for developing literacy and building pupil subject-specific vocabulary, across a range of subjects, from reception to key stage 4. You can find the links that are most relevant to the age group and subject area(s) you teach, and so benefit from the effort Moysé and his colleagues have put in. How can we ensure we develop learners' facility to talk like a sportswoman/sportswoman, an artist, a historian?

Top tips for TAs

@nancygedge & #PrimaryRocks contributors

Nancy Gedge collates the outcomes of discussions among a range of colleagues at #PrimaryRocks, considering practical suggestions for how to make the best use of teaching assistants to support individuals and small groups, including those with specific learning needs and disabilities. She adds her own reflections, and the comments beneath the post are also useful and interesting. As she concludes: "When we work together, we are more powerful. Teaching is a collegiate thing, after all."

Subject development pedagogy: remembering and revising

@shaun_allison

Shaun Allison is adept at collating, reporting and communicating the ideas of colleagues, as well as exploring and discussing his own thoughts on a range of subjects. Here he focuses on the subject of memory to support revision, citing work by Andy Tharby but also drawing together information from a range of sources. He offers specific strategies for putting some of the theory into practice, and cites ideas from a number of different subject areas as to how they might apply this in their own context.

My thoughts on everything

@Xris32

Finally, on the subject of sharing, prolific bloggers occasionally post digests of everything they have written in recent years. English specialists should find English teacher Chris Curtis's posts particularly helpful but, in common with many of his fellow bloggers, he also writes about general education subjects, including gender, assessment, special needs, differentiation and inspection. In my view, it is a great illustration of the power of blogging to disseminate information and ideas – to encourage reflection and to create networks. Use Twitter and blogs judiciously and you will save time, rather than simply use up time.

Happy sharing.

BOOK REVIEW

Leading from the Edge: a school leader's guide to recognising and overcoming stress

Author James Hilton

Publisher Bloomsbury

ISBN 9781472917355

Reviewed by Martyn Reah, deputy headteacher, Eggar's school, Hampshire



James Hilton's new book, which arrived after a busy week, drew me in instantly with a great introduction.

Hilton's inspiration was the 2012 comment that Sir Michael Wilshaw made about headteachers not knowing what stress is. He skilfully addresses the "elephant in the room" by explaining his views and personal experiences as a primary head within the first few paragraphs.

By the time I finished the introduction, I was aware of what to expect from the ten chapters to come and was reassured to be reading about the valuable experiences of someone who has done the job rather than someone who is paid to advise others how to do the job.

Working with Chris Roome, Hilton has made an accessible guide to the challenges of leading a 21st century-school. Roome, who has worked as a mental health therapist, acted as a consultant: together their insights prove to be page-turners from the start.

Hilton backs up his open and honest explanation of his experiences of stress and anxiety with a practical "how to take control guide" at the end of chapter one, full of valuable points for me to consider about my own working practices. In fact, in some cases, he could be writing about some of the things I have seen other teachers suffer in all of the schools I have worked in.

To demonstrate to Wilshaw that the issue of stress isn't a personal battle, he has included interviews from a variety of teachers, with more practical tips at the end of each chapter. These contain a wealth of ideas and

suggestions to take back into classrooms and could be used as CPD sessions on their own.

He takes Wilshaw to task in chapter two, using data to back up the argument that we understand a little about stress in the teaching profession. In fact, there is an argument, which Hilton presents, that the chief inspector might be part of the problem. A range of sources are used, from unions, to external research – even the Department for Education gets a mention.

Rather than just a rebuke, however, Hilton rises above the personal and provides useful activities to try in school, to start the conversation with colleagues about what is still a difficult and sometimes taboo subject.

