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FRIDAY, MARCH 16, 2018 | EDITION 133



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Do the maths: Times-tables costs revealed

- £5.2m will be spent on tests by 2020
- But pilot and roll-out not yet costed
- Price tag is 'the last straw' say heads

FREDDIE WHITTAKER | @FCDWHITTAKER **Exclusive**

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PROVIDER IS 'NOT
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NEWS

Times-tables test costs add up

FREDDIE WHITTAKER

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Exclusive

New times-tables tests for nine-year-olds will cost the Department for Education more than £5 million to implement, Schools Week can exclusively reveal.

Figures obtained under the Freedom of Information Act show the government expects to have spent more than £2.8 million on the online tests between April 2015 and the end of this month, and has budgeted a further £2.45 million for the project over the next two financial years, taking the total to more than £5.26 million.

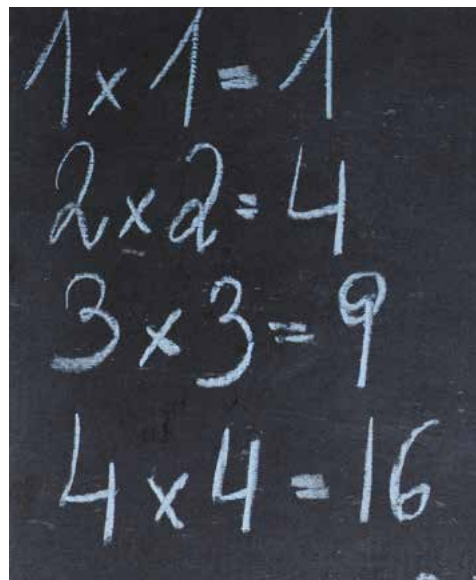
However, the government has not estimated how much this month's pilot at 290 primary schools will cost, nor the wider roll-out over the next two years, meaning it may yet spend even more.

Angela Rayner, the shadow education secretary, said it was "deeply irresponsible" for the government to "spend millions on a policy they have not been able to fully cost" at a time of stretched school budgets.

"The government has already spent millions of pounds on a pilot scheme, but has no idea how much it will cost to roll out the times-table test nationally," she told Schools Week.

The tests are already deeply unpopular among headteachers, and their new pricetag is likely to cause further upset, one union leader warned.

Paul Whiteman, the general secretary of school leaders' union NAHT, told Schools Week his members "have said from the



beginning" that the tests are an unnecessary waste of money.

"Times tables are important but they are already part of the curriculum in every school and every child already learns them. A special test that schools have to prepare for is only a distraction from the wider curriculum," he insisted.

"And an additional £5.2 million, at a time when schools are facing a £3 billion shortfall in funding, could be the last straw for some schools – every penny really does count."

Even though he said the government listens to headteachers "on the whole" about school testing, he believes they have been ignored in this case.

"It's just a shame the government refuses to let go of this expensive and misguided check," he said.

The new tests, part of a drive by ministers to ensure all pupils know their times tables up to 12 by the time they start secondary school, have been on the cards since 2015, and were originally supposed to start in 2016.

But firm proposals were only announced in September last year, in the government's response to its long-awaited consultation on primary testing.

The government initially proposed that the tests be sat by 10- and 11-year-olds during in year 6, but proposed moving them to the end of year 4, when most pupils are nine years old, after last year's consultation.

Ministers announced last month that trials of the tests would begin at 290 primaries this month before becoming available to all primary schools on a voluntary basis next year. Schools won't be forced to administer the tests until 2020.

The government's costings take into account payments of more than £300,000 to an agency for system trials, almost £50,000 in IT staff costs at the DfE, £230,000 in staff costs at the Standards and Testing Agency, and more than £2.2 million on online development and user research.

A DfE spokesperson said the online tests are "significantly cheaper" than traditional paper tests because they involve "minimal" recurring costs and administration requirements.

Nick Gibb, the schools minister, said the new tests will "help teachers identify those pupils who require extra support" and ensure pupils leave primary school knowing their times tables by heart.

IN brief

TORIES VOTE AGAINST PLAN TO EXTEND FREE SCHOOL MEALS

The Labour Party's attempt to extend eligibility for free school meals to pupils from all households claiming universal credit failed this week after it was voted down in parliament.

The party forced a vote in the House of Commons on changes proposed by the government that will introduce a new £7,400 earnings threshold for anyone who wants to claim free meals under the new benefit system. The bid failed by 282 to 214 votes largely on party lines, and only England-based MPs could vote.

Currently, all children from households claiming universal credit are eligible for free meals under transitional arrangements, but this is due to change in April.

The government claims that under its new system, 50,000 more pupils will be eligible for free school meals than before universal credit was introduced.

But Labour argues that around a million pupils who would have become eligible for free meals under the transitional arrangements for universal credit will lose that entitlement from April when the new rules come in.

SCHOOLS 'TO SUBSIDISE' SMALL BUSINESS BY UP TO £80 MILLION

Small schools will end up subsidising businesses by around £80 million under plans announced by the chancellor in the spring statement, according to school leaders' union the NAHT.

Philip Hammond announced on Tuesday that small businesses will get more money to help them recruit apprentices under the apprenticeship levy.

Small businesses are exempt from paying the levy if they have a payroll of less than £3 million a year, and schools in the same position are supposed to be exempt from paying the tax.

But many small local authority-maintained schools with payrolls that fall under the threshold are not exempt, because their wage bills are considered part of their local council's wider payroll, and payments are top-sliced by town halls.

This means small businesses "are now being subsidised by small schools to the tune of £80 million", even though schools are not able to take advantage of the scheme themselves, said Paul Whiteman, the union's general secretary.

OFSTED WILL TAKE ACADEMIES' HISTORICAL GRADES INTO ACCOUNT

Ofsted will now factor the grades of academies' predecessor schools into its official data, it has confirmed.

The inspectorate will in future no longer ignore the past ratings of schools that have converted into academies but which have not been inspected yet when it publishes national data on the state of schools.

The change is expected to lead to a two-percentage-point decrease in the overall proportion of schools rated 'good' or 'outstanding'.

Ofsted expects to include 600 additional schools in its national data as a result of the changes. However, it will make it clear which inspection data is for a new academy and for a predecessor school.

The watchdog is hoping to introduce the changes in time for its official statistics release in June, based on inspections carried out by the end of March, but they will not be reflected in the next official statistics release due on March 22.

TRUST REVIEWS HEAD'S £270K SALARY AFTER OUTCRY

PIPPA ALLEN-KINROSS

@PIPPA_AK

An academy trust in Warwickshire is reviewing its pay policies after it was paying one headteacher more than £270,000 a year, despite having only two schools.

Accounts published by the Transforming Lives Education Trust show that Lois Reed's pay increased by at least £50,000 in the 2016-17 academic year, leaving her with a salary of between £270,001 and £280,000.

The National Education Union has criticised a rise on that scale, but the trust claimed it has already commissioned a "full and independent governance review".

Reed is headteacher of Ashlawn School, a comprehensive secondary with a selective stream in Rugby. She is also the acting chief executive officer and accounting officer for the trust.

The Transforming Lives Education Trust was formed in 2016 and also includes Ashlawn Teaching School and the Henry Hinde Infant School, which joined in September.

The government's financial handbook for academies, published in July, warned academy trustees that they must "ensure their decision about levels of executive pay follow a robust evidence-based process", and



said leaders' pay must be "reflective of the individual's role and responsibilities".

The trust's accounts show Reed is paid around £200,000 more than any of her fellow employees.

Ten members of staff were paid over £50,000 last year. Reed is the only one to reach the band between £270,001 and £280,000, with the other nine highest-paid employees all earning between £50,001 and £80,000.

Last year, her salary was in the £210,000 to £220,000 bracket.

Dr Mary Bousted, the joint general secretary of the NEU, said it would be

"interesting" to see "how the governors of any school can justify an enormous pay-rise for a head teacher when teachers have been getting austerity rises since 2010".

"This sends a poor message to school staff, does nothing to improve their morale and won't help the school to recruit and retain staff," she added, demanding "immediate steps to curb these excessive pay-rates and increases".

Stewart Jardine, the chair of Transforming Lives, said the trust recognised "that a salary of this level clearly needs robust justification".

Jardine said the trust has "commissioned a full and independent governance review to inform and strengthen the pay awards process" and sought more information about how salaries are "benchmarked" in the trust.

The trust claims the review began at the start of this year and was prompted by the Education and Skills Funding Agency's guidance on executive pay.

Jardine added that Ashlawn, which is rated 'outstanding' by Ofsted, is "flourishing" and senior leaders do "a great deal of work to support other schools in challenging circumstances across the county".

"Ensuring the best way to continue on this trajectory has to be at the forefront of the decisions we make as a trust," he said.

NEWS

Net tightens on illegal schools loophole

JESS STAUFENBERG
@STAUFENBERGJ

Illegal schools that educate pupils full-time will no longer be able to exploit a loophole in the law that has previously let them dodge inspections.

Religious settings such as Jewish yeshivas or Muslim madrasas are under the microscope, as is alternative provision for excluded pupils. They will all be forced to register as schools and feel the full glare of Ofsted – if, that is, they are demonstrated to be the institutions at which children receive the majority of their education, regardless of what is taught.

A Schools Week investigation last year found that some so-called alternative providers were not inspected by Ofsted in part because they weren't officially classified as schools.

Although it is already illegal for schools to remain unregistered if they educate pupils for more than 18 hours a week, some institutions exploit a loophole in the 1996 Education Act, which defines a school as an "institution providing full-time education suitable to persons over compulsory school age".

Some settings, particularly religious ones, can claim they only offer narrow instruction and not a "suitable" education, and are therefore not required to register as schools.

The government's 'Integrated communities



strategy', released on Wednesday, sets out how ministers intend to amend the registration requirement for independent education settings, so that "all settings in

which children attend full-time during the school day have to register".

The green paper notes that "currently, some schools cannot be registered because of the restricted range of the curriculum". Of 359 possible illegal settings identified by Ofsted since 2015, 82, or 23 per cent, cannot be inspected because they aren't classed as schools.

Jay Harman, the education campaigns manager for Humanists UK, welcomed the fact the government has "finally" recognised the problem with the loophole.

Last year, Schools Week revealed that half of the 154 private providers used by 16 of the biggest academy trusts in the country to educate excluded pupils do not have individual Ofsted reports, raising serious questions about the quality of provision they

offer.

For instance, the Diocese of Coventry MAT used Bilton Evangelical Church, a body that does not appear on Ofsted's list of inspected providers and does not count as a school.

The changes proposed this week mean that currently unregistered full-time settings will eventually be inspected under the government's independent school standards.

The government also has plans to beef up its guidance on the standards themselves, proposing that private schools be given just three months to improve or face closure or a recruitment ban if they are found to fail. If there is a risk of serious harm to pupils, the government may seek "immediate" closure.

A consultation on the proposals outlined in the 'Integrated communities strategy' will be published "in due course".

INTEGRATION GREEN PAPER: WHAT'S IN IT FOR SCHOOLS?

- **New free school applications will have to explain how they will promote fundamental British values and attract pupils from different backgrounds.**
- **Admissions rules will change in Blackburn with Darwen, Bradford, Peterborough, Walsall and Waltham Forest to force schools to admit a more diverse intake.**
- **New guidance on home education will spell out the rights of councils to clamp down on safeguarding issues.**
- **Ofsted will review its approach to British values, reviewing the prominence and weight attached to them during inspections and making it more of a priority.**
- **A new strategy for English language learning will be published, including plans for new community-based programmes and local "conversation clubs".**
- **The government will improve the data held on pupils from a Roma background to help local services understand and meet their needs and clamp down on truancy.**

EXAM MALPRACTICE ALLEGATIONS DOOM STUDIO SCHOOL

Accusations of exam malpractice sealed the fate of a doomed studio school, according to "shocking" minutes from its board meetings.

The documents also show that former trustees at Manchester Creative Studio School had maintained their access to the school's bank account four months after they left, staff were not even given contracts until this academic year.

It was announced in January that MCS will close at the end of this academic year.

It is the 18th studio school to close since the start of the scheme, designed as an alternative to mainstream education for 14- to 19-year-olds.

At the time, the closure was blamed on low student numbers, "significant financial challenges", and an 'inadequate' Ofsted report.

But two investigations by the exam board OCR also influenced the Department for Education's decision after it upheld two accusations of exam malpractice in computing and media exams.

Lucy Powell, a former shadow education secretary who is also the school's local MP, described the case as "shocking" and said it raised "real concerns about weak oversight and accountability of our schools system".

Martin Shevill, the school's new chair of trustees, told Schools Week that the malpractice related to "concerns about the similarity of coursework", and an internal review was taken to stop any future issues.

Exam results for computing that should have been released to 27 students taking the qualification last August were not received until October.

£4m to support excluded kids back into mainstream

JESS STAUFENBERG
@STAUFENBERGJ

There will be a new £4 million alternative provision fund to support excluded pupils to return to mainstream schools.

The investment is part of a series of measures the government announced this week, which include a review into exclusions practices in schools led by a former education minister.

The cash will be used to test and develop "projects that support children back into mainstream or special schools", and encourage parents and carers to be more involved in the education of their children. It will also fund schemes that support young people as they move from alternative provision into training or further education.

Damian Hinds has asked Edward Timpson, a former children's minister who lost his parliamentary seat in last year's general election, to review school exclusions policy. He will look at how and how often exclusions are used at different schools, with a focus on the pupils most likely to be excluded.

This is an extension of an inquiry announced last October, which was to focus on ethnicity and exclusion. It will now focus on pupils in care and those with special educational needs too.

The government has also asked for evidence from teachers and social workers on how to improve the educational outcomes of children in need. Figures published this



week show that such children are three times more likely to have special educational needs, a factor that compounds poor outcomes for that group.

Officials have also published updated guidance which beefs up the role of "designated teachers" with responsibility for pupils in or previously in care, requiring them to be trained in attachment issues and emotional trauma, and to share their knowledge with other staff.

Excluded pupils are twice as likely to be in care, seven times more likely to have special educational needs, and 10 times more like to suffer a recognised mental-health problem, according to research by The Difference, a teacher training programme for the alternative provision sector.

Kiran Gill, its founder, said she was "very

excited" by the government's proposals. She welcomed the initiative to fund innovative new projects, but said she's looking forward to seeing more money beyond the £4 million further down the line.

Her words were echoed by Dave Whitaker, the executive principal of Springwell Learning Community in Barnsley, who said the funding should examine the impact of therapeutic methods on exclusion rates.

