

TRUSTS' GENDER Pay gaps Revealed

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FRIDAY, APRIL 13, 2018 | EDITION 135

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NEWS DfE sensationally backs down on nationality data collection

FREDDIE WHITTAKER @FCDWHITTAKER Exclusive

Schools will no longer be forced to collect data on their pupils' nationality and country of birth following a major U-turn by the government.

The Department for Education will write to schools in the coming weeks to outline its plans to remove the controversial categories from the school census.

This stunning volte-face follows recent attempts to challenge the data collection in the courts. Last month, the campaign group Against Borders for Children and the human rights charity Liberty launched an appeal against the High Court's initial refusal to allow them to take the case to judicial review.

The government was also recently forced to admit it had failed to obtain data on around a quarter of pupils, either because parents refused to provide it, or because schools did not submit it in their census returns.

A new law requiring schools to collect data on pupils' nationality and country of birth was quietly rushed through Parliament during the 2016 summer recess. It was later revealed that the collection was a compromise won by the DfE to curb stricter proposals from Theresa May.

The then-home secretary wanted teachers to carry out immigration checks and schools to "deprioritise" places for the children of illegal immigrants. Despite efforts by the government to downplay the significance of the change, the collection quickly became national news after *Schools Week* revealed some schools had demanded to see pupils' passports and even targeted non-white pupils in their quest for data.

The government had insisted that the information would not be passed to the Home Office for immigration control purposes, and claimed it was needed to help schools to cope better with pupils with first languages other than English.

But in December 2016, following a monthslong Freedom of Information battle, the DfE was forced to admit to *Schools Week* that it had intended to share the information all along, but had backed down following a backlash from parents and schools.

The memorandum of understanding between the DfE and Home Office also revealed that a "strategic aim" of the datasharing was to create a "hostile environment" for those who "seek to benefit from the abuse of immigration control".

The U-turn represents a huge victory for campaigners, who lobbied parents and schools to resist the collection of the data, and last year raised more than £12,000 to take the DfE to court.

"This news is a massive victory for a small group of activists with no budget and no staff: just a determination that our schools should be a safe learning environment for every child," said Alan Munroe, a primary school teacher and spokesperson for Against Borders for Children.

Gracie Bradley, an advocacy officer at the human rights charity Liberty, also welcomed the news, and hailed it as a victory for "the teachers, parents and campaigners who stood up and refused to comply with this poisonous attempt to build foreign children lists".

Angela Rayner, the shadow education secretary, welcomed the move to end the "nonsensical and worrying" collection.

"It appears that they had simply planned to use our schools as an outpost of the Home Office, rather than letting them get on with the job of educating our children," she added.

Schools will not be required to submit pupil nationality or country of birth data in the summer census, which is due on May 17. Fields for the data may remain on COLLECT – the online system used by schools to make their submissions – but do not need to be completed.

Don't cut English proficiency data collection, say EAL teachers

The government will end up "throwing the baby out with the bathwater" if its decision to scrap the pupil nationality and country of birth data collection also ends the less controversial collection of proficiency data on English as an additional language (EAL).

The need for schools to rank the language proficiency of pupils with EAL across five categories from "new to English" to "fluent" was introduced in 2016, and was set in motion by the same minor law change that enacted the pupil nationality collection.

Schools Week understands that entire piece of legislation is now due to be scrapped, and it is not yet known whether the government

will move to reinstate the EAL proficiency data collection.

Diane Leedham, an EAL teacher, said although the collection had experienced "teething problems" and was not backed up with training or extra funding, some tracking of proficiency is needed to ensure that performance data on pupils with English as an additional language is not distorted.

In February, the Education Policy Institute warned that attainment scores for EAL pupils are "profoundly misleading" and that a "huge disparity" in achievement is masked in official statistics because children from so many different backgrounds are grouped together.

Troops to Teachers scheme KIA after a quarter quit

PIPPA ALLEN-KINROSS @PIPPA_AK

One in four participants in the government's doomed 'Troops to Teachers' course quit before earning their teaching qualification, *Schools Week* has learned, raising questions over the decision to replace the programme with £40,000 bursaries for former military personnel.

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The Department for Education said reasons for trainees withdrawing included "deciding teaching wasn't for them", being offered alternative employment and "personal reasons".

First announced in 2012, the Troops to Teachers route expected to recruit hundreds of veterans into the classroom.

Six years later and just 106 have completed the course, while 96 are still in training.

The DfE does not know how many of the trainees who gained qualified teacher status are now employed in schools, but a spokesperson claimed they are "highly sought after".

But figures seen exclusively by *Schools Week* also show that 267 teachers attempted the course, however 65 did not complete it – meaning almost one in four walked away without any teaching qualification.

The data, obtained from a Freedom of Information request, also reveals the DfE has spent around £8 million on Troops to Teachers so far.



65 DROPPED OUT £10.7 MILLION TOTAL

BUDGET

£8 MILLION SPENT SO FAR



The total budget for the scheme, which will come to an end once the remaining 96 trainees have completed the course, is £10.7 million.

If the pass rate remains the same for the final cohorts, the programme will have cost £60,000 per qualified teacher.

The figures are important context to the government's new plan to offer £40,000 bursaries to former military personnel to complete three-year teacher-training degrees in shortage subjects such as maths

and computing.

However, *Schools Week* revealed last month there is no way for the government to ensure those signing up for the scheme will actually go into teaching.

Gavin Williamson, the defence secretary, recently commissioned a review into the benefits of enforcing a "military ethos" in schools after promoting its values.

Former children's minister Robert Goodwill will lead on the report for the Ministry of Defence looking into the impact of schools that already use military-style practices.

But Paul Whiteman, the general secretary of the National Association of Head Teachers said the government "can't keep hoping piecemeal solutions and one-off schemes" will be able to "fix" the teacher recruitment and retention crisis.

Instead, he wants "a national strategy" to simplify the routes into teaching and more investment in retention.

"This has clearly been a costly scheme, and sadly not what that has done much to resolve the teacher recruitment and retention crisis facing schools," he said.

A spokesperson for the DfE described the programme as a "success".

"Ex-servicemen and women have been particularly effective in helping students develop leadership skills and supporting extracurricular activities in schools and graduates from the programme have been highly sought after by schools," she insisted.

NFER TAKES CHARGE OF RECEPTION BASELINE TESTING

The National Foundation for Educational Research (NFER) has been chosen to deliver the controversial new baseline test for reception children, which will be rolled out to all schools by the end of 2020.

Schools minister Nick Gibb announced this week that the new test will be a 20-minute, teacher-recorded assessment of children's communication, language, literacy and early mathematics skills.

The assessment will also be used to create school-level progress measures for primaries, showing pupil progress from reception to key stage 2. The first scores will be published from 2027.

The reintroduction of the assessment was announced by former education secretary Justine Greening in September last year, despite a previous pilot of baseline tests in 2015 having been abandoned before it was complete.

It will replace SATs at the end of key stage 1, to "free up teacher time and resources".

The selection of NFER followed an open procurement process. In November 2017, Early Excellence, a company that developed a baseline assessment previously used by 12,500 schools, announced it would not compete for the contract because it disagreed with the choice of a "non-observational" approach.

Julie McCulloch, the interim director of policy at the Association of School and College Leaders, said the union would encourage members to participate in trials of the test, "to help shape the new assessment and ensure it is fit for purpose".

87 MATS ORDERED TO JUSTIFY SOARAWAY CEO PAY PACKETS

JESS STAUFENBERG @STAUFENBERGJ

Chief executives at some small academy trusts are raking in salaries as high as those with 10 times the schools under their control.

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Exclusive Schools Week analysis has found 11 trusts with just two schools which nevertheless pay their leaders more than £150,000 per year.

In fact, 40 per cent of the 87 trusts told to justify their boss' high pay in 2016/17 had fewer than six schools.

Using these same figures, this paper has now calculated the per-school salary for the highest-paid person in each trust.

Dayo Olukoshi, the executive principal of Brampton Manor Trust, runs a secondary school and all-through school but pocketed a minimum salary of £200,000. This is almost the same as that received by the boss of the Academies Enterprise Trust Julian Drinkall, who oversaw 66 schools last year.

As such, Olukoshi was paid £100,000 per school in his care, while Drinkall got just £3,000.

Brampton Manor Academy was rated 'outstanding' in all areas two months ago, but Langdon Academy, the Brampton Manor Trust's other school, is on a 'requires improvement' rating it achieved two years after it joined the trust. A follow-up inspection found the school is improving rapidly. Schools Week approached Brampton Manor for comment.

But Micon Metcalfe, a fellow of the Institute of School Business Leadership, warned that the roles of bosses at small trusts is incomparable to CEOs at big trusts, as many of the former are still heads, and "almost certainly more involved in the day-to-day running of the schools".

Comparing their salaries without a close analysis of their job role could be a "blunt instrument".

At the 34 trusts running five or fewer schools, chief executives are taking home about £56,400 per school on average – significantly more than the £5,700 average salary per school for CEOs at trusts with 20 or more.

In one case, *Schools Week* has found that the highest-paid person in the accounts is someone other than the chief executive.

The accounts for Bradford Diocesan Academies Trust reveal the highest minimum salary is £150,000, but that chief executive Carol Dewhurst is on between £85,000 and £90,000. Schools Week has not had an answer as to why.

Mary Bousted, the joint general secretary of the National Education Union, demanded to know how the government plans to prevent trusts paying such high salaries if they are not justified.

She pointed out that the Education and Skills Funding Agency had already written to numerous single-academy trusts telling them to justify any pay above £150,000, and had found two thirds of responses unsatisfactory, albeit without revealing what it intends to do about this.

Multi-academy trusts that pay more than one employee between £100,000 and £150,000 have now also been asked to explain themselves,.

But Phil Reynolds, senior academies manager at accountants Kreston Reeves, said the ESFA's intervention powers are "unclear" because trustees can set pay as they wish.

The rules in the academies handbook say trustees must ensure their pay decisions "follow a robust evidence-based process, and are reflective of the individual's roles and responsibilities". This means the ESFA could terminate funding or issue a financial notice to improve if it "strongly felt" this had not been done, he said.

But "this makes the whole thing very subjective, and so the ESFA may struggle to intervene on this basis".

Malcolm Trobe, the deputy general secretary of ASCL, said any disagreement between the government and a trust "would have to be resolved through dialogue" because trustees are not breaking any rules by setting high pay.

But he urged trusts to consider how all staff are being rewarded for their efforts before agreeing to any "significant differential" in pay.

CEO/EXECUTIVE HEAD	NO OF SCHOOLS	MIN SALARY 2016-17	PAY PER SCHOOL
Dayo Olukoshi	2	£200,000	£100,000
Rajinder Singh Sandhu	2	£170,000	£85,000
Graham Stapleton	2	£165,000	£82,500
Derrick Brown	2	£160,000	£80,000
Mark Morrall	2	£160,000	£80,000
P Ingram	2	£155,000	£77,500
Angela Trigg	2	£150,000	£75,000
Linda Magrath	2	£150,000	£75,000
Gill Bal	2	£150,000	£75,000
	Dayo Olukoshi Rajinder Singh Sandhu Graham Stapleton Derrick Brown Mark Morrall P Ingram Angela Trigg Linda Magrath	Dayo Olukoshi2Rajinder Singh Sandhu2Graham Stapleton2Derrick Brown2Mark Morrall2P Ingram2Angela Trigg2Linda Magrath2	Dayo Olukoshi2£200,000Rajinder Singh Sandhu2£170,000Graham Stapleton2£165,000Derrick Brown2£160,000Mark Morrall2£160,000P Ingram2£155,000Angela Trigg2£150,000Linda Magrath2£150,000

Trusts warned over £100k+ pay packets

ALIX ROBERTSON @ALIXROBERTSON4

The government has this week written to all multi-academy trusts that are paying a salary of £100,000 to £150,000 to multiple employees, to ask them to justify why they are setting wages at these levels.