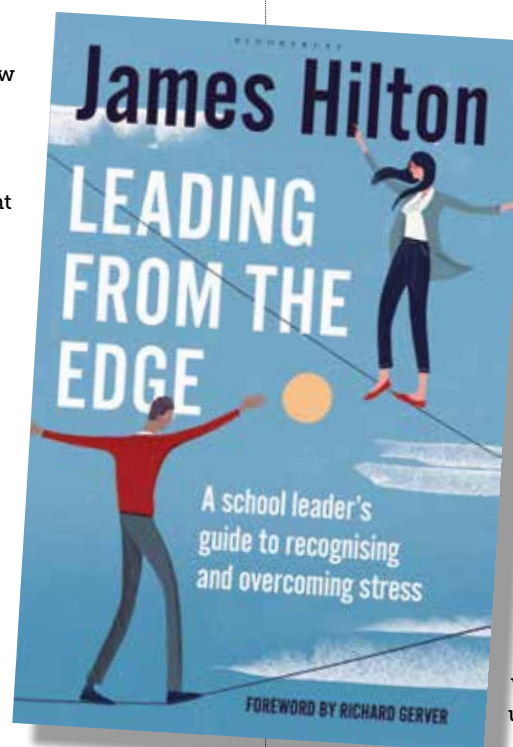
He then addresses the real issues that cause stress in our profession and writes with sensitivity about dealing with difficult parents and challenging staffing situations. The less than developmental process of an Ofsted inspection, which some might suggest has caused the most stress in our day-to-day lives over an extended period, is tackled under the banner of dealing with the "ultimate uncontrollable".

A "before, during and after" approach

provides a great set of ideas that will help all heads and leadership teams to develop their planning – and could to be used to take on the men and women in suits with confidence and vigour.

The highlights for me, however, are the chapters that are the most personal. They deal with recovery from difficult situations, developing positive habits and working in sustainable ways in an increasingly stressful profession. My favourite chapter, and one that rings more than a few bells with the ideas behind Ross McGill's #teacher5aday, is based on staying positive.

It is a book to be read from cover to cover or skimmed in small chunks. It will make you think and to help others. Something Wilshaw might ponder in his next incarnation: supporting and challenging his staff.



NEXT WEEK

The Art of Being a Brilliant Middle Leader

By Gary Toward, Chris Henley and Andy Cope

Reviewed by Ben Ward

What have you been working on?

We're interested in the characteristics of schools linked to pupil mental health risks and are trying to research what those factors might be. We measure specifically a cognitive function called "steering cognition".

If you think of a pupil as a car, steering cognition (which is unrelated to IQ) regulates the steering, brakes and accelerator of the mind – in other words, of all the sensory stimuli, what we ignore and what we pay attention to.

We measure four aspects of steering cognition: children's self-disclosure, trust of self, trust of other people and seeking change.

Good drivers regulate all four things. Children need to do that too. Pupils who are able to steer well can anticipate and adjust to be socially appropriate. Children with poor steering cognition can't read the road and adjust to what is needed.

What's interesting about it?

Steering cognition is not fixed; children can adjust it.

We've identified through our previous research that certain patterns of steering cognition have increased risk of mental health issues. The pattern we measure can predict with an 82 per cent accuracy the likelihood of certain welfare risks. So, for example, whether the child is likely to be

RESEARCH CORNER**Q&A****DR SIMON WALKER**

Honorary fellow, Bristol Graduate School of Education
Director, Mind.World

**THE MOTORWAY MODEL OF MENTAL HEALTH RISKS**

self-harming, is being bullied or is not coping with the pressure at school. Schools want to be environments that are safeguarding their children, and steering them better.

What did you find?

We were interested to see whether differently ranked schools improved children's steering cognition, or made it worse; we measured 21 schools in the UK ranked in terms of A-level performance (state and independent) comprising 7,000 pupils in years 8, 10 and 12.

We found that higher-ranking schools have narrower school roads than lower ranking schools and on those narrower roads, children are driving faster.

We've coined this the "motorway" model

of education – think of Michael Gove and the approach of target-driven, narrow academic outcomes.

We lined up three components: the rank of the schools; the motorway characteristics of the school; and the mental health risks of the school's pupils.

And we noticed that higher-ranking schools exhibit the motorway characteristics and in these schools, children exhibit steering patterns that are linked to higher mental health risks.

A probable cause of this relationship is a pattern called over-regulating, which means children are hyper-vigilant; they are continually self-monitoring and socially-monitoring to try to get things right.

We know from other studies that children who over-regulate over a long time have a

tendency to veer off and crash – or have a meltdown.

What do you hope the impact will be?

We hope the government will become aware of the consequences of an overly academic agenda.

We believe it has prioritised speed over steering as an educational outcome. It wants to get children as far down the educational road as it can without being concerned about how they learn to relate to other people, or how they self-manage.

That seems to be out of a fear of being out-competed by the Asian economies, whose model of education is very "motorway".

We want to tell the government: "You've gone down a route that has consequences that are not intended" and we want to provide ammunition for schools to start focusing on these other skills.

The skill of steering cognition is essential – not just for mental health, but also for success in business and in wider life.