"There needs to be more money available on how we can support the mental health of children in alternative provision," he said.

He claimed that mainstream schools have a stronger focus on mental health, and that the more severe needs of pupils in specialist provision did not enjoy the same focus.

"Let's get children with significant trauma and anxiety specific help. As far as innovation is concerned, that's innovative enough for me," he added.

However, the new review does not mention plans in the government's 2016 white paper, 'Educational excellence everywhere', to make schools accountable for the exam results of pupils they exclude, and for these to count in their league table performance.

This is only the latest in a long series of high-profile probes into alternative provision and exclusions. The parliamentary education committee is in the middle of another, and Ofsted recently announced plans to investigate whether schools in the north-east are misusing exclusions to improve their results.

NEWS

MAJOR CATHOLIC ACADEMISATION PLANS HELD UP BY DOUBTERS

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Exclusive

Plans by the Diocese of Westminster to convert over 200 schools into academies have hit a bump in the road after 20 showed “no interest” in making the change.

Over the next four years, the diocese is hoping to create 11 Catholic academy trusts, each educating around 6,000 pupils and ranging in size from 15 to 32 schools.

These trusts, or “families”, will be made up of schools in St Albans, Lea Valley and Stevenage, Watford and Harrow, Richmond, Hounslow and Surrey, Ealing and Hillingdon, Brent, Camden and Islington, Hackney and Tower Hamlets, and Barnet, Haringey and Enfield.

The largest will be an amalgamation of the diocese’s 32 schools across the London boroughs of Kensington and Chelsea, Hammersmith and Fulham and Westminster.

The plans have met with some resistance, however. A report into the transition released by the diocese in September revealed schools were concerned about what the change would mean for “individual communities and their perceived level of autonomy”.

However, the report said it was “crucial that a mindset of total local autonomy is challenged and schools have the opportunity to see benefits of working together in a partnership for the common good” and warned that

isolation and fragmentation “compromise the church’s mission in education”.

Despite this, none of the 20 schools earmarked to form the Islington and Camden trust have expressed interest in becoming academies. A town hall meeting that had been scheduled last week to discuss the pros and cons of such a move was cancelled.

Joe Caluori, Islington council’s executive member for children, young people and families, said he had set up the meeting to try and ensure debate on the subject was “all transparent and above board” and said he had been “opposed” to the schools becoming academies.

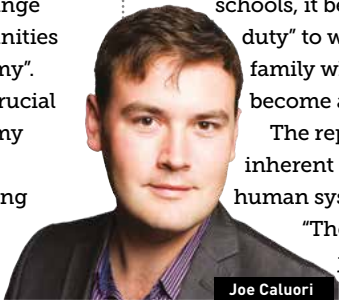
“I hadn’t known this, but the diocese had consulted all of the schools individually and they had all declined to go any further with it. There was no interest. Which was great, we were really pleased about that,” he said.

“We’ve got a really good relationship with our Catholic schools. They’re a really important part of our community of schools.”

Although the diocese has said there will be “no forced academisation” of unwilling schools, it believes schools “have a duty” to work within their given family whether or not they become academies.

The report also describes “an inherent resistance within the human system to change”.

“The human’s system’s first job is to protect itself so



Joe Caluori



Westminster Cathedral

will resist change. Catholic education does not need to be like that,” the report concluded.

Reasons for making the change include the “increasing inability of local authorities to provide adequate resources to support schools” and concerns over lessening government funding.

In total, 208 schools have been earmarked to become academies under the plans. Almost a third of these (71) have been rated ‘outstanding’ by Ofsted and over half (121) are rated ‘good’. Just three are deemed ‘requires improvement’. 13 others are independent and not inspected by Ofsted.

The diocese already runs 11 academies in five small trusts including the Diocese of Westminster Academy Trust, the Cardinal Hume Academy Trust and All Saint’s Academy Trust.

The Diocese of Westminster was approached for comment.

POLICE INVESTIGATIONS CONTINUE AT BRIGHT TRIBE AND WCAT

PIPPA ALLEN-KINROSS

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Police officers are continuing their enquiries into whether criminal offences have been committed either by the Bright Tribe Trust or Wakefield City Academy Trust.

Bright Tribe and WCAT were both reported to police last year over allegations of financial impropriety, though the latter has been cleared of wrongdoing by government auditors.

Enquiries into Bright Tribe by Cumbria Police began after the trust announced its intention to walk away from the stricken Whitehaven Academy, while West Yorkshire Police’s probe into WCAT was prompted by a report from Wakefield Council leader Peter Box.

WCAT announced last September its intention to give up all 21 of its schools, claiming it did not have “the capacity to facilitate the rapid improvement our academies need and our students deserve”.

Academies minister Lord Agnew recently announced that an audit of WCAT’s accounts found “no evidence of financial wrongdoing”, but Wakefield Police confirmed to Schools Week that they are “continuing to review information passed to officers regarding this matter” and that “consultations” are ongoing with the relevant authorities.

A spokesperson for Cumbria Police meanwhile told Schools Week that they are still attempting “to establish whether any criminal offences have been committed” and that enquiries are still ongoing. No crimes have been recorded “at this stage”.

One of the major questions facing Bright Tribe is on what it used the £1 million it received in December 2015 to establish a “northern hub” of schools. The trust announced its intention to pull out of all of its schools in the north at the end of last year, having taken on just three since it got the grant.

In December, Agnew revealed that “the majority” of the £1 million had already been spent by the trust on hiring senior staff.

Minutes of a meeting of Bright Tribe’s finance subcommittee from January last year, obtained by a Freedom of Information request made by the Education Uncovered pressure group, have shed new light on the situation, revealing that the funding was “exhausted” by the end of December 2016.

Bright Tribe’s decision to leave the north leaves Grindon Hall Christian School in Sunderland and Haltwhistle Community Campus lower and upper schools in Northumberland seeking new sponsors. The trust also withdrew from Haydon Bridge High School in Northumberland, which it had been due to convert into an academy.

It was revealed last week that the Cumbria Education Trust has been lined up as the new sponsor of Whitehaven Academy.

Two of WCAT’s schools have still not found sponsors. One, Mexborough Academy in Yorkshire, has been prevented from finding a new home by a historic PFI contract costing more than £1 million a year.

School apprentice trainers ‘not fit for purpose’

FREDDIE WHITTAKER

@FCDWHITTAKER

Exclusive

A company that runs apprenticeship training for schools has been branded “not fit for purpose” by Ofsted after inspectors found apprentices did not “learn anything new” on its courses.

Now the Key6 Group, which was set up by former headteacher Dr Jerry Grundy and runs an ‘apprentices in schools’ programme, has been banned from hiring new apprentices by the government.

Ofsted said the company began “swiftly” recruiting after it was approved to provide training funded by the apprenticeship levy last March.

But inspectors said it made apprentices “shoehorn” their existing work into a portfolio to get a free qualification, rather than teaching them anything new. The company has complained about the report.

Ofsted carried out a recent special monitoring visit to the Merseyside company, and found that the “vast majority” of apprentices who met Ofsted inspectors complained their programme is “not meeting their needs”. Directors are also “slow to act on the negative feedback”.

“The large majority of apprentices are not even aware that they are an apprentice, and identify themselves as studying a level 5 management course,” the report said.

Schools are under increasing pressure to hire apprentices to make the most of money



paid into the apprenticeship levy – a 0.5-per-cent tax on every organisation with a payroll over £3 million.

Schools with 250 or more employees also have to hire a number of apprentices equivalent to 2.3 per cent of their workforce every year under new public-sector apprenticeship targets. This makes them an important market for apprenticeship providers like Key6, which promote their school programmes to school leaders.

In a video uploaded to YouTube, Grundy introduces himself as a former headteacher and sings the praises of his firm’s ‘apprentices in schools’ programme.

He claims schools can use apprentices to “enhance their staff-to-pupil ratio” because they can “take their fair share of pupil supervision” and “optimise qualified teachers’ contact time in the classroom”.

He claims the company is increasingly placing apprentices as school IT technicians, sports coaches, office staff, estates and maintenance personnel and in school

hospitality.

“At Key6, we understand that every school is different, and so how right it is to find the right apprentices for your school,” he continued.

Inspectors said leaders are “unjustifiably optimistic” in their evaluation of “high standards of teaching, learning and assessment to apprentices”.

Craig Pankhurst, the provider’s managing director, said he had complained to Ofsted about the report.

He claimed there had been “positive dialogue” with the ESFA, which would not comment ahead of publication, and welcomed “their advice and guidance”.

“We acknowledge we are a young organisation which inevitably will go through continuous improvement. We embrace constructive feedback and criticism to enable the quality of our delivery to be maximised,” he said.

The charity Mencap, one of Key6’s most high-profile clients, is now “in the process of assessing our contractual options”.

“Despite a thorough procurement process, we have been disappointed with the quality of training and other aspects of apprenticeship provision being delivered and have communicated this to Key6.”

Key6 launched in 2015 and had 208 apprentices on its books at the time of Ofsted’s visit. More than three quarters were enrolled on management or leadership apprenticeships at levels three, four and five.

NEWS

TOP SECRET SPONSORS FOUND FOR DYING TRUST’S SCHOOLS

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New sponsors have been found for eight schools run by the doomed Education Fellowship Trust.

But the trust’s accounts show that delays to the rebrokering process have resulted in additional legal and financial costs.

The Department for Education said that it had “already confirmed new trusts” for eight of the chain’s 12 schools, after it was order to close.

Officials have however refused to name the schools concerned even when pressed by Schools Week, leaving parents and teachers in the dark.

The trust’s remaining four academies are still in limbo, a year after it said it would close.

A DfE spokesperson said new trusts for the remaining schools “will be confirmed shortly”, and that sponsorship deals for all 12 schools “will bring about rapid and sustained improvement”.

Responsible for around 6,500 children, EFT was the first trust to announce it would give all its schools up.

Lizzie Howe, its chief operating officer, said at the time that the decision was a result of “financial constraints facing the education sector and the misalignment of values with the DfE”.

According to the trust’s latest accounts, the DfE had initially planned to transfer all 12 schools to new sponsors by the end of 2017. However, it now estimates the transfers will be complete by July 2018.

These delays “will impact on our finances and result in additional costs including the ongoing legal and financial work”, and will mean additional central funding “which was not budgeted for based on the initial timelines given by the DfE”, the trust said.

The accounts also show that four of the trust’s schools were in deficit at the end of August. Wrenn Academy in Northamptonshire, which officials moved to rebroker from the trust in January last year, had a deficit of almost £1.4 million, while Desborough College in Berkshire had a deficit of more than £1.1 million. Clarendon Academy and Pembroke Park Academy in Wiltshire had deficits of £727,000 and £238,000 respectively.

The trust had originally planned to reduce the deficits at all four schools so they could repay loans to the chain’s central funds. At Clarendon Academy, the deficit included “considerable redundancy costs”, though it is expected to break even in 2017-18.

Pembroke Park’s deficit arose from the cost of “doubling the physical size of the school”, which went ahead because its local council estimated that pupil numbers would also double, something which has not come to pass.

In July 2016, the chain was ordered by funding bosses to close The Education Fellowship Limited and “closely monitor” its own finances, following an investigation.

Concerns were raised over the trust’s relationship with the company, which at the time was the chain’s private limited company owner, after the government ruled that the trust’s organisational model was “not acceptable”.

OFQUAL CRACKS DOWN ON TEACHER-EXAMINER CHEATING

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Exam boards will be expected to check teaching plans and materials, monitor social media and track “unusual” exam results under new rules designed to tackle cheating by teacher-examiners.

Despite considerable pressure to ban serving teachers from writing exams in the wake of a major cheating scandal at some of England’s leading private schools last year, the exams regulator will let them continue, albeit under a stricter set of rules announced in a consultation this week.

For example, teachers who help write exams in their spare time will have to make an “annual declaration” that they are complying with strict rules around confidentiality, and exam boards will have to update how they manage conflicts of interests.

Ofqual also wants awarding organisations to assess any students whose teachers had prior knowledge of exams. This would mean sampling teaching plans, materials and formative assessments, monitoring social media to look for signs confidential information has been disclosed, and using statistical monitoring to look for unusual results.

The shake-up was first announced last December, following allegations of cheating at some of the country’s most prestigious



schools, including Eton and Winchester College, where some pupils had their results nullified.

The watchdog is now consulting on how to amend its current rules to “explicitly set out” the steps awarding organisations must take to protect the integrity of assessments, and on how it will enforce the rules.

The events of last summer demonstrated how public confidence in qualifications “can be damaged if confidential information about assessments is wrongly used”, Ofqual said.

Last year, penalties were issued to over half of the estimated 1,300 school and college employees involved in writing exam papers in England. Although the majority of the 685 penalties related to maladministration, there were three proven cases of inappropriate disclosures by teachers who were involved with developing assessment materials.

Under Ofqual’s proposals, exam boards will have to keep a “full and up-to-date register” of conflicts of interest. Teachers who see confidential test information will be required to say where they work and what they do.

The regulator is also considering how to

amend its rules to “highlight the importance of mitigating risks where teachers are used to develop assessment materials, and make clear that all awarding organisations must consider these risks”.

The chief regulator Sally Collier said there is “no one-size-fits-all solution to the challenge of maintaining confidentiality” but warned it is “essential that those who take or otherwise rely on qualifications have the upmost confidence in the outcomes”.

In future, exam boards will be expected to consider how much teachers know about individual exams, their role in their school and the “potential incentives” to leak materials. Ofqual will then look for evidence of these safeguards if anything does leak.

In certain circumstances, exam boards should also consider not using serving teachers or preventing them from teaching the qualifications they help develop, if there is a high risk of confidentiality being breached.

Ofqual expects “significant progress” to have been made in safeguarding assessments by summer next year, with “fully revised approaches” in place by 2020. The consultation closes on April 25.

The Joint Council for Qualifications, which represents the four main exam boards, endorsed Ofqual’s decision to let serving teachers write exams.

“Removing teachers from the process would have significant detrimental effects and expose the examinations system to unacceptable risks,” a spokesperson said.

Debt gap widens between LA schools and academies

JESS STAUFENBERG
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Local authority-maintained schools are increasingly slipping into debt as funding pressures continue to bite, new research has found.

A report by the Education Policy Institute reveals the proportion of maintained secondary schools in deficit has trebled in the last four years – from 8.8 per cent in 2013-14 to 26.1 per cent in 2016-17.

The proportion of maintained primary schools in debt also rose sharply from around four per cent in 2015-16 to 7.1 per cent last year.

