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DAVID WESTON

SCHOOLSWEEK.CO.UK

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Interns on low wages: teachers of the future?

- For: it's a good way for schools to grow their own staff
- Against: they will be used as 'cheap' teaching assistants

SOPHIE SCOTT
@SOPH_E_SCOTT

Unions fear that a national scheme to place teaching interns into classrooms will be used as a cost-cutting device.

The graduate teaching internship (GTi) scheme, run by new company TryTeaching, plans to give

potential teachers the experience of working in a school for between one and three terms before they embark on an initial teacher training (ITT) course.

But with salaries equal to the minimum for support staff, unions say they are worried about the use of "cheap" alternatives to teaching assistants.

Jon Richards, head of education at Unison, said: "Any initiative to improve teacher recruitment



TOBY YOUNG

P14

“Why theatre directors would make great school leaders

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EDITION 66

NEWS

Interns: is this the future of teaching?

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Continued from front

SOPHIE SCOTT

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should be examined. But in times of squeezed budgets we wouldn't want to see schools use interns as cheap replacements for teaching assistants."

Richards said research, such as that from the Education Endowment Foundation, suggested that "properly deployed well-trained teaching assistants delivering structured programmes" could impact pupil outcomes, but he wouldn't want to see those results "undermined by short-term intern programmes".

Nick Breakwell, the founder of TryTeaching – who previously set up and ran an ITT provider that is now the TES Institute – has said that while there will be some overlap of roles, interns are different to teaching assistants.

"This should be a way for schools to 'grow their own' teachers, so when they end the internship they would be able to do their ITT with the school. It is a different approach to teaching assistants. But there will, of course, be some crossover with roles and responsibilities."

The deployment of interns would be down to each institution, but TryTeaching

encourages schools to give them a "broad experience" such as one-to-one pupil support, co-teaching and literacy and numeracy coaching.

Schools taking part in the scheme will pay TryTeaching, which was set up in March this year, up to £2,100 to recruit and support each intern, and then pay a salary via the company.

Breakwell said salaries would be agreed at a minimum of what support staff receive – £13,614 a year, according to the local government payscale.

Schools Week reported last year that schools were increasingly having to pay agencies to find new staff. At the time, Helen Manley, a senior adviser at Cambridgeshire County Council, accused the organisations of "hoovering up" new teachers and said their finder's fees of around £3,000 were a "huge problem".

Breakwell said the intern scheme would help to improve recruitment and reduce teachers' leaving rates as trainees would be better prepared.

Deborah Lawson, general secretary of Voice, the union, agreed with Richards's concerns about the impact on teaching assistants, and questioned the plan of

interns in schools for short periods.

"Would there be consistency in staffing across the school if staffing is changing every year or term?"

"GTi also say it will mentor the interns, but we know that the current support for newly qualified teachers is already an issue. Is there the capacity to mentor more people who aren't even teachers yet?"

Intern schemes are already operating in some areas or for specific subjects. The Ogden Trust Teach Physics programme, which works with 37 schools, recruits physics graduates. In Suffolk, a scheme called Rising High places interns into schools in the county.

A similar scheme was also advertised by the Department for Education (DfE) last March. It wanted school-led training schemes, such as School Direct, to bid for cash to offer internships to graduates in science and maths-related subjects. It said participants would be paid £300 a week.

No information is available about whether any interns were recruited through such schemes. When asked, the DfE declined to comment.

The government has missed its teacher training targets for the past four years.

Breakwell said 50 schools will be signing up to the GTi scheme, and it was looking to link up with a provider of "portfolio route" training ITT. He would not confirm if the TES Institute would be approached.



Jon Richards

Government slow on boarding places for refugees

FREDDIE WHITTAKER

@FCDWHITTAKER

More than 80 free places offered by boarding schools to the government last year to house and educate unaccompanied Syrian refugees are still unfilled.

The places, worth an estimated £1.5 million in fees, were made available last September by the Boarding Schools Association (BSA) on behalf of about 50 state and independent boarding schools, which each made room for at least one additional pupil.

Despite receiving thanks at the time from both the Department for Education and prime minister David Cameron, the association revealed at its annual conference on Wednesday that none of the offered places had been filled.

The association said all the places were fully funded with some schools raising money from parents to help towards the cost.

It is thought the government's current policy of refusing to accept unaccompanied child refugees could be the reason for the delay, but the BSA said children from Syria already living in England could benefit.

During Prime Minister's Question Time this week, the government indicated it could climb down from its position and allow 3,000 unaccompanied child refugees into Britain, but it is not known how quickly this will happen.

Natasha Dangerfield, headteacher of Westonbirt School in Gloucestershire, said she was "disappointed" by the lack of action.



"We have beds, we have the accommodation, so where you can help it's an important opportunity," she said.

"I had my head of boarding find a bed ready to go because I thought we would be directly and immediately involved, so we were surprised. I guess... these things always take more time and when it's politically linked I suspect there's far more at play."

Dangerfield said it was disappointing for heads of "pastoral caring institutions" to see "children that need somewhere to be, somewhere to be nurtured, somewhere to be given the opportunity to thrive" and not be

able to help meet these basic needs.

She added that her school, like many others, had also been preparing a guardianship arrangement for Syrian pupils during holiday time.

Nick Gibb, the schools minister, faced questions about refugees during a video-link Q&A at the annual conference in Manchester.

He said the BSA's offer and guidance on the places had been shared with regional strategic migration partnerships that were "working with the government's resettlement team", and with local authorities, "which are ultimately responsible for finding school places for refugees".

"I am very grateful for the offers that have been made."

Robin Fletcher, the BSA's national director, said his organisation was in "constant communication" with the government, reminding them about the offer.

"We've been sitting there poised," he said. "We've been talking to the Refugee Council saying 'guys here's 80 fully-funded places, does anybody want them?'"

Fletcher admitted the wheels "turned slowly" and that the sector may have "responded quicker than the mechanics could cope with."

"It's a humanitarian gesture," he said. "I think we would all be very disappointed if this large offer from the schools never translated into action. That would be a shame."

The Home Office did not respond when approached for comment.

NEWS

Gibb digs in on primary tests after day of protests

CATHERINE MURRAY

@CATHMURRAY_NEWS

The government has refused to change primary tests in response to this week's unprecedented parent protests, backed by tens of thousands of online signatories and two children's laureates.

With disputes over the number of children kept off school on Tuesday, Sir Michael Wilshaw, Ofsted's chief inspector, weighed in to support the new national curriculum assessments that begin this month.

In Brighton, a rally attended by Chris Riddell, the children's laureate, attracted more than 500 parents and children, but local primary schools reported only a "handful" of absences.

The group gathered in the city's Preston Park to wave banners and chant "hands off our schools", before Riddell told them that rather than focusing on testing, more emphasis should be placed on issues such as protecting school libraries and librarians.

In a statement Wilshaw firmly backed the government, saying he "fully supports" the tougher tests for primary pupils so teachers could "identify weaknesses" in literacy and numeracy at an early age.

"Those who oppose this testing need to consider England's mediocre position in the OECD education rankings," he added.

"As I have long argued, children who fall behind in the early years of their education struggle to catch up in later years. If by



the age of seven, a child has not mastered the basic skills of reading, writing and mathematics, the odds will be stacked against them for the rest of their lives. This is especially the case for poorer children."

Lucy Powell, the shadow education secretary, would not condone the parents' boycott but claimed ministers had "ridden roughshod" over the concerns of headteachers and parents about SATs.

She said: "This government is creating chaos and confusion in primary assessment in schools, with a huge number of changes to SATs specifications since children started school last September."

In January this year, the government made more than 30 updates to its guidance on the

tests, leading one primary leader to say the assessments were a "dog's breakfast".

When pressed by *Schools Week* the day after the protests, Nick Gibb, the schools minister, claimed the government "always listens" to criticisms of policy, and insisted that testing was "very important" in holding schools to account and the

assessments had "no real consequences" for the young people who took them.

He said the tests had been reviewed "a great deal" to ensure young people were leaving primary school "fully literate and numerate" and he was "very confident" that schools were "very well-prepared".

A spokesperson for the Department for Education said only a minority of parents took the "unwarranted step" of keeping their children out of schools.

Campaign group Let Kids be Kids, which organised the protest, asked parents to register their participation to counter reports of low numbers, and on Wednesday received notification of 6,603 primary children who had missed school in the protests.

Fourth UTC to close this summer

FREDDIE WHITTAKER

@FCDWHITTAKER

Another of the government's flagship university technical colleges will close this summer, two years after it opened.

Government data released earlier this year showed just 113 pupils on roll at UTC Lancashire in Burnley although there was capacity for 800.

It is the fourth UTC to announce plans to shut. Two closed in August last year and Central Bedfordshire UTC has announced it will also shut this summer. Low pupil numbers has been a factor in all four closures.

Local media are reporting the Lancashire UTC cost £10 million, but the government is unlikely to reveal how much it spent on the project until long after it closes.

Nick Boles, the skills minister, has said he wants all UTCs to join multi-academy trusts to make them "stronger".

But Russell Hobby, general secretary of the National Association of Head Teachers, has warned that putting UTCs into trusts risks giving academy chains a 'loophole' out of performance measures if lower ability pupils are pushed to study in them.

Speaking to the Burnley Express, Rob Dubrow-Marshall, a board member of the trust which runs the UTC, said closure was the "only available option" given the low numbers.

PUZZLE OF THE MISSING EXPERT REPORTS

SOPHIE SCOTT

@SOPH_E_SCOTT

Expert reports commissioned in the run-up to the last general election are still nowhere to be seen – despite a promise from the government that many would be released by "early 2016".

Their non-appearance follows the suppression of the report from experts into teaching assistant (TA) standards, with one researcher warning that the Department for Education (DfE) has a history of rejecting advice from specialists.

Of the three expert groups set up before the election, only one, the report from the Commission on Assessment without Levels, has been published – and that was two months late.

Schools Week understands that two other groups, looking at professional standards and teacher training, have submitted their reports.

Publication of the teacher training report was postponed from a planned December publication until "spring". The professional standards group was due to release its report in "early 2016". Both remain unpublished.

Three further reports commissioned last summer – two into behaviour training, and one on the assessment of special needs pupils – are still without a timeframe for publication.

Since taking over in July 2014, the education secretary has commissioned more than 11

expert groups, led in two cases by appointed 'tsars' – David Weston, leader of the professional development group, and Tom Bennett, who is leading on teacher training on behaviour.

In October, *Schools Week* revealed the non-appearance of a report on teaching assistants.

Rob Webster, a researcher at the Institute of Education specialising in TAs, said: "The DfE has form on setting up and rejecting advice from specialists that predates the expert groups. The expert panels should be mindful of what happened with the TA standards."

He said if ministers could "quietly dismiss expert advice" on the TA standards, which was a "relatively uncontroversial" paper, it raised questions about how the department would respond to more controversial recommendations.

Webster added: "For all we know, the current delays could be the result of a similar kind of suppression we saw with the TA standards. The DfE should probably take heed too. As it found out with the leak to *Schools Week*, these things have a way of getting out."

A department spokesperson said: "The reports will be published in due course."

As *Schools Week* went to print, it was reported that the government's third tsar – Natasha Devon, specialising in mental health, had been axed from her role.



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NEWS

Government bails out schools with £8m pay-out

JOHN DICKENS

@JOHNDICKENSSW

EXCLUSIVE

The government has handed out more than £8 million in emergency funding to cash-strapped schools in the past three years.

Freedom of information figures show that since 2013-14, the Department for Education (DfE) has paid out a total of £8.2 million in deficit funding to help schools to balance their books. More than half (£4.6 million) was paid out in 2014-15 alone.

The largest single payment of £700,000 was made to The Business Academy Bexley, one of the Labour party's first flagship academies.

Bexley was opened by Tony Blair in 2003. It cost £31 million to build and was designed by architect Lord Norman Foster. But it reportedly had a raft of costly problems, including a leaking roof and a failed ICT system and had to be bailed out after running up a deficit of more than £650,000.

In 2014, the government issued the school with a financial notice to improve after a failure by trustees to provide "adequate financial and governance oversight and challenge". It was ordered to undertake a series of actions, including an external review of governance.

The school did not respond to a request for comment. It is unclear whether the action plan points have yet been met, but the financial notice to improve remains in place. Academies apply to the government when

they are unable to balance their budget any other way.

The DfE says the cash helps them to get on to a sound financial footing while protecting pupils' education.

However the pay-outs show the costs of conversion are not always straightforward and, in some cases, more cash is needed to entice new sponsors.

It raises questions over whether the £500 million set aside to convert the remaining 16,000 state schools is enough.

Last year *Schools Week* revealed that £9 million in deficit funding was paid out between 2011 and 2013. None had to be repaid.

