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WAITING FOR
ROUND ONE**



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FUND GONE?**



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SCHOOLSWEEK.CO.UK

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- Joint summons for Ofsted chief and schools commissioner
- MPs to grill pair on how to monitor academy trusts

FREDDIE WHITTAKER
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Exclusive

Two of education's most prominent figures, Sir David Carter and Sir Michael Wilshaw, will appear side-by-side in front of MPs next week to face a grilling over multi-academy trusts.

The House of Commons education committee decided to call the national schools commissioner and chief inspector to appear together on Wednesday, in a move that could see tensions flare between the two men and the organisations they represent.

For Carter, comments from Wilshaw earlier this year that his regional commissioners were "faceless agents" of the government will have rubbed salt in existing wounds from when he served as RSC for the south west.

For Wilshaw, Carter's eagerness for the regional commissioners to play a bigger role in school improvement has been taken as the equivalent of

him trying to steal a march on Ofsted's objectives.

The committee's inquiry is focusing on the way multi-academy trusts operate in the "context of other intermediate structures operating between Whitehall and individual schools", and will look at the balance of decision-making at school and chain level, and how the expansion of the system should be monitored and managed.

MPs will also examine the characteristics of high-performing trusts, and how their performance should be assessed.

The testimony from the two men is expected to raise questions about the conflicting views of the two organisations.

Last March, *Schools Week* revealed that Jenny Bexon-Smith, the commissioner for East Midlands and the Humber, had warned a struggling school for not forcing its teachers to use standardised lesson plans.

Her comments contradicted Ofsted guidance that states inspectors

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SALLY COATES

P14

“ I have strong feelings about things



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NEWS

DfE needs to work out impact of bursaries

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Almost £1 billion will have been spent on bursaries for new teachers by next year, but their effectiveness has not been properly evaluated, warns the National Audit Office.

In a bid to fill vacancies, the government currently offers bursaries of between £3,000 and £30,000 to trainees in subjects such as physics, maths and languages

But Mark Parrett (pictured), audit manager at the government spending watchdog, told the education select committee on Wednesday that the Department for Education had not met his organisation's request for better evaluation of how well the scheme worked.

"What we said to the department is that you need to be evaluating the various initiatives that have been put in place to attract new teachers but also to set these against the relative cost effectiveness of measures to retain teachers – and that hasn't been done," Parrett told the second evidence session of the committee's inquiry into teacher supply.

"On bursaries, the department did some qualitative analysis in 2012-13 and some quantitative analysis in 2013-14, which showed some positive link between bursaries and people wanting to apply to train as teachers.

"However, they haven't extended that to

look at whether people then actually went on to apply, complete the training and go into teaching . . . and how well they then did."

He said the lack of analysis meant the department had only a "general understanding" of the impact of bursaries, and needed to "do a lot more".

In February, a report from the office on training new teachers warned that the department was not doing enough to train new teachers. Vacancies increased almost ten-fold between 2010 and 2014.

The department was also criticised for failing to hit teacher recruitment targets for four years running, with 14 of 17 secondary subjects left with unfilled training places last year.

In March, *Schools Week* revealed that maths had the largest drop-out rates among trainee teachers despite offering some of the biggest bursaries – up to £25,000 tax-free in many cases.

Chemistry and modern foreign languages also had some of the highest drop-out rates, although both also offer some of the largest bursaries.

During this week's hearing, which explored the difficulties in providing regional data on teacher vacancies, it was accepted some headteachers would not necessarily report all vacancies for fear it might put parents off sending their



children to their schools.

Chris Husbands, former head of the Institute of Education, said: "It is in the interests, for all sorts of reasons, of headteachers to be able to say all their vacancies are covered and all classes are being taught. Schools are in highly competitive local environments."

He said it was unlikely a local reporting system could accurately reflect the level of vacancies.

MPs were also told that information on where teachers were being trained, which could help external organisations such as Gatsby to match vacancies with trainees, was being kept under wraps.

Jenni French, programme manager at Gatsby, said: "In the first instance it would be helpful to know where people have been doing their teacher training. Although the government does collect data on the locations of teacher training, it doesn't release that publicly.

"We could do some work as an external organisation matching up vacancies with that data, it's just not been released."

TA standards 'nothing to do with us', says Gibb

SOPHIE SCOTT
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Exclusive

Government-commissioned standards for teaching assistants are finally being released 15 months after they were due, but only on the condition it is "clear" the report has nothing to do with the Department for Education.

As *Schools Week* exclusively revealed last October, the department refused to publish the standards that describe training and responsibility expectations for teaching assistants (TAs).

The review was commissioned during the coalition government by David Laws, a Liberal Democrat MP who was then schools minister.

An expert group made up of schools professionals submitted a 13-page report last February.

After Laws lost his seat last May and a new Conservative government was formed, Nick Gibb replaced him as schools minister. Five months later Gibb announced the report would not be published.

At the time, none of the 12 members of the expert group knew of the decision. Many told *Schools Week* of their disappointment and anger.

The report was leaked to *Schools Week* and published on our website to allow TAs and school leaders to view the standards as submitted to the government.

Now, eight groups – including the National Association of Head Teachers (NAHT), Unison and the National Education Trust – have

reviewed the document and will release it today.

The non-mandatory standards come with a caveat that they are not to be associated with the government, despite the government requesting them to be drawn up.

Jon Richards (pictured), head of education at Unison, which represents more than 150,000 TAs, said: "We have lost two years over this, mainly due to the internal machinations of the DfE.

"I still cannot understand why they didn't publish them. The standards are still extremely valuable and show how important TAs are."

In a letter to Richards, Nick Gibb, schools minister, said: "The department does not wish to publish the standards and, as they do not belong to the department, it is not for us to give others permission to publish them.

"Any organisation minded to publish the standards should be clear that they do not have the status of departmental guidance."

The standards also have been reviewed by the London Leadership Strategy, the Education Endowment Foundation, Maximising TAs, Paula Bosanquet, from the



University of East London, and Maria Constantinou, a schools-based practitioner.

The 2014 school workforce census shows there are 255,100 full-time equivalent TAs, an increase of 4.8 per cent on 2013.

Russell Hobby, NAHT general secretary, said: "School leaders will welcome this publication, which helps to clarify and solidify the role of teaching assistants as a profession."

Reports from two further working groups – those looking at teachers' professional standards and teacher training – have yet to be released by the DfE, despite being submitted at Easter.

Schools Week understands their publication is delayed until after the EU referendum on June 23.

The professional standards for teaching assistants can be viewed in full on *Schools Week's* website.

NEWS

Top graduates offered £11,400 to join schools

JOHN DICKENS
@JOHNDICKENSSW

A surge in teaching assistant adverts for Russell Group university graduates – with salaries as low as £11,400 – is fuelling fears of another route for “cheap labour” into the classroom.

Schools Week has found scores of adverts for teaching assistants, to start this September, inviting applicants from the country's top universities only.

Many of the schools are not named but are described as Ofsted-outstanding teaching schools.

The adverts, all placed by agencies, appear to be the latest development for school-led training routes that claim to allow prospective teachers a route into classrooms at a lower cost.

Michael Merrick, a teacher based in Cumbria, said they suggested that some schools saw this as a “cheaper alternative to employing fully qualified teachers”.

Schools Week has previously revealed how a group of schools is planning a no-degree teaching apprenticeship route to qualified teacher status. We have also revealed how a new national scheme will place teaching interns into classrooms.

About 80 per cent of a school's spend goes on staff costs, and unions said such schemes could be used to trim wage bills.

Mary Bousted, general secretary of the Association of Teachers and Lecturers (ATL), said: “These schools are asking Russell Group graduates to do this job for a year, probably with an hourly rate below the minimum wage, with potential for [a new

post QTS] system of accreditation that can take years.”

One advert, for a teaching assistant in an Ofsted outstanding Kent primary, specifies a “confident Russell Group university graduate who excels across the board”.

It states the role is the “ultimate preparation for your PGCE” with a salary of £11,400.

Another advert, posted by recruiter Edustaff for an “outstanding” Westminster teaching school, is looking for teaching assistants who would be paid between £11,400 to £13,300 a year.

The advert, which says “only open to Oxbridge/Russell Group universities group calibre graduates”, also says the successful applicant will be able to apply for a School Direct place for 2017.

Another outstanding school, in the east London borough of Tower Hamlets, wants at least eight graduate teaching assistants in core subjects.

A teacher training expert told *Schools Week* the new adverts seem like a “cheaper version of Teach First”, a teacher training scheme for university graduates with a 2.1 degree or higher.

Teach Firsters work in schools during their training. But the education charity has an agreement with schools that in the first year trainees are paid at point two on the unqualified scale – which is £18,000 outside London, and more than £20,000 in London.

After qualification, participants are paid on the newly-qualified teacher scale,

between £22,000 to £27,000 depending on their location. Teach First only place their participants in schools based in low-income communities.

There are now concerns that the best schools could skim the best graduates from the pool of prospective teachers.

Bousted said: “We are in a teacher and recruitment crisis, this could turn it into a catastrophe.”

Hiring prospective teachers in teaching assistant roles for a year before they start training courses is believed to be increasing among academy trusts.

Professor Sam Twiselton (pictured), director of Sheffield Hallam's institute of education, said the practice was a “really effective way of accelerating their progress”.

But she said some of the best teachers, from her experience, have been teaching assistants from low-attaining backgrounds. They often excelled because of their years of experience and their motivation.

A Department for Education spokesperson said teaching assistants “can make a valuable contribution to ensuring students reach their full potential.

“We trust heads to make informed decisions on how to use their teaching assistants and to set their own expectations including the level of qualifications, skills and experience required.”



CONTINUED FROM FRONT

Wilshaw and Carter to appear together

Exclusive

would not expect to see a standard lesson plan and led to concerns that RSCs were operating as a “shadow Ofsted”.

In November, Dominic Herrington, the commissioner for south London and the south east, was also criticised for his decision to write to an underperforming school and suggest it should show evidence it was grading its teaching, despite Ofsted having ditched the controversial practice of grading individual lessons in 2014.

It was during a hearing with the same committee of MPs in March that Wilshaw admitted that the relationships between regional commissioners and his organisation were “a bit tense”.

Writing for *Schools Week* today, committee chair Neil Carmichael says he is pleased that “two of the most influential people in education today” will appear together at the hearing, and refers to a clash between the two men after Wilshaw claimed in March that Ofsted could “provide parliament with a national picture of schools in a way Sir David's team of RSCs cannot.

“Perhaps unsurprisingly, Sir David has expressed a contrary view, backing his officials to deliver more significant representation,” Carmichael said.

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Odds shorten for Gove as PM

LAURA MCINERNEY
@MISS_MCINERNEY

Former education secretary Michael Gove (pictured) has become second favourite to become the next Conservative party leader – after betting company William Hill slashed odds from 20/1 to 4/1, placing him just behind Boris Johnson, the former London mayor.

Gove's three-year stint as education secretary ended abruptly in July 2014 after David Cameron announced a surprise reshuffle ahead of the 2015 general election.

It was widely reported that his departure was caused by comments he made in a TV broadcast claiming that outstanding teachers and heads were “overwhelmingly in favour” of his policies. When asked “So it's the bad ones that don't get it”, Gove answered “Yes”.

As a prominent voice in the “Leave” EU campaign, Gove last week appeared in a live TV show with Cameron, voicing his opposition to the current leader's views. After the event, odds were reduced across many organisations. However, PoliticalBetting.com, an online blog monitoring political bets, said the changes were unlikely to translate into future leadership because Gove “is toxic to voters”.

Even if he doesn't make it to leader, a new education secretary could

be on the cards as sources say the prime minister is expected to reshuffle ministers after the EU vote.

Last week *The Guardian* named Graham Brady – leader of the 1922 Committee, a right-wing coalition of Conservative backbenchers – as most likely to take the education portfolio.