The think-tank has also warned that nearly half of all schools, including academies, won’t have enough money within two years.

Last weekend, the education secretary Damian Hinds acknowledged to a room full of headteachers that school funding is “tight”. He was later told off by the UK Statistics Authority for prior comments in which he incorrectly claimed school funding is rising in “real terms”.

David Laws, a former schools minister who now chairs the EPI, said it is now important for schools to work with the government to ensure reduced staff numbers does not impact on education standards.

“Fifteen years in which school funding has either been growing healthily or has at least been protected from inflationary pressures, school budgets are clearly now being



squeezed,” he said.

“This is evident from the sharp rise in the number and proportion of local authority schools which are in budget deficit. The trebling of the proportion of maintained secondary schools over recent years is particularly striking.”

The EPI’s research shows that LA-maintained schools are faring much worse than their academy counterparts. The average debt among secondary schools under council oversight last year was £375,000. The average debt among secondary academies has dropped from £350,000 since 2011.

At primary level, the average debt was £108,000 for LA-maintained schools, and £48,000 among academies. The report also reveals that academies spend on average two percentage points less on teaching staff than schools under council oversight.

The report also found that schools are running deficits for several years in a row. Forty per cent of LA-maintained secondary

schools and a quarter of primaries saw their balances fall over two or more years.

Two in five mainstream schools will not be able to afford to pay their staff more, the research warned.

The government has given the body that sets teacher pay the flexibility to recommend a rise higher than the one-per-cent cap that has been in place since 2011. However, the EPI warned that of the country’s LA-maintained schools, 42 per cent will not even be able to fund that modest a rise in 2018-19, let alone anything higher.

Academies are not much better off in this regard, with 40 per cent unable to afford a one-per-cent rise.

Overall, 47 per cent of all schools will see costs exceed their funding by 2019-20 if the rises go ahead.

“Expecting schools to meet the cost of annual pay increases from core government funding and their reserves does not look feasible for many schools in the short-term,” said the report. “Schools are unlikely to be able to achieve the scale of savings necessary without cutting staff.”

Dr Mary Bousted, the joint general secretary of the National Education Union, said the report made it clear that “schools’ needs are not being met by the government”.

“Instead of ignoring the evidence, the government must respond to the concerns of parents and those working to deliver the high-quality education service we need,” she said.

NEWS: DfE workload research

Teachers are going part-time just to get their marking done

ALIX ROBERTSON
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Teachers are being forced to go part-time in order to manage their workload, the Department for Education has admitted.

Researchers carried out 75 interviews with full- and part-time teachers and leaders last summer to find out about what causes longer hours at work, and how schools are addressing the problem.

The resulting report into 'Exploring teacher workload' revealed that workload pressures on teachers are driving them to reduce their hours in order to carve time out to finish their tasks – essentially taking a pay cut to reclaim their evenings and weekends.

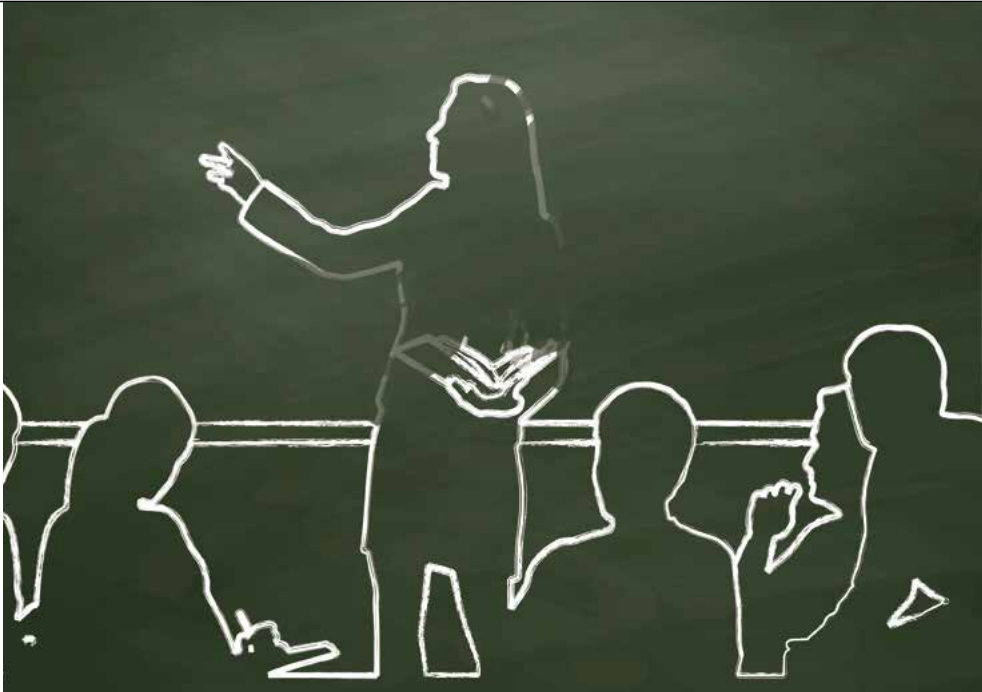
Valentine Mulholland, the head of policy at school leaders' union NAHT, said the research "paints a bleak picture of the workload pressures on both teachers and school leaders".

The situation requires a full "recovery plan" rather than just "tweaking at the edges".

"NAHT has committed to presenting a new vision for the accountability system, with an independent commission into accountability that commenced last week," she added.

All of the part-time teachers interviewed in the DfE research had gone part-time to make their workload more manageable, and every one said they used their non-working week days as additional time to cover administrative tasks.

They regarded it as "unpaid planning, preparation and assessment time" and reported working full-time hours of around



40 hours per week, despite being employed on a part-time contract.

The leaders meanwhile said managing part-time staff created additional work for them, such as complicated timetabling, but admitted that this sort of arrangement helped retain talented teachers who might otherwise leave.

Geoff Barton, the general secretary of the Association of School and College Leaders, said leaders must "be able to adapt to people's changing needs" in order to improve retention, but acknowledged that "managing timetables to allow part-time working is a challenge".

"It would help a great deal if school leaders were not also having to cope with balancing budgets under severe financial constraints and myriad other pressures which are difficult and time-consuming," he said.

Suzanne Beckley, a policy adviser at the National Education Union, said she is investigating part-time work at present, and her union has just issued a survey on the topic to 10,000 of its members. The survey will close next weekend but has already received many responses.

She agreed that workload is the "number one reason" teachers go part-time, alongside those returning to work after maternity leave.

"All of our teachers work on their days off. Many have gone part time so they are not

working seven days a week," she confirmed.

"We also have concerns about opportunities for promotion of part-timers into leadership roles."

The DfE found that most teachers want more training for promotion to senior leadership positions, even though professional development is generally difficult to fit into a timetable.

New teachers want workload management covered in their training, while more experienced teachers would prefer more formal training when new elements of the curriculum are introduced, such as computer coding at primary schools.

Some teachers reported that their school had introduced new software to try to reduce workload, such as programmes for tracking pupil performance, but training was necessary for this too.

"Teachers felt that using new software introduced by the school, without sufficient training, meant that the process added negatively to their workload," the DfE research said.

"We also have to accept that there is inevitably a transition time as people become used to new software," Barton admitted, though he thinks it can be an effective tool for workload management once it has bedded in.

Overall, the DfE concluded that "support and professional development around teacher workload appeared to be limited".

Senior leaders feel that there is no or little support available to help them tackle the problem, and most rely on their headteacher or leadership networks for help.

Speed read: The most important findings from the DfE's deluge of reports

TEACHER VOICE IN NUMBERS

The teacher voice omnibus survey was completed by 1,962 practising teachers working at 1,619 schools in the maintained sector last summer. There was a balance of primary and secondary teachers, classroom teachers and senior leaders, all answering questions set by the Department for Education and delivered through the National Foundation for Educational Research. Schools Week has picked out the top findings.

SOME TEACHERS THINK ILLEGAL INFORMAL EXCLUSION IS OKAY

Twenty-two per cent of teachers believe it is ok to put pressure on parents to withdraw their child and send them to another school instead of excluding them, a practice that is illegal.

SIX PER CENT DO NOT TEACH SEX EDUCATION

Six per cent of senior leaders said their schools teach neither PSHE nor sex and relationships education, which is illegal in local-authority run secondary schools.

Sixty-five per cent said they would need teaching materials to effectively introduce

mandatory PSHE and SRE, while 51 per cent requested a CPD programme and examples of good practice.

LEADERS PREFER HOME CONTACT OVER FINES

Senior leaders overwhelmingly prefer to deal with attendance by contacting home on the first day of an absence and trying to working with parents individually (94 per cent). Awards for good attendance are used by 92 per cent of respondents.

Only 62 per cent use penalty notices leading to fines for parents.

NEW D&T GCSE CAUSES THE MOST WORRIES

23 per cent of secondary leaders said their school is not confident about teaching the third wave of new GCSEs from September 2017. Design and technology is the cause of most concern.

THREE QUARTERS OF TEACHERS DO NOT WANT TO BECOME HEADS

This is worrying given the DfE's desire for a "strong, consistent supply" of school leaders. Only nine per cent of classroom teachers said they aspire to become heads in the future.

ALMOST ALL SENIOR LEADERS THINK THE DFE'S FINANCIAL EFFICIENCY TOOL IS USELESS

Only three per cent said they found the DfE's financial efficiency metric tool, an online service which provides compares a school's

finances with their peers', a useful way to help manage their school's budget. Over three quarters (77 per cent) said their schools were reviewing staffing structures and two thirds were looking at where they buy their goods and services.

HOW THE DFE PLANS TO TACKLE TEACHER WORKLOAD

Speaking at the Association of School and College Leaders' annual conference in Birmingham last week, Damian Hinds promised to "strip away the workload that doesn't add value and give teachers the time to focus on what actually matters". Here are the rest of his plans:

- For the rest of this parliament there will be no new assessments for primary schools, no further changes to the national curriculum, and no more reform of GCSEs and A-levels.
- An online workload reduction toolkit will be created in collaboration with teachers, school leaders, Ofsted and the unions.
- Sector experts will work with teachers

- to assess what kinds of data schools are collecting and why. An action plan based on these findings will be created to streamline the process and will be published by the end of the summer term.
- Extra support will be offered to help schools use technology to reduce workload.
 - The £7.7 million curriculum fund announced by former education secretary Justine Greening in January will be used to help schools share to high-quality teaching resources.
 - A new teacher recruitment website will be set up, and will offer teachers specific help in pursuing flexible working, including job shares.

SPECIAL REPORT: ASCL ANNUAL CONFERENCE 2018

Around 1,000 headteachers gathered in Birmingham for the Association of School and College Leaders annual conference last weekend. The Schools Week team was there to report the news.

Hinds vows to cut teacher workload

FREDDIE WHITTAKER
@FCDWHITTAKER

The government will help schools “strip away” workload that “doesn’t add value” and which threatens the retention of teachers, Damian Hinds told headteachers in his first speech to the profession.

Faced with a worsening teacher supply crisis, the new education secretary made a desperate plea for help from teaching unions in a speech to the ASCL annual conference.

In return, he promised to come up with an “overarching strategy” to tackle recruitment and retention issues, a new online workload reduction toolkit and support for schools to use technology to “reduce the workload burden”.

Hinds also reaffirmed his commitment to the government’s plan for a free national teacher vacancy website, which is currently in its beta stage of testing. He said the site would be “specifically adapted” to help teachers to pursue flexible working, “including job shares”.

Speaking at the event in Birmingham, Hinds said his new strategy would “drive recruitment and boost retention of teachers”, and will involve working with the unions and other professional bodies to “devise ways of attracting and keeping the brightest and best graduates”.

The rate at which new teachers enter the profession has been falling since 2013, and although new teachers still outnumber those who leave the profession, the gap has narrowed substantially in recent years.

This is a particular cause for concern, given that the number of secondary school-age pupils in England is expected to rise by 19 per cent over the next eight years. There are also fears that Britain’s exit from the European Union will affect the flow of qualified teachers from other countries.

Hinds said that although there are “so many brilliant teachers”, recruitment and retention is proving difficult for schools in the face of rising pupil numbers.

“Clearly, one of the biggest threats to retention, and also to recruitment, is workload. Too many of our teachers and our school leaders are working too long hours – and on non-teaching tasks that are not helping children to learn,” he said.

The country needs to “get back to the essence of successful teaching” and “strip away the workload that doesn’t add value” to give teachers the time and the space to focus on “what actually matters”.

Hinds was joined on stage by Amanda Spielman, the chief inspector of schools, who railed against the “costly distraction” of “endless data-cuts, triple marking, 10-page lesson plans”.

She also supported the drive to tackle workload, and admitted that Ofsted “doesn’t really matter if we can’t attract good people into teaching”.

“When I see NQTs brimming with passion

to change young lives for the better, I think it an utter travesty that so many end up losing their early enthusiasm, because of the pressures of the job. Especially when so many of those pressures are entirely unnecessary,” she continued.

“Because that’s what endless data cuts, triple marking, 10-page lesson plans, and, worst of all, ‘mocksteds’ are: a distraction from the core purpose of education. And a costly distraction at that.”

Spielman told the conference that although she is “loath” to commit Ofsted to judge schools on how they manage teacher workload, she has not ruled it out.

At the moment, inspectors ask teachers about their workloads during inspections. However, the responses are not used to “downgrade leadership and management”, but as part of a discussion with heads about the way they run their schools.

“I am loath to go any further, just at the moment, to commit Ofsted to directly judging leaders’ approach to workload,” she said, adding that she is wary of Ofsted becoming “a wedge between staff and management”.

“I’m sure there is room for us to look at more under the leadership and management judgment. But adding something to the Ofsted framework rarely has a subtle impact.”

Unless Ofsted “picks through our approach carefully, perverse incentives will follow”. Spielman added that the “very last thing” she wanted was for Ofsted to “become a wedge between staff and management”.

“So I’m not ruling out taking a closer look at workload at inspection, but I want to do this gradually, and in discussion with the sector,” she finished.

Kevin Courtney, the joint general secretary of the National Education Union, said he was pleased the government was “beginning to recognise the scale of the challenge in teacher recruitment and retention”.

However, ministers “need more than ambition if these efforts are to work”.

“School accountability needs fundamental reform, not tinkering. School leaders need to know what the government and Ofsted expects of them, not just what they don’t expect,” he continued. “The government needs to recognise that funding cuts are also now driving up workload, and the government needs to recognise that it must deal with the growing uncompetitiveness of teacher pay.”

Mike Kane, the shadow schools minister, also asked the government to “give teachers the pay they deserve”.