The new figures show a notable difference – with £5.4 million of the £8.2 million due to be paid back. Bexley, for example, will have to pay back half.

The second largest payment of £650,000 was given to the Queensbury Academy, in Bedfordshire. All the money will have to be repaid.

A spokesperson for the CfBT Schools Trust, which sponsors the school, said the cash covered an anticipated shortfall of pupils after it converted from an upper to secondary school. It followed a council decision to move all its schools into a two-tier system.

The spokesperson said: "Student numbers are rising rapidly, as predicted. We expect the school to break even in 2016-17, and anticipate being able to start repaying the

BENEFICIARIES OF DEFICIT FUNDING IN 2014/15

ACADEMY NAME	REGION	TYPE OF ACADEMY	AMOUNT	REPAYABLE
The Business Academy Bexley	Bexley	Sponsored	£703,000	Yes - £350,000
Queensbury Academy	Central Bedfordshire	Sponsored	£650,000	Yes
Gloucester Academy	Gloucestershire	Sponsored	£474,000	Yes
John Cleveland College	Hinckley	Converter	£440,000	Yes
The Blue Coat Church of England Academy	Coventry	Converter	£425,979	Yes
Portslade Aldridge Community Academy	Brighton and Hove	Sponsored	£325,000	Yes
Ormiston Endeavour Academy	Suffolk	Converter	£320,000	Yes
St Aldhelm's Academy	Poole	Sponsored	£240,000	Yes
Isle of Portland Aldridge Community Academy	Dorset	Sponsored	£225,000	Yes
Theale Green School	West Berkshire	Sponsored	£210,000	Yes
Visions Learning Trust UTC	Lancashire	UTC	£210,000	Yes
The Marlowe Academy	Kent	Sponsored	£180,000	No
Richard Rose Morton Academy	Cumbria	Sponsored	£102,000	No
UTC Lancashire	Lancashire	UTC	£50,000	No
Eden Primary	Haringey	Free school	£10,800	No

Total repayable £3.9m
Total non-repayable £0.7m
Total paid £4.6m

advance in 2017-18."

Gloucester Academy was given £474,000, all of which must also be repaid. The school joined the White Horse Federation in March 2015 after falling into special measures. The trust said the deficit cash was used for initial funding issues and for "rapid improvement initiatives".

St Aldhelm's Academy in Poole was given £360,000 in 2013-14 and £240,000 last year. The earlier amount does not have to be paid back.

The school lost £1.2 million after it was targeted by a "sophisticated fraud" and was put into special measures in 2013 before it was taken over by the Ambitions Academies Trust last year. Ofsted said last month the school had been transformed.

A DfE spokesperson said: "Deficit funding is decided on a case by case basis and is only provided in rare circumstances where schools are facing significant financial pressures. It is only provided once a robust and affordable recovery plan is in place."

Three-day course lifts pupil scores

A new study has revealed pupils taking the controversial European Computer Driving Licence (ECDL) qualification on average score the equivalent of an A grade, despite achieving an average score of below a C across their GCSEs.

Data experts Education Datalab published a blog this week revealing the average point scores of pupils from 2015 in popular non-GCSE qualifications compared with their GCSE scores.

The analysis found that pupils achieve almost two points more – a third of a grade – across all non-GCSE qualifications, most notably in the ECDL.

On average, pupils taking the ECDL achieved 52 points – the equivalent of an A grade – while scoring an average of 38 points – below a C grade – in their GCSEs.

Datalab described the difference as "staggering".

The finding follows a series of investigations by *Schools Week* that revealed how schools were advised to effectively "game" the system by entering large numbers of pupils into the qualification.

School network organisation The PiXL Club advised its 1,300-plus members to enter pupils who were unlikely to get five GCSEs, and said schools could prepare for the exam in just three days.

But exams regulator Ofqual wrote to all exam boards last week to demand evidence their qualifications are up to scratch.

Boards must justify how long it takes to complete a qualification and, separately, the number of guided learning hours – time spent with a teacher. If qualifications fall short, they will be removed from counting in performance league tables.

#FLATCASH: HEADS TAKE TO THE TWITTERSPHERE

JOHN DICKENS

@JOHNDICKENSSW

Headteachers are taking to Twitter as part of a campaign to expose as false the government's claim that school funding is protected.

While the government has pledged to maintain per-pupil income, heads currently preparing next year's budgets are having to factor in rising costs such as increased pension and national insurance contributions.

Now they are using the hashtag #FlatCash to reveal the reality of their funding.

Liam Collins from East Sussex (pictured), one of the heads who started the campaign, said 13 schools that responded in the past few weeks have been forced to slash a combined

total of more than £1.5 million from their budgets.

"Some schools will be able to weather that for a year, using a surplus, before having to take action.

"When 80 per cent of your costs are staffing, there is only one area that a school can look at to control its costs. Turning lights off will not bring the levels of saving required."

Collins, head of Uplands community college, started the

ball rolling by posting that he will have £183,703 less to spend on pupils next year.

Caroline Barlow (pictured), head of nearby Heathfield community college, then tweeted that she has had to slash £225,288 from her budget – and urged colleagues to share their losses.

Ministers maintain they have protected funding by ensuring the cash per-pupil it hands to schools remains static.

But Barlow said the recent rise in the national living wage means she has lost £54,000 from next year's budget – which would pay two teachers.

Collins said many schools have also reported losses from their deprivation funding after the English Indices of

Deprivation – which charts the poorest areas in the country – was updated in September.

Added to the increased pension and national insurance contributions, Collins said heads now faced "difficult conversations" with staff and parents over cuts.

He said he wants the public to understand the "honest" reality that school budgets are being cut.

John Tomsett, head of Huntington School in York, tweeted that if his

school's budget had kept up with inflation since 2010, it would have an extra £800,000 next year.

Schools Week revealed last year how Tomsett had already slashed £350,000 from his school's spend.

Vic Goddard, head at Passmores Academy in Essex, also posted that his school had £280,000 less for next year.

Barlow said heads were facing "pretty stark choices". "There isn't a single one that does not have an impact on children."

But she added: "Ultimately, I think the profession will show itself to be determinedly focused on providing the best possible solutions for young people and our staff. I can already see people starting to work together to share ideas and find creative solutions."

A DfE spokesperson said: "We have protected the overall core schools budget in real terms, so that as pupil numbers increase, so will the amount of money in our schools.

"We are making funding fairer by consulting on proposals for a new national funding formula so that areas with the highest need attract the most funding and we are continuing the pupil premium – worth £2.5 billion this year – giving schools significant extra funding to raise the attainment of disadvantaged pupils."



caroline barlow
@BarlowCaroline

@HeadsRoundtable 54k down on Living Wage alone. Despite making cuts in this my 1st year, still down by £225,288 #flatcash #protectedbudgets.

10:20am · 28 Apr 2016 · Twitter



Caroline Barlow



Liam Collins

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NEWS

THE MOVES THAT MADE A MODERATE

FREDDIE WHITTAKER
@FCDWHITTAKER

Primary tests dominated much of the National Association of Head Teachers' annual conference last weekend with Nicky Morgan promising an about-turn on floor standards. It was a capitulation that failed to impress heads for long as they later voted to consider unprecedented industrial action on forced academisation. As general secretary Russell Hobby said: good heads want to spend time in the classroom not the boardroom

A small victory on floor standards in primary tests did little to stem the anger of headteachers as they clashed with Nicky Morgan during their annual gathering in Birmingham last weekend.

The National Association of Head Teachers, traditionally a moderate union with a reputation for collaboration with the government rather than hostility, has put industrial action on the table after condemning plans to turn all schools into academies.

When the education secretary addressed the conference on Saturday morning, delegates welcomed her assurance that figures would be manipulated to ensure the number of primary schools that fell below floor standards this year would be in the hundreds rather than the thousands. But much of what she had to say was not greeted so warmly.

Seeking to allay fears that new tougher key stage 2 (KS2) tests would result in tens of thousands of schools falling below standards, Morgan announced that her department would focus on progress rather than attainment and manipulate figures to restrict the number of schools that failed.

Despite the change, hundreds of schools will still fall below the standards this year, but the impact will be less significant than first feared: 676 primaries fell below them last year, and a maximum of 682 will be below this time (see box, below right).



Sitting comfortably? Kim Johnson, NAHT president, Nicky Morgan and Russell Hobby

But Morgan's capitulation did little to hold off criticism of the government's testing agenda. On Sunday, Russell Hobby, the union's general secretary, called for the introduction of a working baseline for reception pupils and the scrapping of statutory key stage 1 (KS1) assessment.

Attacking the government over a "constant upheaval of assessment" and "changes made at such a breakneck speed and at such volume that mistakes are inevitable", Hobby said schools should return to the idea of a reception baseline, a suggestion he

acknowledged as "unpopular".

The government changed its stance on controversial new baseline tests last month following significant concerns over their comparability. It also faced criticism over its handling of other primary assessments, including the leak and later cancellation of the KS1 spelling and grammar test.

Hobby told delegates that measuring pupil progress meant assessing them at the start and end of their time at school. To achieve this, he said, testing should start at the beginning of school, not the middle.

"If we are to have a reception baseline, it has to be one that works, not the mess that we've seen this year," he said. "And we must ditch statutory assessment altogether at KS1."

"We cannot have two high stakes tests for young children. If we truly judge schools on their results, then interim measures have no place in our system. They are an intrusion on the autonomy of school leaders and a sign of distrust."

A government spokesperson said it would "engage actively" with teachers and heads as it continued to look at the best way of assessing

DELEGATE'S QUESTION LEADS TO ACCUSATION

A question over the balance of power at the Department for Education sparked a row at the conference, as Nicky Morgan accused a headteacher of sexism.

During a Q&A with members following her speech on Saturday, the education secretary accused Simon Kidwell, headteacher of Hartford Manor primary school, Cheshire, of sexism when he asked if it was Nick Gibb who ran the Department for Education, rather than her.

Gibb, the schools minister, has ministerial responsibility for curriculum reform and has often appeared as a proxy for Morgan at events where curriculum and assessment matters have been at the top of the agenda.

He also took Morgan's place at the Association of Teachers and Lecturers' annual conference earlier this year, where he discussed at length problems with assessment.

And it was Gibb, not Morgan, who spoke most about the

scrapping of the controversial reception baseline tests and led the government's response to the accidental publication and subsequent cancellation of the key stage 1 spelling and grammar test last month.

Following a speech that was at times punctuated with heckling from the audience, Morgan was asked by Kidwell whether she would think again about the change from "best fit" to "secure fit" exam standards, which, it is claimed, has had a negative effect on dyslexic pupils.

Morgan said she was not minded to make a change, but when asked by Kidwell if it was in fact Gibb who was running her department, Morgan replied: "I'm not going to dignify that sexist remark with a comment."

It is not the first time Morgan has faced questions over who is "in charge" at Sanctuary Buildings. In her early days as education secretary, she reacted angrily to reports that her predecessor Michael Gove was still running things behind the scenes.

As minister for women and equalities, Morgan has on several occasions voiced her opinions on sexism, and made headlines last June when she criticised Sir Tim Hunt, the Nobel Prize-winning scientist forced to quit his honorary professorship at University College London for his remarks about women in science.

Kidwell has since defended his question, telling the *Daily Telegraph* that he would have asked the same thing of a male secretary of state or if Morgan had a female deputy. He has been defended by other public figures including



Nicky Morgan

TE UNION TAKE MILITANT ACTION



'RE should be a subject for all'

The government insists that it will continue to allow parents to pull their children out of religious education, although headteachers want that right to be removed.

On Sunday the NAHT passed a motion calling for a negotiation with the government over the legal framework that currently allows parents to remove their children under the terms of the national curriculum.

Delegates warned that pupils were missing out on a "vital" part of their education, with parents able to pick and choose the religions their child studied.

Hilary Alcock, head of Buntingsdale primary school and nursery in Shropshire, said schools needed to show they "respect what is important to pupils and make RE an entitlement for all".

"Parents may know their children best, but they may not always know what is best for them," she said.

"What is best for them as they grow up in modern Britain may be outside of their own experience and their child's primary socialisation."

Tony Hegarty, a union representative from Liverpool, said some parents used the rules to get their children out of certain aspects of religious education.

"It saddens me to say that sometimes parents only exercise the right to withdraw children from RE when the topics being studied are Hinduism, Judaism or Islam. I think that is an extremely divisive mechanism."

Alcock proposed the motion that the framework change in response to the government's guidance on British values which, since last year, has demanded that schools demonstrate that pupils are "well prepared to respect others and contribute to wider society and life in Britain".

This requirement is one of several placed on schools by the new Prevent duty which came into effect last July and which requires schools to take measures to identify radicalisation and extremism.