Letters from Eileen Milner (pictured), the chief executive of the Education and Skills Funding Agency, will go out to the chairs of trustees at 47 trusts that paid a salary in this bracket to two or more members of staff in 2015-16.

Schools Week understands that around 90 trusts actually fall into the category, but about half have already received letters as part of a wider clampdown on excessive executive pay.

Fewer than three per cent of all trusts pay more than one salary in the £100,000 to £150,000 bracket, according to the ESFA, and the agency wants to know the "process and

rationale" of those who have chosen to pay out this much.

In December last year, the agency wrote to the trustees of academy trusts with just one school that had staff earning more than £150,000 a year to ask for justification of the salaries.

In February, Milner wrote to 87 multiacademy trusts with staff paid more than £150,000 a year, asking for similar justification. That same month, the academies minister Theodore Agnew wrote to chairs of all academy trust boards urging them to take their financial responsibilities seriously, and not to over-reward trust bosses.

In the latest round of letters, Milner recommends that MATs that pay two or more staff £100,000 to £150,000 each explain details such as the roles and responsibilities of those receiving the high salaries, the percentage of time they spend teaching (if any), and any challenges the trust is facing, such as financial or



If the money is going to non-teaching staff, the letter requests details of the length of contract notice provision, length of probationary period, and any benefits in addition to the base salary.

"We would expect the remuneration committee to minute its rationale for awarding any salaries within £100,000 to £150,000 per annum, distinguishing between teaching and non-teaching staff," the letter says.

The ESFA expects pay rises for nonteaching staff "to mirror, not exceed, those awarded to teaching staff".

THE FULL LIST, REVEALED THROUGH FREEDOM OF INFORMATION REQUEST:

AINA Assistanting Truch
AIM Academies Trust
Aquinas Church of England Education Trust
Limited
ARK Schools
Ashmole Academy Trust Ltd
Aspirations Academies Trust
Aston Community Education Trust
Bourne Education Trust
Bradford Diocesan Academies Trust
Brampton Manor Trust
Central Learning Partnership Trust
Chingford Academies Trust
City Learning Trust
City of London Academies Trust
Community Academies Trust
Core Education Trust
Creative Education Trust
Delta Academies Trust
Dixons Academies Charitable Trust Ltd
E-ACT
Education South West
Enfield Learning Trust
Eynsham Partnership Academy
Future Academies
Gateway Learning Community
GLF Schools
Graveney Trust
Great Academies Education Trust
Greater Manchester Academies Trust
Greenwood Academies Trust
Guru Nanak Sikh Academy Limited
Haberdashers' Aske's Federation Trust
Harris Federation
Hartismere Family of Schools
Hatton Academies Trust
Holy Family Catholic Multi Academy Trust
Inspiration Trust
Inspirational Learning Academies Trust
Kent Catholic Schools' Partnership
L.E.A.D. Multi-academy Trust
Landau Forte Charitable Trust
Leigh Academies Trust
Lion Academy Trust
Loxford School Trust Limited
Matrix Academy Trust
North East Learning Trust
Northern Schools Trust
Nova Education Trust
Oasis Community Learning
Ormiston Academies Trust
Outwood Grange Academies Trust
Partnership Learning
Partnership Learning
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Most locked-out trainee teachers have failed their resits

FREDDIE WHITTAKER @FCDWHITTAKER

Exclusive

Just six per cent of would-be trainee teachers locked out of the pre-qualifying test for their courses under old government rules have applied to take the tests again since the rule limiting resits was lifted, according to exclusive new figures seen by *Schools Week*.

What's more, the majority of formerly locked-out candidates who have repeated the tests in the five weeks after the change have failed once more.

In February the government announced a shake-up of the tests that prospective trainee teachers must pass before they begin their training.

Under the old system, aspiring teachers were prevented from repeating the tests for two years if they failed three times.

Figures from February show that 9,191 candidates were still locked out of the tests. Around 5,000 of these were interdicted during the 2016-17 recruitment cycle, while around 4,000 were prevented in 2015-16. By the time the rules were relaxed this year, 164 had been stopped from resitting again.

Five weeks after the lock-out period was scrapped, 514 candidates, or 5.6 per cent, had booked 645 tests between them. Of the 173 tests taken, 78 were passed, but 95 were failed.

The numeracy and literacy tests both had a fail rate of approximately 55 per cent



– meaning more candidates failed than passed.

The removal of the lock-out period was welcomed by teacher trainers, but received a lukewarm response from unions, while others in the education community claimed the move amounted to a dumbing-down of the tests.

James Noble-Rogers, from the Universities Council for the Education of Teachers, insisted

that the fact that more candidates failed than passed demonstrated that standards would not fall as a result.

"I don't think that there is a problem. The fact that people can't progress unless they achieve the standards means that there won't be any dumbing down," he told *Schools Week*.

"On the numbers, a lot of the people locked out will now have embarked on other careers. Others will still be thinking what to do. I would have liked more people to register, but hopefully the numbers will pick up."

Nansi Ellis, the assistant general secretary of the National Education Union, was less positive. She told *Schools Week* that the numbers are "not surprising", and asked whether the change was adequately promoted.

"Some of this goes back over a few years. If you failed it a few times, you'll have chosen to do something else, so why would you come back into it now? I would be interested to know what prompted those who have come back to do so," she said.

She added that the government did "a big push" promoting the change earlier this year but that as it was done during half-term, "it may well be that people just don't know" about the change.

She warned that the initiative would "not solve the problem with teacher recruitment and retention", and does not believe there is much support for those who rebook the test after a large gap from the government.

"It was never going to solve the problem, and this suggests that they haven't thought through what they need to do to make this work and to help people to pass the test," she said.

IN brief

MORE THAN HALF OF WCAT'S FORMER SCHOOLS TRANSFERRED

Eleven of the schools previously run by the collapsed Wakefield City Academies Trust (WCAT) have officially moved over to new sponsors.

WCAT announced last September that it was giving up all 21 of its schools, because it lacked "the capacity to facilitate the rapid improvement our academies need and our students deserve".

On April 1, Brookfield Academy moved to the Aston Community Education Trust, Yewlands Academy transferred to the Brigantia Learning Trust and Barkerend, High Crags and Thornbury academies were taken on by the Tauheedul Education Trust.

Goole, Montagu and Morley Place academies are now with the Delta Academies Trust, while Waverley academy moved to the Astrea Academy Trust and Bell Lane and Heath View academies transferred to Outward Grange Academies Trust.

The remaining WCAT schools are expected to transfer to new sponsors over the next few months, though no final decision has been made yet for Mexborough Academy, which is struggling with a PFI contract that costs it more than £1 million a year.

SPECIALIST ARTS SCHOOL FUNDING EXTENDED BY £87M UNTIL 2020

Funding to help the most talented pupils get a place at private music, dance and drama schools has been extended.

Schools minister Nick Gibb announced in November 2016 that the Department for Education would invest £29 million a year in the 'Music and dance' scheme (MDS) and £13.5 million a year in the 'Dance and drama awards' scheme (DaDa).

The funding for the two government-run programmes was due to finish in 2018, but today it has been announced that by 2020 MDS will receive another £60 million, and DaDa £27 million.

The announcement also includes £8 million for "cultural education programmes", such as filmmaking at the British Film Institute or visits to Historic England sites, in keeping with the previous funding of £4.1 million a year until 2018.

Not everyone is happy with the situation, however.

"All pupils deserve to benefit from the advantages studying creative arts subjects can give, not just the most talented few," warned Paul Whiteman, leader of the NAHT heads' union.

LABOUR SOLICITS SCHOOLS' VIEWS ON NATIONAL EDUCATION SERVICE PLAN

Schools are being urged to submit their views on Labour's plans for a National Education Service.

Angela Rayner, the shadow education secretary, announced an "NES roadshow", an England-wide consultation on her party's education policies, during a campaign visit to Swindon.

The NES is Labour's umbrella term for a massive range of reform plans, including increases in schools funding, free adult education and the return of the education maintenance allowance for 16- to 19-year-olds.

Kevin Courtney, the joint general secretary of the National Education Union, has endorsed the party's proposals.

"Labour's vision for a National Education Service, while still at the early stages, clearly addresses the major issues facing schools," said Courtney. "They have grasped the depth of education's problems, and the scale of the challenge to fix them."

Anyone working in schools can give their views at labour.org.uk/nesroadshow

UNIONS PICK HOLES IN DFE'S TEACHER VACANCY WEBSITE PLANS

PIPPA ALLEN-KINROSS @PIPPA_AK

The government is under mounting pressure to reveal detailed plans for its new teacher vacancy website and explain how exactly it will help schools save money.

Ministers promised to create a "single jobs portal for schools to advertise vacancies in order to reduce costs and help them find the best teachers" in both their 2016 education white paper and in last year's Conservative Party election manifesto.

However, although a pilot website is expected to be launched this spring, school leaders remain in the dark about exactly what form it will take, and crucially whether schools will still have to pay to advertise vacancies.

A spokesperson for the Department for Education confirmed only that the roll-out would begin sometime this spring, but would not comment on what form it would take or when exactly the pilot will begin.

Malcolm Trobe, deputy general secretary of ASCL, said he had not yet seen a model of how the website will work but believes it would involve schools advertising vacancies on their own websites, which would then be collected by the DfE and all displayed on the one central website.

He is worried that plans are "unduly complex" and warned the current teacher recruitment and retention crisis means it is likely schools will continue to pay "astronomical" figures to recruitment agencies and commercial advertisers in their desperation to hire new staff.

"The fundamental issue is that we haven't got enough teachers," he said. "This might go some way in terms of recruitment but the fundamental issues behind the crisis still need to be addressed."

ASCL wants the government to regulate the high costs of recruitment agencies as a rising number of head teachers said they have been forced to pay for agency supply teachers to fill vacancies.

Seventy-four per cent of the heads it surveyed said 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 nine per cent of respondents spent more than 10 per cent.

Malcolm Trobe

According to ASCL, six to 10 per cent of the budget of an average-size secondary on minimum funding in 2018-19 equates to between £261,000 and £435,000. A report on teacher supply by the

parliamentary public accounts committee in January also told the government to set out its plans, including the "scope, timetable and budget", and report back by June 2018 on the results of the pilot.

The £984,000 contract for running the pilot was awarded to digital specialists DXW in February, but there has been no report on their progress to date.

"Schools are being cut and cut and cut but we are still expected to spend all this money on advertising," said Leigh Adams, a head from Basingstoke. "Why won't the DfE give

any more information on what they will produce? This is a centralised service the government should support."

> "The NEU was led to believe that the DfE was planning a vacancy website which would cut advertising costs for schools. If it doesn't do that, its proposal will only do half the job," said the NEU's lead on pay, Andrew Morris.