Brady resigned as shadow minister in 2007 when Cameron removed support for the return of grammar schools from party policy. Given the increased focus on grammar schools after the recent decision to allow a new grammar school site in Kent, Brady's selection would be taken as a sign that Cameron has relented on his earlier decision.

Other names in the frame include Matt Hancock, the former education minister currently residing at the Cabinet Office, and Liz Truss, the secretary of state for environment, food and rural affairs.

Last week Hancock courted controversy among private heads and right-wing political

commentators after revealing plans to allow employers to check the “socio-economic background” of applicants, while Truss said on a television panel show that “education policy” was one of the things that got her out of bed in the morning.



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NEWS

Teachers dismiss sexual bullying in schools, say activists

FREDDIE WHITTAKER

@FCDWHITTAKER

Trainee teachers could be taught to identify and deal with sexual harassment in schools if an influential committee of MPs backs the idea.

Activists and charity bosses on Tuesday told the House of Commons women and equalities committee that initial teacher training should include sessions on the signs of sexual bullying.

Campaigners at the hearing – part of an inquiry into sexual harassment and violence in schools – warned that some teachers were “victim-blaming” pupils and dismissing sexist or harassing behaviour as “horseplay” because they lacked the skills to identify problems.

The Department for Education has said it will consider the call if it forms part of the committee’s final set of recommendations, which will be issued once members finish hearing evidence.

Much of Tuesday’s session focused on sex and relationships education, with witnesses saying they wanted to see a “package of measures”, including a whole-school approach to tackling sexual bullying, and better training for teachers.

Susie McDonald, chief executive of the healthy relationships charity Tender, said schools with tight budgets would find it increasingly difficult to engage with external organisations that gave teachers the “confidence and skills” to address problems.

“Many teachers are victim-blaming at the moment,” she said.

“They’re looking at sexual harassment as horseplay or something that’s just going on in the corridors. They’re not recognising [it] is a problem. Until they are effectively trained to understand what’s at the root of the issue, they are not going to be able to make the right judgments about how they can deliver training and education within their schools.”

Sophie Bennett, co-director of UK Feminista, a feminist group, said that while sex and relationships education was important, it wasn’t a “silver bullet” and that learning about sexism should be a “core and compulsory part of initial teacher training”.

During the hearing, several witnesses questioned the government’s claim in its written evidence that it could say “with a good level of certainty” that sexual bullying “is seen as common in around 5 per cent of schools on average”.

Dr Fiona Vera-Gray, an academic at Durham University, said her experience of working in rape crisis centres in London for 10 years did not equate with the government’s claim, while Bennett said sexual bullying in schools was an “everyday experience”.

Jo Sharpen, policy manager at Against Violence and Abuse, said the 5 per cent statistic was “problematic”, adding that she would be concerned if the government had based the rest of its response on it.

A government spokesperson said teachers and schools were already doing “excellent work” on the issue of sexual harassment and violence, but said no young person “should be made to feel unsafe or suffer harassment in any circumstance”.

MOD silent on cadet forces expansion

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Exclusive

The impact of a £50 million grant to boost the number of school cadet forces cannot be scrutinised because the government will not release details – although there are few signs of the 100 units a year needed to meet the ambitious target.

The Ministry of Defence (MOD) said, despite not being able to tell *Schools Week* how many schools signed up for cadet units in the past year, it still was “on track” to meet its target of 500 in state schools by 2020.

In his budget last summer, chancellor George Osborne said £50 million – raised through fines levied on banks – would increase military programmes in schools five-fold through the Cadet Expansion Programme (CEP). This time last year, there were units in just 100 schools.

However, this week the Combined Cadet Force (CCF) would not provide figures for the number of units in state schools set up in the past 12 months.

Its website says there are 300 units in schools, but this includes independent schools, which make up the vast majority of units. This time last year, the figure on the website was 275.

Figures released by the MOD in April do show, however, there has been a decrease in the number of cadets overall. There are now just under 42,000 in England, a fall of 1.4 per cent from April 2015.

A spokesperson for Forces Watch, a

campaign group scrutinising army recruitment policies, questioned if the demand for more cadet units was actually coming from schools or was being driven by the MOD.

She said: “Is this policy primarily about raising attainment or is it about influencing young people about the benefits of the armed forces?”

“This huge amount of money could have been allocated towards educational resources that do not have a military framework and would have far wider appeal.”

Osborne said last year the new units would primarily be in “less affluent areas”.

According to the minutes from the CCF’s annual general meeting in December, applications for school cadet units will be considered in a six-monthly process that was due to start last month.

To reach its target, about 100 cadet forces

would need to be set up in state schools each year.

The CCF’s minutes also state that new units should be set up “in areas where [the] MOD wants to generate interest in careers in the armed forces. MOD is particularly interested in certain types of educational establishment such as those with post-16 provision (including multi-academy trusts)”.

The expansion programme previously received £11 million to increase the number of state school cadet units to 100, as announced by David Cameron in 2012.

This was due to happen by September 2015 and, according to the CCF, that total was met “six months early”.

The time needed for applications to be processed, approved and then set up could be “some months” according to the MOD, which also said it may “take some time” before it can “fully assess the impact” of the £50 million funding.

The MOD said numbers are not “publicly available” and it “does not publish the details of schools with cadet units”.

A spokesperson said: “The government has committed to increase the number of cadet units parading in schools to 500 by 2020. We are on track to meet this target.”



Career-changers boost training numbers

SOPHIE SCOTT

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Career-changers are fuelling a rise in the number of applicants to teacher training courses, with the latest statistics from UCAS showing a 2 per cent increase in the number of people applying for initial teacher training to start in September this year, taking numbers to a three-year high.

Overall, 38,520 people have applied for initial teaching training courses since last September, compared with 37,610 this time last year, and 38,350 in 2014.

More than 5,500 of this year’s hopefuls are over 30 and classed as career-changers – an increase of 27 per cent on this time last year – and applications for secondary places are up 20 per cent. Professor John Howson, a teacher supply expert (pictured), said the numbers were “slightly better than last year and slightly better than the year before that”.

He believed this could be due to a slowing in the economy, which attracted people

changing career.

“However, in the key subjects such as physics, maths, chemistry and design and technology we are not going to hit the teacher supply model targets.”

Education charity Teach First launched a recruitment drive in January to encourage career-changers to teaching. A TV advert was specifically aimed at young professionals and contrasted a drab office job with a “joyful” teaching career.

In March, Jonathan Simons, head of education at Policy Exchange, also said in a report on teacher supply that more effort was needed to encourage career-changers and their “untapped potential”.

“There is huge importance and value in teachers developing their craft and expertise over many years, and this is likely to still make up the majority of the profession. But a healthy mix of career teachers and those who bring outside skills and experience to the classroom can benefit the whole school,” he said.

But Howson said numbers

did not always translate into guaranteed places. “There is always a risk that something is going to go wrong,” he said.

The number with conditional offers – meaning they have to meet certain targets before they can take their place on a course – has risen by 16 per cent for this September.

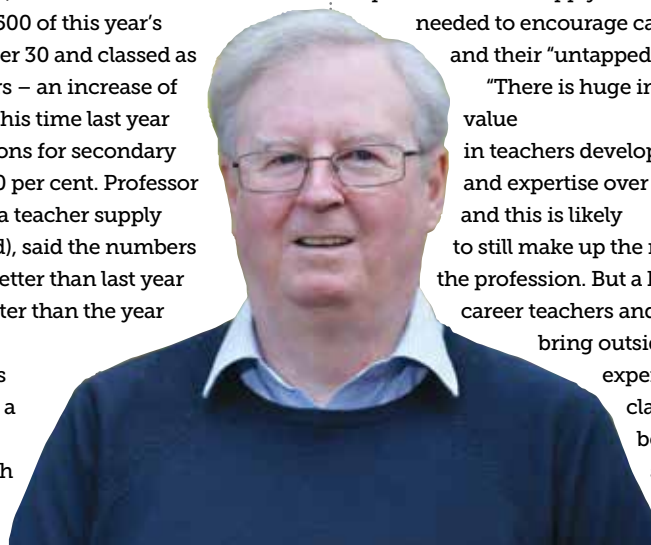
The number of applicants from outside the UK, both EU and non-EU, has also increased by more than 20 per cent. It is not clear how this would be affected if Britain votes to leave the EU later this month.

Subjects, such as French, have almost doubled their applicants – from 440 last year to 790 this year. But there has been decreases in others, such as ICT, with a 75 per cent dip from 80 applications to 20.

A Department for Education spokesperson said the figures showed teaching was “a hugely desirable profession” and “refutes the negativity from those who talk the profession down”.

He added: “With three months still to go we have recruited in excess of our postgraduate targets in primary and in several secondary subjects.

“And we are making significant progress in science, technology, engineering and maths, having recruited more than at this point last year in most subjects.”



NEWS

Ofqual looks again at code on exam challenges

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Ofqual has promised new guidance on the rights of pupils to challenge their grades after exam boards rejected plans to let individuals appeal directly.

The exam regulator's announcement last week that it would lift the restriction on pupils requesting re-marks directly from exam boards was rejected by the four boards that set and mark GCSEs and A-levels.

Government figures show that state school pupils request re-marks at a far lower rate than those in independent schools – with the cost factoring in to decisions for state school leaders.

But Ofqual said this week it would now reissue guidance emphasising an existing duty on exam boards to inform pupils of their right to appeal if a school decides not to request a re-mark on their behalf.

The Joint Council for Qualifications (JCQ) – which represents the exam boards AQA, OCR, Pearson and WJEC – claims it already meets this requirement through its annual written advice to centres. The advice tells schools to have written procedures outlining pupil access to papers, enquiries about results and appeals.

In its general regulations, the JCQ also sets out that candidates "must be made aware of the arrangements for post-results

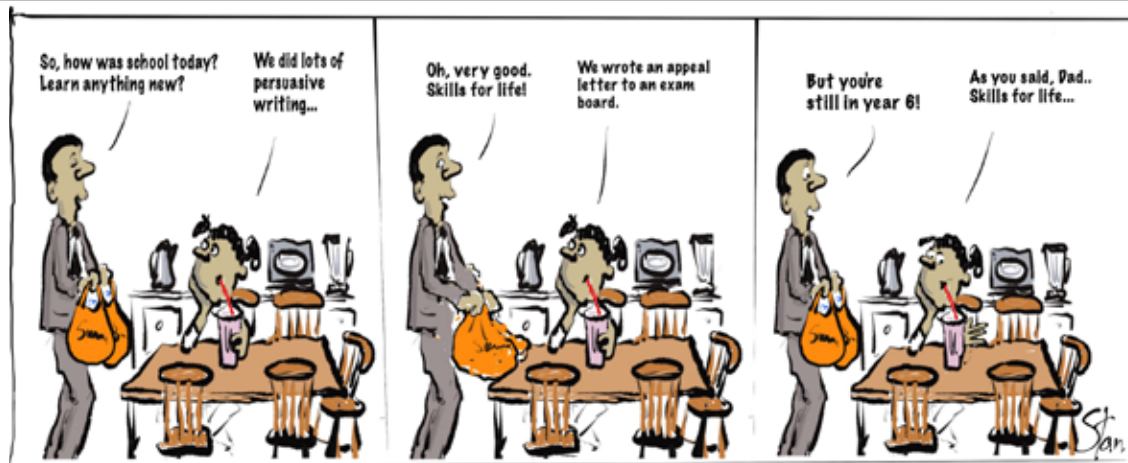
services before they sit any examinations".

But Andrew Harland, chief executive of the Exams Officers' Association, told *Schools Week* that although it was "widespread, integrated practice" for staff to brief pupils on results and appeals, this did not mean every parent and pupil would know their specific rights around challenging schools' decisions.

Harland said the JCQ's claim to have met its responsibility by issuing advice was a "constant bone of contention", adding: "To say 'we have issued this and ticked the box', for many places, that's not how it's worked. By simply saying that because they have issued that guidance, everybody knows [about appeals], is wrong. A lot of people don't know. A lot of students won't know."