Schools need to be able to start to think about measuring this component, not only for the mental health of children, but also because it will give them real-world employability.

mind.world/education/wp-content/uploads/2016/01/The-Motorway-Model-driving-fast-but-not-teaching-to-steer.pdf



A week in Westminster

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

THURSDAY:

Egg is off the breakfast plate and firmly on the face of bosses at the Standards and Testing Agency (STA) as news outlets reveal that the spelling, punctuation and grammar test for primary pupils has been accidentally posted online by STA officials and will have to be scrapped for the year (see page 3).

Schools minister Nick Glibb must be particularly gutted seeing as he practically wrote the test, including its bonkers focus on exclamations and archaic grammar rules. What? Did we say Glibb? Apologies, a spelling leak. We move to scrap him, too.

FRIDAY:

Further criticism for the DfE today after the decision to bin the primary spelling test was sent to journalists last night, but not uploaded to their website until this morning.

Rumours started emerging today over Ofsted's potential appointees for the lead role. Two names seem consistently to be coming up: Amanda Spielman, current

chair of Ofqual, and Toby Salt, the CEO of Ormiston Academies Trust. Both are regulars to the pages of Schools Week – the first having exclusively revealed her love of knitting in a profile in these very pages, and the latter recently gracing our front page as the CEO of a large academy trust with the biggest pay rise. Perhaps the Ofsted pay package is looking even more attractive?

MONDAY:

Fresh from the weekend, Nicky Morgan's team today faced an onslaught of reports that she was preparing to u-turn on her... sorry, Osborne's... full academisation plan.

This must have been interesting news to the team, given it seems to have come from anonymous Tory backbenchers worried that the plan is (in their words) "f***ing poison".

With the old switcheroo looking increasingly unlikely, Morgan's aides were forced to deny all knowledge of any change.

Morgan herself even insisted during education questions in parliament that her desire was to see talented council

workers set up academy trusts, rather than the councils themselves, but that didn't stop several news outlets again speculating about the now mythical – and still non-existent – u-turn.

TUESDAY:

Still no u-turn.

In other news, as all *Schools Week* readers know, government policy is only made public after a long period of contemplation and once details have been finalised, hence why we're always being told we can't have reports until they've checked and checked and binned... sorry, checked.

Hence, you can only imagine our surprise when the government was accused of "rushing out" its new policy of requiring academies to have parent councils, announced in a blog by Lord Nash shortly after the public outcry over the removal of a requirement for parents to sit on academy governing bodies.

Asked in the Lords by Lib Dem stalwart and ex-headteacher Lord Storey if the parent councils would be legally required, Nash said they would be a

"clear expectation" and this expectation was "clear" in the white paper. Anyone else notice that he didn't answer the question?

WEDNESDAY:

With u-turn expectations building, David Cameron faced his second week of questioning from Labour leader Jeremy Corbyn over plans to convert all schools.

Pushed on whether there would be any legislation to force the change on schools in the upcoming Queen's Speech, the PM explained that he couldn't "pre-empt" what will be in the speech, before revealing that, in fact, Her Majesty would indeed be talking about "academies for all" on May 18.

Does this mean the u-turn has itself u-turned? Hmm. Week in Westminster suspects the weight of opposition on the Tory benches, coupled with the strength of some back-benchers' (swear) voices putting pressure on via the newspapers, means a swerve could yet happen.

CHECK OUT @SCHOOLSWEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Walliams backs comedy prize

David Walliams in the BBC online film for the comedy writing competition for 13 to 15-year-olds

Comedians including David Walliams, Charlie Higson and Kerry Howard, are encouraging secondary school pupils to become class clowns.

But don't fear, teachers, the campaign is for a new comedy writing competition launched by the BBC with the National Literacy Trust.

There are three categories for 13 to 15-year-olds, including class joker, class act and class comic.

The winners will have the chance to have their work broadcast this autumn. They will visit the BBC to see it filmed and receive a Comedy Classroom trophy, a signed

certificate and a visit from a BBC comedian to their school.

In an online film resource that explains each category, Walliams says: "We all love to laugh, and we all love a competition. This competition is where your class of comedians can share their comedic ideas with the nation."

A resource pack has been produced with help from some of the UK's top comedians and the National Literacy Trust.

Visit bbc.co.uk/comedyclassroom for the resources and video. The closing date is July 24, with winners announced in November



Team Financial Helper from Greenacre school

Finance app wins contest

Young entrepreneurs from Greenacre school for girls in Surrey have been crowned champions of a national United Learning app competition.