> > "Other services such as TeachVac already bring together job adverts in one place, so it will not be doing anything particularly new, either."

Exclusive it is likely schools wil

MIND THE GAP: GENDER AND PAY

In 2017, the government passed a law forcing every organisation with 250 or more employees to publish specific figures about the difference in pay between genders, both on their own websites and on gov.uk.

The stats had to include both the mean and median gender pay gap, the proportion of men and women who have received a bonus payment, the mean and median gap in these bonuses, and the proportion of men and women in each quartile pay band.

Schools Week took a detailed look at the gender pay gap at the 15 largest multi-academy trusts in England.

ALIX ROBERTSON @ALIXROBERTSON4

en's pay for was higher on average than women's at all 15 of the MATs we investigated.

Delta Academies Trust, in the north, had the largest difference in median hourly pay between men and women, the latter earning a salary that was on average 47.8 per cent lower than men's.

The government's statistics do not state what the average salary is in any business – but at this rate, if the average rate of pay for male employees were £50,000 a year, women would earn just £26,350.

The average pay gap across all 471 of the academy trusts which had submitted their data by the start of April, was still huge, at 31.7 per cent in favour of men, according to research by Education Datalab, making Delta's gap appear starker in contrast.

However, the trust – which runs 43 schools – also reported more women among its top 25 per cent of earners, outnumbering men two to one. On the other hand, women also make up a huge 91 per cent of the lowest pay quartile.

A spokesperson insisted every employee is paid an equivalent salary for the same job.

"Employment opportunities are open to all staff across all quartiles. The employment opportunities within the lower pay quartile are often part-time or term-time roles," they claimed.

"These roles are open to both men and women. We are looking to further analyse the data to look at the impact of parttime and term-time roles on the reported headline figures."

Plymouth CAST was the best of the 15 largest trusts, with a median gender pay gap of only seven per cent.

It runs 36 Catholic schools, most of which are primaries, throughout the south-west of England, and is led by interim CEO Dr

Karen Cook.

CAST's top pay quartile was 91 per cent female, but it also had a high proportion of low-paid female staff, making up 95 per cent of the lowest pay quartile. *Schools Week* contacted the MAT but did not receive any comment.

Outside of the top 15, the MAT with the overall highest median gender pay gap was **Sussex Learning Trust**, where women's average salary is 62.7 per cent less than men's. The trust runs two primary schools and one secondary.

Jonathan Morris, the trust's CEO, said the gender pay gap was "merely a statistical measure" and claimed SLT's figures were influenced by its small size, and that it directly employs a large number of female catering staff and learning support assistants, who attract lower salaries. Many are also part time.

"Across our academies we have 15 teachers on the leadership scale. Eight of these positions are taken by women," he said.

"The trust recently proactively encouraged our female staff to participate in an important CPD initiative to attract more women into leadership positions across West

Sussex." He also noted the trust's commitment to

gender-neutral uniforms across its schools. At the opposite end of the scale, 11 out of

the 471 trusts paid higher average salaries to women. **PA Community Trust** pays women 19.2 per cent more than men on average, though it was nevertheless unavailable for comment.

Angela Rayner, Labour's shadow secretary of state for education, said the data suggested pay at MATs is "skewed".

"The government is entrenching inequality in the education system. Ministers' inability to act on excessive levels of pay has already seen huge pay disparities between hardworking teachers and a tiny minority at the top," she said.



MATS DATA

TRUST NAME	DIFFERENCE IN MEDIAN HOURLY PAY	PROPORTION OF WOMEN IN LOWEST 25% PAY BRACKET	PROPORTION OF WOMEN IN HIGHEST 25% PAY BRACKET
Delta Academies Trust	47.8%	91%	66.8%
Ormiston Academies Trust	43.2%	78.9%	62.1%
The Diocese Of Norwich Education And Academies Trust	42.3%	92%	75%
Greenwood Academies Trust	37.8%	92%	68%
The David Ross Education Trust	37.4%	90.2%	67.4%
Academies Enterprise Trust	34.6%	89.6%	62.7%
The Kemnal Academies Trust	33.9%	89.1%	70.3%
Reach2 Academy Trust	30.7%	95%	89.3%
Oxford Diocesan Schools Trust	23.7%	93%	89%
The Diocese Of Ely Multi-Academy Trust	23%	90%	88%
Harris Federation	18.9%	81.1%	59.2%
Ark Schools	18%	81%	66%
Oasis Community Learning	17.3%	83%	65%
United Learning Trust	16.9%	80.9%	62.5%
Plymouth Cast	7%	95%	91%

BONUS ROUND

Five of the 15 largest MATs also reported they had handed out bonuses: Ormiston Academies Trust, The Kemnal Academies Trust (TKAT), Harris Federation, Ark Schools, and United Learning.

Both Ormiston and Harris paid bonuses to over half of women (58.8 per cent and 59.7 per cent respectively), but also to an even larger proportion of men (71.4 per cent and 68.4 per cent).

Ark and United Learning gave bonuses to around five per cent of both men and women, while at TKAT extra cash went to three per cent of men and 1.7 per cent of women.

Harris had the greatest difference in average bonus pay, with a median of 30.7 per cent in favour of men. Women's median bonus pay at Ormiston was 3.7 per cent higher than men's, while at United Learning the median bonus pay was equal.



IN MATS AND PRIVATE SCHOOLS

Private schools

Among the largest 15 private schools by pupil numbers, the pay gap ranged from 54 per cent in favour of men to 25 per cent in favour of women.

Bromsgrove School in Worcestershire, an 'outstanding' school that takes children aged two to 18, had the largest gap. For senior school pupils it charges fees of £5,555 per term for day pupils and £12,430 for boarders.

"Many of our support staff roles are attractive to women as we are able to offer term-time and part-time opportunities," said its spokesperson.

"In addition, whilst we always offer all roles to both genders, many of the roles involving pastoral care and support for young children and housekeeping services are more appealing to women.

"As we have a high number of women employed in these support roles which are paid at lower rates than teaching roles, the overall mean and median pay calculations are misleading."

Lycee Francais Charles de Gaulle school in London was the only school among the largest 15 to pay women more than men. It had an median gender pay gap of 25.4 per cent.

The school also had an almost even split of male and female staff in the top and bottom pay quartiles.

Seven of the 15 largest independent schools gave bonuses to staff. Manchester

Grammar School, a seven-to-18 boys' school, had the greatest gap, as no women had received a bonus while 0.7 per cent of men had.

At Bromsgrove School, women's median bonus pay was 53.3 per cent lower than men's, with one per cent of men receiving bonuses and 0.9 per cent of women.

Brentwood School, a mixed Christian school for three- to 19-year-olds in Essex, had the smallest difference in its median bonus pay gap. Women's median bonus pay came in at 11.7 per cent lower than men's. However, the school handed out bonuses to three times as many men as women, with 18.7 per cent of men receiving the perk compared with 6.5 per cent of women.



SCHOOL NAME	DIFFERENCE IN MEDIAN HOURLY PAY	PROPORTION OF WOMEN IN LOWEST 25% PAY BRACKET	PROPORTION OF WOMEN IN HIGHEST 25% PAY BRACKET
Bromsgrove School	54.0%	81.9%	53.4%
Hampton School	50.7%	71.9%	33.3%
The King's School	36.8%	64.8%	55.8%
Berkhamsted Senior School (Berkhamstead Schools Grp	28%	77.0%	45.0%
Mill Hill School Foundation	27.2%	60.0%	49.0%
Brentwood School	26.6%	63.0%	37.0%
Dulwich College	23.7%	69.2%	41.6%
Stockport Grammar School	23.2%	87.9%	60.6%
The Grammar School At Leeds	18.2%	72.9%	60.0%
The Portsmouth Grammar School	18.0%	70.0%	51.0%
The Manchester Grammar School	17.2%	64.0%	34.7%
The Perse School	15.3%	50.5%	48.1%
ACS Cobham International School (Part of ACS			
International Schools which runs four schools			
and reported overall)	8.5%	59.0%	66.0%
Highgate School	5.0%	55.6%	49.6%
Lycee Francais Charles de Gaulle	-25.4% *	62.4%	61.6%

*The Lycee was the only independent school out of the 15 largest with a gender pay gap **in favour** of women

NERD BOX

Schools Week chose to look at the median, or middle, figure when comparing average pay gaps rather than the mean, because it more accurately reflects the experience of typical workers. A small number of very high paid individuals at the top or bottom of an organisation can skew the mean average and make it higher.

TEACH FIRST

Education charity Teach First had an impressively low gender pay gap; women's median hourly rate was only 2.7 per cent lower than men's. There were around the same percentage of women in the top and bottom pay quartiles, at 67.4 per cent and 65.9 per cent respectively.

"While we're pleased our pay gap is comparatively small, we can't rest on our laurels. Our aim is to eliminate the gap completely," said a spokesperson.

Teach First has taken steps to improve the situation, she added, such as reviewing the pay structure and providing equal access to career development opportunities.

"We have a longstanding commitment to flexible working policies for all staff – for example job shares, flexible hours and remote working – to enable our staff balance work and life. From this year, we will offer shared parental leave to all employees."

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The organisation also plans to introduce blind recruitment and train hiring managers to minimise unconscious bias.

A PERFECT UNION?

Two education unions – the National Union of Teachers (NUT) and NASUWT – are large enough to meet the requirement to publish their pay gap.

The pay gap at NASUWT was considerably larger than at the NUT: women's median hourly rates came in at 42.7 per cent lower than men's. If NASUWT were included with the largest academy trusts, it would have the third largest gap.

Just over a third of top earners there are women, and around 74 per cent of workers in the bottom quartile of salaries.

"The union's strong commitment to flexible and part-time working, its extremely high retention rates and the high proportion of women in roles within administrative/secretarial, conference centre and housekeeping functions all have a significant impact on the union's gender pay gap," said Chris Keates (pictured), its general secretary.

"NASUWT is actively pursuing strategies to increase the representation of women and other underrepresented groups in the lay structure of the union, as this will contribute to more women applying for senior posts."



For the NUT, women's median hourly rate was 16.6 per cent lower than men's – losing an equivalent of 17p from each pound.

The highest pay quartile contained more women than men at 58.5 per cent, but the lowest quartile was also female-dominated, at 86.6 per cent.

"Equality is vitally important to our work as a union. But our gender pay gap is bigger than we would like it to be," said a spokesperson.

"The challenge for us – as it is across Great Britain – is to eliminate any gender pay gap."

NEWS END OF AN ERA: NUT AND ATL HOLD FINAL CONFERENCES

FREDDIE WHITTAKER @FCDWHITTAKER

The National Union of Teachers and Association of Teachers and Lecturers held their last conferences as separate unions over the Easter break. The two sections will meet as one amalgamated National Education Union next year.

Schools Week's political editor Freddie Whittaker attended the events so you didn't have to.

1. Ofsted 'overstepped the mark' during hijab row

At its conference in Brighton, the NUT section voted in favour of a motion condemning comments by Ofsted's chief inspector Amanda Spielman about a school's decision to ban young children from wearing the hijab.

The union's executive claims her comments "go beyond the remit of Ofsted", and will now seek to advise schools on the best course of action to take when developing a uniform policy or dress code.

Kevin Courtney, the NUT's erstwhile general secretary, warned that Spielman's comments have "ramifications beyond the school gates" and could lead to "further marginalisation of, and increased physical and verbal attacks on Muslim women and girls".