“The Tories have been promising to solve the workload crisis for years,” he said. “But the facts are that they have missed their own recruitment targets five years in a row, and teachers are leaving the profession in record numbers.”

“This government can’t offer a solution to the crisis in teacher recruitment and retention because they created it.”



Damian Hinds

Barton begs heads to try and get along

School leaders must lift themselves out of the “tarnished cycle” of reacting critically to government policy when it is announced, according to Geoff Barton.

In his keynote speech to the ASCL conference on Saturday, the union’s influential general secretary said the goal of heads, deputies and other leaders should be to “build a shared ambition for the nation’s young people and then, proactively, to make it happen”.

Barton, a maverick headteacher who broke the mould last year when he challenged the ASCL board’s preferred candidate, ran on a populist platform and won the leadership in a landslide. He spoke of the need for heads to collaborate with employers, parents and politicians.

He was even praised for his pragmatism by Amanda Spielman, the head of Ofsted, an organisation he has fought bitterly in the past.

“I must admit there was some trepidation in Ofsted Towers at Geoff’s election,” Spielman said on Saturday. “I think it’s fair to say the platform he ran on wasn’t entirely Ofsted friendly.”

“But since taking up office, we’ve found him to be – yes, tough and determined – but also constructive and pragmatic.”

Barton said ASCL is “in good shape”, with new members joining “at an unprecedented rate”, with its “core values and tone reaffirmed”.

“You’ll have seen the way we aim to set rather than react to the educational agenda, and the way we aim to speak with authenticity and authority on the issues that matter most to the leaders of this nation’s schools and colleges,” he said.

It was in this spirit that the union took the “unprecedented” step of asking both



Spielman and the education secretary Damian Hinds to join Barton on stage for a Q&A after their speeches. It also invited dozens of business leaders, including CBI president Paul Drechsler, to attend and speak at the event.

Barton said ASCL would not play “political Punch and Judy”.

“Our aim is to be principled, constructive, and to do what our mission statement says: to speak on behalf of members; to act on behalf of children and young people,” he claimed.

“Because as our president, Carl Ward, said yesterday it’s time to lift ourselves out of the tarnished cycle whereby government announces policy and we react and criticise.”

Barton’s speech, however, was not all positive. He insisted leaders must “become more restless on behalf of our young people, our staff, our communities, ourselves”,



Amanda Spielman

g with government



Geoff Barton

and warned that, “for all the talk of system leadership, too often in reality it can feel like system managerialism”.
“It can seem as if we are the mere implementers of other people’s decisions. It can feel as if we’re constrained, hemmed in, by a mechanistic language of management consultancy with its soulless talk of progress measures, accountability, audits, data drops, and the constant refrain of monitoring,” he continued.
He believes it is time to “rethink aspects of accountability, to lift some of the pressures out of the system”.
“We believe that in a fragmented system we could learn more from each other, sharing data and insights, proposing solutions rather than lamenting problems, shifting our focus back to what matters – helping teachers to develop our children and young people into the global citizens our nation needs.”



Tim Peake

Non-graduate apprenticeships could be ‘problematic’ says head

The principal of a school pioneering the use of apprenticeships to train junior staff has admitted to reservations about allowing non-graduates onto teaching apprenticeships.

Ray Henshaw, principal of Minsthorpe Community College, a comprehensive school in Wakefield, described the variety of routes into teaching as “a minefield” for prospective teachers, which could make it even harder to identify high-quality training.

Henshaw told the ASCL conference that making teaching apprenticeships available for non-graduates, a move mooted by former education secretary Justine Greening last year, would be “problematic”.
“It is currently a degree profession. I think there could be mileage as long as the standard is maintained and that there is an HEI [higher education institution] involved,” he said.

“You could take a student from post-16 right the way through to graduate status, but I think there would have to be certain guarantees in terms of levels of quality.”

Henshaw’s school is a strong supporter of apprenticeships, and four of his newly qualified teachers are currently taking level five apprenticeships in team leadership.

There are also six apprentices employed around the school, in roles including site maintenance and administration, and Minsthorpe provides eight apprentices to other schools around Wakefield.

Hollie Sturgess, an ASK ambassador for employment agency WorkPays, whose job involves speaking to pupils around the country about apprenticeships, warned delegates that teachers and school leaders



Ray Henshaw



Hollie Sturgess

can often act as a barrier to promoting this type of training.

The stigma is not usually with the pupils, who are “quite open” to apprenticeships, but with teachers and leaders, who can be “hostile”, she said.

“They kind of think that we’re taking away their students and saying an apprenticeship is the best thing for you to do – that is not what we’re about. It’s about giving everybody impartial advice so the students can make an informed choice.”

AGENCY FEES ‘ARE CRIPPLING RECRUITMENT BUDGETS’

PIPPA ALLEN-KINROSS
@PIPPA_AK

ASCL wants the government to regulate teacher recruitment agencies, after nearly three quarters of secondary school heads said their spending on supply teachers had increased in the past three years.

The union surveyed 322 headteachers and found that 97 per cent had used agency supply teachers in the past 12 months, with two thirds covering vacancies caused by recruitment issues.

ASCL is also concerned that recruitment agencies are offering incentives to trainees on initial teacher training (ITT) programmes to sign up with them rather than apply directly to schools. A third of heads knew of agencies

offering cash, laptops and tablets to trainees if they signed up.

Schools must pay a “finder’s fee” if they want to hire an agency supply teacher as a full-time member of staff. Seventy-three per cent of respondents said they had paid this fee over the past 12 months, 58 per cent said it had amounted to £5,000 or more.

The government should consider regulation and ask ITT providers to advise trainees not to sign up with recruitment agencies, the union said.

Its general secretary Geoff Barton said the government had “recognised” the issues behind teacher recruitment, but warned there was “still a long way to go” to make teaching a “more attractive career”.

Seventy-one per cent of heads said they

had increased their outgoings on agency teachers in the past three years. Fifty-three per cent cited difficulties recruiting permanent teachers as a factor and 54 per cent blamed increased agency fees.

In fact, 82 per cent of respondents said the daily rate for hiring an agency supply teacher was more expensive than it would cost for an equivalent permanent teacher, and 42 per cent said it was over 10 per cent more expensive.

The costs are eating into school budgets, with 74 per cent saying they had spent between one and five per cent of their budget on agency supply teachers over the past year. Seventeen per cent spent between six and 10 per cent, and 19 respondents spent more than 10 per cent.



SPECIAL REPORT: ASCL ANNUAL CONFERENCE 2018

Hinds promises to account for accountability

The government will attempt to “clarify” the roles of its schools commissioners, the funding agency and Ofsted in order to address confusion among school leaders, the education secretary has announced.

Damian Hinds told delegates to the ASCL conference that he intends to make a statement to ensure that teachers and school leaders have a “clear understanding” of exactly who they are accountable to, and for what.

Hinds made his promise a day after Lucy Powell, the shadow education secretary, accused the government of failing to “get the balance right” between “carrot and stick” on school accountability, and announced Labour MPs would conduct an inquiry into the issue.

He wants to “make sure that schools can be clear on the function of key actors in the accountability system”, in particular the “distinct roles of regional schools commissioners and Ofsted”.

He will also clarify “when the department has an active role in tackling underperformance and, importantly, when it does not”.

The growth of the academies programme and the subsequent increase in influence held by regional schools commissioners has blurred the lines between different tiers of accountability within England’s schools system.

In 2015, a regional schools



Lucy Powell

commissioner was criticised for asking an underperforming school to grade its teaching –even though Ofsted had ditched the controversial practice the previous year. And last year, commissioners were found writing to ‘coasting’ schools to identify specific support, leading critics to suggest they are now operating as reinvented local authorities.

In 2016 Sir Michael Wilshaw, then the chief inspector of schools, described the RSC system as “not clear” and said relationships between them and Ofsted were “a bit tense”. The DfE has been actively looking at the

overlap between the two organisations since January.

Appearing alongside Amanda Spielman, Wilshaw’s successor at Ofsted, and Geoff Barton, ASCL’s general secretary, Hinds said schools must continue to be held to high standards, because children “only get one chance at an education and they deserve the best”.

However, the education secretary acknowledged the current accountability regime “can feel very high stakes for school leaders – and that this filters down to all staff”.

“I also know that schools can at times feel accountable to multiple masters, and even subject to multiple ‘inspections’. That is why I will be making a statement – following consultation with ASCL and others – to clarify the roles of actors within the system,” he continued.

Barton told Schools Week he welcomed Hinds’ promise of clarity, and said leaders had found their “heads spinning in all directions” as a result of the blurring of the lines between official bodies.

“If you go back to 2010, the great promise was one of liberation. You were going to be freed from the shackles of accountability, so long as your school continued to perform well,” he said. “And I think the early realisation from the department is that they had given away all the levers of power, and therefore a middle tier of a kind was put in place.”

He claimed that part of the confusion is that while Ofsted’s role is “mainly retrospective”, regional schools commissioners appear to be focused on “predicting a schools trajectory”.

“That becomes incredibly stressful and anxiety-building for school leaders because they feel they’re being judged on stuff where the students in the system haven’t yet sat their exams, so anything that brings clarity to that has got to be welcome,” he went on.

“I think people find themselves confused by, ultimately, who they should be accountable to.”

English schools need more emotional trauma training

School staff should all be trained to deal with emotional trauma among children in care, according to an expert.

New rules that require schools to appoint a specific member of staff to specialise in helping pupils in care are “insufficient”, said Tony Clifford (pictured), who chairs the Attachment Research Community, who insisted that all staff need the training.

Under new rules published two weeks ago, governors must ensure they have a “designated teacher” trained to “understand trauma and attachment” issues, who can also spot special educational needs among children in care and recent care-leavers.

But speaking to Schools Week, Clifford said he prefers a whole-school approach known as “emotion coaching” to help vulnerable pupils learn, and that all teachers must understand how pupils’ brains can be affected by abuse and neglect.

The current guidance, which requires one teacher to fully understand attachment theory, is “like having one mechanic with the spanner, but no one else has any tools”, the former special school headteacher said.

The guidance says that a designated teacher should help colleagues understand how attachment experiences can impact pupils.

The new policy also ignores guidance from the National Institute of Clinical Excellence, which states that schools “should ensure that

all staff who come into contact with [pupils] with attachment difficulties receive appropriate training on attachment difficulties”.

Local authority virtual heads, who oversee children in care, should work with psychologists to develop training courses for teachers, it says.

Clifford and two other heads have encouraged schools to use an “emotion coaching” course first developed by US psychologist John Gottman. The course is based around a “high-empathy, high-guidance” approach.

Emma Gater, the principal of the Meadows Primary Academy in Stoke-on-Trent, said understanding attachment theory “utterly transformed” her school.

First, a pupil’s feelings are recognised, validated and labelled, then the appropriate limits on behaviour are explained, and future behaviour strategies are discussed.

Her school wouldn’t suit prospective teachers who prefer a “punitive” system of behaviour management, she claimed. According to one staff member, emotion coaching “ensures the children do not reflect the negativity shown towards them in a more traditional approach”.

Every member of staff, from the business manager to lunchtime supervisors, must use the emotion coaching method for it to be effective.

“The one member of staff who doesn’t do it, that’s where all the problems in the school will arise,” she said.

Having a script for difficult incidents also



prevents teachers from going home burdened with pupils’ trauma, she added.

Forty-nine per cent of the school’s pupils are on the pupil premium, and it has reaped the benefits of the approach. Eighty per cent of key stage 2 pupils were at the expected standard in reading, compared with 71 per cent nationally, 83 per cent in writing compared with 76 per cent nationally, and 80 per cent in maths compared with 75 per cent nationally, in the most recent results.

Stricter behaviour policies, where pupils are punished for small behaviour transgressions, have recently come under scrutiny. Headteacher Dave Whitaker, who works with SEND and excluded pupils at Springwell Learning Community in Barnsley, advocating “unconditional positive regard” instead.

And Rosemary Pritchard, deputy headteacher at St Margaret Ward Catholic secondary academy in Stoke-on-Trent, said pupils’ behaviour had improved since staff were trained in emotion coaching and pupils learnt about the basic neuroscience of emotion.

Pritchard’s school achieved strong results despite operating in a deprived area. The academy has a Progress 8 score of +0.32, and 75 per cent of pupils gained a good pass or better in English and maths, compared with 58.7 per cent nationally.

But Clifford warned that many teachers have “already developed their own attachment style” towards pupils and are more comfortable “in the intellectual than emotional domain”.

Schools need to support staff to become “emotionally literate”, he said.

Grammars eye expansion as their funding woes deepen

Grammar schools are considering expansion to boost their funding and reach “economies of scale”, ASCL has warned.

Although the union’s leaders claim not have noticed a “huge appetite” for expansion among members who lead selective schools, they accept that some are likely to consider admitting more pupils to get more money.

The ban on new grammar schools in England is not currently likely to be lifted, but Damian Hinds has expressed a desire to expand existing selective schools.

Geoff Barton, ASCL’s general secretary, said that although the union had talked “constructively” with the education secretary, there had been “no conversation” about grammar school expansion, which he feels is a “fairly peripheral issue” compared to teacher workload and school funding.

However, selective schools face financial pressures, and therefore “there might be a pragmatism in them wanting to be able to expand”, he admitted.

Schools Week reported earlier this year that expansion is already happening in some parts of the country, and the Grammar School Heads Association has said that expanded selective schools could be ready to take extra pupils by 2020.

Malcolm Trobe, ASCL’s deputy general secretary, accepted that grammar schools are particularly affected by “abysmally low” funding levels for 16- to 18-year-old pupils, which they educate in “significant numbers”.

He believes grammars may begin to consider “economies of scale”, and that smaller ones are “looking to put an extra class in each year group, provided they’ve got the space”.

“There are what I would call pragmatic decisions being made by grammar school heads,” he said.

Despite the pressures on grammar schools to expand, and his appetite for growth, the education secretary did not mention selective education in his speech. This would have risked a repeat of last year, when his predecessor Justine Greening was heckled by delegates for suggesting plans to open new grammar schools were under consideration.

“I don’t think it’s high up the priority list,” said Barton, who warned that attempts to expand grammar schools, even by ASCL’s members, would not have the union’s support if they risk damaging other schools and making pupils disadvantaged.

“As an association, we represent grammar schools,” he said. “We think those grammar schools do a good job, but we do worry about the idea of expanding grammar schools in that area if what it’s going to do is to disadvantage some other youngsters and make life more difficult for those schools already under financial pressure.