The challenge tasked students across the multi-academy trust to design an educational app and then launch it online.

And it was Financial Helper, a team of four from Greenacre, which beat more than 1,500 other students.

Along with ten other finalists, they had to present a three-minute pitch to the judges to explain how their idea would

work, why it was unique, and what impact they would expect it have.

Their winning concept was to educate young people on core financial concepts including tax, ISAs, student loans and credit card APRs in "easy to understand language".

Olivia Barbara, from Financial Helper, says: "The final was quite daunting but it was really good fun. The most challenging part of it all was developing the idea for the app and working together to find compromises – I've learnt that teamwork is key."

Inaugural awards for Cornwall's teachers FEATURED

Cornwall's teachers have been recognised at a glittering ceremony in the first teaching awards for the area.

Held at Truro Cathedral and hosted by Helen Mathieson, chief executive of Salisbury Plain Academies, winners and nominees were celebrated for their positive impact on pupils.

Vic Goddard, from Channel 4's *Educating Essex*, delivered a keynote speech.

There were 12 categories, including outstanding headteacher, outstanding use of IT in education, and outstanding special educational needs teacher.

To kick off the night a special lifetime achievement award was presented to Steve Miller from Pool academy. The judges said that his list of achievements, areas of expertise and proven abilities over many decades would impress "even the most discerning and scrupulous" judges.

Outstanding headteacher of the year, sponsored by *Schools Week*, went to Ian Kenworthy from Camborne science and international academy. The judges said students and staff responded to his high expectations with determination to achieve their goals.

Howard Stuttard, also from Pool academy, won outstanding teacher of the year, sponsored by Kernow Education. He was described as "an outstanding teacher who is passionate about developing

himself and empowering other staff to develop, too".

Sarah Karkeek from the Newquay Education Trust picked up the governor of the year award, sponsored by the University of Bristol. She was recognised for using her skills and knowledge to help to develop the governance of other institutions as well as her own.

Truro School sponsored the student nominated teacher of the year, which went to Lisa McCarthy from Torpoint college. She was recognised for "inspiring her students to be passionate about education, to gain self-confidence and to turn their grades around".

The outstanding special education needs teacher of the year award, sponsored by Truro & Penwith College, went to Geraldine Revell from Little Learners preschool in Penzance. The judges said her work for students and parents was "outstanding".

Nikki Baron from EMPRA PR and Marketing, who organised and attended the awards, said: "The cathedral was filled with



Outstanding special education needs teacher of the year Geraldine Revell



Winner of the outstanding headteacher of the year award, Ian Kenworthy, presented with his award by Laura McInerney, editor of *Schools Week*

such worthy winners – it was an emotional evening.

"We've had such fabulous feedback and our Twitter feed is full of such lovely comments. We've stumbled upon a real winner of an event and I hope it's one that will be even bigger and better next year."



Astronaut Mike Foale with students at Merchant's academy Bristol

SPACE WALKER VISITS ACADEMY

Pupils at Merchants' academy Bristol received an out of this world experience when British astronaut Mike Foale came to visit.

Wearing a blue flight jacket, Foale, the first Briton to walk in space, told the audience of year 7 and 8 students how he was determined from the age of six to be an astronaut.

He was selected by NASA when he was 30 and went on to take part in six space shuttle missions.

He told the students that the highlights of his NASA years included repairing the Bristol-built Hubble space telescope and helping to fix the Russian space station after it was struck by a resupply vessel.

He showed photos and videos, including pictures of his drinking water and eating M&Ms in zero gravity.

Science teacher Kevin Timothy said: "Mike's visit has really enthused and motivated the students. It is so inspiring for them to have the opportunity to meet someone who has achieved so much in an amazing career."

MOVERS & SHAKERS

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

Julie Keller has stepped up from the deputy headship to lead Nottingham girls' high school, a move that follows Sue Gorham's retirement after 10 years at the helm.

An advocate of single-sex education, Keller says she is determined to spread her support for girls'-only education and to empower her students to "break the glass ceiling" in the world of work.

"The general feeling outside the community is that the all-girls' model is backwards, traditional and boring, but it is not," she says. "It is a modern, innovative and forward-thinking one, so my goal is to make sure that message is spread and delivered.