A government spokesperson said intolerance had no place in the classroom, hence schools were required to "actively promote fundamental British values so that pupils leave school with a tolerance and mutual respect of those of other cultures, faiths and beliefs.

"Promoting British values should not be restricted to a single subject, though, and we will continue to respect the right of parents to withdraw their children from religious education if they choose."

children, but defended KS1 tests.

"At KS1, schools are only required to submit teacher assessments for accountability purposes, not the results of tests. These are just one source of evidence used by teachers when assessing children and should be considered alongside pupils' work in the classroom."

It is now clear that Morgan's speech harmed rather than helped the relationship between the Department for Education and heads, after sources within the union admitted that a move to consider industrial action over forced

academisation came after her address.

An amendment to an already critical motion was passed on Saturday, with members calling for action if talks over a reversal to the white paper plans failed. Significantly, the motion was backed by a large number of existing academy heads, some of whom argued that although the structure had worked for their school, they did not want to see it forced on others.

During his address on Sunday, Hobby questioned the government's capacity to handle the structural change proposed, and

warned that lawyers and consultants would likely be among those to benefit most.

"It is odd to praise professional autonomy and then reject it in practice," he said.

"This isn't ideology: many schools have evaluated academy status objectively and simply found it to be a low priority compared with their work on teaching and learning. Good heads want to spend time in the classroom not the boardroom.

"These are boom times for lawyers, auditors and consultants. Better if they were boom times for teachers," he said.

ON OF SEXISM

Christine Blower, the National Union of Teachers general secretary, and Russell Hobby, the NAHT general secretary.

"It was a concern around who is making different decisions," Hobby said. "People are just frustrated that they don't feel they are being listened to, so they wonder who they need to go and speak to about it.

"[Gibb] does make decisions on assessment and curriculum, so it's not an unreasonable expectation. I don't think he's running the department."

The heated session has compounded fears among union leaders about a breakdown in the relationship between the government and their members.

During his vote of thanks to Morgan, Hobby admitted he was worried about the "gap that's widening between the profession and the government".

Floor standards: what Morgan's pledge will mean

Primary schools are measured on pupils' abilities in reading, writing and maths, and last year were considered to be failing if fewer than 65 per cent of pupils failed to achieve a level four in all three disciplines at key stage 2.

The government has not set the floor standard for this year, but heads had expressed fears that harder tests would mean failures, followed by potential intervention and dismissal of senior staff.

Schools are measured on progress and attainment. To keep the number of primary schools that fail below a

certain level, the education secretary is proposing that, after the results are in, the threshold level for progress will be set to ensure the number of schools falling below the floor standard is no more than 1 per cent higher than last year.

Because the tests are demonstrably harder this year, it is difficult to predict how many schools will fail. Before Morgan's announcement, there were predictions that the number of schools below the floor standard could have run into the tens of thousands.

NEWS

College pulls out of academy sponsorship

BILLY CAMDEN
@BILLYCAMDEN

A college has severed its ties with two academies because it says it is no longer “feasible” to sponsor them.

Oldham College is relinquishing control of Waterhead Academy and Stoneleigh Academy, also in Oldham, from the summer break, saying that a move away from vocational education in schools is one reason for the decision.

The college said the “world of education” had changed “rapidly” and, aside from worries about the curriculum, it did not have the “capacity” to cope with school improvement.

A spokesperson said: “The school curriculum no longer embraces any of the vocational or technical subjects which the college teaches.

“Even more significant is that academy sponsorship is no longer feasible on a small scale. Sponsors need to be committed to growing large groups of schools with all the associated capacity that this brings to the challenge of school improvement.”

He said funding and policy changes to the college’s “core business” of post-16 education were “dramatic and disruptive”.

The decision was supported by Richard Atkins, former president of the Association of Colleges, who said that to be successful, multi-academy trusts (MATs) run by colleges needed about a dozen schools.

“Colleges get into difficulty when senior management attempts to run one or two schools on a day-to-day basis. They start to take their eye off the ball and college standards start to drop.

“You need enough capacity, for example, to appoint a chief operating officer, a head of finance and an executive headteacher for the schools who report to the MAT.”

Sir David Carter, the national schools commissioner, said in March that academy trusts with fewer than six schools “will struggle to be sustainable”. Carter said trusts needed between 10 and 20 schools.

Atkins also warned colleges of the difficulties of taking over “one or two seriously failing schools”, claiming that the best MATs will have a mix of outstanding and failing schools.

He added, however, that building MATs could be a “win-win” for schools and colleges.

“Colleges have quite a bit to offer in terms of governance, leadership and management of running autonomous education institutions, so we have quite a bit to bring.”

A Department for Education spokesperson said: “It is for colleges to decide whether to apply to become sponsors and for the regional schools commissioner to decide on their suitability based on their capacity and their track record in supporting underperforming schools.”

The two schools will be taken over by Huddersfield-based Moor End Academies Trust. Its website states that it already oversees three schools, and a pre-school.

Brexit vote threatens building loans

JOHN DICKENS
@JOHNDICKENSSW

Investigates

Loans totalling hundreds of millions of pounds to build new schools in the UK could dry up should the country leave the European Union (EU).

The European Investment Bank (EIB) has lent more than £350 million since the beginning of 2015 to build new schools under the government’s Priority Schools Building Programme (PSBP).

The bank is owned by EU members and provides long-term loans on favourable terms for social action projects.

A Brexit vote next month would trigger talks among the remaining EU members to decide whether the bank continued investing in the UK.

Tristram Hunt, the former shadow education secretary, described it as an “important investment in the future of our country, benefiting both our children and future generations.

“Schools . . . are better off in Europe. Leaving would be a leap in the dark and would put all this at risk.”

The EIB enables borrowers to access “triple A” loans – the highest rating – which means the bank is deemed as having an extremely strong capacity to meet financial commitments.

It says it offers loans at competitive rates



and for longer terms than more commercial banks. Some councils claim that EIB loans can save more than £2 million on a single project.

EIB was a big lender in the Building Schools for the Future programme, providing more than £450 million to finance new schools from 2005 until the project was scrapped in 2010.

Its interest in UK schools has been whetted again with PSBP. Since last year it has lent £280 million, mostly to support private finance-funded building projects.

The cash is lent directly to private firms who then build new schools and recoup the money through lengthy contracts with local authorities and schools.

Schools Week has previously revealed some PFI schools struggling to meet repayments as budgets are squeezed. But the government favours this type of funding for new infrastructure as it means new schools can be built off balance sheets.

The bank also lends straight to local authorities. Last year Croydon council, in south London, borrowed £102 million to help to create 7,000 new school places,

including 12 new schools.

Council leader Tony Newman said: “It is as difficult as it has ever been to get extra government funding.

“So this is money we had to borrow – and we’re getting a better deal through EIB.”

The council had previously borrowed £30 million from the government-operated Public Works Loan Board for new homes, but said using the EIB instead this time would save £2 million a year.

A spokesperson for the EIB said the decision about whether to remain in the EU was for the people of the UK.

“However, it must be noted that future support for long-term investment in the UK by the EIB could be at risk if the UK were to leave.”

The spokesperson told *Schools Week* the situation would be “unprecedented”, but a Brexit vote would likely spark withdrawal negotiations between the remaining EU member shareholders.

Vote Leave, the official referendum campaign group wanting Britain to leave the EU, did not respond to *Schools Week*’s request for a comment.

Academy conversion saves school from closure

JOHN DICKENS
@JOHNDICKENSSW

A middle school has dodged closure after gaining an academy conversion order from its regional schools commissioner (RSC) – while another school is facing problems after intervention from its RSC.

Ponteland middle school in Northumberland was earmarked for closure under council proposals to move from a three to a two-tier system.

The teaching school, also rated as Ofsted outstanding, has secured its future by gaining approval to become an academy from Janet Renou, RSC for the north of England, although it could now be forced to expand its intake to become a primary or secondary school.

Elsewhere, intervention from a RSC has not gone as smoothly.

Last year Tudor Grange Academy Redditch (TGAR), in Worcestershire, was given approval by Pank Patel, RSC for the West Midlands, to convert from an upper high school to taking in year 7 and 8 pupils. That decision was made despite concerns it would “decimate” the town’s three-tier education system.

But the *Redditch Standard* newspaper revealed last month that TGAR had attracted just 19 pupils into year 7 this September – despite having 180 places available. The

school also had 280 places available for year 9 starters, but will have an intake of 58.

This is despite an overall shortage of places in Worcestershire, with four out of five secondary schools said to be over-subscribed for the coming year.

Robert Hill, an education consultant and former government policy

adviser, said the RSC decisions hampered the ability of local authorities to plan and provide a good education for all children.

He said councils faced a growing challenge to plan and provide sufficient places as academies could not be made to accept extra forms of entry.

Northumberland county council said the academy order for Ponteland middle school would not affect its consultation to move to a two-tier schooling system.

However, Caroline Pryer, Ponteland’s headteacher, said she was hopeful the council would listen to the community and keep the three-tier system.

She said governors had opened up talks with other schools in the region about forming a multi-academy trust.



In Worcestershire, Rose Rees, TGAR’s head, said “strong financial plans” were in place to manage the impact of low admissions and that the school would “continue on this course”.

She told the *Redditch Standard*: “The figures were down towards the bottom end of planning and scenario thinking. We had hoped there would be enough confidence for people to move

forward with us.”

In a letter to parents, Rees said the school could handle the low numbers – and the resulting lower funding – because it was part of a multi-academy trust.

“We recognise that change takes time and can be difficult. Tudor Grange Redditch is a good school with sound GCSE outcomes. A growing number of parents are recognising this . . . we know that improving results and our provision again this year will secure their confidence.”

A Department for Education spokesperson said: “All schools deserve the opportunity to enjoy the freedoms academy status brings.”

She added the Ponteland academy order would help ensure “every child in the area has access to the excellent education they deserve”.

We want your grammars, neighbours tell Bucks county

SOPHIE SCOTT

@SOPH_E_SCOTT

Several local authorities bordering an area with selective schools have said they would welcome grammar "annexes" in their areas, leading to questions over Nicky Morgan's promise not to open the "floodgates" on grammars.

In the run-up to this week's local elections, Conservative councillors in Milton Keynes, a non-selective local authority, promised grammar annexes if they were elected.

Three more non-selective local authorities, which also border the selective county of Buckinghamshire, say they would also welcome satellite grammars.

In October last year, the education secretary approved plans from the Weald of Kent girls' grammar in Tonbridge, Kent, to open an annexe nine miles away in Sevenoaks, also in Kent. At the time, she said it would not "open any kind of precedent or floodgate".

Buckinghamshire has the second highest proportion of pupils in grammar schools in the country – 42 per cent attend one of its 13 selective schools. Many pupils also travel from neighbouring authorities.

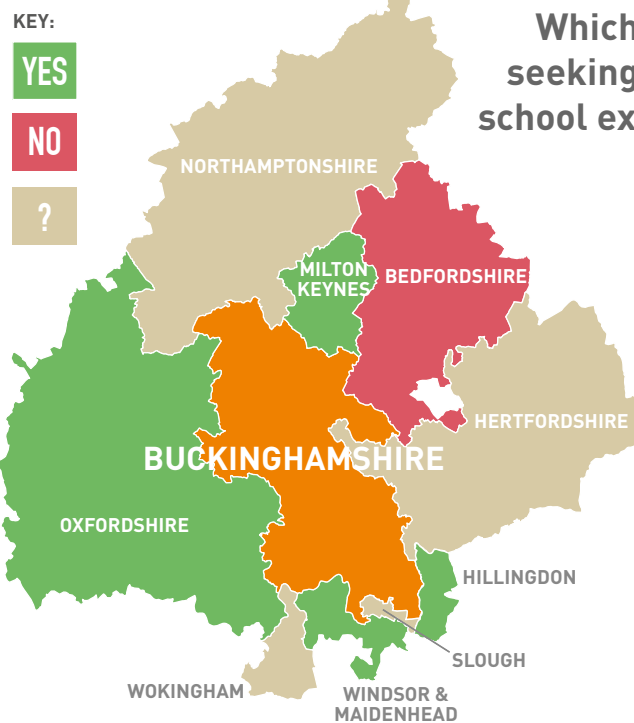
Rebecca Hickman, a member of anti-selection campaign group Local Equal Excellent, said: "These proposals for satellite grammar schools are being brought forward at an alarming rate and gives a lie to Nicky Morgan's claim that the Sevenoaks decision would not 'open floodgates'."

In March, the government updated a form for academies wanting to make significant changes to their intake, including adding a tick-box for selective schools that wanted to expand on so-called satellite sites several miles from the school.

Edith Bald, Milton Keynes's Conservative party leader, said parents wanted a grammar in the town as results were better at grammar schools.