Liam Collins, head of Uplands community college in East Sussex, said he wasn't aware of the right of pupils to appeal against a school's decision, although in four years of headship he had never found himself in such a situation.

Collins said his staff aimed to identify problems on results day and request re-marks with the support of parents, or, if pupils were



too far from a grade boundary to justify a re-mark, offer parents the chance to pay for it themselves.

"I have never come across a situation where we haven't been able to explain to a parent that it would be fruitless to request a re-mark because of the grade boundaries," he said.

Ros McMullen, who was a head for 15 years, most recently at the top of the LEAF Academy Trust in Yorkshire, said she had never known a pupil and teacher at-odds over whether an exam should be re-marked, but said schools were likely to choose "the hassle of a re-mark over the hassle of an appeal".

"What worries me is that there is so little trust in the system that pupils are being

prepared for the appeals process before they have even taken the exams. There are bound to be some mistakes, but to have a situation where we're highlighting this to kids beforehand is really, really sad."

The proposed change to Ofqual's code of practice is part of a raft of measures announced by the regulator last year and comes after a consultation on the plans held earlier this year.

Julie Swan, Ofqual's executive director for general qualifications, said the watchdog was committed to publishing "clear information on review and appeal arrangements" once the current code was withdrawn. This would include "clarifying the obligations on exam boards and on schools and colleges", she said.

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NEWS

Government covers £13m security bill for Jewish schools

SOPHIE SCOTT

@SOPH_E_SCOTT

Jewish schools have received almost seven times the amount of government funding for security this year compared with two years ago, Schools Week has learned.

Schools serving other faiths have raised questions about whether similar funding would be available to them.

The Home Office has granted the Community Security Trust (CST), which funds security measures for the Jewish community, more than £13 million to step up safety in Jewish state schools, and other community sites, after antisemitic attacks in Europe.

Michael Gove, former education secretary, promised £2 million a year from 2010-15 for private security guards at state-funded Jewish schools, a cost that was met by the Department for Education (DfE).

Last year the Prime Minister announced more funding, this time administered by the Home Office, which has led to the substantial increase.

Security funding is not currently provided to schools of other religions.

Zafar Ali (pictured), chair of governors at IQRA Slough Islamic primary school, in



Berkshire, said he did not "begrudge" money going to Jewish schools and not Muslim schools, but if similar issues arose he would expect the government to offer similar aid.

The Home Office told *Schools Week* that the police "consider appropriate response arrangements" to terrorism and have "increased protection and reassurance to Islamic communities" since the Paris attacks, but a spokesperson did not say why similar funding was not available for other faith groups.

Latest figures from the Metropolitan Police show the number of Islamophobic

crimes in London has increased 72.4 per cent in the past year, compared with a fall of 4.7 per cent in antisemitic crimes.

However, figures released earlier this year by the CST show that while there were 924 antisemitic incidents in 2015, a 22 per cent fall from 2014, 85 targeted schoolchildren or teachers – 19 more than the previous year.

This week, it was revealed that a French man, who was arrested last month, had planned to attack mosques and synagogues during the Euro 2016 football tournament in Paris, which starts today.

Ali, at IQRA school, said: "We had issues about three or four years ago when there were attacks on mosques when they were set alight, and we employed security services overnight for about ten weeks. We didn't get government funding and we paid for that from our own budgets.

"That was when there was a peak period of possibility of someone attacking mosque buildings, to which some schools are attached. I think there was also an attack on a private school up north.

"Obviously, if an issue arises again then we would act accordingly and we would now, knowing that there is funding available for other groups, raise that issue with the government as we would be under the same

umbrella for possible acts of violence."

Over the past year (2015-16), the Office for Security and Counter-Terrorism (OSCT) has been "administering and overseeing" a £10.9 million grant, managed by the CST.

The Home Office said this year's £13.4 million combined that grant and the previous grants given by the DfE.

Of the 103 Jewish schools in England, 48 are state maintained, and cater for 19,904 pupils.

There are 166 Muslim schools; 21 are state maintained and educate 7,876 pupils. There are 3,727 pupils in ten Sikh schools in England.

A Home Office spokesperson said: "A key responsibility for government and the police is to protect individuals and the communities in which they live.

"Following recent attacks against individuals and Jewish community sites, including in Paris, Copenhagen, Brussels and Toulouse, there have been considerable efforts from the police, working with the community, to mitigate any threats to Jewish interests in the UK.

"This funding is to provide further measures as part of these ongoing efforts to ensure the safety and security of the Jewish community."

Treat data with caution, says UCAS

Schools have been warned to treat with caution an in-depth tranche of equality data for more than 130 large universities published by UCAS yesterday, following a call for greater transparency in the admissions process.

The university admissions service has published a report that shows how likely UK students are to be offered and take a place at university, based on their gender, ethnic group and background.

On the whole, the figures – dubbed the "largest ever data resource for universities" – reinforce already known trends, such as that disadvantaged groups and young men are among the most under-represented in higher education.

However UCAS has warned schools and pupils not to use the information when making decisions about where to apply later in the year.

Instead, the admission service said the data is intended to show trends in higher education, mostly to be used by analysts and researchers.

The publication comes weeks after the Department for Business, Innovation and Skills' higher education white paper announced plans to force all universities to publish detailed information about their students and their progression.

The huge release of data has already resulted in contradictory opinions in the education sector.

The Russell Group, an organisation representing the top universities, said the report shows "no evidence of bias" in admissions.

However the Sutton Trust, a social mobility charity, suggested the data shows a "strong correlation" between students' backgrounds and the chance of them getting an offer at top universities.

Trusts want to be judged by their peers

FREDDIE WHITTAKER

@FCDWHITTAKER

England's largest academy chains are divided over how their performance should be judged, written evidence submitted to parliament has revealed.

The Commons education committee will next week hold the first oral evidence session of an inquiry into the academy system, which is set to dominate education over the coming years as the government pushes all schools to change status.

Fears over accountability led to one witness likening the growth of academy trusts in some areas to "the Wild West".

Performance is currently measured by "batch inspections" of several of a trust's schools, with a letter sent from Ofsted afterwards describing the state of the overall organisation.

There is disagreement between trusts over the regime, but the submissions point towards a "developing view" that a peer review system would be preferred.

Ark Schools, which has 34 schools, argues organisations such as itself should be assessed using appropriate data "at the network level rather than at individual school level", with the Academies Enterprise Trust, England's largest chain with 67 schools, saying it was a "strong advocate of Ofsted having the power to inspect academy trusts".

But while Oasis Community Learning, a sponsor of 47 schools, said external inspections of MATs should "ultimately be grounded in the evidence that they find at an academy level", John Mannix,

chief executive of the 35-school Plymouth Catholic and Anglican Schools Trust, said: "If a multi-academy trust is not a school, then the usual ways of assessing the effectiveness of a school cannot be applied to MATs."

In its own submission to the committee, the Department for Education accepted that creating measures of trust performance posed "a challenge" given the "varied circumstances in which MATs are created and operate".

"Simple averages of attainment or other measures in academies can be useful but also risk leading to spurious conclusions about MAT performance, often reflecting the type and starting point of schools in the trust rather than the performance of the sponsor," the department said.

The schools sector is still waiting to hear how new performance tables for MATs, announced in the white paper in March, will work.

Ofsted said it would continue batch inspections as per the government's guidance, and told the inquiry that regional schools commissioners and the government "should not shy away" from intervening in trusts where there was underperformance.

"Action should include encouraging the rebrokering of individual academies that are not being sufficiently supported and challenged by the trust."

There was evidence that this already happened, with 10 trusts losing two or more academies because of underperformance, the watchdog said.

Accountability formed the basis of many



Lucy Heller, chief executive of Ark Schools, which argued for network level assessment

submissions to the committee.

The National Governors' Association (NGA) called for more guidance on trust structures and accountability, while Janet Downs, of the Local Schools Network, warned an "increased emphasis" on exam results distorted what schools taught. She said trusts also should be judged on the quality of their education, plus teacher turnover and finances.

Martin Matthews, a national leader of governance, called for "close management" of trust expansion to avoid a "scramble to academise".

"The growth of multi-academy trusts is not so much cutting edge as Wild West in some locations. Governing bodies are being sucked into MATs without the information to make an informed decision," he said.

"Information available is usually polarised into the pro or anti stance with very little balanced detail."

NEWS: In-depth

New staff as RSCs gear up for surge of academies

JOHN DICKENS

@JOHNDICKENSSW

Investigates

Each regional schools commissioner (RSC) will now have two deputy directors – paid up to £95,000 each – to help with the increased workload as the government gears up for mass academisation.

The Department for Education (DfE) has created 19 new senior leadership roles to support RSC offices. Eight senior leaders

will be recruited from education and 11 from current Whitehall posts.

The eight education leaders are believed to have already been recruited; however, the names of only four have emerged (pictured below).

They include two headteachers, an education consultancy chief and a council education assistant director.

Six of the new civil servant deputy directors will be reshuffled from elsewhere in Whitehall.

The remaining five will be deputy

directors already working in the government's academies group, who will be assigned to specific RSC offices.

Schools Week has been told that each RSC will get two deputy directors – leaving the remaining staff potentially to support Sir David Carter, the national schools commissioner.

The move comes as the government prepares for an increase in the number of schools converting into academies; new powers will force them to switch if they are classed as coasting, or if they are in council areas deemed underperforming or unviable.

The posts had advertised salaries of £95,000, which leaves the department now facing an extra £1.8 million on its salaries bill.

The DfE said it was important RSCs had the right resources to build capacity in the system and to hold schools to account for their performance.

But the appointments have been criticised as another layer of bureaucracy.

Russell Hobby, general secretary of the National Association of Head Teachers, had called for more RSCs to work within smaller and "more manageable" regions.

"Instead, we have the creation of deputy RSCs, which, rather than help to connect RSCs more closely with the areas they serve, potentially add in another layer of bureaucracy."

However, in a monthly newsletter sent to academies last month, Dominic Herrington,

RSC for the South East and South London, played down fears of bureaucracy.

He wrote: "I am very determined we will never be any kind of distant bureaucracy, but we do need extra resource to be able to carry out our duties and help with multi-academy trust development."

In the same letter he announced his two new deputies will start in the middle of this month. They are Maria Dawes, head of school effectiveness at education school improvement consultancy Babcock, and Jonathan Duff, currently a deputy director in the DfE academies group.

The other known deputies are; Anne Casey, principal at UTC@MediaCityUK; Dame Kate Dethridge, headteacher at Churchend primary academy in Reading; and Jonathan Lewis, assistant director of learning, skills and education at Northamptonshire county council.

An applicant pack for the roles said they were for three-year contracts, with a possible extension of up to a year or a secondment.

Schools Week approached each of the new appointments via their current employers for comment, but none responded.

A DfE spokesperson said: "Deputy directors will complement the senior leadership teams in each RSC's office, helping to deliver the expansion of the academies programme and recruit strong sponsors."

WHO ARE THEY?



MARIA DAWES

JOB HEAD OF SCHOOL EFFECTIVENESS AT SCHOOL IMPROVEMENT CONSULTANTS BABCOCK EDUCATION

Dawes started working for Babcock International in October 2012. The firm's education arm provides school improvement services to more than 700 schools and 50 local authorities.

That includes Surrey and Devon county councils where Babcock has a long-term contract.

Dawes previously worked for six

years as a principal officer at education watchdog Ofsted, where she played a large part in writing new frameworks.

She has a Master of Arts in education management from the University of Southampton.



RSC REGION SOUTH EAST AND SOUTH LONDON

LED BY DOMINIC HERRINGTON



JONATHAN LEWIS

JOB ASSISTANT DIRECTOR OF LEARNING, SKILLS AND EDUCATION AT NORTHAMPTONSHIRE COUNTY COUNCIL

Lewis has worked in various local government roles since starting at Cambridgeshire council as a finance graduate trainee in 1999.