"People keep talking about the real world and that girls should go to a co-ed school because that is real world experience, but in reality, girls still aren't paid as much as boys and girls don't get to the top businesses.

"In an all-girls' school you get independent and confident, inquiring minds. Girls are able to develop all of the best attributes so when they go off into the real world they are going to be the ones who get through that glass ceiling and make it to the top."

Keller has a degree in economic and social history from the University of Leicester.



Julie Keller



Laura Fowler



David Ross

Laura Fowler will also join Nottingham from September when she will become head of its junior school. She has been head of the junior department at Leicester high school for girls for six years.

Fowler, like Keller, says she is passionate about girls' education and will spend time in the summer term before she starts at Nottingham getting to know the students.

She says she has been attracted by

Nottingham's ethos and structure "for a while".

"Once you see the impact on girls' confidence, attitudes to learning and future aspirations, not to mention their development as an individual and academically, you realise what a very powerful and special environment an all-girls' school is."

Fowler has been a teacher for 17 years, including spells as an acting head and deputy head in primary schools in Essex.

David Ross, co-founder of The Carphone Warehouse and sponsor of the David Ross Foundation, has been appointed chair of trustees at New Schools Network.

Ross says the education charity has "a crucial role to play" in helping to drive up educational standards by bringing "new and innovative" school founders into the system.

He says that he is particularly interested in trying to increase the role entrepreneurs and business people "like myself" can play in shaping and supporting new schools and sponsoring academies.

Ross began his career as a chartered accountant before co-founding The Carphone Warehouse in 1991.

He established the David Ross Foundation in 2006, which currently sponsors 33 academies in Northamptonshire, Lincolnshire and the Humber region.

He is also a trustee of the National Portrait Gallery and a board member of the British Olympic Association.

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

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Lord Lawson of
Beamish Academy
"Each other and our dreams"

ASSOCIATE SENIOR LEADER MATHS & NUMERACY

SALARY: L11

The following position is required from September 2016

Due to the internal promotion of the current post holder this job has arisen with the opportunity to lead a key department at an exciting stage of its development.

The post holder will have the opportunity to work alongside

the lead practitioner for mathematics to help guide the department to its next stage of development.

The role is perfect for current mathematics practitioners with responsibility to work with a committed, hardworking and dedicated department who always strive to go the extra mile for their students.

Closing Date Friday 6th May 2016 at 9.00am.

Application packs can be downloaded from our website: www.lordlawson.org.uk or by emailing recruitment@lordlawson.org.uk.

** Previous applicants need not apply*

GEOFFREY FIELD INFANT SCHOOL CLASS TEACHERS

(INCLUDING ONE MATERNITY COVER)
SALARY SCALE: MPR/UPR



Are you interested in...?

- friendly and enthusiastic children who are well behaved and ready to learn
- a well resourced school with extremely attractive grounds
- key opportunities for professional/personal development including 1:1 coaching and mentoring
- Shirley Clarke's work on formative assessment and growth mindset
- working collaboratively with friendly and supportive colleagues
- adding to the further development of the school

We are a 3 form entry school with 10 classes, including a Nursery class, and 43 staff. Our current NOR is 322. The school has recently expanded with 5 new classrooms and extensive internal refurbishment.

The school is organised into 3 teaching and learning teams – Foundation

Stage, Year 1 and Year 2. Each team has at least 3 teachers plus a number of highly trained support staff (minimum of 2 per class).

The school is part of the extremely successful Whitley Excellence Cluster and was a Pupil Premium 2015 national finalist.

If you want to know more about our school please watch our video on the school website: www.geoffreyfieldinfant.co.uk

Visits to the school to meet staff and pupils are encouraged.

Application packs are available from the school by email:

admin@geoffreyfieldinfant.reading.sch.uk or call **0118 9375473**. Applications are invited from both NQTs and experienced teachers.

Please do not send a CV. For the purposes of Equal Opportunities we can only accept Reading Borough application forms.

This Authority/School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. An Enhanced DBS will be sought from the successful candidate.

CLOSING DATE: 3PM ON WEDNESDAY 4TH MAY

INTERVIEW DATE: MONDAY 9TH MAY

WORSBROUGH BANKEND PRIMARY SCHOOL

SALARY: MAIN PAY SCALE | BARNESLEY, SOUTH YORKSHIRE



Full time but P/T and Job Shares welcome

About us:

Worsbrough Bank End Primary is a great place to work. The staff are committed to improving the life chances of all children and they serve the community brilliantly. Our children deserve outstanding teachers and our teachers work in partnership to give them the very best curriculum and experiences to grow across all the primary phases. Come and see us; you will be inspired!