2. NUT puts pay strikes on the table Following a heated debate about pay, NUT members voted in favour of a ballot for strike action next year if teachers aren't granted a



five-per-cent pay rise.

Under the terms of the motion, the union "commits to a ballot of all members for strike action, if our demands are not met, at the earliest opportunity in the 2018-19 academic year".

The NUT will also now poll of members "as soon as is practicable" before the end of this academic year to "garner levels of support and identify areas of weakness to devote resources to" in the campaign for a strike. Any ballot over strike action will also be

subject to new tougher trade union rules for organisations representing public sector workers, which require ballots to achieve a turnout of 50 per cent and a vote in favour from at least 40 per cent of eligible members.

3. The school funding campaign 'is not over'

In his barnstorming keynote speech, Courtney insisted the unions' school funding campaign, which is credited with bringing the issue to the forefront of last year's general election campaign, is not over.



The leader defied critics of school cuts campaign, and defended his union's spend of £326,000 in the run-up to the election last June.

"We make no apology. We will do it again," he said. "And we now have hundreds of thousands more parental supporters."

4. NEU considers building a supply teacher vacancy service

At their conference in Liverpool, the ATL section voted to back proposals for an NEUrun third-party platform that would link supply teachers with schools directly, cutting out expensive middlemen.

during the debate, members demanded action on agencies that make exorbitant charges on schools but pay their staff a pittance. Karam Bales, who proposed the motion, said he was aware of one school that had spent £400,000 on supply teachers in one year.

The ATL's executive will now discuss the idea with colleagues from the NUT. If the proposal gets broad agreement on the NEU's

joint executive council, it will officially investigate the viability of such a scheme.

5. MATs are 'misusing public money' while Ofsted and RSCs bicker

Mary Bousted, the ATL's general secretary, used her speech to call for the resurrection of the "public service ethos" in schools.

She warned that that as a result of "turf disputes about who inspects what" between the inspectorate and regional schools' commissioners, academy trusts are misusing money "given to them for children's education".

Bousted said Ofsted's role must be reviewed, and appealed to academy trustees and chief executives to run their organisations more ethically.

6. Parents selectively withdrawing pupils from RE must be stopped

ATL members voted to demand action to stop parents "selectively" withdrawing their children from religious education lessons, claiming the practice is increasingly fuelled by antisemitism and islamaphobia.

Delegate Richard Griffiths warned that prejudiced parents are selectively using their right to withdraw to "isolate themselves and their children" from the beliefs of others.

ATL leaders will now seek agreement from the NUT section of the NEU to lobby the government to prevent pupils from being removed from religious education. They will also raise the issue of "selective withdrawal" with the National Association of Teachers of Religious Education (NATRE) and ascertain its standing.

DfE mulls penalty for schools when pupils go home-educated

ALIX ROBERTSON @ALIXROBERTSON4

The government is consulting on whether schools should face a financial penalty if pupils are taken off roll to be educated at home.

Stakeholders are being asked whether schools should face a "financial consequence" if parents withdraw children to teach them at home, and whether parents should be forced to register home-educated pupils.

It reflects a wider aim to crack down on schools that encourage parents to take disruptive or low-achieving pupils off their books.

Under the current system, if a pupil is withdrawn voluntarily, their school does not lose their slice of funding until the following year. *Schools Week* understands this could be adjusted so schools are forced to return funding for pupils taken off their books.

Imposing a more immediate financial penalty on the school would mirror the consequences schools face when a child is permanently excluded.

The consultation, which runs until July 2, includes both a call for evidence on elective home education and a request for feedback on drafts of two revised



guidance documents – one targeted at local

authorities and the other at parents. The call for evidence looks at the registration of children educated at home, how home education provision is monitored, and how home-educating families can be supported.

It asks for opinions on what can be done to improve access to public exams for children educated at home, what good practice from local authorities already exists for supporting home-educating families, and whether there should be a duty on local authorities to provide advice and support.

It looks at the advantages and disadvantages of mandatory registration of children who are educated at home to help monitor the provision made by parents, and what sanctions would be useful if parents failed to register their children as homeeducated.

Councillor Roy Perry, vice-chairman of the Local Government Association's children

and young people board, said that while councils "fully support" the rights of parents to educate their children however they wish, they need "the powers and appropriate funding" to ensure no child is taught in "unsuitable or dangerous environments".

"Placing a legal duty on parents to register home-schooled children with their local authority would also help councils to monitor how children are being educated and prevent them from disappearing from the oversight of services designed to keep them safe," he said.

The government has also announced that is has abandoned a year-old proposal to force out-of-school education settings to register with councils, after a fierce backlash from faith leaders.

Instead, a voluntary code of practice will be drawn up, to ensure pupils are "kept safe" in out-of-school settings like madrasas and yeshivas while further evidence is gathered on the need for compulsory registration in the future.

The decision was announced in the government's response to a call for evidence on out-of-school settings. The consultation was held between November 2015 and January 2016, but the outcome has only just been published.

It asked whether settings should have

to register and be inspected by Ofsted, receiving more than 3,000 responses, more than half of which were from faith groups. One fifth of respondents were parents.

Three quarters of respondents did not agree that settings should have to register with their local authority, with many of them saying this would amount to "state regulation of religion" and impinge on their freedom to teach particular values.

The same proportion also said Ofsted should not be allowed to investigate concerns about out-of-school settings, citing a lack of neutrality from the inspectorate. Instead, some said if inspection was necessary, the police, council or social services should do it. A third of respondents said the settings

A third of respondents said the settings should be eligible for investigation in some way.

About 65 per cent of respondents also disagreed with a proposal to have oversight of such settings focus on lessons which contradict British values, and 92 per cent said they had no concerns about any settings they knew of.

In its analysis of the responses, the DfE said it has "decided not to pursue the model proposed in our call for evidence", but intends to develop the evidence base further "for a national approach".

First strategic school improvement fund round 'wasn't fit for purpose'

PIPPA ALLEN-KINROSS @PIPPA_AK

The first application round for the government's £140 million strategic school improvement fund was neither fair nor transparent, according to an independent evaluation of the process.

A report has criticised how the Department for Education supported and assessed applications to the fund, which was designed to target resources at schools needing improvement.

It highlighted inconsistencies in advice, leaving some schools "in a better position to succeed as a result of receiving support to prepare applications that other applicants did not know were available".

Those supporting and assessing applications were concerned that "larger players will dominate" and smaller applicants would be "squeezed out" due to uneven levels of resources.

And although the process is "improving", investigators "cannot support the conclusion" that the process "was entirely fit for purpose, and so we cannot be sure that resources were targeted at the schools most in need of improving school performance and pupil attainment".

Gillian Allcroft, the National Governance Association's deputy chief executive, said its members had "raised concerns" about the process, as the "burden" of finding the time and expertise to write a bid means many organisations could not apply.

"Those with more capacity and the ability to buy in expertise are better placed to be



successful, and therefore the funds do not necessarily go to the places where they are most needed," she said.

The first round ran from April 21 to June 23 last year. The report acknowledged the general election and subsequent pre-election restrictions "inevitably had a negative impact on the process" and led to the cancellation of planned guidance including regional improvement boards and roadshows.

"The department will be missing an important opportunity if it assumes that preelection restrictions were solely responsible for most of the limitations identified as part of this evaluation," the report warns.

Anita Kerwin-Nye, from charity Every Child Should, commended the DfE for publishing a critical report.

"Increasingly, everything is going to a grant or contract process which means we will move to the point where those who are able to respond to that – the fastest, the prettiest, the best connected – will get most of the funding," she said.

"The DfE has to learn to be a good grant funder and look at where the money is going and why some people didn't apply."

Fifty-six learning projects shared £20 million in the first round of grants, announced in September. Another 73 shared £23 million in the second round of grants in January.

The report noted potential conflicts of interest arising from the involvement of DfE and Teaching Schools Council offices in assessing applications, but acknowledged most interviewees felt those were "well understood and actively managed".

Only some regional areas sifted draft applications, including through formal expression-of-interest processes, meaning shortlisted applicants were "in a better position to decide how to progress towards a final application". Some received additional resources to prepare.

The DfE insisted any sifting of applications had been undertaken by schools before applications were submitted and did not affect funding decisions.

Julia Harnden, a funding specialist at ASCL, said the association was "extremely disappointed" at the "shortcomings" revealed in the report.

The report said the DfE had since altered the bidding process, but recommended "significant changes in future rounds."

A government spokesperson said the process has "significantly changed" and there had since been two rounds of "successful funding" including roadshows and additional guidance.

'POSITIVE' JOBCENTRE CAREERS ADVICE SCHEME LACKS FUNDING TO EXPAND

JESS STAUFENBERG

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A careers programme which links Jobcentre staff with pupils does not have enough resources to expand, despite a positive response from teachers at many of the 1,200 schools that have taken part.

The Support for Schools programme has been "received positively" by teachers and should now expand to meet rising demand, according to a report published by the Department for Work and Pensions.

An evaluation of the programme, which was rolled out from November 2016, found that of about 1,700 schools contacted, 1,282 agreed to take part. In it, staff from Jobcentres talk to schools' career leads to "design interventions that fit" pupils' particular needs, and work directly with them on their work skills or develop CVs.

The DWP's evaluation, which brings together findings from 108 interviews with careers leads, pupils and advisers, found schools particularly like the programme's "consultative" approach.

Teachers also like that Jobcentre Plus advisers can give specific details about vacancies available in the local area.

They and their pupils are "most positive" about the fact that advisers' focus was on helping NEET pupils. One school lead at a pupil referral unit in Birmingham said pupils "genuinely seemed to engage" with the advisers where they hadn't done so with other providers previously.

"We'd started to give up on thinking anyone could help to be honest, so I was impressed," they reported.

But the report also noted that because advisers had varying pre-existing links to local employers, some were more able to drive employer involvement in the programme than others.

Similarly, the programme faces challenges if it is to expand, the report warned. Most advisers reported being unable to meet the "large and growing number of requests" from schools wishing to participate without an increase in resources.

The Jobcentre Plus schools advisers "felt they could work more effectively if provided with greater resources or training opportunities".

The government will either need to increase funding for the programme as word of mouth causes more schools to show interest, or will have to target it to more specific groups of pupils. Some advisers already reported having to apportion resources sparingly as a result of rising demand.

One adviser told the DWP they were "concerned about resources" as to make an impact with pupils they need to be able to work with them consistently throughout the school year, rather than in patches.

Schools in rural areas were the most likely to feel they needed help providing careers advice for pupils, the report noted.

Government statistics show the UK unemployment rate for 16- to 24-year-olds was higher than the national average last summer, at 11.9 per cent compared with 4.3 per cent for the national average, from May to July 2017.

RNIB SPECIALIST SCHOOLS UNDER INVESTIGATION OVER SAFEGUARDING

PIPPA ALLEN-KINROSS @PIPPA_AK

The chief executive of the Royal National Institute of Blind People (RNIB) has resigned over safeguarding failings at one of the charity's special schools.

Sally Harvey's decision to step down was announced shortly after the Charity Commission launched an inquiry into "serious concerns" about oversight and management at the RNIB Pears Centre for Specialist Learning, a special school and children's home in Coventry.