Currently, 1,400 children from Milton

Which areas are seeking grammar school expansions?



Keynes travel at least 15 miles a day to attend one of Buckinghamshire's four grammars in Buckingham or Aylesbury.

Bald said: "The main opposition is going to be the heads in Milton Keynes who will say this would cream the talent out of their schools. But any child in Milton Keynes can sit the 11-plus already, and many do, so those children are already leaving."

But anti-grammar campaigner Hickman said data showed achievement gaps in

Buckinghamshire were some of the largest in the country and "middle ability children perform worse than they would in a comprehensive system."

"Champions of selection focus on the good results that grammar schools achieve, but rarely talk about what happens to the 75 per cent of children who are rejected."

As previously reported by *Schools Week*, the Royal borough of Windsor and Maidenhead is also looking at whether Sir William Borlase's grammar should open a satellite site in Maidenhead, five miles from the original school.

Phillip Bicknell, cabinet member for education, said the council was in the "very early stages" of working with the school, but it was "important" parents had "choice".

Two more non-selective local authorities also bordering Buckinghamshire – Oxfordshire and Hillingdon – said they would support grammar annexes.

Melinda Tilley, Oxfordshire's education lead, said: "My view is that the more choices we give parents the better."

David Simmonds, Hillingdon's cabinet member for education and deputy chair of the Local Government Association, said: "It would be a popular move with parents . . . as many parents already take their children to grammars in neighbouring areas."

A government source said applications did not signal approval and Morgan's statement about not opening floodgates or setting a precedent still remained.

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NEWS

CAREERS FUNDING: WARM FRO

FREDDIE WHITTAKER

@FCDWHITTAKER

Investigates

Thirty-three careers programmes are to share a £9.5 million fund to run projects in areas of need across England. But who are they, and what do they want to do with the money?

The Careers and Enterprise Company, set up by Nicky Morgan in 2014 and boosted earlier this year with a large chunk of the government's £70 million careers funding, has announced its list of chosen projects aimed at "areas of greatest need", many of which are working with schools.

While the company devotes much energy to its flagship mentoring scheme, it has also allocated £5 million to 33 providers (see list below) in a selection process weighted to favour "cold spots" of careers provision – although *Schools Week* analysis revealed the process has not resulted in equal distribution among all the deprived areas.

Groups of schools and academy trusts were among those invited to bid for the funding when it was announced last autumn.

The organisation hopes 250,000 young people will be reached by the projects, which have each received a share of a £9.5 million pot – the £5 million boosted by £4.5 million in match funding from other groups.

Organisations were chosen based on their "strong track record in helping young people who have previously lacked good quality careers support", with up to 75 per cent of the funding allocated to careers "cold spots".

To work out the geographic areas in highest need, the company analysed data on ten indicators including free school meals eligibility, work experience exposure and availability, exam results, apprenticeship destinations and proportion of young people out of work or education in each area.

Cold spots were identified as local enterprise partnership (LEP) zones with four to six of the indicators in the bottom third range.

Areas with a higher number of indicators in the "bottom range" of results will benefit from more intervention. In the Tees Valley, which

has five indicators in that range, £360,000 will fund nine projects.

The Black Country, which has six indicators in the bottom range, will benefit from £179,000 for eight projects, while five projects funded with £219,000 will be deployed in Cornwall and the Isles of Scilly, which also has six indicators in that range.

In Liverpool, £289,000 of funding will pay for seven projects, including a service offering careers advice and work inspiration for 13 to 19-year-olds in hard-to-reach schools.

The fund was launched last October, and the company received 247 applications requesting more than £55 million. One hundred applications were shortlisted and of 50 bidders invited to interview, 33 were chosen to split the £9.5 million.

Claudia Harris, a former adviser to Tony Blair and the company's chief executive, said the programmes were selected following a "rigorous process", adding that each had demonstrated "a particular focus on employer encounters" and showed a "track record of success".

She said: "This is a real opportunity to level the playing field for young people in cold spot areas who have traditionally not had the kind of access to employers and encounters that others enjoy."

Harris also defended the allocation process, after *Schools Week* analysis highlighted large variations in the per-capita allocation between LEP areas in similar categories.

For example, areas like Tees Valley and Cornwall received far more per head than other areas like Worcestershire or the Black Country, which were also considered to be in careers "cold spots".

Harris said the "lumpy" nature of local grant funding drove swings in per capita funding, adding: "Moving a large local project from one LEP to another moves the fund/population significantly."

She added that some grants were location-specific, and that the company had sought to balance regional coverage with backing or testing the highest quality interventions and funding a range of intervention types.

"We chose to back some projects that were more expensive per capita because they focused on high-need groups," she said.

CASE STUDIES



'It creates lasting connections'

A £150,000 grant to the Greenpower Education Trust will allow teams of pupils in Hull to design and race kit cars while building relationships with business representatives.

Schools will receive half the funding needed for a car (about £3,300) and teams of at least 20 pupils will get the chance at school to design, build and market the vehicle.

Pupils will be encouraged to get involved in raising the other half of the funding, and the teams can go on to race their designs at a national and international

level. The cars can also be stripped down and rebuilt, enabling the kits to be used again.

Vaughan Curnow, from Greenpower, says the value of the project is that it outlasts the initial build. It creates lasting connections between teams and their professional advisers, who continue to support schools with careers advice, help with CVs and other services.

"It's incredibly rewarding," Curnow says. "We get a lot of kids who have to have something to focus on, because not everyone is happy to just look at a blackboard all day."

THE 33 PROJECTS

The **Access Project** uses volunteer tutors to help young people to attain higher grades for top universities

The **Ahead Partnership's** *Make the Grade* project brings together students and businesses to "unlock potential in both"

Business in the Community and **Career Ready Employer** provide visits and workshops to students in Thurrock, Southend and Ipswich

Career Connect provides career advice and work inspiration for young people in hard-to-reach schools

The **Challenge Network** runs *HeadStart*, a programme that secures young people a job interview in exchange for volunteering hours

Cogent Skills has developed its *Futures in Science* project to inspire young people to pursue science careers

The **Engineering Development Trust's** *industrial cadets* raise awareness of and aspiration to local STEM (science, technology, engineering and mathematics) jobs

Engineers working in **EngineeringUK Tomorrow** help young people to understand the diverse careers available in their sector

Envision's *Community Apprentice* competition for schools aims to help develop skills and confront issues

Founders4Schools trains teachers in local enterprise partnerships and monitors the increase in the number of STEM graduates in an area

Future First develops alumni communities to inspire and motivate current students

Holiday courses and volunteer schemes run by **Futureversity** seek to raise aspirations in young people

Global Generation provides training and real-world encounters with employers in the King's Cross estate, north London

Greenpower Education Trust runs a competition in which 33 teams of pupils design, build and race electric kit cars

An *enterprise camp*, run by **Groundwork UK**, aims to develop skills among unemployed young people and engage employers

The **Ideas Foundation's** *Creative Ladders* project provides inspiring encounters with advertising and design agencies

IntoUniversity develops pupil awareness of careers through contact with employers

The Key and Business in the Community have merged their two programmes to fill gaps in career and employment provision

Project Lumen, run by the **Lincolnshire and Rutland Education Business Partnership**, aims to use 400 employer connections to develop and prepare 2,700 young people for work

Run by **Loughborough College**, the *Bridge to Work* scheme offers flexible job skills and coaching courses to help students to kick-start their careers

The **Manufacturing Institute** enables teams of teenagers to compete in school-based manufacturing challenges

The **Outwood Grange Academies Trust** has employer centres that foster employer and alumni involvement

Rebalancing the Outer Estates Foundation and **ThinkForward** have teamed up to provide work-readiness coaching for disengaged young people

Progress! is run by **Skills East Sussex** to improve work readiness and boost apprenticeship uptake

...ONT IS DUE TO HIT COLD SPOTS

LOCAL ENTERPRISE PARTNERSHIP ZONES, SCORED BY DEPRIVATION INDICATORS

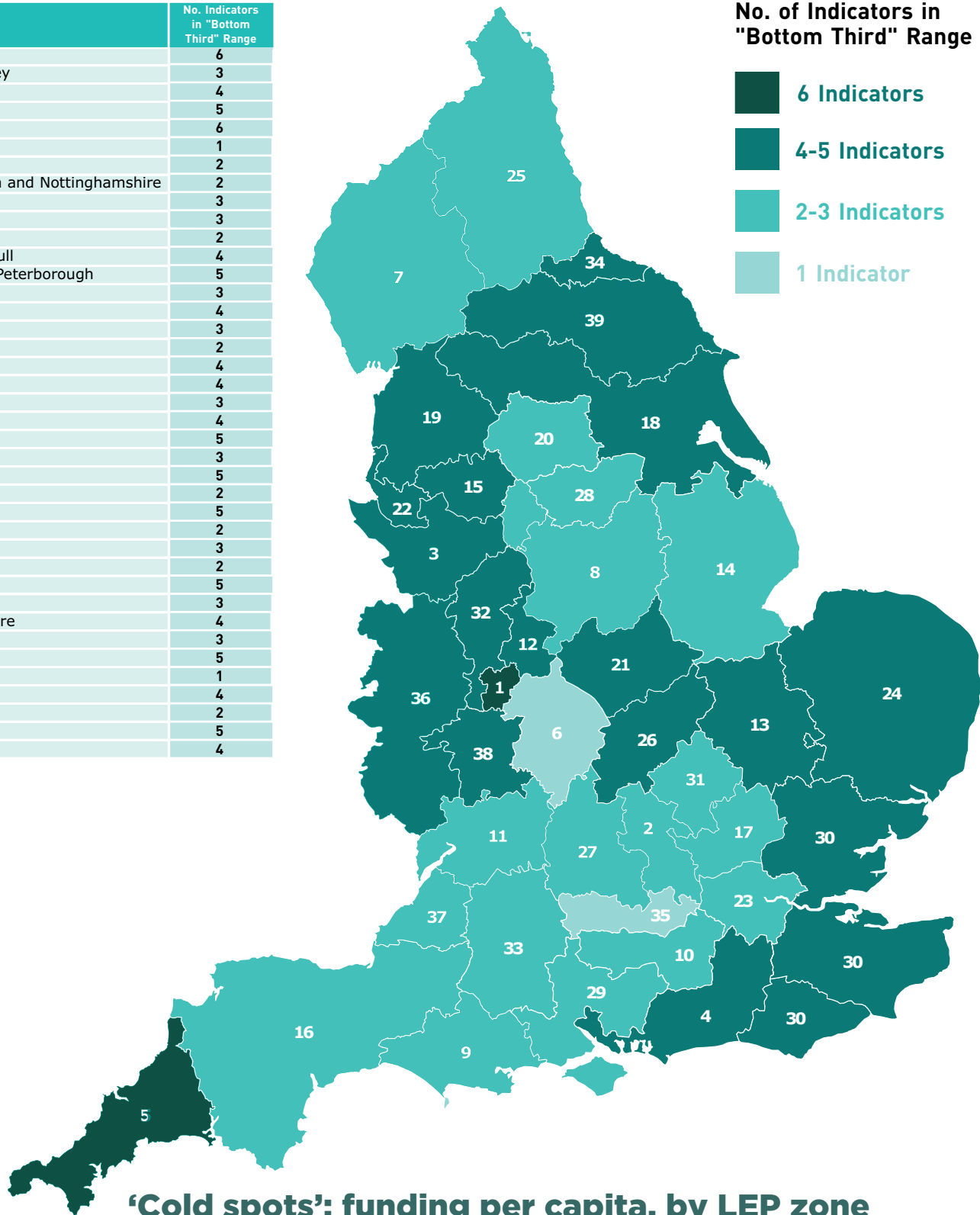
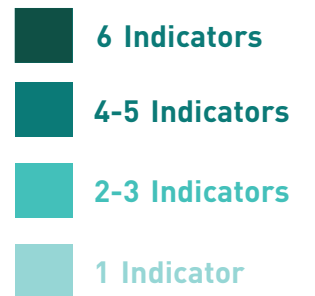
'A career they might enjoy'

Future First sends alumni back into schools to develop relationships with pupils through workshops, in-lesson support or online mentoring. Many schools ask the charity to work with students who receive pupil premium, says Amy Finch, a senior alumni officer at the charity. Peter Richardson, an alumnus of Tiverton high school who is now a research fellow in chemistry at the University of Southampton, went back to his old school in Devon to do a gold fingerprint electroplating experiment. Students pressed their fingerprints on to plastic slides and then plated gold around the fingerprint patterns. "Looking back, I know I would have appreciated someone doing the same thing when I was the students' age. Hopefully they see that it is possible for them to choose to do a career that they enjoy." Finch says that personal stories and experiences play an important role in the workshops, but alumni also work as coaches, providing feedback or working with students on activities related to their expertise. A £345,000 grant will help to extend Future First's alumni communities further into south west England.