“I don’t think we’re talking about something where there’s a massive campaign by parents that they want to see lots more selection, and I’m hoping that what we’ll see tomorrow is a secretary of state who wants a legacy to be about the really important stuff that helps every child of every background, which is essentially about quality of teachers in the classroom.”



BARTON LETS HINDS OFF THE HOOK ON FUNDING QUESTION

The new education secretary has admitted that school funding is “tight” and said it is “vital” for the education system to be “properly resourced”.

During an on-stage conversation with Ofsted chief inspector Amanda Spielman and ASCL general secretary Geoff Barton on Saturday, Damian Hinds said he understood why funding is a major issue for headteachers.

But the audience reacted angrily when Barton attempted to move the discussion onto issues about accountability before Hinds had made any specific pledges relating to funding, loudly demanding that the conversation take place there and then.

“I understand why that’s people’s number-one issue and I understand why for everyone in this room the funding in our schools and our colleges is such an important topic,” said Hinds.

“Of course, it is vital that our education system is properly resourced so you can all do the things that you came into this to do.

“Funding is tight, I don’t deny that at all, and I know there have been particular cost pressures as well over the last couple of years.”

One of these cost pressures is the result of staff turnover, something he hopes to tackle through his new recruitment and retention strategy.

“When you’re having to replace members of staff who have left, that incurs recruitment costs as well as the general upheaval that comes with that for the school or college,” he said.

Although some heads shouted at the panel during the funding discussion, Barton was applauded when he admonished the hecklers.

“Can I just say that if the story today becomes about headteachers shouting things out and deputies and other people doing it then we lose the respect of parents,” he said.

“We’ve had an opportunity to sit here and talk about things. We know there is no magic wand to find funding, and we know the Department for Education isn’t going to find it. If you think that ASCL hasn’t been arguing about funding, we’ve constantly argued about it. We are not going to sort [that] out on a stage in Birmingham today.

“I’m sorry to be so patronising about it, but I was hoping that wouldn’t happen, because we now know what’s going to be the story today.”

During his speech to the conference earlier in the morning, Hinds pledged a “strategy” to tackle issues with recruitment and retention, which will focus on workload.

PROVOCATIVE PROF: TEACHERS ‘TALK TOO MUCH’

Teachers talk for almost 90 per cent of their lessons and spend too long “imparting facts”, a leading academic has warned.

Professor John Hattie (pictured), a researcher at the Melbourne Graduate School of Education, told the ASCL conference about research by his colleague Dr Janet Clinton which found UK teachers talk on average for 89 per cent of classroom time.

Hattie believes that pupils who struggle actually want teachers to talk this much, so “they don’t have to do the hard work”, but the amount of “teacher talk” in classrooms prevents better learning.

Too much teaching is based on imparting facts, Hattie claimed, and there is not enough “deep” learning taking place.

Hattie also described the rise in the number of teaching assistants is particularly “toxic”, and warned that schools are spending a fifth of their staff budgets on “amateur” teachers and TAs who don’t have an effect on pupil learning.

The bar is set “too low” on pupil learning, and many ineffective teachers are still in post, he said.

Only some teachers help pupils learn as deeply and thoroughly as they can, and their expertise should be shared within and across schools while ineffective teaching is rooted out.

“In your country now, you pay over 20 per cent of your salary budget to the amateurs,” he claimed, asking leaders to reassess the impact of TAs in their schools.

He echoed research by the Education Endowment Foundation which found teaching assistants make little impact on pupil



learning on average, unless deployed effectively. Research by Peter Blatchford, professor of education at the UCL Institute of Education, has also suggested TAs need to be better prepared for their roles to be effective.

Hattie warned that “too much attention” is paid by the schools community to what “someone at the back of the class with a clipboard” thought about a lesson, or to teachers’ own reflection on their practice.

Instead, he wants schools to seek pupils’ views on their own learning.



EDITORIAL

Integrating communities with or without that faith cap

The government's 'Integrated communities strategy' green paper has introduced a number of potentially significant changes for the schools community to wrap their heads around.

Despite Damian Hinds' pledge to drop the 50-per-cent cap on admissions for faith schools, the green paper stresses that schools should all be "inclusive and welcoming of pupils of different backgrounds".

This will presumably be tougher to achieve for single-faith schools, especially if that cap is removed, and it will require them to reach out to other groups to ensure pupils experience a diverse range of perspectives.

One way for faith schools to tackle this is to form partnerships with other schools, to create opportunities for their pupils to mix with children of different backgrounds.

The paper gives St Joseph's Catholic Junior School in Leyton as an example, due to its relationship with the Quwwat-ul-Islam Muslim school, in which pupils visit each other's schools and places of worship.

This is the long way round creating diverse settings where young people can learn from different backgrounds, but if it is an approach schools are keen to pursue, it

would be helpful for schools to have some support in establishing and maintaining these relationships – not least to limit the extra work that could build up for senior leaders.

The push to make schools inclusive will also be backed by Ofsted, which will be giving further weight to "fundamental British values and integration" during inspections and in its new framework in September 2019.

Again it would be helpful for schools to know whether this means changes to what Ofsted is looking for, or if it's just a renewed focus on the existing requirement for inspectors to consider pupils' spiritual, moral, social and cultural development.

It is encouraging to finally see a spotlight on unregistered schools, particularly after Hackney council's complaints about ministers' "unacceptable" complacency on the issue in January.

Hopefully the combination of stronger powers for Ofsted to intervene at suspected illegal schools, and new guidance on how to protect children attending unregistered settings, will help to ensure every young person is getting the education they deserve.

Show us your working on the times-tables tests

At a time of stretched budgets, any education spending that is seen as unnecessary will understandably provoke the ire of school leaders across the land.

It is no surprise, therefore, that the NAHT has responded robustly to Schools Week's investigation into the costs behind the times-tables test. Heads see it as another burden on schools, most of which are already testing times tables under their own steam.

Of course, ministers will argue that the tests are central to their goal to improve numeracy, and cost a lot less than traditional assessments because they are done online.

To the DfE, a department with a budget of almost £60 billion, £5.2 million is a tiny amount of money, but to schools leaders forced to let hardworking staff go and cut back their spending on essentials, it's a monumental sum that Nick Gibb and co will have a tough job to justify.

Edward Timpson must put his best foot forward



The Department for Education has been able to explain away many troubling statistics – free schools definitely work, for instance – but there is one figure it cannot escape. Until 2014, the proportion of pupils who were permanently excluded had been falling for years: from 0.12 per cent in 2006-07, to 0.06 per cent in 2013-14.

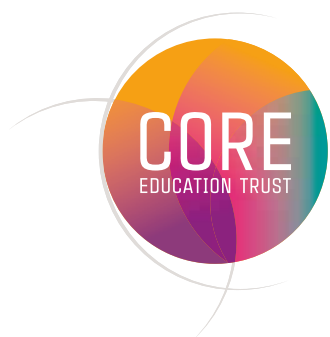
But then in 2014-15, it crept up to 0.07 per cent, and the year after – irrefutable proof of the problem – up to 0.08 per cent. The DfE doesn't want

to wait for the next dataset in summer.

So Edward Timpson's new review into exclusions is welcome.

Let's hope he uses his experience as a minister to ensure a set of recommendations which will quickly be adopted by the DfE and have a positive impact.

Exclusions have a devastating impact in the short and long term, so this review needs to be quick and thorough.



Headteacher - Nansen Primary School

As part of CORE Education Trust's new plans for September, we are pleased to announce an opportunity for an exceptional leader to join our new team as Headteacher of [Nansen Primary School](#).

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CORE Education Trust's mission is to provide children with a high quality educational experience through its four CORE Values of [Collaboration](#); [Opportunity](#); [Respect](#) and [Excellence](#).

CORE was acknowledged last year by the National Governance Association in its annual award category of outstanding Multi Academy Trust and was hailed by Ofsted for its "powerful moral commitment to ensuring that pupils succeed not only academically but also to become responsible citizens" when it successfully removed two Birmingham Schools from Special Measures in 2016. One of those schools, Rockwood Academy, featured in the top 2 percent highest performing Schools in the country against the national Progress 8 headline measure in 2017.

[Apply by:](#) 12 noon Monday 19th March 2018
[Job start:](#) September 2018

[School Visits:](#) 13th / 14th March
[Contract term:](#) Permanent

[Interview:](#) 26th and 27th March
[Salary:](#) competitive

Following the shortlisting of applicants, if you are selected to attend an interview you will be contacted by CORE Education Trust by email.

The Interview will be held across two days and will consist of an Assessment on the first day with a Panel interview and Media exercise to be undertaken on the following day.

For further enquiries please contact Maxine Whyte, Executive Assistant to Adrian Packer CBE, CEO on 0121 794 8558 or email recruitment@core-education.co.uk.

We are also inviting applications from other senior and middle leaders, teachers and support staff for all our Schools. Specific vacancies can be found on our website.



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Humberston Academy
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 Closing date: 9 April 2018






Lodge Park Academy
Corby

www.lead-lodgepark.co.uk
 Closing date: 12 April 2018

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Headteacher

Howard Community
Primary School

Bury St Edmunds, Suffolk, IP32 6SA



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Start: September 2018 Salary: £46,799-£63,799 (negotiable) Roll: 205

We are looking for a strong, capable and inspiring leader to be the new Headteacher for Howard Community Primary School in Bury St. Edmunds. Having experienced a significant amount of change and turbulence prior to and since being placed in Special Measures in July 2017, the school requires a dynamic, passionate and committed individual to lead the school to success.

Applicants for this role will have a genuine aspiration for all children to thrive, flourish and achieve, regardless of their background, will be passionate about teaching and learning, and committed to working effectively with staff, parents/carers and the local community to raise standards.

The successful candidate will embrace challenge and be ambitious for the school and its children. They will have a positive track record for school improvement and leadership impact. Supported as part of a vibrant, cross-phase multi-academy trust (CHET), they will join a team of energetic and driven professionals committed to inclusive and inspiring education.

We welcome applications from colleagues that share our passion for and commitment to exceptional, holistic education and that are keen to make a positive and lasting difference to the children and families of the Howard community.

Howard Community Primary School has an enviable, expansive site and facilities and is ideally situated in the heart of its community. Bury St. Edmunds is a beautiful town with a great deal of opportunities for curricular enrichment. Positioned close to Cambridge and Newmarket with excellent transport links across Suffolk and Norfolk, we are keen for Howard to become a centre for educational excellence and a hub for the Cambridge and Suffolk Teaching School Alliance (CASSA).

We welcome informal school visits and conversations. Please contact Headteacher Recruitment at Headships@suffolk.gov.uk or telephone 01473 263943 to arrange a visit or request an application pack.

Closing date: 13th April 2018 Interviews: 26th/27th April 2018

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We particularly welcome qualified English tutors with an expertise in a non-EFL related field such as law, finance, medicine, engineering, and pharmaceuticals, as we run professional courses, offering English in a professionally relevant context.

We are particularly busy during the summer months of June, July and August.

However, the locations stated above have steady demand throughout the year and teachers with consistently good feedback and regular availability may have the opportunity to work during the quieter periods too.

InTuition provides our teachers with full professional support in terms of access to course materials and general guidance.

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SCHOOLS^{WEEK}

Clare is our new sales executive at Schools Week, and your go-to person for everything jobs-related.

Having worked in recruitment advertising for the last 15 years, Clare is a highly experienced sales professional and will advise you on the best formats and channels to get your recruitment opportunities out to the sector.

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Email: Clare.Halliday@Schoolsweek.co.uk

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recruitment that bit easier**

HEADTEACHER

Luckwell Primary School, Bristol
Mixed 4-11 nor 220
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- Keen to work with staff, parents, other schools in the trust and the local community to embed a culture of high aspirations for all students
- Committed to the highest quality education for all children in the community whatever their background and abilities

If this sounds like a school and opportunity that interests you, please visit our website <http://www.luckwell.bristol.sch.uk/> for further information and the application pack.

Closing date: 9 April 2018 at midday Interview dates: 16/17 April 2018

Luckwell Primary School is about to join the new Gatehouse Green Learning Trust, a multi-academy trust with Redland Green Secondary School, Ashton Park Secondary School, Ashton Vale, and Compass Point schools. Staff from the schools are already working together to improve outcomes for the children of the MAT.

The Gatehouse Green Learning Trust is an equal opportunities employer in line with the 2010 Equalities Act. We welcome applicants regardless of any human difference. We are committed to safeguarding the welfare of children and expect all staff to share this commitment. An enhanced DBS check is required for the successful applicant.


Applications by email to
recruitment@redlandgreen.bristol.sch.uk
If you wish to visit the school, please contact
recruitment@redlandgreen.bristol.sch.uk.

The recruitment process is being managed by Redland Green School, however all interviews and activities will take place at Luckwell Primary School.


READERS' REPLY




71% of UTCs got less than 'good' in the last year

 **Vee Baxter // @MissVeeBee**
Only 30% of university technical colleges getting 'good' or above? Imagine the furore if this was mainstream schooling!

£1 million-a-year PFI school left without sponsor


 **Mary Wombat // @little_mavis**
This is heartbreaking. I was one of the first years to go to what was Mexborough Grammar School when it moved into new buildings in 1965.

£40k bursaries for veterans will replace Troops to Teachers


 **Biz and Comp Teacher // @GHbusinesssteach**
When will the DFE realise throwing money at people is not the solution to the recruitment and retention crisis!?

James Williams // @edujdw
Well, that's rather silly. Mind you I've seen many others take the money and run or save it to fund a PhD in what they really want to do, who never had an intention to teach.


Book review: How I Wish I'd Taught Maths


 **Gary T // @Garyt2**
It's so easy to pick up and read in my busy teacher and parent life. Big thumbs up.

Stop siphoning off children into alternative provision

Caroline Reed
 I think this research looks very sensible – she's saying that alternative provision is only worthwhile if it helps children overcome social problems, catch up academically and return to mainstream quickly.

The Hoodinerney model, or 'How to fix the school system'


 **Jelmer Evers // @jelmerevers**
Or you scrap the privatised neoliberal model completely, and make education democratic and public again. Without the hierarchical, punitive accountability that could characterise the old public model.

 **Simon Knight // @SimonKnight100**
Applying this in detail to SEND would be fascinating. Not so much Pandora's Box, as Pandora's Gigantic Shipping Crate!

Paul Hopkins // @hopkinsmmi
Good to have thoughts on the structure, but to paraphrase CS Lewis, sometime progression involves turning around and going back the way you came. The LA structure with local governance is the best system to return to.