Opportunities:

In our partnership currently, we have a post in Key Stage 2 to join our amazing teachers at Worsbrough Bank End. We have strong leadership in this phase and anyone joining this team will be given support to develop and continuing professional development through well managed training and moderation meetings in the individual schools and the primary partnership.

About you:

Our ideal candidate will:

- Be committed to providing all children with a 'hands on' curriculum full of purpose and experiences
- Be excellent classroom practitioners with a creative outlook
- Be committed to the highest possible levels of achievement for all pupils, have a 'no excuse' philosophy on inclusion
- Have energy and determination to make a difference
- Be able to work as a team member to learn, grow and lead as a professional

Essential Qualifications: QTS and relevant experience or specialism in KS2, NQTs welcomed to apply.

We very warmly welcome visits to the schools where you can meet with the Executive Headteacher, Head of School and most importantly, our amazing children. Please ring Linda Higgins to make an appointment at your convenience on 01226282549 or l.higgins@bankend.org

For further information and an application pack, please contact Linda Higgins.

Our partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Closing date Monday 9th May 2016

Shortlisting Tuesday 10th May 2016

Interviews Thursday 12th May 2016

Shireland is an oversubscribed Ofsted Outstanding Academy and the lead school in the Shireland Teaching School Alliance.



SHIRELAND
COLLEGIATE ACADEMY
An altogether better place to learn

HEAD OF GEOGRAPHY/TEACHER OF GEOGRAPHY

Teachers Main Scale/UPS

TLR 2.2 £4,349 for Head of Subject

Full time, Permanent for September 2016

We are seeking to appoint a dynamic, strong and inspirational Head of Geography to lead on this popular subject as part of our thriving Humanities Department. We would also welcome applications from those seeking a post without responsibility including Newly Qualified Teachers.

The successful candidate will:

- Have the ability to teach Geography to A Level
- Be a consistently good/outstanding teacher
- An exceptional classroom practitioner with high expectations
- Able to inspire and enthuse students
- Committed to raising standards for all

In return we will offer:

- Excellent career development opportunities and access to a comprehensive programme of CPD.
- An ICT rich environment which allows staff to be innovative in harnessing technology for learning
- An extensive support programme for Newly Qualified Teachers

TEACHER OF COMPUTER SCIENCE

Teachers Main Scale/UPS

Full time, Permanent for September 2016

We are seeking to appoint a creative and inspirational Teacher of Computer Science to lead on this popular subject. We would welcome applications from Newly Qualified Teachers or those with experience.

The successful candidate will:

- Have the ability to teach Computer Science to A Level
- Be a consistently good/outstanding teacher
- An exceptional classroom practitioner with high expectations
- Able to inspire and enthuse students
- Committed to raising standards for all

In return we will offer:

- Excellent career development opportunities and access to a comprehensive programme of CPD.
- An ICT rich environment which allows staff to be innovative in harnessing technology for learning
- An extensive support programme for Newly Qualified Teachers

Shireland has a national and international reputation for the use of technology and provides individual devices for all students and teaching staff. The Collegiate Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

CLOSING DATE: 8.00 am Wednesday 11 May 2016

Applications are available from our website:

www.collegiateacademy.org.uk

For an informal discussion please contact our HR Director Melanie Adams on 0121 565 8811



TUNBURY PRIMARY SCHOOL

TUNBURY AVENUE, WALDESLADE, KENT ME5 9HY

Are you an ambitious teacher ready for the next step in your teaching career?

CLASS TEACHER REQUIRED for September 2016.

Full time, permanent post. Salary according to skills and experience (recruitment incentive may be available). NQTs welcome to apply.

This is an exciting opportunity for a talented and ambitious teacher to join our dedicated staff team. Join us in this role and you can expect bespoke training to support you on your career path. The successful candidate will be:

- an inspiring and motivated teacher
- committed to excellence, inclusion and high expectations
- an effective organiser with good interpersonal skills.

Opportunities for rapid career progression are available.

All of our teachers are provided with a laptop and access to other necessary resources. In addition to PPA we provide additional non-contact time for assessment and moderation.