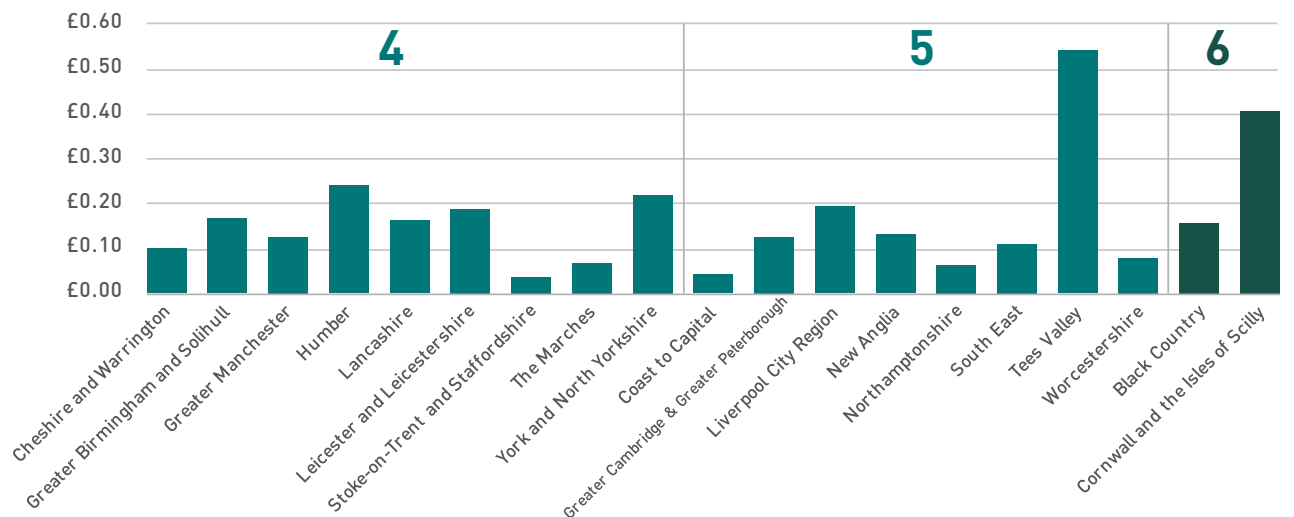


No.	Local Enterprise Partnership	No. Indicators in "Bottom Third" Range
1	Black Country	6
2	Buckinghamshire Thames Valley	3
3	Cheshire and Warrington	4
4	Coast to Capital	5
5	Cornwall and the Isles of Scilly	6
6	Coventry and Warwickshire	1
7	Cumbria	2
8	Derby, Derbyshire, Nottingham and Nottinghamshire	2
9	Dorset	3
10	Enterprise M3	3
11	Gloucestershire	2
12	Greater Birmingham and Solihull	4
13	Greater Cambridge & Greater Peterborough	5
14	Greater Lincolnshire	3
15	Greater Manchester	4
16	Heart of the South West	3
17	Hertfordshire	2
18	Humber	4
19	Lancashire	4
20	Leeds City Region	3
21	Leicester and Leicestershire	4
22	Liverpool City Region	5
23	London	3
24	New Anglia	5
25	North Eastern	2
26	Northamptonshire	5
27	Oxfordshire	2
28	Sheffield City Region	3
29	Solent	2
30	South East	5
31	South East Midlands	3
32	Stoke-on-Trent and Staffordshire	4
33	Swindon and Wiltshire	3
34	Tees Valley	5
35	Thames Valley Berkshire	1
36	The Marches	4
37	West of England	2
38	Worcestershire	5
39	York and North Yorkshire	4

No. of Indicators in "Bottom Third" Range



'Cold spots': funding per capita, by LEP zone



Solutions for the Planet runs a scheme that challenges pupils to find a business solution to sustainability issues

St Helens Chamber runs 115 "interactive" careers fairs, featuring hands-on opportunities

The **Springboard Charity** showcases careers in hospitality, leisure and tourism

TwentyTwenty runs 26-week courses to help 15 to 18-year-olds not in education, employment or training to develop work skills

Volunteer It Yourself teaches DIY and building skills to school leaders so they can learn new things while also improving their communities

West Berkshire's Education Business Partnership aims to demonstrate the benefits of apprenticeships to young people and employers

WorldSkills UK deploys its champions to inform students about what's needed to excel at work

York Cares lets vulnerable young people sample work environments through visits, workshops and placements

Your Life and MyKindaFuture provide workplace visits to discover first-hand careers in STEM

To find out more about these projects, go to schoolsweek.co.uk

NEWS



EDITOR'S COMMENT

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WILL SMALL SCHOOLS BE ABLE TO BREATHE A BIG SIGH OF RELIEF?

In a week of big news – threatened strikes, parent boycotts, backbenchers shouting about academies – there has been one quiet sigh of relief. And one awkward question.

Buried in the middle of her speech at the weekend's union conference, Nicky Morgan promised that "no good small school will close" due to "structural changes" – and by structural change I presume she means her plan to turn every school into an academy and not that she's going to start knocking down their interior walls.

For local councillors in areas with small schools, this is a relief. More than 2,000 schools in England have fewer than 100 pupils. The fear has been that if they are forced to join an academy trust, a CEO without an understanding of their value may decide they are no longer viable – and so close them.

"That's the fear, that's the trepidation," said Neil Short, chair of the National Association for Small Schools, when we spoke this week. "I spoke to heads in North Yorkshire last week who are afraid of the unknown. At the moment, we are still trying to piece together the

evidence."

He takes comfort in the education secretary's words but he notes the "good" in her statement. "I take comfort, provided her definition of good is the same as mine. The Ofsted evidence is that most small rural schools are good, something like 95 per cent of the total," he says.

In the past Morgan has also thrown the word "sustainable" into the mix as a necessary criterion for small schools to stay open.

Schools with fewer pupils are almost always more expensive. They are necessary though. In parts of the Yorkshire dales snow falls several times a year, and makes roads to more distant schools impassable. This is why, so far, top-up cash has been available through "sparsity" grants and it is believed this factor will be built into the planned school funding formula.

The awkward question is one that several heads have asked, not just those in small schools. It's this: Instead of small schools being forced into a large multi-academy trust, why can't they join with other small schools in a loose federation

or umbrella trust?

Under these models, each school continues to have its own governing body and headteacher, but they work together to bring unity and share resources. It means the school has real autonomy as it can move away from the umbrella trust if unhappy or if about to be closed, but still gets financial economies of scale and the magical "collaboration" so beloved of the government.

School leaders who asked this awkward question to senior civil servants have been told the education department is no longer accepting applications for these models because the government want to stick the blame on one person. With one CEO, there's one person to hold to account if things go wrong; with an umbrella trust, there would be leaders at each school to deal with and that would be untenable.

But let's think that through. Let's breathe in the bizarreness. If true it means the government

won't allow a structure that gives real autonomy to school leaders and would stop the anxieties of small schools simply because they can't be bothered to have a large number of conversations.

We seem to have got to a position in education where unless an individual can be dragged out and put in the stocks for low performance, we think things aren't worth doing.

Umbrella trusts could be a real solution for the small school worries. Likewise this week we have seen the National Association of Head Teachers offer solutions on primary testing (page 6) and the Boarding Schools Association offer solutions for educating Syrian refugees (page 2).

Yet the government refuses to make changes on its tests, and the boarding places have gone empty.

Why? It is hard to tell. But if this continues, those sighs of relief heard this week will turn out to be ones of despair.



READERS' REPLY



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Academy chain fights for right to name feeder schools

Ian Taylor, Bristol

If this idea gains traction, then to get their child into the secondary school of their choice, parents will have to get their child into the correct primary school from age 4. Will we see parents putting their child's name down for the "correct" nursery school at birth?

Primary schools not linked to secondary schools are going to lose out because those primaries will be last in the queue for place allocation to secondary schools. So if your child is in a standalone primary, it will start to be seen as a second best choice.

Let's get some proper planning into creating an educational system that does not depend on greed and market forces. We used to have one not so long ago! Unless more people object, greed will win and the average citizen will lose out. We have all seen how difficult it is to curb banker bonuses. Multi-academy trust chief executives are not going to give up their power and influence with the government. After all, some of them ARE the government.

Tory shires rebel against plan for academies

Anne Booth, Kent

I am a parent of two daughters at a grammar school in Kent and am totally against it becoming an academy. We feel we are being rushed into it. Parents are trying to stop this, arranging petitions and pleading for an open meeting, but unfortunately our head and governors are refusing the public consultation meeting we are asking for and seem to be intent on pushing the academisation through and we only have a matter of weeks to stop it. It is particularly frustrating that this is happening in a council that opposes forced academisation.

Punish schools for A-level dropouts, says skills minister

Jenny Lloyd, address supplied

There are great dangers in bringing penalties into decisions about what courses post-16 students take. Some students' opportunities will most certainly be limited under such a system. The government is being heavy handed, ill-advised and will end up restricting opportunities.

Deirdre Hughes, Exeter

Penalties are not the solution – do business leaders in receipt of government funds receive penalties if they don't deliver?

Janet Downs, Lincolnshire

To be fair to Nick Boles (something I didn't expect ever to say), I think he's referring to poor quality careers education and guidance (CEG) in schools. When schools have sixth forms, more bums at desks means

more funding. This results in 15-year-olds being encouraged to stay on at school post 16, even if it might be in their best interests to go to, say, an FE college.

That said, threatening schools with penalties is counterproductive – the pendulum could swing too far the other way with schools only accepting pupils into year 12 who are likely to complete the A-level route. Far better to improve the quality of CEG and have it inspected by Ofsted.

Church academy trust to absorb non-faith schools



Barbara Redhead, headteacher, Central Walker Church of England primary school, Newcastle upon Tyne

The Church of England's interest in education is primarily about service to local communities and ensuring the best possible provision for children of all faiths and none.

The proposed Newcastle East Mixed Multi Academy Trust (NEAT) is not a planned takeover of the four community schools by the Church of England; it draws on the church's long experience as a provider of excellent education alongside that of other local partners to ensure that all five schools remain under local control and that each continues to thrive within its established tradition and ethos.

Academy head pilots super-size classes of 60

James Wilding, Berkshire

No way is any one adult trainee capable of developing 60 relationships with their pupils. Nor can the most experienced of us.

Sara Browne, address supplied

Children learn best in smaller classes: why do you think public school classes are generally 8:1? This is nothing more than factory schooling – push the peasants through as quickly as possible because they don't deserve better.

Free schools 'socially select' pupils, research suggests

Victoria Jaquiss, Leeds

It seems that no devious stone remains unturned in pursuit of distorting the evidence to prove that privatisation of our education system benefits children, families and society. Privatisation damages us all. And education without the arts playing their full role is a very dangerous place to be in. We are creating a generation of adults whose school experience will have been that they were pawns in business's games. They will know that their schools didn't care about them as individuals, and they will be angry. We, as teachers, need to let them know that we care, and we need to stand up for our charges. If we don't look after them, this government surely won't.

Free schools 'socially select' pupils, research suggests

REPLY OF THE WEEK

Fiona Glead, Bristol

It would be interesting to know how intake profile changes with time. It is possible that this is symptomatic of a new school, rather than a free school.

A free school opened close to us in 2014. The site was confirmed after applications were made so the first intake was from families who knew it was happening and could be flexible about travel.

Sibling effects might also impact recruitment as it is difficult to get children to two different schools, particularly at primary. Some children have subsequently moved, as older siblings reached the age to join the new secondary cohorts.

Where families have lived in an area for several generations, there may also be a preference to follow family tradition in going to a school that was attended by their parents or grandparents before. These children may also be attending alongside cousins or other relatives, which helps with logistics but is not recognised in the admissions process.

It will be interesting to see whether this effect persists as parents have a track record to inform choice.



REPLY OF THE
WEEK RECEIVES A
SCHOOLS WEEK MUG!

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PROFILE

“I NOW KNOW HOW HARD TEACHERS WORK AND WHAT A DIFFICULT JOB IT IS”

LAURA MCINERNEY
@MISS_MCINERNEY

Toby Young, free school chief executive

It is 5.30am on the day I am meeting Toby Young, the gonzo journalist turned right-wing columnist turned free school founder, and my cat is making life difficult. He's mewling loudly. I decide he must be dying of dehydration and get out of bed to find out what's wrong.

Nothing is wrong. He has plentiful water and food. He just wants attention, and fresher food.