Philip Haslett // @philip_haslett
My challenge: is it the structure of the system that we need to fix? We have tried many times. In every iteration some schools thrive and some don't. The ones with great leaders and teachers and the ones without. Do we want more change or do structure or just more great people?

Drag queens read to primary pupils for World Book Day

 **Dad And Two // @DadAndTwo**
This is lovely and all but where are all the schools and libraries inviting out-and-proud gay and bisexual men and women to read? What other gender non-conforming role models are we promoting?

Teachers for pupils in case must have 'trauma' training

 **Joseph Flynn**
Where's the money?

Fritz Seebode
Can't wait for the "high quality" CPD we will all receive to tick this box

Headteachers sometimes have to exclude children

REPLY OF THE WEEK



Sarah Glover

It's a harsh reality that sometimes it has to happen in order for that child to receive the support that is appropriate to them. If more early intervention was available, maybe that wouldn't be the case?



Reply of the week receives a Schools Week mug!

DO YOU HAVE A STORY?

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

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EMMANUEL AKPAN-INWANG

CATH MURRAY | @CATHMURRAY_

Emmanuel Akpan-Inwang, founder, Lighthouse

Looked-after children have poor educational outcomes. Only one in seven achieve five GCSEs at A*-C – compared with one in two who are not looked after – and just six per cent go on to higher education. The stats for those growing up in children's homes are even more stark: one in 25 for the five A*-C standard and just one per cent for HE.

Even when special educational needs are factored in (looked-after children are significantly more likely to have SEN), they still make far less progress than their peers.

The department for education purveys attendance as some kind of magic bullet for pupil performance, but even if it's a necessary condition, it's obviously not sufficient. Looked-after children have better-than-average school attendance and they're still falling behind.

Emmanuel Akpan-Inwang, once a foster child himself and now a TeachFirst ambassador, is out to change this through his social enterprise Lighthouse, which will found and run children's homes with a strong focus on education.

"I think expectations of children who grow up in care, particularly those in children's homes, are far too low," he says.

Such outcomes are not inevitable, as he discovered on his travels to Germany and Denmark to research the widely-used "social pedagogy" approach to residential care.

Under this model, well trained staff are employed to build relationships, create a home-like environment, and engage young people as equals in activities such as cooking dinner together. The staff, who are university educated for at least three years, are trained in understanding the interrelationships between physical, emotional, social and cognitive wellbeing – for example, how emotional problems can impact cognitive development.

"Social pedagogy in many ways is seen as educational in a much broader sense," he explains, "and encompasses essentially everything that you consider to be involved in the raising of a child."

The 31-year-old plans to create a supportive learning environment by staffing his children's homes with graduates, who will offer homework help in the evenings, take the young people on weekend outings, and maintain close relationships with schools. Basically, "if you can think of the best that a family would be able to offer to a child in terms of support with homework, that's what we want to provide".

Akpan-Inwang believes that transposing the social pedagogy model into children's homes in England will not only improve educational

outcomes, but that he'll be able to do it without charging a penny more than the private providers that currently run most of our children's homes (with an average bill of around £180,000 per child per year) and still be able to reinvest the surplus into training and salaries.

His project is supported by a social business called Catch22, whose offices – swarming with employees and start-ups – host our meeting. This citrus-themed, glass-fronted office building in east London gives no hint of the company's 200-year history of enacting social transformation, which he relates to me with obvious pride.

Akpan-Inwang spent the early years of his life in care and attributes many of the opportunities he's had in life to the stability his foster parents were able to offer.

"The great thing about foster parents is that they're often able to offer something that is needed at a crucial time. And I think what was needed right then was for somebody to have my wellbeing and safety as a concern," he suggests.

Children tend to be placed in residential care only when other options, such as fostering, have been exhausted. "What you find is, with children who end up in children's homes – which is where they essentially go when they can't go anywhere else – they will have had multiple foster breakdowns or foster placements."

Because children in residential care tend to move around a lot (83 per cent will be in their children's home for less than a year before they're shunted somewhere else), their education can be regularly interrupted as they wait to get accepted

reasons why we have some of the worst outcomes for looked-after children in western Europe."

Having moved around a lot during early childhood, Akpan-Inwang was placed back with his parents in east London for most of primary school then went on to attend his local comprehensive, Morpeth Secondary School, followed by Havering FE college, where he studied history, sociology, media studies and English literature at A-level.

"I think I was I was lucky to have a number of teachers who believed in my ability to do well, and encouraged me to do that," he says. "I wasn't always a great pupil at school, my teachers would probably say my first two years were potentially quite challenging, but they stuck with it. They really encouraged me to work as hard as I possibly could. And when I went to college, it was basically my tutor who saw my potential to go and study at an elite university."

At the London School of Economics he encountered an entirely new social milieu: "I realised that my education pattern was quite different from the people who I was friends with, obviously with many of them coming from private and public schools."

"I felt I was very lucky," he recalls. "So when it came to the end of my time I thought I wanted to do something to give back, and I came across the Teach First programme, and so decided to apply."

He spent three years teaching English in a school in the west Midlands, before leaving to "take on something that was quite close to my heart, which was children who are looked after."

The Teach First ambassador network has been vital in getting his project off the ground. He's taken practices from Jamie's Farm – a project that aims to reduce exclusions through residential stays on a farm – and has worked closely with charter-inspired Reach Academy Feltham, an "attachment-aware

school" also founded by Teach First ambassadors, which has produced outstanding academic results.

The launch of Lighthouse coincides with a growing awareness of the need for greater support for looked-after children in schools. The latest DfE guidance for the "designated teacher" in each school has just been beefed up – this person must now "understand the impact trauma, attachment disorder and other mental-health issues can have on looked-after and previously looked-after children and their ability to engage in learning".

If this seems like another case of government dumping more responsibilities on teachers, Akpan-Inwang's take is slightly different. Given over half of looked-after children have some level

"WHAT WE'RE TRYING TO DO WITH A NEW TYPE OF HOME IS MAKE SURE THAT EDUCATION IS RIGHT AT THE TOP OF THE LIST OF PRIORITIES"

into a new school.

"What we're trying to do with a new type of home is actually make sure that education is right at the top of the list of priorities," he says. Lighthouse will work with local authorities to identify supportive schools where the children can start straight away.

"For those children, because they enter adulthood so early, because of the fact that they move into independence so early, their education becomes even more important," he stresses, "and we feel we have a model that's going to support that."

While the government is aware of the problems with the current system, "there isn't much public discussion or discourse about the outcomes of looked-after children. And that's one of the



"WE HAVE SOME OF THE WORST OUTCOMES FOR LOOKED-AFTER CHILDREN IN WESTERN EUROPE"

of emotional and mental health problem, rising to 72 per cent for those in residential care, he sees it as merely "a step in the right direction".

"I think all teachers need to be considering the mental health of looked-after children – in everything from educational support plans or planning lessons," he suggests.

He references a recent evaluation of "attachment-aware schools" by the Oxford Rees Centre, which found that when teachers had been trained in spotting the signs of attachment disorder – a condition in which individuals have difficulty forming lasting relationships and do not learn to trust – they became calmer and more nurturing, and there is a noticeable impact on pupil behaviour.

Keeping parents in the equation is also crucial to young people's development. "What we want to do is encourage parents to come along to parents' evenings to hear about what the children are doing, to maintain constant contact with us, so that we're all involved in the raising of that child."

Lighthouse staff would maintain regular contact with teachers. "They could give us a call if they have had a really tricky day with the young person. And we would do extracurricular activities and trips, and really make that a great part of the home," he says.

"We have taken inspiration from looking at the sort of provision that boarding schools would put in place through sports and music and cultural activities that really help to enhance the formal education that children are receiving."

He plans to employ only university graduates, which is far higher than the required minimum standard for working in residential settings. Employees must have the level three diploma in residential childcare within two years of starting work in a children's home.

"A lot of people start it in the sixth month," he explains, "but that sector has high turnover. So a lot of people will come in, work for a while, maybe start but not complete the course."

Prestige and pay are key to addressing high turnover, he says, both of which he intends to address.

The final challenge now lies in finding the right local authority to partner with for the first home, and so far, it's not proving easy. They will have to understand social pedagogy, and "the fact that we are going to prioritise education being really important, and that when we say that we're therapeutic, we're quite serious about it".

PROFILE: EMMANUEL AKPAN-INWANG

"I THINK I WAS LUCKY TO HAVE A NUMBER OF TEACHERS WHO BELIEVED IN MY ABILITY TO DO WELL, AND ENCOURAGED ME TO DO THAT"

Lighthouse also wants to work "hand in hand with local authorities rather than just providing a service which they purchase", he insists.

He believes it will ultimately save them money by being a more sustainable model that operates "on a long-term basis, to really radically change the outcomes for the young people".

On that note, he has just won a fellowship, which means he'll be able to spend even more time more time in residential children's

homes in Denmark and Germany this summer, "really closely observing the practices and methods, and looking in detail at the training for social pedagogues, as well as really understanding in detail what really exceptional children's homes look like".

The fellowship is funded by the Winston Churchill memorial trust, which supports people to "travel overseas in pursuit of new and better ways of tackling a wide range of the current challenges facing the UK". It sounds like the perfect match.

IT'S A PERSONAL THING

What's your favourite book?

One book that I would definitely recommend people read is *Thinking fast and slow* by Daniel Kahneman. It's a really good way of understanding how and why people think, really getting an idea as to how your brain works. It had a massive impact on my teaching.

What's your favourite place you've ever been?

Probably the souks in Marrakech. I went there when I was a student – I just loved listening to people bartering and having a go at it myself. I found that I was relatively okay at it, and I got a good deal on a Moroccan carpet!

What message would you put on a billboard?

"Work hard, be nice."

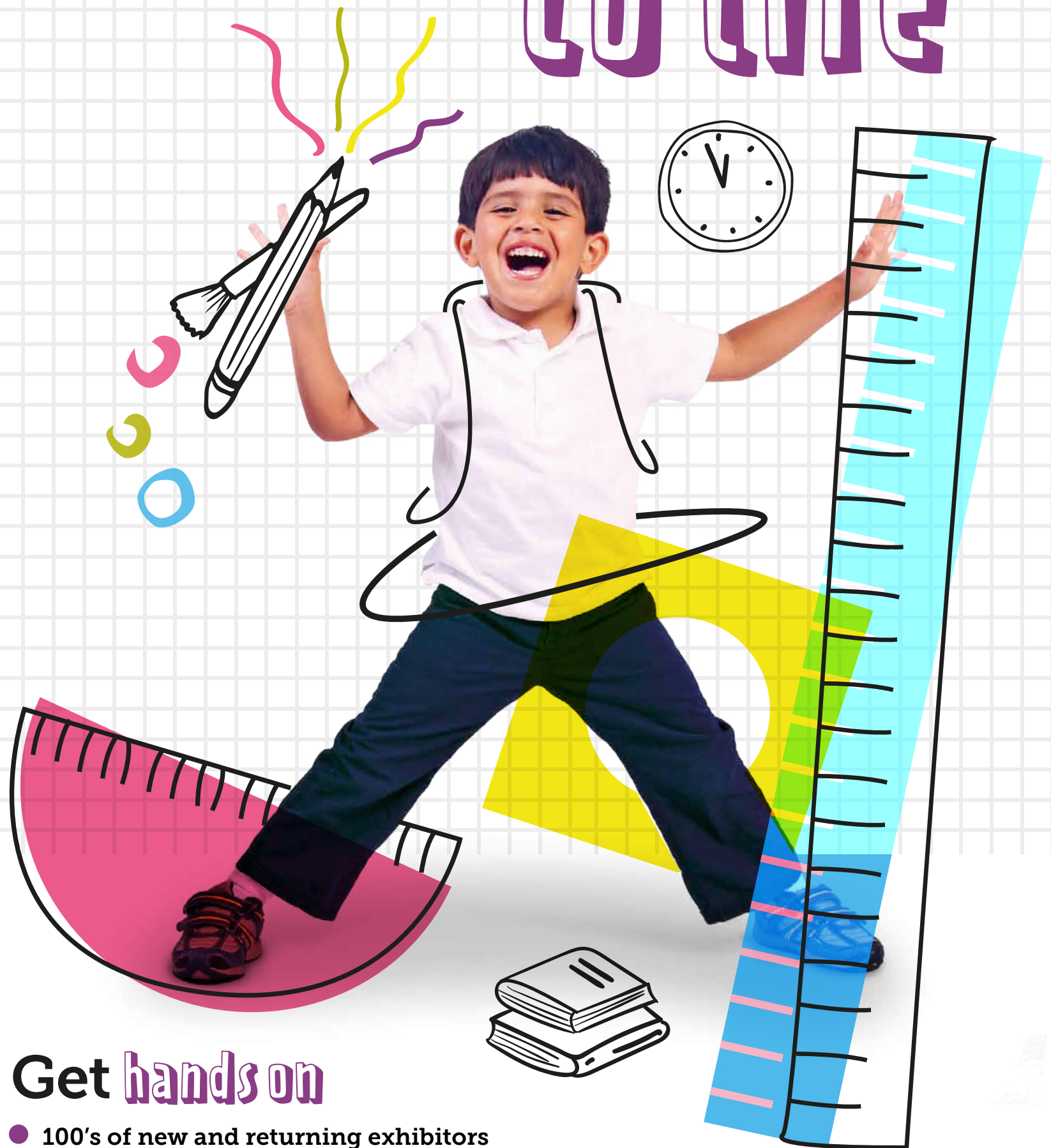
What do you do to relax?

I go to the gym and do weight training.

What's your retirement dream?

It would probably just be supporting looked-after children in some way, maybe just volunteering or supporting the education of vulnerable people. My lifelong interest is education so it would be in some way connected to that. I can't really imagine clocking off at 65 and lying on a beach somewhere.

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KAREN WESPIESER

Head of impact, National Foundation of Educational Research

Evaluation of multi-academy trusts can finally get underway!

Karen Wespieser investigates the extent to which the most successful MATs are improving outcomes for children and closing gaps for the most disadvantaged

Good research takes time – particularly systems research. There is no point in looking at brand new systems because all you will capture is at best a baseline, and at worst a snapshot of the preceding system.

In an ideal world, a small part of the system is changed: researchers evaluate it, feeding results showing effective or promising practices into an improvement loop, and then spread the word on what works. But policymaking rarely works like this, and when the life chances of young people are at stake sometimes you can't afford to wait that long to make changes.

So researchers do what they can. We are now getting to a point where a sufficient number of schools have been in multi-academy trusts for a significant amount of time for us to start tentatively drawing research-based conclusions.