On March 2, trustees reported a "single serious safeguarding incident" had taken place at the school. Two weeks later, on March 16, the RNIB reported "several serious incidents" that had taken place over the last year to the commission. The charity also faces having its registration to run the children's home at the Pears Centre revoked by Ofsted.

The school was rated 'inadequate' and placed in special measures after an inspection in November, when inspectors found safeguarding was "ineffective".

The report criticised leaders' oversight of risks and said there were no records of involving external safeguarding agencies when concerns about pupils and staff were expressed. At its previous inspection in February 2013, it had been rated 'outstanding'.

In a statement, the Charity Commission said the incidents "raised concerns that the subsidiary charity may have consistently failed to comply with regulations designed to safeguard and protect vulnerable children". The nature of the incidents is not known

Eleanor Southwood, the chair of the RNIB, apologised for the failings at the Pears Centre.

"We are now doing absolutely everything we can to put things right and make sure the young people at Pears Centre receive the very best care and support. The children at Pears Centre are our number one priority. We recognise the seriousness of Ofsted's concerns and we're truly sorry that the level of service we've provided has not been good enough," she said.

The RNIB has put a service improvement plan in place in January, but she admitted the charity "should have acted more quickly to make changes".

The Charity Commission's inquiry will look at safeguarding across all of the RNIB's schools. The RNIB will also run its own independent review.

"Following on from this Sally Harvey has decided to step down from her position as chief executive of RNIB. We will be appointing an interim chief executive as soon as possible," Southwood said.

The Pears Centre is a school and children's home for children and young people who are blind or partially sighted and also have multiple disabilities or complex needs.

The Charity Commission will examine the governance, management and oversight of the charity's safeguarding arrangements, including trustees' knowledge of what happened and what controls were or should have been in place, as well as the charity's liaison with and reporting to relevant statutory.

It will focus particularly on safeguarding arrangements in the charity's schools and care homes, and will review whether all relevant safeguarding incidents have been properly reported.

The Commission plans to publish an interim report in May.

The charity has also been told to make "substantial improvements" by mid-April or face losing control of the children's home at the Pears Centre.

The RNIB also runs Sunshine House School in Middlesex, the Three Spires primary academy in Coventry and RNIB College Loughborough. All three offer specialist education and care to children and young people with visual impairments and other disabilities.

ebruary 2013, it had been

NEWS: WHILE YOU WERE AWAY

GRAMMAR TOLD TO CONSIDER SUMMER-BORNS AT 11-PLUS

ALIX ROBERTSON @ALIXROBERTSON4

An Essex grammar school has been ordered to age-weight the results of its 11-plus entry exam after the admissions watchdog found that the test disadvantages summer-born children.

In a ruling thought to be the first of its kind, the Office of the Schools Adjudicator said the lack of age standardisation in the test used by Colchester County High School for Girls to made it "unfair to summer-born girls". Summer-born children are categorised those

born between April 1 and August 31.

Although the ruling only relates to the admissions policy of one school, *Schools Week* understands it could have wider implications, because the same test, designed by the Consortium of Selective Schools in Essex (CSSE), is used by 10 other schools in the county.

Melissa Benn, who chairs the state school campaign group Comprehensive Future, said the situation highlighted "the lack of scrutiny that exists in relation to the 11 plus".

"The Essex test has been unfair since 1997, with countless summer born children being told they've failed when they could have passed, while older children were passing when they might have failed," she said.

"It proves once again how impossible, and unfair, it is to define complex children with a one-off test at age ten. It is high time we admitted the entire 11-plus test system is flawed and unworkable."

In her report, schools adjudicator Ann Talboys pointed out that most 11-plus test providers do standardise for age.

"The school has argued that this is unnecessary for their tests, as statistical analysis undertaken on its behalf does not show any correlation between date of birth and test result," she wrote. "Examination of this analysis by a professional statistician at the DfE has shown that analysis to be flawed."

There is a "correlation between age and test performance for 2017 data in the tests used by this school and it is statistically significant".

The older child is "usually at an advantage". For example, they will have been "exposed to more language and, on average, a greater range of vocabulary".

"Age standardisation removes this potential unfairness and the marks are adjusted to make them 'standard' for all children regardless of their age," she continued.

Talboys concluded that the school's admissions arrangements must be changed before the process of recruitment for new pupils for September 2019 begins.

Last year, the schools minister Nick Gibb was criticised for failing to act to address concerns about the "postcode lottery" of summer-born admissions. Campaigners argue that parents of pupils born between April and September should be allowed to start in reception a year later than those born earlier in the academic year.

Colchester County High School for Girls was approached for comment.

PAC hammers DfE on academy finance regulations

JESS STAUFENBERG @STAUFENBERGJ

Schools should be forced to run relatedparty transactions past the government for prior approval, a powerful parliamentary committee has recommended – dividing opinion among unions and lobbying groups.

The public accounts committee published its assessment of academy trust finances and the regulations in place to prevent malpractice just before Easter.

It criticised the Department for Education over a range of issues. In particular, the committee warned that rules around related-party transactions – payments made to firms associated with trusts and their officials – are "too weak to prevent abuse" and the fact it is too slow to intervene when trusts are acting improperly.

But unions are divided over the committee's demand that the Education Skills and Funding Agency approve any transactions before they take place. In 2016, 40 per cent of academy trusts engaged in related-party transactions, worth a total of £120 million.

Malcolm Trobe, ASCL's deputy general secretary, said the government should be "careful not to make the system cumbersome" and prevent schools from making savings on services they procure. Independent auditors also check related-party transactions, "so there is already a layer of absolute policing, albeit retrospective".

But the committee was not convinced by the DfE's argument that related-party transactions can benefit academy trusts by providing services at lower cost, because it is so difficult to prove a service is reasonably priced and that no individual at the trust is making a profit.

At the moment, the committee argued, the ESFA is only spotting dodgy relatedparty transactions in end-of-year accounts or through whistleblowers.

Trobe suggested the rules in the academies financial handbook could be changed so schools have to follow sound procurement processes when deciding on related-party services.

Concerns that prior approval could be too cumbersome were echoed by Mark Lehain, the interim director of the New Schools Network, an organisation set up to support and lobby for free schools.

Speaking on the BBC's World At One, Lehain said getting prior permission from the government seems "very reasonable".

But he told *Schools Week* that this is one option, and if pursued there should be a "simple logging system" through which the school can easily submit its request.

Rather than a potentially "cumbersome, slow process" of seeking permission, it would be preferable for schools to publish details of related-party transactions on their websites soon after they've been entered into, he explained.

But the National Education Union wants the transactions banned completely because of their potential for financial impropriety.

Dr Mary Bousted, the NEU's joint general secretary, said that neither telling schools to publish details on their websites, nor better procurement processes, would be effective because the ESFA has insufficient oversight to spot when things were going wrong or then to enforce its rules.

The academies financial handbook already says any contentious transactions must be run past the ESFA first, Trobe pointed out. "Contentious" is defined as a set-up which might draw public or media criticism.

But the committee has been clear those rules are "too weak" and "open to abuse", Bousted argued.

"This idea that things could be cumbersome – what it really means is someone will have to be strongly accountable for the use of public money. Why wouldn't we want that?"

A DfE spokesperson said: "All academy trusts operate under a strict system of financial accountability and have to publish their audited accounts. To ensure all pupils get the excellent education they deserve we continue to scrutinise the system on an annual basis and take action where necessary, such as recently asking all trusts paying high salaries to justify them."

ARE TWO HEADS BETTER THAN ONE?

JESS STAUFENBERG @STAUFENBERGJ

Exclusive

School leaders will be supported into joint headship roles by a new organisation, as a response to how "enormous" the job has now become.

The Shared Headship Network has been set up to help people looking for partners as co-headteachers, and to mentor them in their new role.

Lucy Helan, the assistant vice-principal at Greig City Academy in north London, told *Schools Week* she co-founded the group in part to give heads the chance to see their families, and because headship is no longer "a one-person job".

"The job is enormous now," she said. "The head is expected to understand marketing, the complexity of funding, running new GCSEs and A-levels, sorting out key stage 3, everything. It's not a five-day job, it's a sevenday job."

The network has been launched as the Department for Education continues its attempts to get schools to hire "returnerteachers" who have left the profession on a part-time or flexible-working basis. A new pilot announced for the Midlands and southeast earlier this month will "test the best approach to supporting teachers who have taken time out of their careers".

About 70 people, mostly in London but with a few in the north, are already signed up to the network, and Helan hopes more will join after



the official launch in September. Members will be able to find potential partners, and will be supported to write effective joint applications to headteacher jobs.

Governors will receive a question-andanswer pack on co-headship, including details on how to manage salaries and pension contributions, and on running interviews.

The joint heads will be supported by coaches at a half-termly meeting, which may be more or less frequent depending on feedback. The coach will act "almost like a marriage counsellor" to ensure the partnership is working well and communication is strong.

She is joined by Amy Brookes, an assistant principal at Ark Bolingbroke Academy in south-west London, Catriona Jenkins, the deputy head of Hampstead school in north London, and Hannah Turbet, the deputy head of Haggerston School, also in north London. None of them have been in co-headships, but they have found seven pairs across the country who already are, and are studying them to understand how co-leading a school works. Co-headship seems to work better where partners have already worked together, they found.

"We would advise working together as deputy headteachers, and then thinking about co-headship," said Helan.

Of the seven pairs already identified, there are two men working together, one man and a woman, while the others are pairs of women.

In at least one case, the co-heads took the role not for childcare reasons but because it was deemed "in the best interests of the school" due to the demands of the job. One of the great advantages is having a "thought partner" to bounce news ideas off, she claimed.

Geoff Barton, the general secretary of the Association of School and College Leaders, welcomed the network and said co-headship can help "keep experienced leaders in the profession we might otherwise lose".

However he warned that a stream of government reforms had placed too much burden on headteachers and their workload urgently needed easing.

"Co-headship cannot become the only way the job is seen as manageable," he added.

Pairs might work purely as a job share, in which they represent one person and have the same email inbox, or certain areas of responsibility might be delegated separately to each person, Helan added.

160,000 CHILDREN WILL LOSE FSM ELIGIBILITY

FREDDIE WHITTAKER @FCDWHITTAKER

As many as one in eight children stand to lose their entitlement to free school meals under new eligibility criteria introduced by the government, according to a leading think-tank.

The Institute for Fiscal Studies said that although 210,000 children who would previously have been ineligible for free meals stand to gain under the new system, 160,000 pupils who would have been entitled to free meals under the old system will lose out.

New analysis funded by the children's commissioner Anne Longfield, looks at the potential long-term impact of the government's new £7,400 earnings threshold for free school meals under the new universal credit benefits system. The threshold will replace transitional arrangements which saw free meals offered to all pupils from universal credit-claiming households.

Changes to free school meals eligibility enacted by the government have been at the centre of a bitter row between with the opposition since they were announced last year. The government claims the changes in eligibility will mean that 50,000 more pupils will become eligible for free school meals, while Labour and the Children's Society say around a million children who have become eligible under the transitional arrangements stand to lose out once the new system fully comes into force.

Although today's IfS analysis confirms there will be a net increase of around 50,000 in the number of pupils entitled to free meals under the new system, the watchdog warned the government's numbers hide "many more winners and losers".

"That net change of around 50,000 is the result of considerably larger offsetting numbers of winners and losers," the IfS report said.