Young is not dissimilar. In 2009 he was living in London with four young children and a writing career that paid enough for fine living, but not for four places at fine private schools. This shouldn't have mattered. By then, the capital's education system was already on its way to being the best in the world. But Young, like my cat, wanted more than had already been served.

Before the 2010 general election he slagged off the state school system via every medium open to him and demanded the upcoming Conservative government to allow him – and other parents “like him” – to open the sort of school they wanted.

At the time I was a teacher in the sort of school Young would lambast. Schools like ours didn't teach Latin. Schools like ours had low expectations. He, on the other hand, knew the source of all brilliance. He would sort it out. He, Mr Journalist Man, would be the saviour of mediocrity.

Like the cat, he didn't just want something new, he craved attention too.

West London free school is not the first school you see when walking from Ravenscourt Park tube station. That sight goes to the beautiful gates of Latymer Upper – a private school founded in 1624 that costs more than £18,000 a year to attend.

The school that Young, with a troupe of other founders, pushed to open is some way left of Latymer, hidden behind a white wall and flanked by a high-rise Premier Inn.

The elegant building behind the wall, Palingswick House, was built as a school in the 19th century. But it was a slow, fraught and expensive business to acquire it as a finalised permanent site – estimates are about £9 million (before the refurb) for a school with just 600 places. Pupils

were scattered across several sites while the work was completed.

Young isn't there when I arrive, but I meet Hywel Jones, the soft-spoken headteacher, who is charming, intelligent, and down-to-earth. Appointed in 2014 as the third head in three years, he said at the time he was not daunted by leading a school that was a “national goldfish bowl”. As we wander around he gives the impression that such tours happen a lot.

We are joined by Young, who says he manages to go on “learning walks” about four times a term. “Though we won't go into any classrooms with my daughter in, she finds it embarrassing.”

In a music lesson pupils are diligently learning keyboard and recording their progress on iPads. Year 11 is practising GCSE maths papers. In a science cover lesson, pupils are answering questions out of a textbook.

It's all very normal. Nice normal. Calm normal. But, well ... just normal.

I spot a poster about a barn dance later in the day and am encouraged to attend. It is has been planned by the music department, which is particularly effusive about the school. Ten per cent of pupils are selected for musical aptitude (Jones tells me that the test is “not game-

able”) and each receives dedicated musical tuition on a scholarship reminiscent of Oxbridge. I am also told all pupils study classical languages: another subject for which Oxbridge has lots of places, and few applicants. If many pupils go to those universities in a few years' time, it won't be an accident.

There's a café across the road. We go in, but Young thinks it's too loud. So he takes me to a coffee shop in a nearby garden centre. With trains rushing overhead. And crying babies.

We talk about the irony of our meeting. He, the journalist, is now an academy trust chief executive. Me, the one-time teacher, is now the interviewer.

I ask what motivated him to continue with the school in the face of adversity – including fights over the buildings and his two lost headteachers.

“I believed very strongly in the concept of setting up a school that could provide a knowledge-based education to children of all backgrounds regardless of abilities, and was confident enough in the strength of that concept not to be

TOBY YOU



YOUNG

dissuaded by the opposition.

"I had four children who at the time were all at primary school. There was the nagging worry about where they would go to secondary school if we didn't get a free school open."

Why not send them to private school? "I couldn't afford it... Also I didn't go to private school myself, and seeing my friends – some of them – who had sent their children to one, they seemed to care too much about things like whether or not their child got an invite to a Russian billionaire tycoon's daughter's 16th birthday party.

"Their children seemed to grow up very quickly and absorb lots of the plutocratic values that I was exposed to when I worked at *Vanity Fair* [in New York] in the mid-90s and have a visceral dislike of.

"And, I suppose, I really want my children to be educated alongside children from all parts of the local community and not a tiny elite."

Why not walk away once it opened, though? Why become the chief executive?

"I did think at the beginning that I would bow out once

the school opened." He pauses. "I suppose, having spent two years working very hard to get the school and having persuaded local parents to place their faith in you and your colleagues, you can't really walk away. You have an overwhelming sense of responsibility and that grows each year as you get another 120 kids. I think the fact it didn't have a permanent site made me reluctant to take a back seat as well."

He sips his flat white coffee. "Having said that I am stepping down at the end of this academic year."

An advert for his replacement went out the day before we meet. The new CEO will be full-time, (Young does three days) and, unlike in 2013 – when the role was last advertised but failed to turn up anyone suitable – more money is available.

What sort of person is he looking for? "Our multi-academy trust needs to grow if it is going to become sustainable over the long term. The Department for Education's research about multi-academy trusts suggests that anything less than eight to ten schools is quite hard to sustain. What we need, if we are going to grow from four schools to eight to ten schools over the next five years, is someone with the experience and skills to grow an organisation like ours. So, ideally, an ex-headteacher

or someone who has already run a medium-sized academy trust or someone who has experienced a growing comparable business."

Does he have someone in mind? "No." Does he believe they exist? "I hope so."

Back in 2011, just before the first school opened, he told an interviewer that he planned to open 25 schools, and develop a private company to advise on the opening of schools. One of the reasons why Young recently suggested a new college for schools leadership training, which Sir Michael Wilshaw has urged the government to find funds for, is that he now realises there is a dearth of people who can make 25 schools suddenly appear and run them effectively.

"The sorts of people who I think, I hope, the course at the college would appeal to are senior managers of West End theatres or of NHS trusts. Having worked in a theatre company would be particularly good."

This sounds an outlandish attention-grabbing statement. I prod further. He prods back.

"I am always struck with the similarity between what actors do and what teachers do. Teachers are kind of on stage and are, at some level, having to perform and having to carry off a performance. The skills aren't dissimilar and some of the strain that puts on people is the same – it's exhausting having to perform for four or five hours a day, sometimes more. It's like having to do a matinee and an evening performance of a West End show every day. So, someone who is used to managing a troupe of actors, and dealing with the stresses and strains they are under, would be quite well suited in some ways to being a senior leader in a school."

It is a poignant and thoughtful answer. Wondering if his attention-grabbing habit has waned I ask if, given what he now knows about the difficulties of leading schools, he regrets his disparaging remarks around the time of the 2010 general election.

"Yes. There are a lot of things I regret," he says. "I was very critical of England's public education system under the last Labour government, and I hadn't grasped how difficult it is to do better, and to bring about system-wide improvement.

"The last government and this government have achieved a remarkable amount, and I do think the direction of travel is the right direction, but there is no question that it was arrogant of me to believe that just having high expectations and believing in the benefits of a knowledge-based education for all, that those things alone would be enough to create successful schools."

Did he really think back in 2010 those things would solve everything, or was that just media bluster?

"As someone coming into education from the outside, the bits you see of other schools are only the tip of the iceberg. You're not aware of everything that is going on beneath the surface. You think, 'well, I could do better than that', as you are pointing to the tip of the iceberg, without realising how much more there is to it."

He sighs. "If I could rewind six years, and know then what I know now, I would have been much less critical of other schools, local authorities, and England's public education system in general."

PROFILE TOBY YOUNG

“I AM PREPARED TO VOTE WITH MY CHILDREN”



But, he can't go back. So what of celebrities who follow in his path? In the US, Puff Daddy, the hip-hop artist, is advocating for a new charter school [the US equivalent of a free school]. What's his best advice?

“Try to fly under the radar and not make any public statements about education, but support the people you are working with financially and emotionally.”

I begin another question. He interrupts.

“Can I just say ... one thing I really regret is that I gave a quick interview in an ITV programme about teachers in which I was quite dismissive about workload complaints. I regret that, enormously. I now know how hard teachers work and what a difficult job it is.”

He looks pained.

I ask what he's proud of. He talks at length about his free school “team” – the heads of the schools across the trust (not just Jones, but also the primary leaders), the teachers, the pupils, the other founders. He insists the sustainable embodiment of a vision dreamed up not just by him, has been done by the group. He names several of them. He is very concerned that it doesn't appear in the interview that he did this all alone.

But he admits that there were moments when it felt “quite fragile. For it not to be fragile any more, but in rude good health, is a source of pride.”

He looks plaintive. As if there's more to be said. Does he wished he'd been asked another question? “Yes,” he says, “it's that... not only is my daughter in year 8, but my son is going into the secondary in September – and I think it's quite important that people involved in running schools should, if possible, send their kids to those schools.”

“It has always struck me as scandalous that successive generations of secretaries of state and education ministers went private when they were responsible for the public education system, and too many governors and heads don't send their children to the schools they work at, or opt-out of the state sector.”

“I am prepared to vote with my children. Not because I feel I have to, but because I now genuinely think this is one of the best secondary schools in the area.”

He finishes his coffee. And finally looks happy to wind up the interview.

The next day I get an email asking if I made it to the barn dance. I tell him that I didn't but that I had let Jones know. We agree the head would make a great future profile interview of his own.

A few days later, I discover the cat has eaten a roast chicken left to cool. He slinks away when caught, looking guilty for taking what wasn't his. Given half a chance, I suspect he'd do the same again though.

IT'S A PERSONAL THING

What is your favourite book?

David Copperfield. It is just such a wonderful story, it is so moving and the characters are so vivid. I read *Nicholas Nickleby* first and thought that *David Copperfield* was a polished, better version. No other book has given me more pleasure.

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

I would be a Hungarian vizsla puppy. They are very pretty and quite big. We have just got one and my wife dotes on him, as do all my children. I would like to be him so I could soak up all that love and attention.

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

I'd go on a series of learning walks across all our schools. The problem with learning walks is that Heisenberg's uncertainty principle applies; you are never sure if it is really like that when you're not there. If you were invisible, you could take the uncertainty away. But I don't think it would be different!

If you could live in any period in history, which would you pick?

I would quite like to live in ancient Rome. But of course when one thinks about that one imagines one would at the very least be a senator . . . if I were a slave I imagine it would not be much fun. It's like when people say they want to live in the 18th century without realising that, as one historian pointed out, people in the 18th century were in pain half the time.

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OPINION



HEATHER FEARN

Education blogger at Esse Quam Videri

The many skills mistakes

Skills and knowledge are often viewed as separate ingredients of the learning cake, like eggs and flour, added in different proportions depending on the recipe. But, says Heather Fearn, you need one, then the other becomes possible

I have a question. When planning what to teach do you:

- A** Aim to teach mainly knowledge
- B** Aim to teach mainly skills
- C** Pragmatically mix it up and do a bit of both.

For goodness sake! The answer is obviously C! Surely any sensible teacher needs to ignore this pointless debate and crack on with teaching knowledge, like they always have, and skills such as analysis, evaluation, problem-solving or creativity?

Skills learnt in one area won't necessarily transfer to others

Except that C is the wrong answer. B is also the wrong answer. So is A. I'll explain. All these views make the mistake of assuming skills and knowledge can be taught separately from each other. They are viewed as separate ingredients of the learning cake, like eggs and flour, added in different proportions depending on the recipe you have in mind. In fact to ask if you are in favour of knowledge or skills is a bit like asking if you favour the cake mixture or the finished cake. You need one, then the other becomes possible.

There is actually quite a large volume of research suggesting that skills are the product of fluency of knowledge in a specific area: at three, my son was able to judge whether he could believe teasing by his big sisters. This was not because he was an infant prodigy who learnt the "skill" of analysing character motivation but because he knew his sisters so well! He might not manage to use those analytical skills to analyse

Hamlet's motivation until he gains much more relevant background knowledge.

Skills learnt in one area won't necessarily transfer to other areas: If you love your family it doesn't mean you'll love geography, because the word love is being used in two qualitatively different ways. In the same way the words we use to describe skills such as "creativity" or "critical thinking" or "analysis" are not actually describing the same activity in different contexts. The skills of "analysis" that I develop playing chess won't ever help me to analyse historical sources.

The confusion over the crucial dependence of skills upon knowledge leads to some serious misapprehensions:

- It is a mistake to think you can assess the progress of children using any skills-based ladder.
- It was a mistake that GCSE and A-level assessments were built around the assumption that skills and knowledge can be separately assessed.
- It is a mistake to think a strong focus on reading skills will improve reading comprehension. Inference and reading comprehension generally is almost entirely dependent on the degree of background knowledge about the subject in the text.
- It is a mistake to think you are helping children by cutting the content in textbooks or lessons to focus on skills. Children need to acquire plenty of knowledge about the world to aid general reading comprehension or to exercise skills in the specific topic under study.
- It is a mistake to think that ensuring students' remember what they learn by testing their factual recall is time wasted on "mere rote learning". That knowledge is a crucial foundation for the exercise of skills.

• It is a mistake to choose a curriculum in which the knowledge is chosen purely because it is a useful "vehicle" to develop purportedly generic transferable "skills" such as creativity. For all Shakespeare's linguistic creativity there is no evidence this would make him a creative mathematician!