Pupil performance

Defining MAT success by pupil performance alone is tricky. That's because the number of academies in MATs is regularly changing as new academies are taken on or those that aren't making satisfactory improvement are rebrokered. We only have two years of performance data for the new accountability measures, which is insufficient to make a robust judgment.

Teacher career paths

NFER has done a lot of analysis on teacher career paths and found that staff movement between schools in the same MAT is more than 10 times more common than movement between two unconnected schools which are a similar geographical distance apart. This suggests that MATs have internal teacher labour markets that are different to the general teacher labour market in the local area.

Furthermore, when teachers and senior leaders move to a different school in the MAT, they are more likely to move to one with a more disadvantaged intake – unlike teachers more generally. This suggests that the strategic approach MAT leaders can take towards workforce management provides an effective mechanism for deploying staff to schools that struggle with staff recruitment

and retention.

This is promising stuff! But there is little evidence to date that MATs are better able to retain teachers in the system.

Collaboration

David Carter, the national schools commissioner, often speaks of schools as "givers and receivers" of support, and sees MATs as important to foster this. A Department for Education survey of 326 MATs and 542 single-academy trusts (SATs) found that academies strongly understand the benefits of collaboration. But there are some methodological caveats – in particular, that the survey asked MATs to respond on behalf of their academies, so the reasons given for conversion, for example, are not necessarily first-hand responses.

However, collaboration doesn't have to just be about MATs. Indeed there is a greater evidence base for what works in collaboration. evaluations of interventions such as the dfe's 'gaining ground strategy' have found that school-to-school partnership working is most effective when: schools have similar characteristics, are within reasonable travelling distance, and have staff time and commitment from both parties and partnerships at different levels of seniority.

Financial efficiencies

Research has shown that local authority schools spend slightly more per pupil on running expenses than either SATs or MATs, but that MAT schools spend more on teaching staff, supply staff and support staff. Surveys show that the majority of MATs, especially those that are larger, can provide examples of significant savings including payroll, catering, and grounds maintenance. However, the use of procurement frameworks by MATs is not yet widespread and NFER analysis of DfE data suggests that the larger the trust, the more likely it is to be in a deficit position.

While it is interesting to look at MATs in terms of staffing, systems and efficiency, at the end of the day their impact on pupil performance is still paramount. More research is needed! All of us – researchers, teachers and MAT leaders – should rise to the challenge and be much more intellectually curious about the world of multi-academy trusts.



SIMON FAULL

Ex-director, the Somerset Challenge

Let's put teacher CPD at the heart of school improvement

In an increasingly fragmented system, here's how one part of the country has taken a joint approach to school improvement, explains Simon Faull

In England we have a reasonably functional system of school accountability, using school performance tables and Ofsted inspections, which provide outcome and process oversight. While this system is often changing in detail, it is now part of the landscape of school life. But is it enough? Specifically, is it enough for school turnaround?

There are four possible channels for change. The first is bottom-up, where parents choose 'good' schools and reject under-performing ones. It works to a degree, but is not very strong or very quick. The second channel is a market-contestability measure: the potential of having a free school set up on their doorsteps was meant to keep all schools on their toes, though evidence suggests this is not a source of ongoing pressure. Third, change can come from within the school, but this can be difficult – we don't want to have to rely on outstanding heads being in the right place at the right time.

This brings us to the fourth channel: the mixed economy of regional schools commissioners and local authorities. While the new subregional improvement boards might grow into this role, their remit is currently limited to advising on spending, and the nature of their relationship with the RSCs is far from clear.

Multi-academy trusts themselves are emerging as a source of change. Most MATs have considerable leverage over their constituent schools, and are clearly in a position to attempt to turn a school around. But by definition, they only relate to academies. And anyway, only a few MATs are truly transformational; most others are merely an assortment of schools in a group.

This shows us that there is no quick, effective, clear and purposive pathway from the accountability structure to school turnaround.

There is one local initiative which provides some useful lessons on another approach, however. In 2013 Somerset county council took the bold step of funding the Somerset Challenge for three years. The remit was not modest: improve outcomes for secondary-aged students in Somerset, narrow gaps between disadvantaged students and their peers, and increase the proportion of schools judged 'good' or 'outstanding' by Ofsted. Crucially, it covered every state secondary in the county – academies and maintained.

There were two key areas of operation: working from data to school support, and managing a county-wide programme of CPD.

The first element was data-based triage to determine which schools needed support, which was followed by brokering school-to-school support, and monitoring progress. School-to-school support was emphasised partly because the best answers to local problems are found in local schools, and partly because schools are generally more receptive to receiving support from other schools.

“
We don't want to have to rely on outstanding heads

Of course, teachers are a major factor in school effectiveness, hence a county-wide emphasis on secondary professional development.

We ran CPD programmes at a number of levels. There was a leadership development programme from local headteachers involving placements in two different schools, one shadowing a head, and the other providing consultancy to another school. We also had an annual 'Schools for schools common inset day', on which around 20 programmes provided subject-specific professional development to over 1,500 teachers each year.

Over the three years of the Challenge, attainment in Somerset improved across a number of metrics relative to other LAs. We obviously cannot say that the greater collaboration that took place during the Somerset Challenge caused the improvement in results to other LAs. But the relative improvements are certainly interesting. For example, in 2016 disadvantaged students in Somerset made better progress from key stage 2 than their counterparts nationally for the first time.

The wider lessons from the Challenge relate back to the core systemic flaw in England's education system – the lack of any body to take an overview across all schools in an area and provide a clear and effective path from accountability information to school turnaround action.

Co-authored by Simon Burgess, Professor of Economics, University of Bristol

There might be a huge surplus of volunteers in London, but rural communities never have enough potential governors, explains Judith Hicks

Over a quarter of a million volunteers across England give up their free time to provide strategic leadership at state-funded schools – but this figure is falling, heaping pressure onto serving school governors and trustees.

This time last year, there were around 300,000 volunteers in this vital role but governing board sizes are shrinking with far fewer volunteers available. But is this officially a crisis in recruitment?

Many factors are at play here: recruitment challenges differ by phase, school type, community served and, significantly, geographical factors.

As you might expect, in greater London there is a surplus of several thousand volunteers. This is a recruitment challenge of a different kind: it is important that where there are vacancies, these volunteers are snapped up before they look elsewhere for other opportunities.

The recruitment landscape is very different in the rest of the country. We hear repeatedly that – particularly in rural and coastal schools – governing boards find it very hard to find volunteers compared with their urban counterparts. In the west Midlands, south-west and the east of England especially, around a third of governing boards have two or more vacancies. We also know that the smaller the board is, the more difficult it is



JUDITH HICKS

Head of inspiring governance, the National Governance Association

Is there a governor recruitment crisis?

to recruit, perhaps this is because there's a greater pressure to fill empty spaces.

Volunteers are difficult to attract in these communities for several reasons. One is the type of employer and the skills of the employees – larger employers are often better able to support their staff to govern, and the types of employment may adversely influence people's willingness or confidence to volunteer.

Some of our coastal communities experience higher levels of deprivation and disadvantage. This can create a lack of aspiration and motivation to give something back to a school system that people perhaps do not feel benefitted them. Schools in deprived areas are also more likely to have joined a multi-academy trust where parents and the community can feel disconnected from the school; this reduces the community engagement that is often the trigger for

people to volunteer.

Aside from work and family commitments, the most common factor cited as a barrier to volunteering is the lack of awareness. Governing boards must therefore explore all channels to attract volunteers, and beyond the school's own network can leverage social media, local press and online recruitment platforms like Inspiring Governance.

Looking beyond the network of the governing board and school staff is essential as this approach narrows the demographic of candidates and makes the governing board more susceptible to group think. When talking about the role, boards should highlight the opportunity for skills development alongside the idea of giving something back to the community.

The perception that knowledge of the education system is a prerequisite is also a barrier to participation. It is important

to make clear that this isn't the case, and moreover that there is training and support available to help volunteers be confident in their role – locally, in e-learning and in resources provided by organisations like NGA. It may also be possible to encourage volunteers to serve as an associate member for a fixed term to deliver a specific role or project and if they enjoy the experience, join the governing board. Employing some of these approaches should help governing boards to expand the volunteers willing to take on the role.

“Boards should highlight the opportunity for skills development alongside the idea of giving something back to the community

Governing boards need to be able to deliver strong governance, so what will happen if we can't plug this gap? Too small a governing board limits the range of skills, experience and knowledge around the table. On a practical level, at meetings boards risk not being quorate, leaving them unable to fulfil their decision-making role. Simply, it is an unnecessary distraction.

Are schools going to get more money? That's the question headteachers keep asking – not least at the ASCL conference last week – and it's the one that's guaranteed to cause everyone grief.

And quite honestly, the answer appears to be no.

Damian Hinds is a classic low-tax Conservative. In his time as a member of parliament's education select committee he focused ruthlessly on efficiency and gave short shrift to the unions' pleas for more resources.

If this sounds harsh to a left-leaning profession, it's worth remembering that he does not hold this view because he hates people. He simply believes that people should be allowed to spend more of their salaries as they wish, rather than having to hand it over for taxes.

“The tower is tumbling. No wonder teachers are desperate to escape

Back in 2010, when the Coalition first got into power and started cutting public services back, it was easy to trim out extra services: the cash for fancy computers, the extracurricular lessons, the parenting classes, and the family liaison officers were really helpful in the early 2000s, but they went and the world limped



LAURA MCINERNEY

Contributing editor, *Schools Week*

The public services Jenga tower is on the brink of collapse

on for a while. The problem now is that those computers are breaking, pupils have to pay to learn the piano, and families are struggling to cope with a toxic trifecta of the gig economy, hopeless housing, and a punitive benefits system.

Running a school amid these changes is like playing the world's worst version of Jenga. The bricks that support the bottom – mental health services, drug workers, safe houses – have all been pushed out. At the top, schools are having more loaded onto them: safeguarding, nationality checks,



the mental health of looked-after children.

Now the tower is tumbling. No wonder teachers are desperate to escape by dropping to part-time hours. It's the only way to avoid crashing wooden slabs.

'When will this stop?' one headteacher asked recently.

Historically, the answer to this question is "when something so awful happens that it can't be ignored".

The NHS is also struggling. A&E rates are going up, in part because more people are going, but also because it's harder to discharge vulnerable people when there aren't as many care places for them. When this happened in

the 1990s, things came to a head once patients began dying on trolleys in overcrowded corridors.

In schools, the line to despair is much longer, and it first hits groups who are less able to make a fuss. Special needs funding, especially around transport, is already tight. One head on Twitter has claimed that mental health provision is so tight in her area that unless a child is suicidal there are no services available whatsoever. Parents of these children are often too exhausted to fuss. School leaders are too busy holding up the sides of the Jenga tower to shout.

Labour isn't helping, to be honest. Their cacophony this week about free meals got good headlines but the new threshold won't change how many children get lunches – if anything, a few more will. But it missed the point that schools are desperate for access to better social, care and health services.

If there is no more money for schools, and Hinds is genuinely about efficiency, he could gain traction by working with other government departments. Can housing do something to aid teacher living costs? Can health give clearer information about access to mental health services? It's no use the government bleating that these must be local solutions when councils have had their vaults gutted.

Ultimately, if there is no more cash, then there needs to be a national strategy for taking some of the Jenga bricks off schools and letting teachers get on with the job of teaching. The tower is already wobbling. It won't be pretty when it crashes.

REVIEWS

TOP BLOGS OF THE WEEK

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



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

How is the evidence revolution going? Some reflections on 4 years of researchED
@tombennett71

Four years ago, a teacher named Tom Bennett started the researchED movement: a series of conferences enabling teachers and researchers to discuss the evidence base for the teaching profession. Here he discusses his motivation for setting it up and its growth since then. He also comments on the many controversies on using research to inform classroom practice.

Teaching is all about relationships (kind of)
@greg_ashman

Maths teacher Greg Ashman discusses the oft-heard claim that teaching is all about relationships. While noting that this might be one of those statements that can be interpreted either to be trivially true or as something contentious with great implications, he suggests ways in which it may tell us something useful about how we approach teaching, such as how we set out desks and how we make explanations.

An angry blog post about Great Yarmouth Charter Academy
@Kris_Boulton

Kris Boulton visited a school in Great Yarmouth and was very impressed by what he saw. He was impressed to see excellent behaviour and noticed how happy both staff and students were. But he was furious to see how this compared with the claims made by the school's critics, who had repeatedly suggested it was an oppressive, hateful place rather than "the next great success story" and a source of hope that any school can be turned round.

What makes the difference? (Part 2)
@EnserMark

This post describes a successful geography

department. The head of that department tries to identify what makes it work well. While he doesn't really give much advice for getting to where they are, he does suggest that their success comes from the attitude and behaviour of the students, challenging content at key stage 3 and the way that everyone seems happy.

Oven-ready, Hello Fresh or Just Eat? What's the beef about pre-planned lessons?
@ClareSealy

A primary school headteacher discusses "preplanned" lessons. She discusses both the objections and the benefits, and the extent to which teacher autonomy in the delivery can be allowed. She emphasises that what is needed is a coherent curriculum and staff who are trained to use the resources.

I wish I taught maths
@jo_facer

This post by English teacher Jo Facer is not something those of us who teach maths are used to reading: recognition that it is a great subject to teach. She discusses her fondness for the subject but also what she learned from reading a recent book about maths teaching and how it reignited her interest in the subject. "...I will continue to lurk in maths classrooms, and lend [Craig] Barton's book to everyone I know who actually does teach Maths (and to a few people who don't)".

Traditional practices are not going anywhere
@JohnKenny03

An Australian primary teacher discusses "traditional practices" in teaching. He argues that for all we hear about how schools will need to be different in the future, we will always need to know some basic facts and we will always need to engage with the past rather than flee from it. "If we want kids to do great things, they need to build on basic concepts – basic concepts that have been part of traditional teaching practices for decades."

Infer this...
@DTWillingham

This post, written by a cognitive psychologist, discusses the latest evidence about the teaching of comprehension strategies in reading. It argues that although there are demonstrable benefits from such strategies, "practicing inferences does not lead to a general inferencing skill". Additionally, comprehension strategies are not of equal use to all readers, and beyond a certain level of instruction and practice, spending more time learning to infer from a text may not grant any additional gains.

BOOK REVIEW

Rebuilding our schools from the bottom up: Listening to teachers, children and parents
By Fiona Carnie
Published by Routledge
Reviewed by Hywel Jones, primary director, Inspiration Trust

★★★★☆

Increasing the participation of teachers, children and parents in the development of schools is usually at the forefront of school leaders' minds, though each school approaches these issues in different ways.