Please contact Mrs Clare Petrucci on 01634 863085 or clare.petrucci@tunbury.kent.sch.uk

CLOSING DATE: 19/05/2016 INTERVIEWS: 24/05/2016

www.tunbury.kent.sch.uk



Samuel Ryder Academy
Education for a changing world

Head of Media

TLR2b payment

Full Time

Start date: 1st September 2016

Samuel Ryder Academy is rapidly expanding and seeks an enthusiastic and inspirational Head of Media to teach across all age and ability ranges. This post offers the opportunity to lead the faculty which achieves outstanding results, all of whom are subject specialists.

The successful applicant will have a clear vision for this outstanding faculty, with strategic leadership skills. You will be an outstanding practitioner who has the vision, energy and drive to continue to improve standards of achievement and ensure teaching is of the highest quality across all key stages.

The Academy has a clear vision and ethos which has led to significantly improving results and growing school roll. OFSTED stated "student behaviour is good". Our specialisms are English and New Technologies with innovative use of iPad technology across the school. There are excellent facilities for both staff and students.

We offer an innovative induction programme and professional development programme both at Samuel Ryder Academy and across the Trust, recognising that our staff are the key to our success. The Academy is part of the Sir John Lawes Academies Trust creating formal links with Sir John Lawes School (OFSTED Outstanding).

If you are interested in joining us at this exciting time, further details and an application pack are available from **Sharon Spittal** at s.spittal@samuelryderacademy.co.uk or on **01727 859382**

Closing date for applications: Midday 10th May 2016

Date of Interview: 16th May 2016



Samuel Ryder Academy
Education for a changing world

Head of ICT/ Computing or Teacher position

TLR2b payment- for Head of Department

Full Time

Start date: 1st September 2016

Samuel Ryder Academy is rapidly expanding and seeks an enthusiastic and inspirational Head of ICT/ Computing or ICT Teacher, to teach across the age and ability ranges. This post offers the opportunity to lead the faculty.

The successful applicant will have a clear vision for this outstanding faculty, with strategic leadership skills for the position of Head. You will be an outstanding practitioner who has the vision, energy and drive to continue to improve standards of achievement and ensure teaching is of the highest quality across all key stages.

The Academy has a clear vision and ethos which has led to significantly improving results and growing school roll. OFSTED stated "student behaviour is good". Our specialisms are English and New Technologies with innovative use of iPad technology across the school. There are excellent facilities for both staff and students.

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If you are interested in joining us at this exciting time, further details and an application pack are available from **Sharon Spittal** at s.spittal@samuelryderacademy.co.uk or on **01727 859382**

Closing date for applications: Midday 10th May 2016

Date of Interview: 18th May 2016



Samuel Ryder Academy
Education for a changing world

Primary Teacher

Contract - Full Time Permanent

Are you passionate about Primary education and ready to gain or develop leadership experience? As part of our yearly growth into a 2 form entry Primary Phase of Samuel Ryder Academy we are looking to appoint an experienced, motivated and inspirational teacher to join our friendly and supportive staff. The successful applicant would be expected to work closely with the KS1 and KS2 Co-ordinator and the Head of the Primary Phase of the Academy.

The position is for September.

We are looking for an outstanding teacher who has high aspirations of pupils and is reflective, committed and passionate about children's learning.

Applications are invited from candidates who:

- Strive to provide exciting and innovative learning experiences for children
- Have experience in leading Science
- Have proven experience of maintaining high standards of teaching, learning and behaviour
- Are highly motivated and professionally ambitious
- Are fun, flexible team members who develop excellent relationships with children, parents, carers and colleagues
- Can demonstrate excellent organisational and leadership skills.

If you are interested in joining us at this exciting time, further details and an application pack are available from **Sharon Spittal** at s.spittal@samuelryderacademy.co.uk or on **01727 859382**

Closing date for application: Midday 6th May 2016

Date of Interview: 17th May 2016

THE TBAP MULTI ACADEMY TRUST



Would you like to be a part of the highest performing AP academy chain in the country? Led by Seamus Oates, an Executive Headteacher of national standing and our Chief Executive Officer you would be supported by Angela Tempany, Executive Headteacher of our East of England and North-East London group of alternative provision academies.

TBAP Multi-Academy Trust includes The Bridge and Courtyard AP Academies, which have both been judged 'outstanding' in all areas by Ofsted. We deliver excellent Alternative Provision Education across four London Boroughs and in Cambridgeshire, as well as via our innovative educational Residence in Crawley and a new 16-19 Academic AP Academy in Fulham. Through our Teaching School Alliance we are also able to deliver exciting CPD and research programmes at all levels. At TBAP, learning is at the heart of our approach. We offer a holistic curriculum that integrates social care and therapeutic interventions with education, to provide appropriate support for some extremely vulnerable young people.