He joined Peterborough city council in 2007 as assistant director of children's resources where his remit included school buildings and finance for children's services, including overseeing a £190 million school capital funding programme.

He later took on responsibilities for the council's education department where he helped to boost the number of good and outstanding schools in the city to record levels.

He moved to Northamptonshire council in November last year.



RSC REGION EAST OF ENGLAND AND NORTH EAST LONDON

LED BY TIM COULSON



DAME KATE DETHRIDGE

JOB HEAD, CHURCHEND PRIMARY ACADEMY, READING

Dethridge is a national leader of education and has been headteacher of the Ofsted-rated outstanding Churchend for nearly 20 years.

She already works with Post on his headteacher board, a team that advises on key decisions.

Since 2014 she has also been an executive board member of the Freedom and Autonomy for Schools – National Association (FASNA).

an advocate of the academies programme.

She has experience, too, working with the DfE and ministers, including most recently chairing the expert group looking into teaching assistant standards.

Dethridge was made a dame in the 2015 New Year's Honours.



RSC REGION NORTH WEST LONDON AND SOUTH CENTRAL

LONDON, LED BY MARTIN POST



ANNE CASEY

JOB PRINCIPAL, UTC@MEDIACITYUK, MANCHESTER

Casey leaves her universal technical college less than a year after it opened, although she has been principal since 2013, when she helped to set it up.

The college, for 14 to 18-year-olds interested in a career in the digital media, is based in the heart of Salford's Media City, near the BBC and ITV.

She has previously described UTCs as

"one of the most exciting things to ever happen to the UK education system".

Casey formerly worked as head of ICT at the Education Funding Agency, where she advised free schools, UTCs and studio schools on their ICT procurement.



RSC REGION LANCASHIRE AND WEST YORKSHIRE

LED BY VICKY BEER



JONATHAN DUFF

JOB DEPUTY DIRECTOR IN THE DfE'S ACADEMIES GROUP

Duff is one of the current deputy directors who will be assigned to a specific RSC regions.

He joined the civil service in 2001 and has worked mostly for the DfE. He has been involved with special educational needs reform, teachers' pay and qualifications delivery.

In January, he became chair of governors at Blanche Neville, a school for deaf pupils in north London. He has been a governor there since 2014.



RSC REGION SOUTH EAST AND SOUTH LONDON

LED BY DOMINIC HERRINGTON

NEWS

While you were away

It was half-term last week and of course you kept up with all that happened in education. But, just in case, here are the top stories from the past seven days

Scaled scores revealed for KS1 tests

SOPHIE SCOTT | @SOPH_E_SCOTT



Teachers now know the marks that pupils had to get in last month's key stage 1 tests to achieve the government's "expected" score.

Figures released last week by the Department for Education (DfE) show that they needed 37 points in maths, 22 in reading and 25 in grammar, punctuation and spelling (GPS) to receive the expected 100 scaled score.

The scaled score replaced numerical "levels" this year. In the past, seven-year-olds were expected to receive a level 4; now, to meet government expectations, they must achieve 100 in their scaled score. What marks this will equate to in each test differs for each paper and will differ year on year.

Worked out as a percentage, pupils needed to receive 62 per cent of marks on their maths papers, 55 per cent in reading and 63 per cent in grammar – although KS1 pupils did not have to sit a GPS test this year, after it was found to have been available online for months.

The DfE says the scaled score range (85 to 115) will remain the same in future years, but the marks needed to gain scores are likely to change.

Ben Fuller, lead assessment adviser at Herts for Learning and a specialist in primary assessment, said: "In the provisional information that had been provided, an indicated range of 80-130 had been used.

"The change is interesting because it means the threshold score of 100 is now the mid-point of the range, whereas before it was slightly lower than the mid-point. Effectively, therefore, relative to the overall distribution of results, the expected standard has risen further."

Teachers now have until June 30 to submit their assessments.

Scaled scores for key stage 2 SATs are not expected to be released until July 5. In January, the department released details of the accountability information for primary schools, based on the new assessment system.

Bus in pupils to good schools, says trust

FREDDIE WHITTAKER | @FCDWHITTAKER

The best state schools should change their admissions rules and bus in disadvantaged pupils, the Sutton Trust has said, after it revealed apathy towards university study trebled between years 9 and 11.

In a new report the trust – which campaigns for social mobility – has called for the use of admission ballots and banding, plus free transport for disadvantaged pupils so they can benefit from a better education.

A study by the group showed that although only 2.1 per cent of year 9 pupils felt getting a degree was "not at all important", that rose to 6.6 per cent when year 11 pupils were asked the same question.

The data also revealed more deprived pupils and those eligible for free school meals were less likely to see attending university as important.

Currently, free transport is offered to all children aged between 5 and 16 who go to their nearest school but live two miles away (under 8s) or three miles (over 8s).

Although the trust has not drawn up firm recommendations on how the additional free transport would be funded, a spokesperson told *Schools Week* the cost should not fall on schools.

Sir Peter Lampl (pictured), its chair,

said the report showed the need to raise aspirations and self-belief in pupils from poorer homes, and not just as they reached the end of secondary school.

"We need to offer more support to disadvantaged young people throughout their education so that they are in a position to fulfil their potential after GCSE," he said.

The report has also sparked calls from Russell Hobby, the general secretary of the National Association of Head Teachers, for early intervention and equal opportunities for poorer children.

"To improve standards at university age, groundwork must have been laid at ages 2 and 3. Access to high quality early years' provision is crucial for all children, and we must ensure that children from disadvantaged backgrounds have equal opportunities to attend the best schools – throughout their education."



Two-year ban for former London superhead

SOPHIE SCOTT | @SOPH_E_SCOTT

The former superhead of a Hackney schools federation has been banned from teaching for two years after he was found to have awarded a £1 million IT contract to a "close friend" – with future banning orders likely to continue for heads who flout financial guidelines.

Greg Wallace, executive principal at the Best Start Federation in east London, admitted various allegations, including that he failed to get governor approval before handing a five-year contract worth more than £1 million to C2 Technology in 2008.

Wallace had been in a sexual relationship with C2 Technology's director and shareholder – known only in the documents as "TZ" – before 2002 and after 2012. He was also paid £4,000 by the company for his part in an "effective

marking scheme" delivered by C2.

The National College for Teaching and Leadership (NCTL) report into the allegations, released last week, said that Wallace, 46, did not declare the relationship as forms focused on "immediate family" rather than "partners".

The NCTL also heard that Wallace sent confidential tendering information from a rival company to his partner. The NCTL said: "Mr Wallace admitted that as a result of the disclosure, TZ and C2 Technology were afforded an unfair competitive advantage and gained financially from the award of the contract."

Wallace also admitted deleting "a significant number" of emails that had been sent between himself and his partner, after the Metropolitan Police's anti-fraud division visited school.

But he denied that he acted "dishonestly". Several other superheads have fallen foul of

financial laws. Two years ago Jo Shuter, former head at Quintin Kynaston in north London, was banned from teaching after an audit revealed she had charged the school for taxis, a phone for her son and had used school facilities for her birthday party. She was banned indefinitely from May 2014.

And last month Liam Nolan resigned as executive principal of the Perry Beeches Academy Trust in Birmingham after a government report revealed he had funnelled money for a second salary via a third-party company.

Nolan has not so far appeared in front of an NCTL disciplinary panel. But a Department for Education spokesperson said that any head that had broken financial rules should expect to face a hearing.

In the case of Wallace, the NCTL panel did not find him to be acting "dishonestly" and

did not advise he should be banned from teaching.

However, this decision was overruled by Jayne Millions, a civil servant who reviewed the decision on behalf of the education secretary, who then imposed a two-year ban.

The NCTL said his "wrongdoing" already had "a traumatic impact on his career", but that he was now working for the Harris Federation "playing a significant part in turning around failing schools".

However, Millions said the panel did not take "sufficient account of the public concern that would arise, and that public confidence in the profession could be seriously weakened, if the conduct found proved in this case was not treated with the utmost seriousness. I consider that the panel has given undue weight to the testimonies of the excellent work of Mr Wallace."

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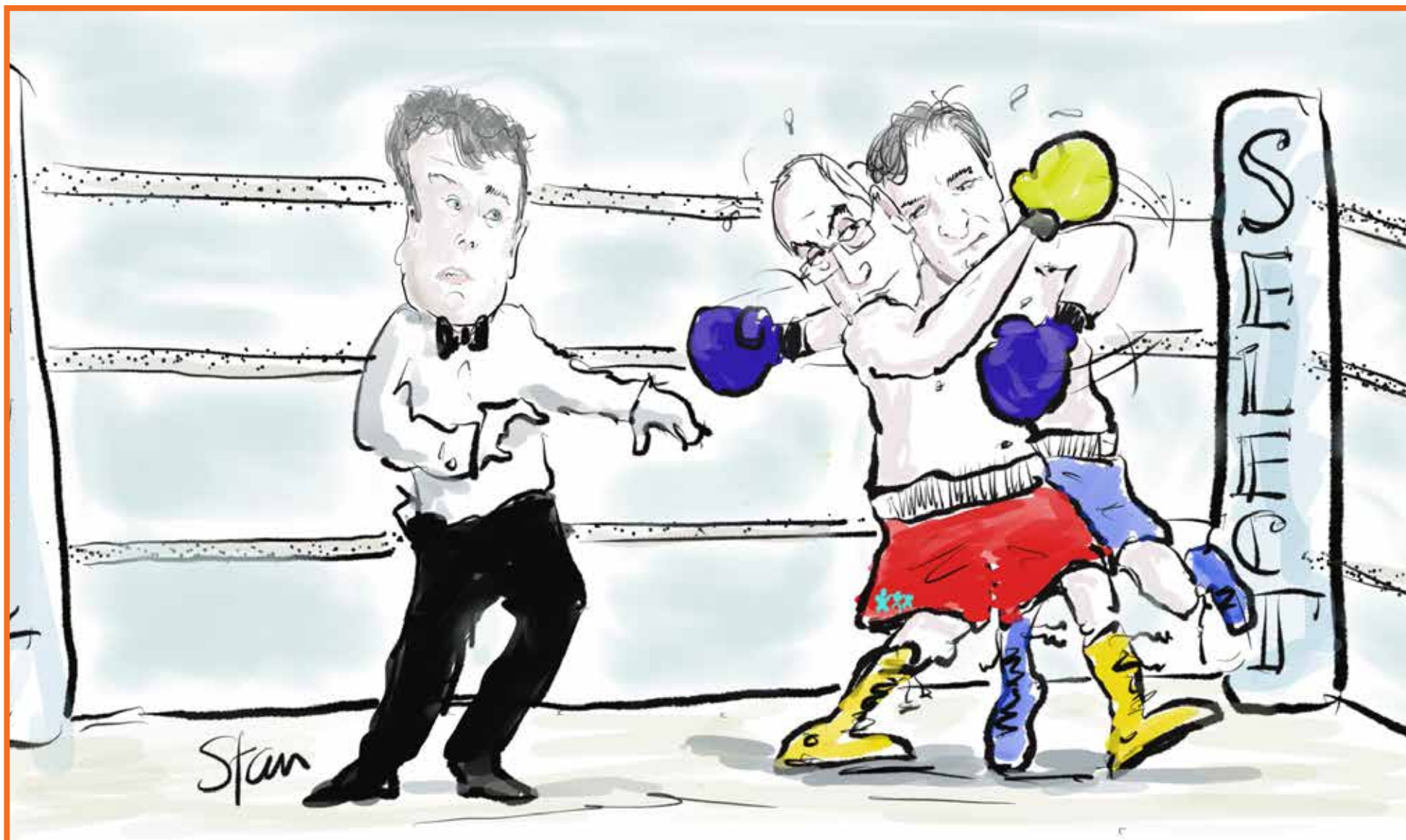


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EDITOR'S COMMENT

@miss_mcinemey | laura.mcinemey@schoolsweek.co.uk

Someone knock their bloody heads together

One of the few Shakespearean phrases I knew growing up was "someone knock their bloody heads together".