"We estimate that around 160,000 children, 13 per cent of those entitled under the legacy system, will lose entitlement under

a universal credit system, while about 210,000, equivalent to 16 per cent of the number entitled

under the legacy system, stand to gain entitlement." Last month, Labour lost its bid to extend eligibility for free school meals to pupils from all households claiming universal credit.

During the debate, Damian Hinds, the education secretary, claimed that no child would lose out on free school meals as a result of the scheme.

"No child who is receiving free meals now or who gained them during the roll-out of universal credit will lose their entitlement during the roll-out [of universal credit]," Hinds said.

The IfS' analysis warns that universal credit will "tilt entitlements away from families where no parent is in paid work and towards families with at least one parent in paid work".

For example, the child of a lone parent working 12 hours a week for £12 an hour would previously have been entitled to free school meals because they could get maximum child tax credit. But the same child would not be eligible under the new

system, because their parent's income would be £7,488, which is above the new threshold. At the same time, the child of a lone parent working 18 hours a week for the national minimum wage of £7.83 an hour would previously not have been able to claim free school meals because they would have been entitled to working tax credit. But that same child will gain eligibility under the new system because their parent's earnings, at £7,329 a year, fall below the threshold.

"The lost entitlements among workless families are largely driven by the small minority of them whose unearned income or assets disqualify them from universal credit altogether. Hence, they will lose both cash benefit entitlements and free school meal entitlements," the IfS said.

Angela Rayner, the shadow education secretary, accused ministers of "fiddling the figures rather than facing the facts", and said the government "has not been straightforward with the families who will lose their eligibility for free school meals".

"Ministers claimed time and time again that nobody would lose a meal under their plans, but the IfS have revealed that one in eight children who were eligible before Universal Credit could find their meals taken away once the Tories' plans are imposed in full."

Prominent Catholic boarding school loses safeguarding responsibilities

PIPPA ALLEN-KINROSS @PIPPA_AK

A Catholic boarding school under investigation for its handling of abuse allegations has been stripped of its safeguarding responsibilities by the Charity Commission.

An interim manager has been appointed to take responsibility for safeguarding at Ampleforth Abbey and the St Laurence Education Trust, which run Ampleforth College, as a result of what the commission described as "continued concerns about the extent to which current safeguarding risks to pupils at the schools run by the charities are being adequately managed".

The commission opened an inquiry into both charities in November 2016 following allegations of abuse linked to the college. The inquiry is investigating the trustees' approach to safeguarding and how allegations of abuse were handled.

In a statement, the commission said an outside manager was brought in because it was "not satisfied" that the current safeguarding measures are adequate and working properly. There are also concerns about compliance with established safeguarding procedures.

Emma Moody, a lawyer from Womble Bond Dickinson, will take over as interim manager at both the abbey and the trust.

Her responsibilities will include reviewing the safeguarding practices of governance, leadership and management, reviewing progress and implementing additional actions "considered necessary or appropriate to provide a safe environment for children, young persons and vulnerable



people at Ampleforth".

Harvey Grenville, the Charity Commission's head of investigations and enforcement, said it was of "paramount importance" that beneficiaries and all others who come into contact with charities are protected from harm.

"We are not satisfied that the trustees of these charities have made enough progress in improving the safeguarding environment for pupils in the schools connected to the charities," he added.

In a statement posted on the college's website, Ampleforth Abbey said the appointment was a "precautionary measure" that should have "no impact on day to day religious and educational activities" at the school.

"The Charity Commission believe that this appointment is necessary to ensure that previous and current safeguarding concerns are identified, addressed and importantly that the charities' plans for the future are sufficiently robust to achieve long-term change," it wrote.

Briefings on progress and findings will be periodically provided to staff, students and the religious community, and will be available through the website.

The Department for Education has also asked the Independent Schools Inspectorate to inspect the school, and North Yorkshire Police launched a new investigation into safeguarding at the school earlier this year, which comes on top of three ongoing investigations into historic allegations of sexual offences at the school.

The inquiry into sexual abuse at Ampleforth College heard in November that priests physically and sexually abused boys as young as six at the prep school, The Guardian has reported.

Three monks and two teachers have been convicted of sex crimes against more than 30 pupils between 1960 and 2010.

£2M TO RESEARCH CHILDREN'S HOLIDAY WELLBEING

£2 million in funding is available for research into how poorer pupils can benefit from "enriching activities" and healthy food in the school holidays.

The 'holiday activities and food research fund', launched by the children's minister Nadhim Zahawi, is intended to boost pupils' academic outcomes, as well as health and wellbeing.

The initial research will be conducted this year and followed by a targeted pilot programme in the 2019 Easter and summer holidays.

In January, the government refused to back a law drafted by the Labour MP Frank Field in January, which would have required councils to oversee programmes providing free meals and activities for children during the holidays.

Instead, ministers said groups will be encouraged to work across a number of regions or in partnership with other experts on the research.

They will be expected to test the effectiveness of different types of interventions, look at takeup and identify costs.

Zahawi encouraged charities and expert organisations to take part in the "exciting programme to help us better understand children's current access to healthy meals and enriching activity during the school holidays".

In a statement, Field said the funds represent "the most significant move from any government since the Second World War, specifically to protect children from hunger in the holidays and improve their chances of flourishing at school".

"The minister has made that move possible by responding with such urgency to my recent legislation on this matter," he added. SCHOOLS WEEK

FEATURE: CAREERS EDUCATION

HOW TO PUT THE GATSBY CAREERS BEN

The Careers & Enterprise Company published its first official implementation plan this week, but what does it mean for schools? Samantha King reports.

From September, schools will be required by law to publish details of their careers programmes, as well as having a named "careers leader" in place to oversee it all.

By the end of 2020, schools will also be required to offer every pupil at least seven "meaningful encounters" with employers over the course of their school career.

Alongside this, every school is required

immediately to begin using the Gatsby benchmarks, which reflect international best practice, to improve their careers provision. Schools must meet all eight benchmarks by the end of 2020.

Information about how schools can be supported to do this has been gathered from a two-year pilot in the north-east [see below] and integrated into an implementation plan developed by the CEC, as the organisation designated by the government to coordinate the careers strategy. We've pulled out the parts relevant to schools into a cut-out-andkeep guide on the opposite page.





PILOT SCHOOLS

In 2015, the Gatsby Foundation commissioned a pilot involving 13 secondary schools and three colleges in the north east local enterprise partnership region, to examine how schools could best achieve the benchmarks.

This ran from September 2015 to September 2017. At the start, 50 per cent of the participating institutions were not achieving any of the benchmarks. By the end, 100 per cent of participants were achieving at least four, 85 per cent were achieving six or more, and three schools were achieving all eight.

"We thought we were doing careers well and that this pilot would be a way of externally validating the amazing things we

were doing," admits David Baldwin, headteacher at Churchill Community College, one of the pilot schools. "What it did was really shock us. The moment we had to say 'do we give every single one of our youngsters an opportunity to go into a workplace every year?' Suddenly the answer was 'no, we don't."

Despite entering the pilot achieving none of the benchmarks, his school ended it hitting all eight.

Since the pilot began, the school has run careers events ranging from bicycle tours of local employers to show students the opportunities available to them on their doorsteps, to hiring out a sports centre to host an inter-school careers fair, where pupils were allocated a job they then had to be interviewed for.

"We said to the youngsters you've got to find your own way there, you've got to decide what you're going to look like, and you're going to have to have this 15 minute conversation with a complete stranger about this job," Baldwin says.

His advice to fellow school leaders trying to navigate the careers landscape is to work closely with other schools, build solid

"INVESTING IN THAT PERSON'S TRAINING WAS A BRILLIANT THING FOR US" local businesses, hire "a really good" careers leader – then invest in them. "We sent our careers leader on

relationships with

a week's work experience, with five different companies, so she could start to connect with local employers, and understand what local work was really like," he explains.

"In school, we get so caught up in the 'I can't possibly afford to do those things', but investing in that person's training was a brilliant thing for us. She could see what the possibilities were. We could trust her and she helped us to shape things."

The progress of the participating schools and colleges will continue to be evaluated until 2019.







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NCHMARKS TO WORK AT YOUR SCHOOL

HOW TO DO CAREERS WELL: YOUR CUT-OUT-AND-KEEP GUIDE

Ryan Gibson, national facilitator of the north-east Gatsby Pilot



HERE'S SOME ADVICE FROM THE CAREERS & ENTERPRISE COMPANY, BASED ON THE PILOT, ON HOW TO ACHIEVE THE GATSBY BENCHMARKS IN YOUR SCHOOL

1. Train your careers leader

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A £4 million government fund has been established to develop training programmes and provide bursaries to cover the cost of training careers leaders for at least 500 schools and colleges.

Careers leaders are typically existing senior members of staff, careers professionals or other professionals recruited from outside of education, and are responsible for the delivery of their school's career advice and guidance programme.

The first round of training will be rolled out in the 2018/19 academic year. An application process for the bursary is not yet in place, but when finalised, it will be announced on the CEC's website.

Schools who don't receive a bursary will still receive support from the CEC to train their careers leaders, with an online training module available in 2019.

2. Use online audit tools

Accessible free of charge through the CEC website, two online audit tools, Compass and Tracker, help schools evaluate their career provision against the benchmarks, and track their own progress.

Another, 'Find an activity provider' has also been set up to help schools search for companies they can connect with in their area to help provide employer encounters, and access external careers guidance.

SCHOOLSWEEK

3. Join a careers hub

Schools can get support in delivering careers by becoming part of a careers hub, which will be modelled on the pilot, but on a much larger scale.

The CEC has received £5 million of government funding to develop and lead 20 careers hubs comprising of 20 to 40 schools and colleges across the country, which will benefit from links with universities, other education and training providers, and of course, employers, to help schools and colleges meet the benchmarks.

The hubs will run from September 2018 until July 2020, with each member school receiving around £1,000.

Hubs will also have the opportunity to bid for access to a "virtual wallet" of £2.5 million through a separate employer encounters fund launched this May. This will be allocated to schools to assist them with providing employer encounters.

To become a careers hub, local enterprise partnerships and combined authorities can coordinate a bid in partnership with schools and colleges, with groups of 20 to 40 schools and colleges that wish to come together also able to submit a bid. More information on how to apply can be found at www. careersandenterprise.co.uk/funding/careershubs.

To become a lead school in a hub, schools should first be achieving all eight benchmarks. They should then contact their local enterprise partnership to discuss taking up this position.

GREAT GATSBY:

A STABLE CAREERS PROGRAMME

Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

LEARNING FROM CAREER AND LABOUR-MARKET INFORMATION

Every pupil and their parents, should have access to good-quality information about future study options and labour market opportunities.



ADDRESSING THE NEEDS OF EACH PUPIL

Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.



LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

EXPERIENCES OF WORKPLACES

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience.

ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

PERSONAL GUIDANCE

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.

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EDITORIAL

Much more in hope than expectation

It sounds like a simple idea: a website where school vacancies can be advertised for free, saving millions for schools.

But in the DfE's world, nothing is ever simple. Ahead of the imminent launch of the pilot – which will be any day now, so we're told – no one seems able to explain exactly what this crucial, long-awaited will do.

Will it host vacancies for free, or will it just collect existing adverts? Will schools still be expected to pay large fees to agencies, in a desperate attempt to beat the competition during a recruitment and retention crisis?