The education landscape is riddled with flawed practices because of this one simple misapprehension. In the same way that eggs are a necessary precursor to an omelette and the raw cake mixture comes before the chocolate gâteau, relevant knowledge is a necessary precursor to the practice of skills.



ED CADWALLADER

Consultant, Roots School Improvement

Break a habit and tap the potential of key stage 3

In a week when primary tests are dominating the headlines, Ed Cadwallader asks what happens to the "wasted years" of key stage 3

National curriculum levels have been scrapped following the recognition that the thinking behind them was flawed. The argument is that we should not consider progress to be a series of ordered steps from a known start point to a pre-determined end point. Breaking that habit presents a huge opportunity for school improvement, particularly in what have been termed the "wasted years" of key stage 3.

Sadly, too few secondary schools are taking this opportunity to change their approaches to assessment. The overwhelming focus remains the high-stake tests at 16 as these are the results that are published. In the meantime, many schools are simply taking a child's key stage 2 result, predicting a GCSE outcome, and then mapping termly steps of where the child should be at each point in the intervening five-year period. In other words, they are replacing levels with the same system by a different name.

This quick and dirty fix is a doubly missed opportunity. First, investing heavily in the end of secondary education gives little time for the investment to pay off, whereas earlier investments can snowball into higher achievement each year. Second, the key to raising a child's performance above the grade suggested by their prior attainment is his or her effort and motivation. Framing key stage 3 as a path to a GCSE grade means telling most children "work really hard and you'll be average". This is hardly an inspiring cry. For those most in need the picture is worse. They are told: "work hard and you'll still be below average".

Schools may be missing the chance to reinvent key stage 3 assessment because they, like their students, are responding to incentives. Schools need to avoid censure by Ofsted. The inspectorate will argue they made extensive revisions to the 2015 handbook to describe a raft

of areas in which they don't mandate a specific approach. But this paradoxically forces schools back to the one thing Ofsted does very much mandate — that you must demonstrate year on year progress for students internally and that your judgments are confirmed by external exam results.

Imagine a man walks into an office with a gun. He might say "don't mind me, do what you think is best", but the behaviour of that office would still be governed by what the office workers think the man with the gun wants to see.

If schools were to shift their focus from year 11 to year 7, then one or two cohorts would find themselves deprioritised at key stage 4 having already been a low priority at key stage 3. This is a raw deal for that group. However, a school has a responsibility to be the best it can to all its students, present and future. It would be a mean-spirited fairness to deny future generations an approach better geared to tackling disadvantage, in order to provide the same, relatively ineffective, exam year interventions to future generations that past ones received.

High-stake tests at 16 remain the focus

It's easy to take an exam specification and turn it into a five-year scheme of work with a tracking system to tick off the stages as you go. It is much harder to design a system that encourages and enables students to transcend what previous experience suggests they are capable of. Schools can rise to this challenge but to do so they need permission from Ofsted to stop the exam coaching and focus instead on the long term. The man with the gun needs to point them in the right direction.

Many subjects devalued by Progress 8 are undersubscribed in this year's training intake. To boost recruitment, Oliver Beach suggests, schools should use new entrants' skills beyond the classroom

We'd all like to see graduates running down university corridors to bag a place in schools. Imagine: economics grads stomping down corridors, carrying Adam Smith's *Wealth of Nations* in one hand, their PGCE application in another, seeking a coveted place in a school.

Recently, I spent a week meeting teachers in Shanghai and Beijing who all wanted to become teachers to impart knowledge but also to give more, challenge the status quo and redefine curriculum based on their learning experiences at university.

The initial teacher training (ITT) census reveals five subjects that are undersubscribed for 2015-16; design and technology, religious education, art, business studies and computing. The latter is undersubscribed by 214, a deeply concerning figure with digital literacy at the forefront of the national agenda.

So why, unlike their Chinese counterparts, are these graduates not thirsty to join teaching?

I wonder whether the Progress 8 measure is unintentionally devaluing



OLIVER BEACH

Head of business, Central Foundation boys' school, north London

How to make teacher training more attractive

these undersubscribed subjects. Teachers are often concerned about how their subject will be viewed by parents and leaders in schools.

Subject equity is a source of contention for many drama teachers, for example. Would you want to join a profession knowing the subject you'll teach will be deprioritised by leaders due to the (perceived) pressure from the government?

This can be taken further. Not only should there be subject equity but teachers should be expected to challenge the curriculum to develop students' knowledge in relation to what is necessary for when they leave school, and to contribute to the development of other teachers within their subject area.

This expectation would incentivise graduates, making teaching into a platform to contribute academic prowess to a subject "loved" so much that they wish to continue studying it for years.

Some of the skills that computer science, art and management graduates bring to schools could transform the environments they join. Schools could benefit not just from their teaching, but also from their skills beyond the classroom.

Computer science graduates could ensure, for instance, that students are using the best technology or that other teachers are improving their digital literacy – we're seeing a lot of growth in enterprise in this sector.

Management graduates could contribute to helping schools understand how

effective organisational structures inform performance. Art/architecture graduates could design classrooms or working spaces for young people.

I wouldn't want to disparage leaders in schools, but some teachers are promoted and put in charge of teacher development or infrastructure budgets without enough knowledge.

A school that receives an accounting graduate from a Russell Group university might consider using his or her years of experience with budgetary considerations instead of assigning a departmental budget to a fantastic physics teacher who deserves more whole-school responsibility. Wouldn't it be better for the physics teacher to focus on curriculum?

Schools are full of experts whose skills are underused. We must offer entrants a bigger seat at the table. This in turn will let teachers develop their area of expertise as well as use their accumulated knowledge to help students.

To incentivise the best graduates or career changers into the profession, we must not only promote teachers as thought-leaders but also create opportunities for new entrants to use their degree in more meaningful ways. If we do this, new teachers won't just see classrooms as their future but also managing relevant projects that deliver impact far beyond Progress 8.

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REVIEWS

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Our guest reviewer of the week
Andrew Old, teacher and blogger
@oldandrewuk

Purple praise: a spoon full of sugar helps the marking go down
By @Xris32

We all know that praise in marking is a good thing, don't we? Many marking policies assure us that children need a "what went well" or "two stars" to encourage them. Not true, says the English teacher who wrote this post.

Personalised learning harms children
By @katie_s_ashford

Do children need to do different work or work in different ways? This polemic argues that differing expectations may let students down: "Is it unreasonable to ask that every child is given the same access to the same curriculum at the same pace with the same high quality teaching? Is it unreasonable to ask that every child is pushed as far as possible every single lesson, every single day? Is it unreasonable to want the best for every child, to believe that every child can achieve?"

Getting it right on academies
By @conorfryan

A former adviser to David Blunkett analyses the proposal to academise all schools. While he has been supportive of academies in the past, he can see no reason why a successful school should have to change. He also gives an overview of what has been good and bad in academies policy so far.

Finding a voice
By @bennewmark

This post describes the advice that a history teacher received on how to improve his teaching following observations. He explains why it did not help at all, and actually reduced

the amount of learning of his students. He complains that it was based on the idea that all teachers should teach the same way. "Training should begin by exposing prospective teachers to a range of styles but the aim should be to help them to find their own voice. Once they've found it, we should help them to develop it. We shouldn't try to make them sing our song."

The ten things you need to do to ensure all pupils do well at school
From englishschooling.wordpress.com

This anonymous blogger attempts to identify what makes a school successful for all its students. Some items on the list, such as good discipline and high expectations, are perhaps obvious and are explained in more detail. Other suggestions may surprise you.

Drama teaching, socialisation and indoctrination.
By @Trivium21c

The debates about progressive and traditional teaching have gone on for most of the past century in most subjects. However, I was not familiar with the disputes in drama teaching in the late 80s and early 90s. The very idea that drama was an art came under attack from those who thought its value was political, therapeutic or pedagogical.

"Children hate your music lessons!"
By @iQuirky_Teacher

This post is a discussion of how to raise expectations for primary music. The writer, a music subject co-ordinator, compares her beliefs about music teaching to those of her senior leadership; team. She believes that all children should be given the opportunity to learn to read music and play an instrument. Her SLT believes that children should "sing their way to high self-esteem".

Adverbs and opportunities
By @jemmaths

This is one of those posts where somebody specialising in one area of education (secondary maths) talks about the expectations in another (primary spelling and grammar). If there is an explanation as to why a seven-year-old cannot know what an adverb is, or why 11-year-olds cannot learn any grammar beyond general knowledge, this writer cannot see it. "Primary teachers are exhausted, coping with more curriculum change than most of us, with less non-contact time to do so... but that is no reason to lose sight of the opportunity here: we can raise the bar".

BOOK REVIEW

The Art of Being a Brilliant Middle Leader

Authors Gary Toward, Chris Henley and Andy Cope

Publisher Crown House

ISBN-10 1785830236

ISBN-13 978-1785830235

Reviewer Ben Ward,
secondary teacher



This book begins well, stating what any leader in education knows: that there is never enough time, that you will always be busy, and that the to-do list is relentless. Given the increasing volatility and constant change in education, one of the best quotes of the book comes on page eight as it discusses this struggle with busy-ness – "change is not something to be got through, but to get accustomed to". The authors say that the key to becoming change-proof is about being "positive about yourself and investing in your skills, knowledge and attitude".

So far you'll get no argument from me. I'm an optimist, and a bit of an education and leadership geek with a particular penchant for the work of academics such as Michael Fullan. So I'm all for a book that wants to upskill middle leaders to deal well with change and that unashamedly promotes the power of positivity.

But after a few hours, even I felt that I'd been hit over the head with the positivity stick. A shame, because the clear explanation of why positivity can be so influential and some good advice on a variety of areas of leadership feels clouded by the "positivity cures everything" message.

The book addresses the difference between overt leadership activities (leadership with a "big L") and the impact of you as a person in your world (leadership with a 'little l'). The authors talk about the importance of character and integrity, of being authentic as a leader and about the idea of having your

own leadership "to-be" list. They identify the importance of who you are on your ability to influence others, list what others want or need to see from you and talk about you as someone who sets the climate and direction of travel.

Then more discussion of the ripple effect of your positivity, and some advice about making sure your meetings are as positive as possible, including some interesting ideas about the ratio of positive to negative comments and its link to effective meetings. Each chapter finishes with some practical (and good) top tips.

Another change of direction and we're back to considering change management, and a couple of simple but useful models. These are unlikely to be new to anyone who has been around in leadership for any time, but there is some useful discussion

around the sigmoid curve, setting goals, understanding your "why", motivating staff and so on.

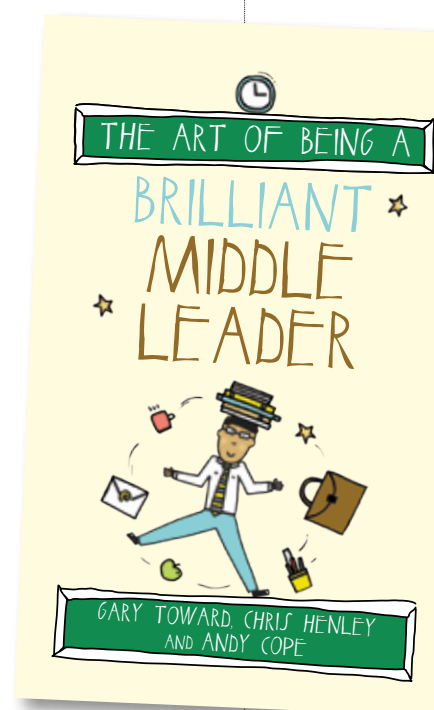
Next up, dealing with less positive staff, having tough conversations and giving feedback; motivating staff by caring, more positive thinking and the power of praise. All have the same combination of good, sound advice and unrelenting positivity.

If you're an aspiring middle leader, about to start your first middle leadership post, or new to leadership,

then you could do far worse than spend a couple of hours reading this book. After all, teaching and leadership are (in my view and the authors) brilliant, exciting and rewarding, and this book captures that beautifully.

It also gives some good advice, and is a perfect antidote to the natural inclination of teachers to be a little cynical. On the other hand if you've been in leadership a while, it will not offer much that's new.

As a first leadership book, a little pick-me-up or an introduction to leadership theory, it does what it sets out to do.



NEXT WEEK

**High Challenge, Low Threat:
Finding the Balance**
by Mary Myatt
Reviewed by Iesha Small

What have you been working on?

I've been researching the impact of building design, in particular, hospitals and schools, on peoples' health.

Educational philosophy and medical thinking have historically had a major influence on the layout of school buildings and from the end of the 19th and into the 20th century, children's visual health was of particular concern. I conducted a historical review to find out what went on in the past.

So what's the background?