Unfortunately, I learned one day when I was about 20 that Shakespeare never said it.

It's still a good phrase though. And it's an important one this week.

A problem of politics is that it makes personalities impinge on classrooms. The education select committee has today said that Sir David Carter, the national schools commissioner, and Sir Michael Wilshaw, the chief inspector, are to be hauled in front of a parliamentary committee to give evidence together. (They are always "hailed"; probably Shakespeare's fault again.)

It's an interesting move as the two have had simmering tensions for some time. For school leaders, however, it can feel a bit like watching a stage-fight: interesting enough at the time, but there's no actual consequences to the punches.

Parliamentary committees can therefore seem a mind-numbing distraction among the daily grind of school life. There you are, trying desperately to stop Miranda in year 8 from bashing Julia over the head for the umpteenth time as Mrs X announces she's resigning five minutes before the end-of-term deadline leaving you with cover teachers from now until Christmas, while these guys think they're improving the country by sitting in parliament chatting about nothing and scoring points.

But, as Shakespeare definitely did say, (I checked): though this may be madness, there is method in it.

Education is funded by taxpayers. Someone must make sure the cash is going towards worthwhile endeavours. The elected government does its part by having an education secretary. Parliament does its part by having a cross-party of MPs check on all the other bits of the education world who carry out ministerial wishes. And that's what the committees are.

The system isn't, in itself, a problem. The issue is that so little actually happens when the people called in to answer for their actions simply avoid the question, or blame other people.

Both Ofsted, the school inspectorate and the schools commissioner's office can currently blame each other for things or – as happens more often – make school's lives miserable because they are ignoring each other.

I recently spoke with an academy trust chief executive whose schools had a ridiculous number of commissioner officials and Ofsted in at the same time. The two groups had made contradictory demands. He was now stuck in the middle.

On top of this, Ofsted has now told local councils they must take more responsibility for academies in their area. So academies can now expect to have schools commissioners, Ofsted and local authority visitors making demands. So much for autonomy.

If Carter and Wilshaw are smart, however, they will work as allies at

the committee to get a clear deal for heads. They'll decide exactly who is responsible for what, and then they'll turn on education secretary Nicky Morgan and what she can do to improve things.

For example, the regional structures of the two groups are so different it is making life difficult for everyone. If both point out this problem, and back a solution, it would be tough for the government to ignore.

The committee must also get to the bottom of some thorny questions.

For example, if the two groups – Ofsted and commissioners – disagree on a school's performance whose judgment should take precedent? If Ofsted thinks a school is so poor that it should be shut immediately, can it count on the commissioner for support? It would be a very damaging thing to raise a red flag only for the regional commissioner to say "carry on as you are folks". Likewise, it's confusing for schools if their Ofsted is outstanding but the commissioner sends a warning notice.

Answering these questions publicly and soon, rather than at a time when a school is floundering, is vital.

Carter and Wilshaw were both top-rated headteachers and they take their jobs seriously. It is unfortunate that such head-knocking is needed to sort out the problems of the hotch-botch academy system we are now living in it. But, to botch a final

Shakespearean phrase: the course of education policy never did run smooth.





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OPINION



Agony Aunt
CHRISTINE BAYLISS
Academy Expert

This week we launch a new agony aunt column, for all your academisation woes. Advice from several specialists, including legal professionals, will run weekly, sometimes in the paper, sometimes online

If I join a multi-academy trust, will we lose our individual identity or are there ways around this?

Christine says: There are those that say joining a multi-academy trust (MAT) is like getting married without the possibility of divorce for at least 125 years. Most of us wouldn't get married if it meant subsuming our personality to another. And the same applies to schools thinking of joining a MAT. You need to take your time and do your homework to find the best match to suit your values.

Like any relationship there will be compromises, but that shouldn't be the individual identity of your school. While it can be seen as a one-way street (the MAT will do due diligence to see if your school is able to join), it's not: you should have your own planning and due diligence process.

So here's my step-by-step guide to finding the right partner:

Step 1 Map your local area to find out which schools are already academies and whether they are standalones or already part of a MAT. What do you know about these schools? What sort of reputation do they have? Where local schools are part of a large MAT, where is the central team based? If more than 90 minutes' drive away, what local arrangements are in place for emergency support?

Step 2 Check out the website for each academy trust. What are their published values and how do they deliver them? What do they stand for? Do they have a uniform policy? What sort of curriculum do they teach? Are staff valued? Are there high expectations for all pupils? You should be able to identify those MATs that most closely match your ethos.

Step 3 Draw up a short list of "candidates". Contact each and tell them that you are looking for a MAT to join. Ask to see their "scheme of delegation". Be very wary of any MAT that doesn't have a scheme or is in the process of rewriting it! Read it thoroughly. Ask yourself "is this full of jargon or legalese?"

(if the latter, it's probably been drawn up by a solicitor and not the people who are going to operate it day-to-day).

It should have an introduction that sets out the principles underpinning delegation. Some trusts will work on the basis of maximum delegation to schools unless certain conditions prevail and then delegation will be withdrawn. Others will talk about earned autonomy so the more competent you are as a school, the more delegation you will get. Others will be up front about doing all the support functions at the central base, leaving you to get on with teaching and supporting pupils.

One key test is to check how headteachers are appointed. Bearing in mind that a MAT will be accountable for the appointment, there are many ways local governors or advisory bodies are included in selection. You have to feel comfortable about that and ask yourself, "Does the rhetoric about protecting individuality on the website match the reality of the scheme of delegation?"

Step 4 Once you have a shortlist of trusts that match your ethos, you need to score them in two crucial ways. The first is on standards. How do the schools in the MAT perform? Is the lead school outstanding? Read the last Ofsted report and look at the areas for improvement. Are schools improving year on year? Second, look at staff development. What will my staff get out of joining this trust? Is there access to in-school teacher training that my best teaching assistants can take advantage of? What arrangements are in place to develop middle leaders? How are non-teaching staff developed?

Complete these steps and you should find you're left with at least one good match that's not going to require you to lose your character. And because you've done your homework, you're in a good position to make a good deal for your pupils, staff and community.

On the other hand doesn't this make you think: why don't I start up my own MAT? Go back to Step 1 and map in all the maintained schools in your local area to find your ideal partner. It could be a marriage made in heaven!



KIRAN GILL

Former teacher, education blogger, and current convener of Policy First

Are we heading towards a HExit?

Six months or six years before qualification? The end of university PGCEs? Kiran Gill sifts through the white paper's proposals on initial teacher training

Speculation and punditry are de rigueur in the run-up to the referendum on Europe. Initial teacher training (ITT) is a less debated topic, so this week, I'm throwing my euro-cent's worth on the possibilities and potential pitfalls that follow the white paper.

A mixed economy

ITT has changed radically since 2010. Where once most new entrants studied for a year in university before gaining Qualified Teacher Status (QTS), now only half take this traditional route to the classroom. A proliferation of routes with teachers qualifying on the job has followed the move towards a "school-led system". Some include a salary, others don't; some require PGCE study, others are "assessment-only"; providers span higher education institutions, teaching school alliances, multi-academy trusts and charities such as Teach First.

Six-year teacher training?

The forthcoming education bill will shake things up further, when QTS is replaced by a "stronger, more challenging accreditation". The white paper draws a comparison with law, where trainees complete a legal practice course (think: PGCE equivalent) before a number of years of further professional training. Some longer teaching training has already begun. The Department for Education's Future Teaching Scholars programme will take six years; the first three alongside undergraduate study and the following three within a teaching school alliance. So will we see an influx of highly skilled entrants to teaching over the coming decades?

Ever closer ... accreditation

Maybe not. Rhetorical rigour is undermined by other details in the white paper. The new "QTS-and-then-some" will no longer be accredited by universities. Instead the school a trainee works in will put them forward for accreditation. (How this will work in a PGCE placement is yet unclear... If PGCE no longer assures QTS, there could be fewer applicants and a partial HExit from ITT.) But

is there scope for abuse if heads decide who makes the cut? Trainees have told me of their concerns – what if they fall out with their head of department? Or push back on an onerous marking policy? Might we see the development of a compliant, unquestioning workforce years down the line?

These are likely to be exceptions rather than the rule. Even so, other incentives could push principled principals to delay accreditation. As budgets tighten, cash-strapped leaders may want to eke out a few more unqualified years from their "trainees". If this avoids redundancies, who can blame them?

Is there scope for abuse if heads decide who makes the cut?

Six-month teacher training?

That said, schools are short of teachers, not just funding. It could become faster, then, not slower to attain "QTS-but-bigger-better". Keen to tempt a science, or a maths graduate perhaps, heads might offer fast-track accreditation as a sign-on sweetener. The DfE has already hinted that some trainees could qualify in just six months.

As different routes to "I-can't-believe-it's-not-QTS" spring up, they could acquire different statuses. Research into the earning power of UK degrees reveals huge disparities in pay between Oxford, Russell Group and non-Russell Group graduates. Might Ark QTS or Teach First QTS develop distinct status in the profession, with impact on salaries?

A race to the bottom

The 2015 independent review into ITT recommended a "framework of core content" so that "the essential elements of good ITT" could be standardised. But in an increasingly diverse market of providers offering different combinations of training, study and qualification, this seems unlikely. And in a future where every school is an academy, it will ultimately be up to the head to hire whomever they want, regardless of qualification or accreditation.

The issue of teacher quality is a quieter one than the EU referendum, but it is also crucial to the future of the country. The government must think carefully before it rushes into change.

Sir Michael Wilshaw and Sir David Carter will appear together at the first evidence hearing next week of the select committee's inquiry into multi-academy trusts. The pair often have differing views, says Neil Carmichael, which should make for an interesting session

Next Wednesday the education select committee will begin its inquiry into multi-academy trusts (MATs) by hearing from Sir Michael Wilshaw, the chief inspector, and Sir David Carter, the new national schools commissioner. The government's plans to increase the number of academies makes this piece of work particularly timely.

In January we published a report on regional schools commissioners (RSCs) calling for improvements to their transparency, accountability and working relationships. This inquiry carries on the work in scrutinising the increasingly important "middle tier" between Whitehall and individual schools.

The government's plans depend upon an increase in the number of MATs and we are keen to look at their role, accountability and governance structures. As two of the most influential people in education today, we are pleased that Sir Michael and Sir David will appear together at our first evidence hearing next week.

We will follow this session by hearing from existing MATs later in the summer and then unions and organisations representing school governors and local authorities. We want to hear from a wide range of stakeholders,



NEIL CARMICHAEL

Chair education select committee

Clash of the knights in first day of evidence

including those schools that have chosen not to join a MAT.

On March 2, Sir Michael told us that Ofsted can provide parliament with a national picture of schools in a way that Sir David's team of RSCs cannot. Perhaps unsurprisingly, Sir David has expressed a contrary view, backing his officials to deliver more significant representation.

We received 46 pieces of written evidence on MATs, with several raising concerns over the extent to which RSCs and Ofsted have complementary roles in school improvement and accountability.

Sir David, whose responsibilities include academy conversions and promoting the benefits of MAT membership, may argue that he is in a position to provide specialist

oversight of academy expansion. As the number of academies rises, his role of national schools commissioner would appear to be one of growing power.

However, while Ofsted may not always be the most popular organisation in our educational system, parents clearly value and expect there to be a national standard of inspection. This helps them to make informed decisions about their children's education, whether the school is under the control of a local authority, run by a MAT or is a standalone academy.

Perhaps unsurprisingly, the larger MATs take a more critical view of the watchdog. The Academies Enterprise Trust has said in written evidence it would prefer monitoring through peer review, obviating any need for

Ofsted involvement with MATs. Similarly, Oasis has written to us suggesting that it is not in Ofsted's skillset to assess the infrastructure and governance of charitable organisations such as MATs.