And, if it is no longer aiming to directly host the vacancies, why is the government spending time and public money creating something that already exists? School leaders are crying out for some innovative thinking from the government, but it's still unclear if they will get it.

At Schools Week, we acknowledge that our own publishers offer a recruitment advertising service through an online jobs board and print advertising. There has been a lot of discussion about how we can provide a cost-effective offer to schools while of course covering costs of producing the newspaper.

In the coming weeks, we will be

announcing a new, much cheaper way to advertise recruitment vacancies. This won't solve the situation, but we hope it will help. Alongside our own efforts, we fully support the government's commitment to provide a website on which school vacancies can be advertised for free.

This week's story brings into sharp focus how much the trust between schools, unions and the government has deteriorated. The veil of secrecy surrounding even the most simple of ideas is beginning to take its toll on the sector, which has learned always to expect and be prepared for the next disappointment.

This is the department's chance to create a service that will make an immediate and substantial difference to schools across the country, and to help them attract new talent and protect their budgets at a time when achieving those goals has never been more important.

This is the department's chance to keep its promise, and demonstrate that it won't let the unnecessary financial burden of recruitment agencies and commercial advertisers rest so heavily on the shoulders of our schools.

Let's hope they take it.

This government U-turn is a major victory for schools and campaigners

Almost two years after the Department for Education quietly announced divisive plans to force schools to collect data on pupils' nationality and country of birth, the whole sorry mess has come to an end.

The government's U-turn represents not only a huge victory for campaigners who doggedly fought the collection at every step, but also brings to an end a catalogue of failures in the DfE's attempts to involve schools in the government's highly questionable efforts to create a "hostile environment" for those who would seek to abuse our immigration rules.

After being forced by the sheer weight of public opinion to abandon its plans to share the sensitive information with the Home Office, the DfE faced the additional humiliation of an incredibly successful boycott of the school census, spearheaded by human rights and data privacy campaigners.

With its data collection incomplete and its ability to share information with other departments hamstrung, the DfE has been left with no choice but to bring an end to its misguided attempts to turn schools into immigration centres.

As the shadow education secretary Angela Rayner points out, the fact the government has now U-turned on a key policy is more evidence that the data collection was only initiated for immigration control purposes.

We must be very clear: whatever the immigration policy of the government of the day, schools must never become a hostile environment for anyone.

From start to finish, the government's duplicity has been telling.

After insisting for months that they had no plans to share the data for immigration control purposes, the DfE admitted in late 2016 that they had indeed had such an agreement, but had backed down following the backlash from parents.

Throughout Schools Week's twoyear investigation into the polivy, we have been accused of misinformation by ministers. We have been told by government spinners that we were barking up the wrong tree. It's safe to say that we feel vindicated this week.

The country owes a debt of gratitude to every school that resisted this dangerous policy through the boycott, and to the campaigners at Schools Against Borders for Children, Defend Digital Me and Liberty, who never once stopped fighting for what was right. EDB Week BROUGHT TO YOU BY SCHOOLS WEEK AND FE WEEK

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EDITION 135

FRIDAY, APRIL 13, 2018

Seeking expert teachers to lead the development of our Sixth Form

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Applications close on April 20th 2018.





Headteacher

Applications are invited for the role of Headteacher at Westbourne Primary School

Westbourne; An Outstanding Academy School: a friendly, caring, family community striving for excellence – committed to achievement and sharing in the success of each individual.

The Trustees, staff and pupils are seeking to appoint a dynamic, passionate and committed individual who is a serving Headteacher or has strong senior leadership experience to be the Headteacher of Westbourne Primary School from 1st September 2018.

At present Westbourne Primary School is the single member of a Multi Academy Trust (Westbourne Academy Trust).

We are proud to have been judged 'Outstanding' in our last three OFSTED inspections and have high expectations of our staff, pupils and trustees. We are committed to maintaining these high standards and expectations, whilst continuing to nurture the friendly, caring and committed atmosphere that has been central to Westbourne's success.

Our vision is to enable all children to achieve their full potential in a safe, welcoming and happy learning environment. We strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of a changing future.

To meet the needs of the local community Westbourne is expanding from two to three forms of entry. This will have been achieved for KS1/EYFS by September 2018. As a popular and expanding school we are seeking to appoint an inspirational and visionary Headteacher who will lead the school and support the Trust through its next period of opportunity, growth and development.

Our staff and trustees want a Head Teacher who:

- is an inspirational leader with a track record of improving outcomes for children;
- has a demonstrable commitment to excellence and continues to build on Westbourne's successes;
- is approachable and values, encourages and nurtures the development of all school staff;
- has empathy with the staff and helps them to strike a good work/life balance;
- leads by example and goes the 'extra mile' for the staff and children;
- exhibits and encourages best practice in the classroom;
- believes in providing a rounded education of pupils through sport the arts and other activities;
- brings in their own experience to take the school from strength to strength;
 has high expectations of themselves and others and leads the school's professional learning community with enthusiasm:
- fosters close links between home, school and the local community and has a genuinely inclusive approach.

Westbourne is in group 4 for outer London schools with a pay range for the Headteacher of points L20 - L27.

We encourage prospective candidates to visit the school. Please telephone **Mrs Diane Slack** (School Business Manager) at Westbourne Primary School on **020 8644 8453** to agree a mutually convenient time, noting that the school will be closed during the Easter Holiday 30th March 2018 to 13th April 2018.

Application packs are available from the school. Please telephone **020 8644 8453** or email **dslack@suttonmail.org** to request one.

Completed application forms should be emailed to dslack@suttonmail.org or posted to the school for the attention of the Chair of Trustees, Mr Bernie Higgins.



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There is no fixed view on the type of person that will be best placed to lead Castle Mead Academy successfully forward, beyond the alignment of principles and values that we as a collective share. You will obviously have strong experience of working as a senior leader within a school environment, alongside evidence of delivering exceptional outcomes for pupils - but where you are on your personal career path isn't set.

FRIDAY, APRIL 13, 2018

EDITION 135

Few school leaders are afforded the opportunity to shape and build a new school. It is a learning legacy that will last for generations. It will also be a considerable challenge and the successful delivery of any project of this scale requires exceptional team work. Upholding the RMET mission that "together we make a positive difference" the support, capacity and guidance you will receive throughout this journey will be unparalleled.

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STOCKS LANE PRIMARY SCHOOL Stocks Lane, Clayton Heights, Bradford, West Yorkshire, BD13 2RH Tel: 01274 880569, Fax 01274 818303 Email: office@stockslane.bradford.sch.uk Web: www.stockslaneprimary.co.uk Executive Headteacher: Mrs N Kilvington Head of School: Mrs L Neal

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- An opportunity to grow with us on our journey

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Interested candidates are requested to apply online for this post. To download the job details and apply - please visit

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Closing date: 12 noon, Thursday 19th April 2018 **Shortlisting:** Thursday 19th April 2018 **Interviews:** Monday 23rd, Wednesday 25th and Friday 27th April 2018

We are committed to safeguarding and promoting the welfare of children.All posts are subject to an enhanced DBS check Proof of eligibility to work in the U.K. will be required.

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Why work at Harris Academy Tottenham?

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- A calm, well-disciplined yet positive and innovative learning environment
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EDITION 135

CHO

FACEBOOK

...

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READERS' REPL

Summer-born pupils disadvantaged by 'unfair' 11-plus test, adjudicator rules



Rosie Dutton

It's not the only thing summer-born children are disadvantaged by. Hopefully this encourages Nick Gibb to amend the school admissions code so all summer-born children have the option to start reception at compulsory school age, not just those fortunate enough to live in an area that allows it.

Julie Brierly // @jooles52

Surely this then applies to all tests including GCSE – a year is a huge gap at that young age.

Academy trust gender pay gap is three times the national average

Sandra Leaton Gray // **@drleatongray**

Don't tell me, don't tell me – it's women's fault collectively for not applying for higher paying jobs in academy trusts?

Mark Watson, Gloucestershire

As I've said before, these headline figures are really not that helpful. The gender pay gap reports give one figure that can be hugely misleading. In the report it breaks down the

receives a Schools Week mug! proportion of women in each pay quartile - why

Reply of the week

can't it set out the difference in hourly rate within these guartiles? Then we'd have a much better understanding of whether women are being paid less than men for doing the same or similar work, rather than being unsure whether the discrepancy is down to more women being employed than men (which is almost always the case in schools). If we're trying to eliminate women being paid less than men surely we can do better.

School support staff 'feeling the brunt' of funding cuts

Anne-Louise Quinton // aAnneQuinton

I have worked in a school for 24 years with the most incredible support staff. Year on year they have cut staff numbers and expected the same results, and they are the lowest paid. They have been so important in the day to day running of the place and should be rewarded, not cut back.

160,000 children WILL lose free school meals, says IfS



When families are just about coping, this could be the tipping point...

Academy trust gender pay gap is three times the national average

REPLY OF THE WEEK

TWEET

EMAIL

Gstrud // @gdstrudley

I'm not surprised. Twenty-six per cent of teachers were men according to the DfE in 2016, with very few employed as lower-paid TAs, lunchtime and admin support. Men are overrepresented in the highest paid positions in MATs (and probably all schools). Is the issue pay rates or promotions? I think we need to consider the factors that stop women either applying for or being appointed to senior positions in schools and MATs. I don't know the answers - I could guess – but it is clear that things need to change.

Telcome to recruitment silly season! It is the time of year when everyone wanting to move schools has to do so guickly, because resigning after the end of May means there's no further option for change in 2018, and where headteachers crumble after monthslong negotiations to keep a valuable staff member in their job falls apart because they are handed a dream offer on the final day of the Easter term transfer window.

But what if there were another way? The main problem is that schools have three resignation deadlines: the ends of October, February and May. In each case, if the teacher hands in their resignation before this time then they are able to leave by the end of the following half-term. So, at Christmas, at Easter, or over the summer holidavs.

Mostly this works out for individual teachers but it's a bit of a nightmare for school leaders, particularly if a staff member hands in their resignation at the end of May. After that, if you want to hire a teacher currently working in another school, the next time they can move is Christmas.

One winner of the system is Teach First. Its list of wannabe teachers are perfect for plugging the after-May gap, because they aren't already in jobs elsewhere. The same goes for PGCE students who are also fancyfree and looking for a job. That's bully for schools covered by TeachFirst or looking for a mainscale teacher, but if you suddenly need a new head of maths, you're in a pickle. A full 16-week autumn-term-shaped pickle.



Fixing the madness of the May transfer window

Over the years of interviewing so many education superstars for Schools Week profiles I've noticed another problem. If people want to return to teaching, they can

sometimes feel like thev've missed that vear's big transfer windows, and so, while waiting to get back in, they end up doing something else In mulling this issue

Doing so would put even more pressure on schools

> I pondered a trade-off system: could we allow teachers to resign at any time of year, but with the condition that one always works the reminder of that half-term and the two following it.

So if a teacher resigns before the May half-term, they would need to come in for the final half-term of the year – but also the first half-term of the following academic year.

This has the benefit of rolling employment windows, in which people can move in and out of the sector, and also means that, at most, a school should only ever have six weeks with a temporary teacher before someone else CAN be appointed. Whether or not a school gets enough suitable candidates is a separate problem.