Director of Learning

TBAP Octavia AP Academy, Wisbech, Cambridgeshire

Leadership Scale 14 – 18: £53,180 – 58,677p.a.

TBAP Trust Benefits package includes:

- Benenden Health Care Membership
- Interest Free Season Ticket Loan Scheme
- Employers - Childcare Vouchers Scheme

Required: September 2016 or early start available for the right candidate

Closing date for receipt of applications:

13th May 2016

Interview date:

23rd May 2016

Science Teacher –

Maternity Cover

TBAP Octavia AP Academy, Wisbech, Cambridgeshire

Leadership Scale M1 – UPS3: £22,244 - £37,871p.a.

TBAP Trust Benefits package includes:

- Benenden Health Care Membership
- Interest Free Season Ticket Loan Scheme
- Employers - Childcare Vouchers Scheme

Required: September 2016 or early start available for the right candidate

Closing date for receipt of applications:

13th May 2016

Interview date: week commencing

23rd May 2016

Lead Teacher

The Golborne Centre, London W10

Salary: Salary: M4 – UPS3 M4 £32,400 – UPS3 £46,365 p.a. Plus TLR 2B £4,352

TBAP Trust Benefits package includes:

- Benenden Health Care Membership
- Interest Free Season Ticket Loan Scheme
- Employers - Childcare Vouchers Scheme

Required: September 2016 or (Summer term start preferable if possible)

Closing date for receipt of applications:

30th April 2016

Interviews will be held week commencing:

9th May 2016

Head of School

TBAP Courtyard AP Academy (Primary)
SW London

Leadership Scale 14 – 18 £60,479 – £65,324 p.a.

TBAP Trust Benefits package includes:

- Benenden Health Care Membership
- Interest Free Season Ticket Loan Scheme
- Employers - Childcare Vouchers Scheme

Required: September 2016 or early start available for the right candidate

Closing date for receipt of applications:

29th April 2016

Interview date:

(early May and will be confirmed to shortlisted candidates)

Lead Teacher

Westminster Centre
London W10

Salary: M4 – UPS3 M4 £32,400 – UPS3 £46,365 p.a. Plus TLR 2B £4,352

TBAP Trust Benefits package includes:

- Benenden Health Care Membership
- Interest Free Season Ticket Loan Scheme
- Employers - Childcare Vouchers Scheme

Required: September 2016 or (Summer term start preferable if possible)

Closing date for receipt of applications:

30th April 2016

Experienced Teacher

The Intervention Team (Primary)
London W10

Salary: M1 – UPS3: £27,819 – £46,365 p.a.

TBAP Trust Benefits package includes:

- Benenden Health Care Membership
- Interest Free Season Ticket Loan Scheme
- Employers - Childcare Vouchers Scheme

Required: September 2016 or (Summer term start preferable if possible)

Closing date for receipt of applications:

30th April 2016

Interviews will be held week commencing:

9th May 2016

Unqualified Teacher

(Social Sciences)

Bridge AP Academy, London SW6

Salary: UNQ 1 – 6 £20,496 - £29,970 p.a.

TBAP Trust Benefits package includes:

- Benenden Health Care Membership
- Interest Free Season Ticket Loan Scheme
- Employers - Childcare Vouchers Scheme

Required: September 2016 or (Summer term start preferable if possible)

Closing date for receipt of applications:

16th May 2016

Interviews will be held week commencing:

23rd May 2016

We are keen to interview candidates who are resilient, show initiative and believe they have the potential to deliver outstanding outcomes.

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

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

WE'RE HERE TO SUPPORT HISTORY

We are committed to supporting you as you teach our new accredited GCSE (9-1) and AS and A Level History qualifications. We've listened to what you've told us and worked hard to ensure you have everything you need to teach our qualifications, from free teaching and learning resources to Subject Specialist guidance and advice. We also have a range of CPD training courses and events on offer.

With all this support, you can focus on delivering exciting and engaging History lessons to your students.



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If you want extraordinary History teaching support call us on 01223 553998 or visit ocr.org.uk/supportinghistory

OCR
Oxford Cambridge and RSA

SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

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

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

Difficulty:
EASY

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

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.