Sir Michael is not afraid to speak out. The chief inspector this week branded the East Midlands the "worst-performing region in the country" after Ofsted wrote to

Sir Michael says Ofsted can provide a national picture of schools in a way that Sir David's RSCs cannot

Northamptonshire councils, academies and regional commissioner about poor standards. He spoke of a "culture of complacency and a lack of clear accountability", which should be a warning to examine very carefully the mechanisms for managing the performance, governance, and accountability of all schools, including academies.

Sir Michael has previously made it clear that Ofsted should have legislative backing to inspect MATs on the same basis that they currently inspect local authorities. He will no doubt want to restate Ofsted's position next week.

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PROFILE

LAURA MCINERNEY
@MISS_MCINERNEY

Dame Sally Coates, director of academies south, United Learning

Before meeting Sally Coates, former superhead and author of *Headstrong*, I check my shoes. The fable is that she doesn't like brown ones. Mine are grey; hers black. All is well.

The shoe thing turns out to be a misnomer. A light-hearted quip made in a breakfast meeting about her dislike of brown shoes with navy and grey suits has become a way of people explaining things she doesn't like.

"A couple of my SLT used to sometimes wear brown shoes just to annoy me, I'm really not that hung up about it," she laughs, "But they've made a big joke of it ever since. When people ask others why they didn't get a job with me, they'll say 'Were you wearing brown shoes?' Like, honestly! As if it's that!"

It's a silly point, but underscores how myths about leaders – particularly the "superhead" cadre Coates belongs to – become prolific.

That said, as a teacher for 27 years before she became a head, Coates is not a super-riser. She spent seven years at Peckham Girls, a south London school with 1,800 pupils, difficult discipline and "a huge amount of racism that nobody really tackled". Safety was so poor teachers were expected to walk around in pairs.

She next spent 20 years at Sacred Heart in nearby Camberwell, eventually rising to become head, until she was persuaded to take over Burlington Danes Academy – a school in London's White City, near to Wormwood Scrubs prison and with (at the time) terrible results.

"I was very worried whether I could manage the discipline, which was a silly thing – well, not silly, because obviously discipline was a major problem. In the first assembly I was thinking 'Oh my God, are they going to listen to me? Are they going to be quiet?' The staff were disaffected, demoralised. They had had four heads in four years and they were fed up, and here was I, another middle-aged woman walking in. I was really worried about whether I could do it or not."

The assemblies went fine. She called each year group in, and at the end read a list of names. Every pupil knew these were the difficult children: there were 70. She gave them a letter that said they couldn't come back to school until she met their parents.

"I can't tell others to do it, but it was definitely the right thing to do . . . Why can't I tell people? Because it's illegal. Children are not supposed to stay at home unless they're excluded. I just wrote a letter saying I want to see your parents. Some parents couldn't just drop everything and come in the following day and they were angry that their child kept getting sent home, but I spent three weeks seeing no one but parents, and it worked."

Her no-nonsense turnaround approach, including

“ I THINK I’VE
GOT ONE MORE
JOB IN ME”

SALLY COATE

publishing ranked lists of pupils' achievements on the walls each term, made for great headlines, great results, and even led then-education secretary Michael Gove to name it as one of his "favourite schools" in 2014. Though he lost his job a month later, Gove never forgot Coates. Last year, when he took over as justice secretary, he asked her to review prison education.

The resulting report – The Coates Review – is packed with recommendations for prisoners to receive better learning, and she will monitor its implementation while continuing in her role at United Learning, where she is now director of academies south.

But the experience has made her rethink exclusions. "I saw the results of educational failure in prisons. All those children who get permanently excluded, who drop out, whose special educational needs aren't met, who have mental health issues . . . many end up in prison.

"You talk to them and it's the same old story: 'I stopped coming to school when I was 14. I got permanently excluded'.

"I met a man who has been in prison 40 years, still can't read and write. He went to a special school, he told me. It was really sad.

"What it's taught me is we need to put far more resources into school. Do we have the money to meet special needs? Do we really meet mental health problems? Do we really give good alternative provision to children who just can't cope in the mainstream or who are so difficult that we have to permanently exclude them? No we don't. We need to put resources into that because otherwise they end up in prison, costing the taxpayer £30,000 a year, and

their needs are still not met.

"The child that is on the autistic spectrum, who may be quite difficult, quite violent, ends up in prison and, as far as the guards are concerned, is just very badly behaved. So they're going to be in solitary confinement and isolation; they're going to be shut in a cell because they have these issues that have never been dealt with."

In full flow, she reels off the statistics. Ninety per cent of the 98,000 prisoners in this country have the attainment of an 11-year-old or below. Many have special needs.

"Most of those 98,000 go out as they came in, possibly angrier, more frustrated. This work has given me an insight into the endgame. Now I feel very strongly that we should be more systematic about education. When children come to school with low attainment, there should be tried and tested approaches."

What can teachers do to help?

"Would I have permanently excluded the children I did if I'd known the outcomes? Would I have tried harder? Most headteachers try really hard not to permanently exclude. Heads have to ask my permission if they permanently exclude in our schools. They always try. And I really try, and investigate that they've done everything possible before I agree, but would I have looked more at where they were going or what they alternatives were?"

She trails off. She is hopeful about the government's



S

plans to improve alternative provision but also thinks that mainstream schools could do more: "We need to put our money where our mouth is and give the best teachers to the children in the bottom sets. That's where we should put all our resources – into the children who are falling behind and have underachieved. But we don't."

A particular problem for prisons is teacher recruitment. With few prospects of promotion, no ICT, and high turnover of learners, she says: "If you can't get teachers in schools, imagine how difficult it is to get teachers in prisons."

It can be done, though. She describes a "little blonde teacher... about 20" teaching in a room with "three terrorists; everybody else was a murderer" and yet they had textbooks open, learning geography. When Coates asked if anyone was from London one man raised his hand. He had attended Burlington Danes. He asked if his old head of year was still at the school. When Coates said she was, he said, "Don't tell her you've seen me here."

Coates smiles: "This is a man who's committed a murder and he still doesn't want his head of year to know he's in

prison. That's how much teachers matter."

Her enthusiasm for education still burning bright, I ask about her future plans. She enjoys the job at United Learning, she says, but is remaining open for where else she can help.

"I didn't think I'd ever get involved in prisons. So I don't really know. I think I've got one more job in me. But whether I'd get more involved in education policy, I don't know.

"I have quite strong feelings about things," she says emphatically. My grey shoes can certainly attest to that.

IT'S A PERSONAL THING

What book have you given to people most?

To children it has been the *Complete Works of Shakespeare*. I know that sounds really stupid, but when I was a teenager I was given it by I don't know who and read through all the plays. And so, at some point, I think other people might.

If you could take out an advert on a bus, what would it say?

I'm tempted to say "Never give up" and . . . "Stick your neck out". Sometimes in my life I've thought "I can't do it" then when I've done it I think "I could do it" and feel good. But then I don't want people to do things that are foolhardy!

What do you wish you knew at 21?

That life is full of compromises and nothing is perfect. You have to accept you can't change people. I wish I'd known that. It's not settling for second best; it's just that you understand that your world isn't the same as other people's.

What was your favourite toy?

I had a doll. It wasn't like a Barbie. It was the original kind and I absolutely loved it; I spent the entire time combing her hair.

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

I'd probably be an eagle so I'd be able to have perspective on everything and see the world as it really is; understand that the littleness of your life is really part of a bigger picture.

REVIEWS

TOP BLOGS
OF THE WEEK

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



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

Can a pupil (or a small group of pupils) ruin the chances of the rest to do well?

By @Bigkid4

This post is by a maths teacher who was told that "no student ever takes too much" when he suggested that some students' behaviour could be so extreme that the rest of the class would lose out. He describes one student who, while not being the worst he'd ever taught, behaved in a way that prevented a whole class from learning.

Teachers' awards: who's missing out?

By @Positivteacha

In this teacher's school, awards are given to members of staff at the year 11 leavers' assembly. He noticed that every award was for the contribution to the pastoral life of the school. He argues that while these were deserved, there were teachers who had contributed as much effort and made as much difference just through their teaching.

On being mischaracterised

By @greg_ashman

Social media debates about discipline and special educational needs can get very heated, so perhaps it's no wonder that this teacher feels unfairly treated after debating the connection between SEN and behaviour. He makes one very profound point: if a student is diagnosed as having SEN on the basis of their behaviour, how can we then say that they are behaving badly because of their SEN?

The burden of care

By @ragazza_inglese

I have to declare an interest here as I am the editor of the blog in which this post appeared. Summer Turner discusses the

extent to which teachers should let their emotions affect their behaviour and their views on education. "As individuals we have to learn to own our emotional responses and to know that a criticism of our practice does not equate to a criticism of our care. Equally, we have to try to be aware that our emotional response is not always the same as others, including our pupils."

Headteachers can be scary

By @iQuirky_Teacher

This post from the world of primary education discusses the attitudes of some of the people running schools. Examples are given of things the author has heard from headteachers about what academic standards can be expected from their students, and what really matters to them. She also asks why teachers with such attitudes might be getting the top jobs in primary schools.

Not another blog about the KS2 grammar test

By @Xris32

Testing 11-year-olds on grammar has not been the most popular proposal in the history of education. However, secondary English teacher Chris Curtis runs through why he does not agree with most of the objections, arguing: "When students don't read enough to learn the rules, we need to be more explicit with the rules."

Thanks, Brian Allen, for saying "down with attachment disorders"

From childmyths.blogspot.co.uk/

This post is by Jean Mercer, a professor of psychology, who has been campaigning against pseudoscientific therapies used to treat children. Here she agrees with another psychologist who has spoken about the fad of claiming behaviour problems in children are a result of attachment problems. She clarifies what attachment is, what attachment disorders are recognised by the experts, and explains why we should not assume attachment is important in other cases.

A lecture on dynamic learning

By @JHC_Porter

Jonathan Porter, a humanities teacher, went to hear policy wonk Charles Leadbetter speak about the future of education and explains how "as a teacher, it always sticks in the craw when someone – who either has never or who no longer teaches – lectures you about not lecturing". Not surprisingly, even in the middle of half-term, most of those who turned up to hear that teachers were doing it all wrong were not actually teachers.

BOOK REVIEW

The End of Average

Author Todd Rose

Publisher Allen Lane

Reviewed by Cath Murray



I resisted this book because it oozed something of the self-help manual. But at the same time, I was drawn to it, precisely because its dust-jacket made a big, compelling promise – to help me to become the best me I possibly could. (Yes, I see the irony...)

"The End of Average," it pronounced. "How to succeed in a World that Values Sameness." The featured reviewers promised the book would help to cut through the reductive simplicity of the "average grade" or ranking, help me to understand the complexity of my unique self and thus fulfil my true potential.

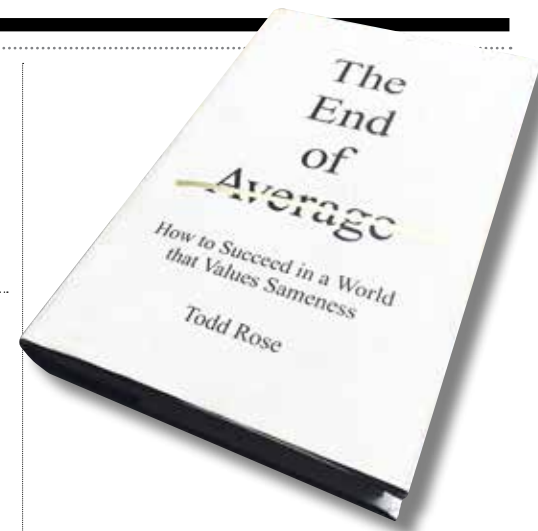
The title is brilliant. It's also a fairly accurate representation of the type of book you're going to get.