Fiona Carnie situates this issue in the context of improving democratic participation in society, and draws upon an extensive range of case studies and research over the past decade. What became apparent to me a few pages in is the importance she places on the multiple layers of processes that help foster interaction between children, parents, teachers and schools. There is an implicit thread throughout the book that the embedding and accretion of multiple interactions will be beneficial to society and give parents in particular more involvement in their child's education.

Its core strength is the way it covers how schools interact with parents. The full gamut from standardised surveys, parents' evenings, curriculum meetings and parent forums are covered in detail. I nodded along in agreement when she said that schools' interactions with parents need long-term planning, and the importance of holding school leaders to account. Indeed, it caused me to reflect on how I had implemented some of her ideas, and the improved relationships with the parent body that happened as a result.

Yet at the same time, I was yearning for her to critique the ideas more, to delve more ferociously into how these processes need careful thinking through. The case studies provided by contributing schools were so overwhelmingly positive in their descriptions of implementing parent forums or parent surveys, that they lacked critique and focus on the operational management.

When it comes to giving children more of a voice in their education, there are some useful insights on what they want. The case studies are broad, and some are simply worrying. I had no qualms whatsoever about an independent school that created "headmaster's question time" for students; it was clear they were carefully prepared to use this forum for its proper purpose and that they had more insight into the development of their school and their education as a result.

However, when it came to a primary school training its pupils to be Ofsted inspectors, I was perplexed. Is this really what we want pupils to focus on at primary level: to train them to evaluate and measure the effectiveness of their school? This is the key failing of the book; there is little critique or

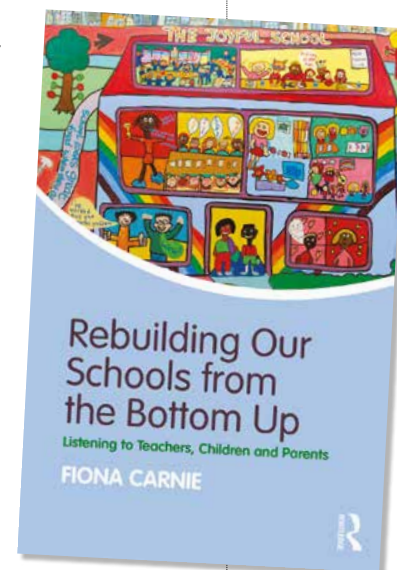
careful selection of the case studies it uses. In the wrong hands a process to empower pupils could be corrosive to a school. In this case, there's no caution, no critique, no reflection on the potential dangers of methods on offer.

As Carnie mainly focuses on the multiple layers of participatory processes, there was little if any coverage of what pupils should learn in order for them to adequately prepare to take part in pupil councils, to ask questions of

school leaders, or to complete a survey in a fair and accurate manner. The overriding assumption throughout the book is that more participatory processes will cause pupils, parents and teachers have more and better opinions about the school – simply that more is better. I question this assumption.

Her explicit aim is to use the interactions between parents, children, teachers and schools to create a more direct form of democracy. Surely, pupils need to have acquired knowledge of their democratic heritage, the workings of the democratic process and the differences between direct involvement and representation? This is reflected in the lack of critical reflection on what processes of participation might work better than others, or the importance of how such processes are implemented.

At the same time, the case studies from both the UK and abroad are enlightening, and will help you get a greater grip on the range of participatory practices that take place in education.





Week in Westminster

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

FRIDAY:

As Ofsted's chief inspector, you'd think Amanda Spielman would receive a lukewarm reception at a conference for headteachers.

But the ex-Ofqual chair and Ark founder was greeted like a celebrity when she arrived at the ICC in Birmingham for the annual dinner at the ASCL conference.

She couldn't walk more than a few steps into the throngs of heads and deputies without being collared for a selfie. It must be tough being on education's A-list.

SATURDAY:

Week in Westminster understands the Department for Education was awash with anxiety about Damian Hinds' appearance at the ASCL conference on Saturday.

His speech – designed to patch up the relationship between the government and the profession amid crises in funding, recruitment and retention – was not the

problem. There was no chance his tame words were going to get him heckled like his predecessor was over grammar schools last year.

But the Q&A with Amanda Spielman and Geoff Barton, ASCL's very own "maverick head", was a gamble. A fierce critic of government policy and Ofsted when he was still running a school, Barton could have gone after them both.

But he did no such thing, and instead defended Hinds against members who bellowed in bemusement when Barton let him give a non-answer on funding.

What a difference a year makes...

SUNDAY:

Edward Timpson, a former children's minister who found himself suddenly unemployed last year when he lost his Crewe and Nantwich seat to a school funding campaigner, is to lead a review of problems with how schools exclude pupils.

Will the heir to the Timpson footwear repair empire be able to fix the alternative

provision problem, or is this just a bid to get his name out there for an attempted return to Parliament? Either way, he was always going to be a shoe-in.

MONDAY:

Sleeping off the conference dinner.

TUESDAY:

Spring statement? Yawn.

WEDNESDAY:

She may only have joined the Labour Party in 2016, but former NUT general secretary Christine Blower has thrown her hat in the ring to be the party's new boss.

Due to the plethora of political allegiances within the NUT, its leaders traditionally steer clear of getting too involved in party politics. Which is why Blower announced her plan to join and campaign for "Jeremy Corbyn's Labour Party" AFTER she gave her last ever

conference speech two years ago.


Now she's made the shortlist of candidates for the prestigious job of Labour's next general secretary.

THURSDAY:

Clearly disturbed by revelations that girls from poorer backgrounds are missing schools because they can't afford sanitary towels and tampons, the government valiantly commissioned some research into period poverty.

However, the "ad-hoc notice", which analysed pupil absence rates by gender, age and eligibility for free school meals, failed to reach any firm conclusions about the impact of period poverty. In fact, the report is as much about boys as it is about girls. Very helpful.

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS




Name Jill Berry

Age 59

Occupation Educational writer and leadership consultant

Location Nottinghamshire

Subscriber since September 2014



FLY ON THE WALL

Where do you read your copy of Schools Week?

Sitting outside in the sun in summer (when possible!) and curled up on my settee in front of a log fire in winter.

Which section of the paper do you enjoy the most?

The profiles – I find people's stories fascinating.

If you could wave a magic wand and change one education policy, what would it be?

Not a policy change exactly, but if we could get to grips with just one thing in education I would want it to be workload. If teachers and leaders were better supported to achieve a sustainable balance in their lives it would benefit the profession, and therefore what we can offer to children, hugely.

What is your favourite story or investigation reported in Schools Week?

Any story that shows those in power being held to account (so that's pretty much all of them, I suppose).

What do you do with your copy of Schools Week once you have read it?

I tweet from it. I'm keen to share snippets and links with anyone who might find them useful.

What would you do if you were editor of Schools Week for a day?

Work hard to find a replacement! I think this would be just too far out of my comfort zone.

Favourite memory of your school years?

The two years of my sixth form. I loved studying A-levels and the leadership opportunities the sixth-form years brought. I also met my husband then; he was in the upper sixth while I was in the lower sixth.

If you weren't working in education, what would you be doing?

It may sound unimaginative, but I've never wanted to do anything other than teach – though I do remember watching Angela Rippon and thinking I wouldn't mind being a newsreader.

Favourite book on education


There are so many that it's difficult to choose. But I really enjoyed Kenny Pieper's Reading for pleasure, which made me want to be an English teacher again.

What new thing would you like to see in Schools Week?

I'd like more articles on effective pedagogy and successful leadership.

If you could be a fly on the wall in anyone's office, whose would it be?

I would hate to be a politician, but I am fascinated by leadership, so I'd choose Theresa May, I think.



Angela Rippon

Fly on the Wall is a chance for you, the subscriber, to tell us what you love (and hate) about Schools Week, who you'd like to spy on and, of course, what the world of education would look like if you were in charge...

We'd love to hear from you – email samantha.king@schoolsweek.co.uk or submit an entry at surveymonkey.co.uk/r/flyonthewall

Two wheels and 600 miles

FEATURED

An educational technologist and a head of sport have cycled 600 miles from Kent to Cumbria to raise money for Sport Relief and pupils at United Learning schools.

Shaun Dowling and Bruce Wilson, both employees at the multi-academy trust, spent a week taking on the RideABC cycling challenge, which took them to 25 of the group's schools.

Averaging 100 miles a day, the cyclists travelled from Ashford to Bournemouth and on to Carlisle, where they crossed the finishing line at Richard Rose Central Academy.

"We were rather concerned last week when the Beast from the East descended on us," explained Dowling, the MAT's head of sport. "We were determined however that we would go ahead, regardless of conditions, and thankfully the weather was kinder to us than it would have been had we started a week earlier."

The aim was to raise money for Sport Relief as well as the trust's 'School improvement through using the power of sport' initiative, which uses sport to help underachieving or struggling students integrate into the school community by helping them develop a new skill and boost their overall confidence.

Schools within the group showed their support by completing their own sponsored sporting challenges, including synchronised swims, wall-climbs, mile-



Two-tired: Approaching the final leg of their journey



At the starting line

long runs and even a 24-hour cycle.

"The response from schools at each stage of our journey has been incredible and despite some rainy days everyone has pulled out the stops to play their part in the fundraising side of RideABC," said Wilson, an educational technologist at the chain. "The challenge



Pupils wave banners to show their support

itself was a real test of endurance for us but the training paid off and we're relieved to have made it through successfully."

Seventy-five per cent of the total funds raised will go to Sport Relief, with 25 per cent going to United Learning. The grand total is yet to be revealed.



2017 finalists

THE GAME IS ON

Nominations are now open for the 2018 BAFTA Young Game Designers competition.

Open to young people aged 10 to 18, the annual challenge tasks individuals or teams of up to three with creating a brand new video game.

Entrants can submit a concept for a new game in the 'Game concept award' category, or enter a game they have made using freely available software such as Flash or Kodu into the 'Game making award'.

There is also a 'Mentor award' for an individual involved in the education of young game designers, who will be voted for by the public.

Competition winners will receive a host of prizes to help them pursue their passion for gaming, including software licenses, tours of games studios and 12 months' support from industry professionals to develop their game ideas further.

The deadline for applications is April 25. To find out more, and apply, visit: <http://ygd.bafta.org/>



Much Ado About Nothing performed at Shakespeare's Globe

Shakespeare for the masses

Over 20,000 pupils from secondary schools in London and Birmingham have seen a Shakespeare play for free at the historic Shakespeare's Globe.

The free tickets for a production of *Much Ado About Nothing* were available through Globe Education's annual 'Playing Shakespeare with Deutsche Bank' initiative, which gives disadvantaged pupils the chance to experience the bard.

Reinvented for an audience of 11- to 18-year-olds, the play was edited down to a 100-minute piece, in which actors used mobile phones and wore modern attire to make the play more relatable.

Ahead of the show, teachers received a

CPD session at Shakespeare's Globe to aid their own understanding of the text, with workshops for pupils delivered by Globe representatives at some of the participating schools.

"There is growing pressure on school budgets; two heads of department have recently told me that they have only £1 per student a year to spend on outings and resources to support curriculum studies," said Patrick Spottiswoode, director of Globe Education.

"This gives students the opportunity to experience Shakespeare, as he intended through play, as well as access to a wealth of free resources and continuing professional development sessions for teachers."

Yorkshire's new clothes



Designing a trench coat



Trying on a Sokol space suit

To mark National Careers Week, pupils at four Yorkshire schools worked with Burberry to explore career options in the fashion industry.

During a series of one-day workshops, Caedmon College, Eskdale School, Graham School and George Pindar School pupils explored textiles and materials science, including printable electronics and augmented reality, as well as designing their own trench coats.

The workshops are part of a partnership between the Burberry Foundation, the Careers and Enterprise Company and

education charity the Ideas Foundation. Pupils got to explore the various career routes in fashion, from garment technology and communications, to sound engineering and production.

"We know that young people need encounters with employers in order to gain meaningful insights, make informed choices about their futures and develop necessary skills for the future workforce," said Claudia Harris, chief executive of the Careers and Enterprise Company.

"This is a great example of what can be achieved."



SAUL NASSÉ
Group chief executive,
Cambridge Assessment

START DATE: April 2018

PREVIOUS JOB: Chief executive, Cambridge Assessment English

INTERESTING FACT: Saul studied natural sciences at university and spent three years of his career as a research scientist at Cranfield University.



HEIDI DENNISON
Joint headteacher,
Frank Wise School

START DATE: September 2018

PREVIOUS JOB: Deputy headteacher, Frank Wise School

INTERESTING FACT: Heidi enjoys long-distance running, and raising money for charity.



SYLVIA TAI
Headmistress, Watford Grammar School for Girls

START DATE: April 2018

PREVIOUS JOB: Acting headmistress, Watford Grammar School for Girls

INTERESTING FACT: Aside from education, Sylvia is interested in developing global awareness, and has led school expeditions to places such as Mozambique, Borneo and Nepal.



AUSTEN HINDMAN
Headteacher, Bishop Luffa School

START DATE: September 2018

PREVIOUS JOB: Headteacher, Peacehaven Community School

INTERESTING FACT: Austen will be the fourth head in Bishop Luffa School's 55-year history.



SIMON KNIGHT
Joint headteacher,
Frank Wise School

START DATE: September 2018

PREVIOUS JOB: Director, Whole School SEND

INTERESTING FACT: Simon enjoys connecting on social media, and has tweeted over 21,000 times.

MOVERS & SHAKERS

Your weekly guide to who's new

Get in touch!

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



The SCHOOLS NorthEast Northern Governance Conference


Join hundreds of delegates at the biggest governance event in the North-

SCHOOLS NORTHEAST

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- Performance Management of senior leaders
- And many more



Speakers include:
Laura McNerney
Contributing Editor at Schools Week

If you're a Chair, Vice Chair, Governor or Head Teacher, the SCHOOLS NorthEast Northern Governance Conference is an unmissable opportunity to network with regional colleagues and find support around the biggest issues facing school governors today.

SCHOOLS NorthEast, the first and only school-led regional network in the UK, was founded by Head Teachers in the North East in 2007. Now in their tenth year, SCHOOLS NorthEast are continuing to support schools through a culture of collaboration and their extensive events programme.



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www.lyfta.com/glpinfo

SCHOOLS WEEK Sudoku challenge

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

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

Difficulty:
EASY

Last Week’s solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

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

Difficulty:
MEDIUM

Solutions:
Next week

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



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