A century ago, it was widely believed that school children who spend more time outdoors had lower levels of short sight, or myopia, and that high daylight levels in classrooms could prevent their eyesight from deteriorating.

So education departments built classrooms with large windows to try to stop children becoming short-sighted. In fact, there was a statutory requirement to provide high levels of light in classrooms, as well as a great deal of emphasis on outdoor activities.

This continued until the 1960s, when medical thinking changed. Myopia was thought to be an

RESEARCH CORNER**Q&A****DR RICHARD HOBDAY**

Independent Researcher

**MYOPIA AND DAYLIGHT IN SCHOOLS: A NEGLECTED ASPECT OF PUBLIC HEALTH?**

inherited condition, so less was done to prevent it. Since then myopia rates in the UK have doubled.

What else have you found?

Worldwide, myopia has become a major public health problem in countries that put pressure on children to achieve high academic standards. It has reached epidemic levels in east Asia.

Rates are now as high as 80-90 per cent among children leaving secondary schools in Taiwan, Singapore, Hong Kong and elsewhere. As many as a fifth of them may have severe myopia and so are at high risk of losing their sight later in life. Also, the age at which children

are becoming short-sighted is falling. The earlier the onset of myopia, the more rapidly it progresses and the more severe it gets.

Why is it important?

It is now recognised that children's education has a far greater impact on their sight than genetic factors. The longer a child spends at school, the greater the risk of becoming short-sighted.

And new research on myopia supports the old idea that spending time outdoors prevents it.

Against this background, making children do close work at a young age may be unwise. And they should spend more time outdoors.

What do you hope it will achieve?

More research is needed. Over the past 150 years, many theories have been put forward to explain why children's eyesight gets worse as they go through school.

Too much close work is one of the more popular ones, while heredity is another. Both have been hotly debated down the years.

Evidence that daylight in classrooms prevents myopia is lacking. Because it has been assumed since the 1960s that it's an inherited condition, the link between the built environment and short-sightedness has not received sufficient attention.

But parents and teachers should be made aware of the harm that school attendance can do to children's eyesight. Any level of myopia, whether mild, moderate or severe, significantly increases their risk of developing sight-threatening conditions in later life. There is no safe threshold; and the more severe the myopia, the greater the risk of eye diseases becomes.

Education policy must change. Otherwise myopia will become even more common than it already is. The social and economic cost of this epidemic should be more widely recognised.



A week in Westminster

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

THURSDAY:

Ofsted put out its "equality objectives" for 2016-2020 today, describing what it will do to promote and respect equality when it carries out inspections.

The list includes things such as: "In all its inspections, Ofsted will assess the extent to which providers demonstrate due regard to the equality duty" which we think means they will check that organisations follow equality laws.

A quick check on the accessibility of their own language might not go amiss.

Likewise, Ofsted has said it is aiming to increase diversity in its workforce. Week in Westminster thinks it could look close to home and do an equalities assessment of its own board. At the moment, it has more CBEs (two) than women (one).

FRIDAY:

WiW headed to the National Association of Head Teachers' annual conference today to tease general secretary Russell Hobby

about whether or not he has applied to be the next chief of Ofsted. (He remained tight-lipped. Almost too tight....)

SATURDAY:

BIG day at NAHT.

Nicky Morgan was heckled, then jeered, then she accused a headteacher of sexism, and then heads voted for industrial action as a "last resort" over the academisation plans.

WiW understands the amendment for industrial action went in AFTER Morgan spoke. She really went down well then.

SUNDAY:

After yesterday's momentous day at the conference, things became a little calmer. Russell Hobby curried favour with Nick Gibb by using three Shakespeare references within 30 words: "Although this year has felt like a *Comedy of Errors* and it is too early to say *All's Well That End's Well*, I certainly believe that 'our remedies oft in ourselves do lie'."

Of course, Shakespeare created the phrase 'hobby-horse', which meant clown or prostitute in his plays. Surprised he and Russell are mates.

MONDAY:

A day off. Phew.

TUESDAY:

The Department for Education had a switcheroo at the top, as Jonathan Slater joined as the new permanent secretary.

He replaced Chris Wormald, one of WiW's faves, who toddled off to the Department of Health.

Slater had quite the audience at lunchtime, when he gave a welcome speech in the canteen at Sanctuary Buildings.

One of WiW's spies bagged a front row seat for the entire (45-minute) show.

There was audience participation, jokes, and plenty of laughter. Education committees are sure to be a hoot from here on in.

WEDNESDAY:

Gibb was scheduled to give a speech at the Boarding School Association's annual conference but after first changing the time he would appear (twice) he finally said he had a "pressing meeting" and instead gave his speech via video link.

At first WiW thought he might be enjoying today's sun. But then we found he was actually in *The Sun* (see picture).



CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Uphill battle for Freya

A 12-year-old pupil from Salisbury has completed a gruelling seven-hour bike ride to raise money for Sport Relief, which this year raised almost £57 million.

Freya Miller, from Sarum Academy, took on the challenge after she heard that her school was fundraising for the charity. With her dad, Julian (pictured), she planned a ride from her house in Barford to Southampton – a distance of just over 31 miles.

Freya says: "I felt nervous beforehand because I've never cycled so far before, but

once I started I thought 'I can do this'.

"The hardest bit was a massive hill that lasted for about three miles, but it was all worth it when I reached the end and felt proud because I'd proved to myself I could do it."

Freya raised more than £50 and says she hopes to go on to do more sponsored bike rides.

Mark Pearce, curriculum team leader for PE at Sarum, says: "We are so proud of Freya for such an amazing achievement and such an inspiration."



Pupils at Woodhill School, south London, take part in a Real Gym session

Coach brings a touch of reality

A former Team GB coach is hoping gymnastics lessons she has developed will help primary school children to become passionate about physical activity.

Sarah Moon, the rhythmic gymnastics team coach for the London 2012 Olympics, says her Real Gym lessons combine her experience with "elite level gymnastics and work in schools" and aim to develop skills in a "fun, inclusive and holistic" way.

"We can't escape the fact that in many areas the sporting world is in crisis. Now,

it's more important than ever to go back to the grassroots and look at how we are nurturing a positive relationship and love of sport and PE in all young people.

"This is what the Real Gym programme does. Without this new approach, the legacy that we talked about after the London 2012 Olympics will not exist."

The programme focuses on developing fundamental movement skills, behaviours, physical literacy, and emotional and thinking skills.

Visit www.createdevelopment.co.uk to find out more

Inventive ways with a Raspberry Pi ...

FEATURED

Some of the UK's brightest young innovators were celebrated recently at an annual Raspberry Pi coding competition final at the Institution of Engineering and Technology in London.

Pupils across the country had to come up with an inventive way of using the computer devices to drive innovation in sport and leisure.

Nine teams of finalists then presented their products to a panel of judges, which included Rory Cellan-Jones, the BBC's technology correspondent, and Ravi Mattu from the *Financial Times*.

Eggescliffe Church of England primary, Stockton-on-Tees, won the primary schools category with a competitive game called Colour Smash that tests and improves reflexes and reaction speeds.

Players need to watch the screen for the colour displayed and hit the corresponding colour zone on a large playing board in front of them.

The judges said they "loved" the game, because it was a "simple but energetic and brilliant idea". Best of all the team was able to take them "behind the scenes" of their entry to show them the code and method.

Wick High School from Scotland won the secondary section with a robot that it says improves "the spectator experience" at rugby games.

The robot, which can be controlled by a

mobile device, has a camera that live streams video and can be driven on to the pitch to provide pitch-side rugby fans with a view of a conversion.

A team from Highgate School, London, won the sixth form and college category with a device that records race times and captures photo-finishes in an "accurate and cost-effective" way.

The team's invention utilises a camera and an infrared motion sensor to accurately document race times and training splits. It can also send any photo-finish of a race or training session, via email, directly to race officials.

Anita Chandraker, who leads the digital service team at PA Consulting Group, which runs the annual competition, said: "Young people need to learn to code but what we've also seen and learnt is that team work is equally important. We have seen teams where some children are into engineering, some into coding and others are great at the marketing. It's this teamwork



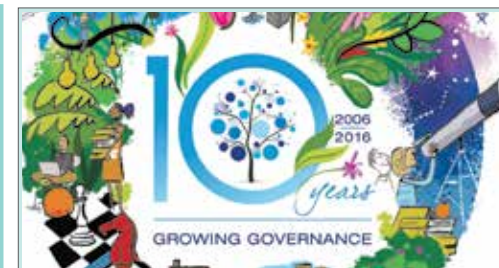
Finalists from Daviot primary in Aberdeenshire show off their entry



Eggescliffe Church of England Primary pupils are presented with their prize

that creates fantastic inventions.

"This year's finalists produced really smart inventions that the judges thought could all easily be applied in the real world. It is this creativity and problem-solving that is making the competition what it is today."



NGA LAUNCHES NEW CAMPAIGN

The National Governors' Association (NGA) wants schools to host an exclusive day for governors to share their "vision" with the local community, councillors and MPs.

The Growing Governance campaign, which has been launched to mark the association's ten-year anniversary, aims to engage the "whole school community" in a debate about education.

The goal is to "celebrate the difference made by governors as strategic thinkers and leaders", increase awareness about the role of governors, and challenge governors "to step up and embrace" the ability to take charge of what their school offers.

A spokesperson for the NGA says it is launching the campaign because there are a "number of barriers" that prevent boards from creating a "clear and meaningful school vision, not least the misconception that it is simply unnecessary or just a long-forgotten paragraph on the school's website".

The NGA says governors can combine their new Growing Governance resource pack with their *A Framework for Governance* guide to help them to create their vision and strategic plan.

Visit www.nga.org.uk/growinggovernance to download the resources.

MOVERS & SHAKERS

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

Christine Counsell has been appointed as the first director of education at the Inspiration Trust where she will "guide and support" principals at the trust's 13 schools across East Anglia. She will also lead teacher training and professional development programmes.

Counsell says she specialises in supporting teachers in "ways of blending secure narrative knowledge with discipline-rooted enquiry and argument in classrooms, especially with pupils of diverse background, ability or need".

She says she is "delighted" to join the trust from October.

"I can't wait to work with the teachers and leaders in continuing to define excellence in schooling and in securing the very best education for the children of East Anglia."

Counsell, a teacher for 10 years, has spent two decades at the University of Cambridge focusing on teacher training and development.

She has also worked internationally advising on curriculum issues with teachers, scholars and policymakers in America, Australia, Singapore, Europe and the Middle East.



Christine Counsell



Ellie Mulcahy



Will Millard



Iesha Small

Millard, who holds two policy-focused Masters, says: "I'm looking forward to using my experience from both inside and outside the classroom to support LKMco's delivery of high-impact projects for young people, and to support its policy research and analysis."

He studied English at Bristol.

Iesha Small, currently assistant headteacher at Kings Langley School in Hertfordshire, will join the team from September.

She will combine her role at LKMco with a part-time

position at her current school and says she is "excited" to share the practical and leadership experience that she has gained from working with young people from less advantaged backgrounds.

Small has a mechanical engineering degree from University College London.

All three gained their PGCEs at Canterbury Christ Church University.

Three new associates are joining LKMco, the think and action tank.

Ellie Mulcahy, who has a background in psychology research, becomes the first primary teacher to join the team where she hopes to "bring knowledge gained from my experience in primary schools to the already varied expertise in the team."

"I look forward to working with Dr Sam Baars further developing our research output and ensuring I help the team and the sector to keep up to date with research on children and young people."

Mulcahy taught at Newington primary in Kent, and spent some time as a field researcher for the Behavioural Insights Team, and a field researcher for the Teach First school relationships team.

She studied psychology at York.

Will Millard joins from The Key. He was previously deputy head of sixth form at Wembley high technology college, west London.

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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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



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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

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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.

INTERVIEWS WEEK COMMENCING 9TH MAY

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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 Tempny, Executive Headteacher of our East of England and North-East London group of alternative provision academies.

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- 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

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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:

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- Interest Free Season Ticket Loan Scheme
- Employers - Childcare Vouchers Scheme

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

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

Interview date to be confirmed

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)

Experienced Teacher

The Intervention Team (Primary)
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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)

Interview date to be confirmed

Unqualified Teacher (Social Sciences)

Bridge AP Academy, London SW6

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

TBAP Trust Benefits package includes:

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- 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

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Teachers Main Scale/UPS

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The successful candidate will:

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- 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



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*FAIR USAGE POLICY APPLIES.



The Connect 2 Colour Art Competition 2016

COMMUNICATION • HARMONY • ACHIEVEMENT • TEAMWORK • SELF-ESTEEM

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

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

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

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

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

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

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

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

The Telegraph
FESTIVAL OF
EDUCATION
WELLINGTON COLLEGE

SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

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

Difficulty:
EASY

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

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.