The End of Average felt part self-help manual, part selective survey of a century of psychology and social science. The eclectic mix of research seems to have been picked for its ability to bolster the central thesis, which roughly speaking is (take a deep breath here): The overuse (and erroneous application) of the concept of "average" in the applied social sciences (from education to personality testing and recruitment) has led to a poor fit between the systems within which we operate (which are mostly designed to fit the mythical average human being) and each individual (none of whom actually conforms to the mean). And exhale.

Todd Rose, director of the mind, brain and education programme at the Harvard Graduate School of Education and, perhaps more tellingly, president of the Center for Individual Opportunity, starts with a compelling example. US pilots, we are told, used to crash constantly until the Air Force realised that instead of building cockpits for the "average"-sized pilot, they needed to customise them. After analysing the body measurements of more than 4,000 pilots (all pre-selected, by the way, for being of generally average size) not a single one fell within the middle 30 per cent for all ten relevant body parts.

This, I have to admit, grabbed my attention. And the book is packed with similarly fascinating examples of how misuse of the average has failed to take account of human individuality. Rose describes the mind-numbing standardisation of factory production lines for optimal productivity according to Taylorian principles, meaning that every movement becomes prescribed and innovation discouraged.

And the message comes through loud



and clear (although in case it hasn't, he explains it anyway): the "jaggedness" of any individual human being is not accurately captured in the mythical "average human being" created by averaging the abilities, measurements, etc, of a population sample. So while we might think that most people conform to the average, this is false. The average, it seems, is no less representative of any one individual, as any one individual picked at random might be of any other individual.

Having laid these foundations, Rose extrapolates this thinking to other domains.

With regard to education, his main argument seems to be this: using grade scales (levels, SAT scores, GCSEs...) to rank pupils is a bit like using a ruler to try to measure the quality of a symphony/play/painting (insert your own preferred work of art). It's just not the right measurement tool. And the thing you're trying to measure, human ability, in all its manifest variety, is not, in any case, something that can be ranked along a single axis.

Which gives us all an excuse to let that mental ranking trauma dating back to our school days just drop away. Phew.

But it's all accompanied by charts so intuitively accessible, that my hackles rose. I found myself constantly flitting between *ah-ha!* moments and hair-pulling frustration with leaps of logic that made me mistrust the author and, frankly, the foundation of the book's thesis. In short, the experience reminded me all too much of the way experimental psychologists describe our moral decision-making process, where our "gut" instinct and our "rational" conclusions are pulling in opposite directions. Just as my soul was crying out, "it's all true! Let it go!", my logical brain kept telling me that something was off.

So read the book but don't read the book. Go crazy for it or dismiss it as a gimmick. Or do both. I have.

NEXT WEEK:

The Class: Living and Learning in the Digital Age, by Julian Sefton-Green
Reviewed by Naomi Ward



A week in Westminster

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

FRIDAY:

WiW has been deprived of valuable column material this week – largely as Whitehall diverts its attention to a big debate (something to do with Europe). However, Brexit has thrust Michael Gove, one of our former favourite targets politicians, back into the spotlight. The former education secretary today promised the world he is “absolutely not” going to stand to be the next Conservative party leader. Hmm, really? We have news of interesting developments (page 3). During the Brexit debate a member of the audience told him he was the “poster boy for the Conservative backbenchers”. To which he replied: “The thing I recommend is, whatever posters you put up, do not put one up of me.” We can't imagine this will affect the decor of many teachers' houses.

MONDAY:

In other Gove-related Brexit news, the former edu sec said during another debate (we warned you we were low on material)

that he was a defender of democracy.

WiW would like to remind readers that during his eventful time as education secretary he refused to answer questions at education select committee meetings, used legislation reserved for terrorism laws to pass school reforms and oversaw the department with the worst record on freedom of information.

TUESDAY:

The parliamentary women and equalities committee today managed to make a parliamentary committee almost seem exciting.

Rejecting the stuffy set-up of witnesses perched in a long line at a table, while MPs peer at them across 5 sq m of empty floor space, chair Maria Miller opted instead to have the experts join the politicians at the table and even encouraged participants to interrupt each other.

The resulting atmosphere – and the fact witnesses were encouraged to be explicit in language and detail – made for a constructive and informative discussion

about sexual bullying, sexism and pornography. A welcome change.

We do suspect, however, that it will be first time “triple anal” will be included on the parliamentary Hansard record.

The status quo was soon back to normal when Ofsted chief Sir Michael Wilshaw shot off some of his ever-increasing ire, this time at the East Midlands. He claimed in a press release that the region was the worst-performing in the country – blaming a culture of “complacency and lack of clear accountability”.

WEDNESDAY:

You know when one of those bombshell .gov.uk publications drops in your email box? Well that happened today . . . or so we thought.

Ofqual released a document explaining it is delaying the accreditation end date for A* to G GCSEs – meaning the old GCSEs will continue to be available for teaching in September this year and next.

Word reached us that this meant schools could sneakily keep teaching year 10 pupils

the old (easier) GCSEs this September, without Ofqual knowing.

After cries of “hold the front page”, we put this to the regulator, who told us the change only applied to pupils taking resits. *Phew*

We've heard many things said about professional development providers, but a new bar was set after they were likened to “snake oil salesmen” by Sir Robin Bevan, the outspoken head at Southend high school for boys, during an education committee hearing on teacher supply (see page 2).

Bevan told MPs that one of his biggest problems with existing CPD was practitioners delivering “charismatic presentations with no impact or content”.

This would also be Bevan, the headteacher who last year defended his school's method of putting pupils into sets that matched their “energy” group, discovered by taking a quiz that cost £40 per pupil – a practice one prominent psychology researcher and teacher described as about as insightful as “astrology”.

You say snake oil, we say pot kettle black.

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

Institute of Ideas

UNIVERSITY IN ONE DAY

A DAY OF LIBERAL ARTS AND PHILOSOPHY FOR 16 TO 19-YEAR-OLDS PRODUCED BY THE INSTITUTE OF IDEAS

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

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



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THURSDAY 23 JUNE | 10:00 - 17:30

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School Bulletin



Success down on the farm

A new farm-based project that aims to teach life skills to students who are "on the brink of exclusion" has been launched in north Shropshire.

Fordhall Farm has joined the Plunkett Foundation, Shropshire Wildlife Trust and the Field Studies Council to create Growing Confidence, a campaign to encourage pupils aged between 13 and 16 in disadvantaged areas to become "practically involved" in landscape management.

A spokesperson for the campaign says students get involved with all aspects of work on the farm, including conservation and green wood working.

They are also taught to cook their own lunches – in the kitchen, on a campfire or in the clay wood-fired pizza oven – using



Students taking part in the Growing Confidence campaign at Fordhall Farm

produce from the farm.

Tom McAleavy, a teacher at Thomas Adams school in Shropshire, which was involved in a pilot of the project, says he would "strongly endorse" other schools to work with Fordhall.

"The project has allowed constructive mentoring to build self-esteem, and provide employment pathways."

The campaign has been given almost £1 million of funding over five years from the Big Lottery Fund's Our Bright Future.

Here's one we made earlier...



Patrick Wolsey and Delilah Murphy use the 3D printer to make the roof truss

Children from a school in Nottingham have put their own touch on the famous Anfield football stadium by designing and building a model of its new roof truss.

Pupils at Dovedale primary school used the latest 3D printing technology with engineers from the University of Liverpool to create the model of the truss, a giant metal structure of 650 tonnes and a key feature in the redesign of the home of Premier League giants Liverpool FC.

Working in groups, the year 5 pupils built prototypes using drinking straws and tape before using a Dremel 3D Idea

Builder to help fabricate the 196 individual parts.

Once completed, the children tested the structure by suspending it between two tables and gradually adding weights until it collapsed.

Andrew McLaren, a year 5 teacher at Dovedale, says it was an "extremely fluid" process that "gained real momentum and culminated in the children producing fantastic work."

"In addition to working as a team, they became more independent in both thought and action. It was a real joy to see them develop throughout the project."

Party plan wins pupils £1,000 start-up fund

FEATURED

A plan for toddlers' parties has won innovative pupils from Tyne and Wear £1,000 in seed funding to get their idea off the ground.

The group from Hebburn comprehensive, who call themselves Chapter Gangsters, pitched their idea of hosting parties for nursery children from their local area to a panel of business professionals.

The task was part of a programme put on by Sage, an enterprise software company, who teamed up with charity The Key, to help disadvantaged young people to develop their entrepreneurial potential.

Rather than using a standard PowerPoint presentation, Chapter Gangsters "wrapped up" each slide in paper for the panel to unwrap as a "corporate pass-the-parcel".

The panel said the group's presentation style and its passionate delivery led it to award the team £1,000 to ensure the idea can come to fruition.

Claire Sharp, a teacher at Hebburn, says that the group was "incredibly happy" about their success with some waking up parents who work night shift to tell them the news.

Victoria Dunn, deputy chief executive at The Key, says it was evident that the pupils worked "incredibly hard" on planning their projects.



From left: Rebecca, Lauren, Sian, Kristian, Kieron and Callum from Chapter Gangsters

"We were really impressed with the amount of effort that went into developing their project pitches. It was clear to see that each of the young people had thoroughly developed their skills and confidence. To us it was a no-brainer that they were successful."

As part of a wider event on the day, 75 young people aged between 11 and 25 visited Sage's headquarters.

They met business leaders and received help to develop their own entrepreneurial ideas.

A series of careers speed-dating sessions were also held with Stephen Kelly, Sage's chief executive, and Brendan Flattery, president of Sage Europe, as well as other executives, to give the students the chance to find out how they got to "the top", what hurdles they faced and to seek any useful tips.

Flattery says: "We believe that entrepreneurs are the true heroes of the



Lauren and Sian presenting to Stephen Kelly, Sage's chief executive



Callum, Kieron, Kristian, Rebecca and Lauren during the boardroom pitch

economy. Any support we can provide to people as early as possible in their lives to help ignite their entrepreneurial passion is very important."



Duke of Edinburgh gold award winners celebrate their achievement at Buckingham Palace

GOING FOR GOLD AT THE PALACE

More than 1,000 young people were recently presented with their gold Duke of Edinburgh (DofE) awards at Buckingham Palace.

The ceremony, which marked the award's diamond anniversary, celebrated this year's challengers who had to raise at least £60 for the charity.

More than 50 presenters, including adventurer Ray Mears and singer Ronan Keating, were on hand to congratulate the pupils.

An all-female rowing team (who were also the first team of four to cross the Pacific) brought along their pink boat *Doris*, and shared stories of team-working and determination from their 257-day expedition last January.

Peter Westgarth, chief executive of the DofE, says: "We know that achieving a DofE award changes lives; opening doors to employment and education; enabling young people to build strong relationships; and introducing them to a broad range of interests."

"The gold award achievers collecting their certificates today are testament to that."

MOVERS & SHAKERS

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

James Townsend has been appointed director of the Church of England foundation for educational leadership.

He was education research and policy officer with the church and says he is "incredibly excited" to set up a new foundation that will "offer leadership development opportunities for school, system and diocesan leaders through networks, programmes and research".

Townsend says the key to a good education is building "great relationships" with pupils, which is what he will aim to do with the church's 4,500 schools.

"There is something really powerful in the church and its mission for education, which is to provide a fantastic education for children from disadvantaged backgrounds in particular. We have the aspiration but also the infrastructure to do that . . . and that really excites me."

After completing a history degree at York University, Townsend trained as a maths teacher at Copley academy in Manchester. He later taught at Brimsham Green school in Bristol.

He also spent a year as a Teach First president.

Tessa Mason is the new chair of Bradford



James Townsend



Tessa Mason



Jenny Williams

Diocesan Academies Trust (BDAT), taking over from Dr David Lee, the previous Archdeacon of Bradford, who led the trust from its inception in 2012 to his retirement in January.

Mason, who is also a teaching and leadership adviser in Yorkshire and the Humber for the Department for Education and a former headteacher, says the recent white paper has created an "increasingly changing landscape".

"The announcements mean our ambition is now more important than ever. The education world is changing quickly and the

paths schools choose to take between now and 2022 mean collaboration, and often academisation, is the only way forward if we are to deliver a robust, sustainable and improving education offer.

"BDAT is one of a number of trusts that is now going to have to look very hard at its capacity, its growth and the changes the future demands."

Mason completed a degree in English and music followed by a masters in

primary education at Leeds.

Jenny Williams is the new deputy chief executive at the Skills and Education Group. She was director of vocational education and training at the Education and Training Foundation.

Williams says her role at the new group, which was launched this month and which aims to inform, influence and represent both the education and skills sectors, is to help young people transition into adult and work life.

The group's founding organisations are ABC Awards, ASDAN and emfec. Williams will also become managing director of ASDAN.

After completing a degree in linguistics and computer studies at Hatfield Polytechnic University, Williams began working with schools, first for Dorset training and enterprise council and then Southampton city council. More recently, she has held a range of national strategic roles in further education.

She says her new role will give her the scope to bring together her early career experience within schools with her more recent further education knowledge.

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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READERS' REPLY



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Bids for 'multiplication check' times-tables tests due

Deirdre Batten, address supplied
Whilst I am not against children learning their tables and knowing how to apply them, I am totally against the test being done online and against the clock as so many children get so flustered and end up with a very poor result!

Dianne Hughes, address supplied
Once again, children are pigeonholed and teachers held responsible for all their outcomes.

When will any government realise that NOT ALL CHILDREN ARE THE SAME! How stupid to believe that every child has the same ability at the same age. Some children walk at 11 months, some several months later – are the later ones failures? Any consideration for SEN children? No wonder we are so far down international tables. When will they realise that adding more stress to our children does not improve their levels!

Barbara Lenoir, address supplied
Unfortunately this government don't believe in individuality. They want a nation of robots who act and think the same. Not all children can learn by memorising facts, not all those who can understand them.

How much are academy trusts top-slicing from schools?

Julie Cordiner, Hartlepool
An excellent article that underlines the importance of a school doing due diligence if it is in the position of choosing a sponsor.

It seems logical that academy trusts should be able to top slice the Education Services Grant (ESG), which is supposed to be the equivalent of services the local authority (LA) provides to maintained schools. Nationally, £62 million related to the ESG is being paid to academies that were early in the process, and when ESG rates were mythically high because the Department for Education didn't understand what they should cover and the rates were based on inconsistent recording of LA expenditure. Some academies are getting an extra £300,000 to £400,000 to "protect" this funding in a single year; if you multiply it up over their opening period it comes to several million pounds' worth of advantage. Surely this gives academy trusts enough scope to fund their centralised functions? Of course, the main problem now is the cuts planned in ESG. But academies will see ESG tapering up as they head towards 2020, whereas LAs look set to lose all the general ESG from summer 2017.

The faces behind school gaming research – Centre for High Performance

REPLY OF THE WEEK

It was good of *Schools Week* to give the Centre for High Performance (CHP) research team a right to reply. As someone with direct experience of research findings (on the impact of teaching assistants) being misrepresented and misused, I had some sympathy. Watching the stormy reaction to the publication of the CHP report unfold, it was clear the team had misjudged their communication strategy.

Beyond the disproportionate outrage, sensible criticisms were levelled, not at the veracity of the research, but the decision to present provocative findings as recommendations. This was too subtle for sections of the print, online and social media that consistently fail to engage with the deeper messages of often complex research. Regrettably, some timely research on an important topic has taken a backseat to the hullabaloo over its publication.

On this occasion though, it's hard to avoid the view that the CHP researchers contributed, albeit unintentionally, to the problem by failing to exercise some control over the escape velocity of their results. Even a careful prefiguring of conclusions in *Schools Week* some weeks before – which, it should be noted, went largely unremarked elsewhere – sadly counted for little once their final report was released.

The cautionary message for anyone, including schools, involved in research and dissemination is this: own the findings and implications of your work before they own you.

Rob Webster
UCL Institute of Education, London

JOBS

CHIEF EXECUTIVE OFFICER

SALARY DEPENDING ON EXPERIENCE AND PREVIOUS SUCCESS
LOCATION: LUTON, BEDFORDSHIRE



The Shared Learning Trust is looking to appoint a CEO from January 1st or earlier for the right calibre candidate to play a leading role within a family of schools in Bedfordshire.

The Trust is comprised of four academies, two secondary Academies with sixth form provisions and two primary academies. Overall, the academies enjoy good success rates and positive relationships with their students and the communities they serve.

We are now seeking to appoint a Chief Executive Officer to provide the Trust with strong senior strategic leadership and who will promote its benefits through this time of significant opportunity and challenges. The successful candidate will build on existing good practice to raise standards, strengthen partnerships, and ensure our Trust is well supported to deliver an excellent education to the children and young people of the community.

We would like from you:

- an experienced leader with a proven track record in the broader educational arena, including experience of inspections
- the capacity to ensure that a high quality educational experience is available for all children and young people
- successful experience of senior management in a complex organisation, including resource and financial management with strong commercial

- awareness and understanding of funding streams and cost management
- a relationship builder able to articulate and communicate organisational vision and values to a wide range of stakeholders across the wider community
- a strategic thinker who will grow the Trust

We can offer you:

- a unique family of schools, 2 primary, 2 secondary, a Teaching School and Sixth Form provision
- fantastic young people who are "eager to learn and exemplary in their attitudes to their work" (Vale Academy Ofsted, 2014) and who are "hugely proud of their Academy" (West Academy Ofsted, 2014)
- a role where you can really make an impact growing and leading our Trust
- competitive benefits package

For further information and to return completed applications please contact: Kevin Martin, Human Resources Manager
Tel: Kevin Martin on 01582 211226
Email: academyrecruitment@thesharedlearningtrust.org.uk

Closing Date: 27th June (9am)
Interview Date: w/c 4 July 2016

The Shared Learning Trust is committed to safeguarding the welfare of all its learners.

This post is subject to an enhanced DBS check. Our schools have excellent links to the M1 motorway, National Rail networks and Luton Airport. We are 30 minutes from London.



GEORGE GREEN'S SCHOOL

LOCATION: LONDON

We seek to appoint ambitious and highly motivated support staff to join our large and successful Central Support, Science Technician and Intervention teams from September 2016.

STUDENT SUPPORT OFFICERS

Hours: Vary between 31-35 hours per week (term-time only)

Salary: Salary range NJC Scale 6 (26-28) £26,337-£27,879 (actual salary £23,058-£24,408 depending on hours).

This exciting role includes cover supervision, behaviour support, internal exclusion support, TA support and working in the general office (Central Support team).

CENTRAL SUPPORT OFFICERS (1 POST MUST HAVE EXPERIENCE IN FINANCE)

Hours: 35 hours per week (term-time only)

Salary: Salary range NJC Scale 4 (18-21) £21,120 - £23,145 (actual salary £18,551-£20,330).

This role includes day-to-day administrative support, including reception cover.

INTERVENTION MANAGER

Hours: 35 hours per week (term-time only)

Salary: Salary range NJC Scale PO2 (35-38) £33,579-£36,186 (actual salary £29,399-£31,681).

This role will ideally suit someone with social work background.

DEPUTY TEAM LEADER (SCIENCE TECHNICIAN)

Hours: 35 hours per week (term-time only)

Salary: Salary range NJC Scale 6 (26-28) £26,337-£27,879 (actual salary £23,058-£24,408).

SCIENCE TECHNICIAN

Hours: 35 hours per week (term-time only)

Salary: Salary range NJC Scale 4 (18-21) £21,120 - £23,145 (actual salary £18,551-£20,330).

The ideal candidates will be dynamic and enthusiastic professionals who will play their part in delivering excellent provision to our students and, support the school in its journey to becoming 'outstanding' and a high performing workforce.

Our new school motto, 'Aspiration Equality Excellence' is at the heart of everything we do. Inclusion and equality are very important to us. Ofsted describe how the school is 'driven by a passionate belief that all students, irrespective of their circumstances, are entitled to the best possible education.'

We are a school that looks ahead, plans for and embraces change. We expect and look forward to candidates who seek an active role in taking the school forward at this exciting time.

Application packs can be downloaded from our school website: www.georgegreens.com.

Visits prior to putting in your application are encouraged.

Closing date: 9am, Monday 20th June 2016.

George Green's School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, external agencies and volunteers to share this commitment. Any appointment is subject to an enhanced DBS Check.



Sir John Lawes School
Education for a changing world

TEACHER OF MATHEMATICS

LOCATION: HARPENDEN, HERTFORDSHIRE | SALARY: MPS | REQUIRED FOR SEPTEMBER 2016 | FULL OR PART TIME CANDIDATES WILL BE CONSIDERED

We are seeking an excellent teacher to join a highly skilled Mathematics team made up of enthusiastic specialist teachers. There are excellent, thriving A level groups and the department achieves impressive results.

We offer an environment with a supportive induction and professional development programme, recognising that our teachers are the reason for our continuing success. Our status as a Teaching School means we are able to offer staff the highest quality support. The school has been judged as being one of the 100 top non-selective schools in the Country.

Further details and an application form are available from Shirley O'Donovan at sodonovan@sjl.herts.sch.uk, or the school website www.sjl.herts.sch.uk or on **01582 760043 ext 271**.

CLOSING DATE: 12.00 NOON ON FRIDAY 17TH JUNE 2016

INTERVIEW DATE: WEEK COMMENCING 20TH JUNE 2016

Sir John Lawes School is an equal opportunities employer. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure & Barring Service.

www.sjl.herts.sch.uk

TEACHER OF SPANISH

Fixed Term Contract, full time/part time.

Salary: MPS (or UPS) plus London Fringe Allowance

Required for September 2016, a well-qualified and enthusiastic Spanish teacher who is able to teach up to KS5. This is a temporary position offered initially for one term only (autumn term) with the possibility of extension.

The Faculty is very well resourced and is accommodated in a purpose-built Languages Centre. MFL is part of the core curriculum, with all students studying at least one language up to GCSE. GCSE and A level are offered in French, Spanish and German, with outstanding results.

Parmiter's is an exceptional school in which to teach, with highly positive and supportive relationships between the staff and students. Academic achievements are very high and extra-curricular activities are varied and exciting. Our last Ofsted inspection found Parmiter's to be "an outstanding school with an outstanding Sixth Form".



Application forms, available from the school website, should be returned with a covering letter to the Headmaster, Mr N Daymond, Parmiter's School, High Elms Lane, Garston, Nr Watford, Herts WD25 0UU or by email to the address below.

Email: admin@parmiters.herts.sch.uk

Website: www.parmiters.herts.sch.uk

Telephone: 01923 671424

Early applications welcome, interviews will be arranged as soon as possible.

Parmiter's School is committed to safeguarding and promoting the welfare of children, and all applicants must be willing to undergo checks with past employers and a DBS check.

www.parmiters.herts.sch.uk

JOBS

PART-TIME TECHNOLOGY TECHNICIAN

SALARY: H3 POINT 14

(£16,231 P.A. + £824 FRINGE ALLOWANCE FULL TIME EQUIVALENT)



Loyauté m'oblige

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

- 20 hours per week - term time only
- Experience of product manufacture and the workshop
- Understanding of Health & Safety requirements in the workshop
- Knowledge of CAD / CAM desirable
- Experience of stock control, ordering and working in a team

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

Application to be sent to Mrs. J. Price, (HR Admin) by Friday 17th June by 10am. Please include a covering letter, completed teaching staff application form from the school website and include the names of two referees.

INTERVIEW DATES: TO BE CONFIRMED

Website: www.stclementdanes.org.uk

Email: enquiries@stclementdanes.org.uk

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

Tel: 01923 284169

St Clement Danes School



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SCHOOLS WEEK

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SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN a *Schools Week* mug



What's the caption? tweet a caption @schoolsweek



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