All this works marvellously for teachers, but it's less good for children. We may want to live in a world where behaviour systems are so good that every adult is treated exactly the same when they walk in the door But because children are humans too, they react differently to adults they know than to ones they don't. A teacher who has spent time with a class is better at reading their ability levels, has institutional memory of what was learned three months ago, and knows better than to sit Martyn next to Delila

A new teacher in mid-October isn't ideal, but neither is a supply teacher for the whole autumn term. All of which leaves me thinking that the current system may be like democracy. It's imperfect, but it's close as we can get to a decent solution – even if we do sometimes end up with a rough deal in the winter term. (Or, you know, Brexit).

If there are any other ideas out there for resolving the autumn-term problem, then I'd love to hear them. Otherwise, I wish you luck in this season's transfer window



over, it became apparent that there's no sensible way to reduce resignation deadlines.

PROFILE

MARK MARTIN

CATH MURRAY | @CATHMURRAY_

Mark Martin, Computer science lead, South Bank Engineering UTC

ark Martin is standing at Silicon Roundabout in London, the location of choice for so many of the capital's education start-ups. It's also a good metaphor for the man himself, who is also known as "Urban teacher", and whose career crosses the worlds of EdTech, the tech industry and the school where he still teaches.

Just a few months ago he used his contacts at Al Jazeera TV to have people come in and talk to pupils about cybersecurity.

"I just reached out to them on LinkedIn," he explains, "like 'hey guys, I love what you lot are doing. Come in and speak to my young people'."

Martin is a tech evangelist or, in his own words, a "speedboat". In this analogy, the education system is a supertanker, good practice is a lighthouse and teachers like him are zipping in between the two – "connecting the lighthouse back to the boat".

In practice, it means he spends three days a week teaching computing at the South Bank UTC, two days advising tech firms on how to connect with the educational world, and his evenings attending events in the part of London known as Tech City.

It's in the heart of this area that we meet, in a shared office space next to the roundabout. The building's entrance hall has an unfinished, urban-cool feel to it, and inside, there is a perceptible buzz, which sends us retreating to a tiny soundproof booth for our interview.

"We're going to a talk today," he enthuses. "I just sit at the back and understand what they're talking about with robotics or VR. Then two minutes later, 'do you want to come to my school and teach my students what you just taught me now?""

In the space of a year, he has invited about 20 companies in this way. The impact on his pupils' self-esteem has been dramatic.

"These kids' aspirations rose to the next level when they

started to see me bringing all of these people. Like, 'guys, tomorrow we're going to get Microsoft teaching about VR or Google'."

Martin started his professional life as a teaching assistant in 2004, "just to pay the bills, and give back to the younger generation", without an inkling that he might become a teacher. His own schooling had been "all about fun and happiness" – with the academic value not so apparent to him. But it didn't take him long to wake up to reality.

"In the bigger world, life comes at you very quick and very raw," he says, wryly. He did an IT GNVQ at his local FE college, then A-levels, followed by a foundation degree in IT networking.

After three years as a TA at a London secondary school,

"THESE KIDS' ASPIRATIONS ROSE TO THE NEXT LEVEL WHEN THEY SAW ME BRINGING ALL OF THESE PEOPLE, LIKE MICROSOFT OR GOOGLE"

a colleague complimenting his ability to connect with the kids and his technical approach to instruction recommended he train as a teacher, which he promptly did. After an initial teacher training year at Harris Academy South Norwood, he went straight into a master's in education, driven by a desire to better understand the "hidden classroom" – or the less obvious ways in which teachers set the stage for learning. With the cultural diversity of an urban classroom, he explains, "if you're not a teacher switched onto that hidden part of the classroom, you can be eaten alive, because your younger experiences will not match those experiences".

After working his way through various types of school, it

seems apt that Martin is now working in a UTC – a model that was established specifically to forge closer links with industry. His own vision of education is expansive: "I want other teachers to see that the four walls of their school is not the be-all and end-all – it's the whole world! You can either swim in the fishbowl or you can swim in the ocean. In the ocean you might find sharks, you might find piranhas, you might find anything, but in a fishbowl you're only going to see the same familiar things in cycle."

Urban Teacher has a substantial Twitter following, plus a website on which he posts blogs and videos of him interviewing various educators, and appearing at global education events. But this "whole adventure", as he describes it, has humbler origins. It all began when he was

put in charge of the virtual learning environment at Phoenix High School in north-west London about six years ago.

Seeing this as a "godsend" for his career, he attacked the project with enthusiasm and launched it with much fanfare. But there was no take-up. No teachers, no students, nothing.

He realised he was going to need a strategy.
 "I learned very quickly that to get young people onto the VLE I had to make it entertaining for them, so I put a lot of their games that they used to play in class on there. That was the carrot to get them into understanding the system. I started to put videos of myself teaching lessons, for the kids that missed the lessons. Then there's the whole novelty of 'oh sir, you're on YouTube'."

Getting teachers invested was the other piece of the puzzle. So he established an open-door policy one day a week. Tutorials were broadcast on the school's TV station. He also trained up some of the students, to help the teachers in class.

Then, "before you know it, the VLE company contacted me and said, "What's going on here? All your stats have gone up. It's one of the best in the borough," he relates, clearly chuffed. "For me, it was an eye-opener to show that no matter what tech you use, you've got to have the human touch too."

This is key for Martin, who thinks that leaders often push



tech into their school "with a certain force" – for example, linked to KPIs and performance-related pay – rather than creating an ecosystem where it can flourish.

"Before I even put tech in your hands, I have to try and create a rapport or understand you, before you can utilise that tech effectively."

School leaders' worries about justifying big bills is often responsible, he explains: "Most headteachers have a moral purpose, but sometimes the purpose is underpinned by thinking 'I've just spent 50 or 100k on this'."

This leads to what he calls "microwave culture", where headteachers want instant results rather than taking the time to embed a whole new way of working.

It's not only the fault of school leaders; companies are also to blame.

"A lot of these tech companies don't give you the time plan, they just sell you the utopia. They sell you things that in the ideal world, when wi-fi is working, is how it should be, but they don't show you that actual roadmap, like London Underground," he explains. "How do you get from point A to point B, to get to the utopia?"

Partly to address this problem, he created LabGap, a company that advises EdTech firms on how to break into the market.

"A lot of EdTechs burn their bridges with schools before the school even embraces the tech," he explains. "Why? Because they're cold emailing teachers, they're trying to hunt teachers after school, they're spamming the teachers' social media feeds or their inboxes."

Martin guides them in building effective relationships with schools, for example by offering to work alongside a teacher, or deliver CPD sessions.

His own breakthrough for embedding tech in schools was to realise that he needed to bring multiple stakeholders into the conversation. At one school, he trained parents in tech. At South Bank UTC, he has computer science students from the local university come in one day a week to work with pupils.

After the success of the original VLE project, he turned to social media to share his findings: "Every time I made a win

2016 – present, Lead computer science teacher, South Bank Engineering UTC

2015 – present, Digital business academy mentor, Tech City UK

2015 – present, Advisory board member, Tech London Advocates

2014 – present, Founder, LabGap – a platform that helps tech companies connect with the educational world

2015 – 2016, Computer teacher/KS3 lead, Sydenham High School

2012 – 2015, Second in charge, enterprise and technology department, St Marks Church of England Academy

2009 – 2012, ICT teacher and creative technologies leader, Phoenix High School

2007 – 2009, ICT teacher, Harris Academy South Norwood

2007 – 2011, Master's degree, education, London South Bank University

2007 – 2008, Graduate teacher programme, The Institute of Education, University of London

2007 – 2008, Youth worker, Southwark Council

2004 – 2007, Teaching assistant, Kingsdale High School, London

2006, Bachelor's degree in computing, Surrey University

in my practice, normally you'll do it in the four walls of your school, but for some reason I just said 'the world's my four walls now'."

Continuing in this vein, he began contacting the top tech companies and asking whether he could be an expert teacher for them, sharing good practice. He has official educator status of one designation or another from the likes of Microsoft, Google, Adobe and Apple.

Where does he get this irrepressible self-confidence? He smiles, and tells me a story. When his mother – whom he describes as "creative" as opposed to his more "academic" father – saw the photo of him receiving his computer science degree from Surrey University, she said 'well done son, you've done everything in life that I'd be proud of you to do."

From that point forward, everything has been a bonus, "so that's why I don't fear failure as much. If I fail, it's like "pick yourself up, get on with it again'."

And with that, he gathers himself to head off to his latest free CPD session, courtesy of Tech City.

PROFILE:MARK MARTIN

"MOST HEADTEACHERS HAVE A MORAL PURPOSE, BUT SOMETIMES IT'S UNDERPINNED BY HINKING 'I'VE JUST SPENT 50 OR 100K ON THIS'."

IT'S A PERSONAL THING

What are your favourite EdTech products?

I really like Show My Homework, because Naimish Gohil was a former teacher, and he did something really simple. When you make EdTech, if you focus on something that's solving a teacher's problem, people will purchase it.

Then you had Google Classroom, doing some really great stuff around connecting classes and collaborating.

You had Microsoft with OneNote – an interactive textbook to ultimately help kids create their own resource banks. It's in the cloud too, so I think they've got it right with that product.

Then Adobe came up with Adobe Spark, for presentations, mind maps, videos.

The common pattern here is around usability – can everyone use it? And fewer clicks to get to where you need to go. As a teacher, we're really hard-pressed for time, so the less clicks the better.

Which motto would you put on a billboard?

"The student buys into the teacher before the student buys into the learning." It's about creating a relationship with a young person, understanding the young person in front of you, before they understand that they need to learn something. It's about that human touch, the connection.

What is a good gift?

A ticket to an island somewhere, with no technology. That'd be a good gift, a good challenge too: just switch off.

What was your position in the family growing up?

I was the second youngest. Yes, I got blamed for everything. I think the youngest gets away with it a little bit. The oldest one will always blame the middle one, so yes... I have four brothers and one sister, six of us.

DESO

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SCHOOLS WEEK

2 **General Schoolsweek**





Psychology and sociology teacher and co-founder, Walden Education

Finance Finance Finance Finance Director, Alternatives in Education

There's no way to win at the grade prediction game

Too many school leaders rely on having their teachers make predictions about pupils' grades – but no-one's any good at it, explains Ben White

who could accurately predict 80 per cent of the A-level results of a class.

We provided some pretty solid information – actual AS results, class assessment average, and a mock paper grade. Alongside this was a brief bio for each student.

Despite the fact that grade forecasting is a thing which we teachers do fairly frequently, after over 650 entries no-one has managed to get close. The average score is just over 4/14. The top score is 10/14.

These inaccurate predictions were essentially made at the last possible moment – relating to data from March 2017 regarding the results of exams taken that June.

Rather worryingly, almost a third of the teachers admitted that they are asked to predict GCSE outcomes for students currently in year 7, which is five years away from the actual exams. A number of these teachers are even asked to predict fine grades: i.e. not just a grade 6 but a 6a, 6b or 6c.

We would argue that these predictions are then often used in ways which ignore their limitations; they contribute significantly to workload but don't significantly improve pupil learning.

Grade predictions often inform individualised interventions, for example, where teachers are asked to work with their borderline or threshold pupils in order to raise their grades. Sometimes these interventions are run by staff with little or no subject expertise – they are focused on encouraging these borderline students to make the leap to the next grade.

At the same time, the headline figures produced by these predictions inform senior leaders and governors about likely outcomes. Is progress being made? Is this year group likely to show a dip compared to previous years? Governors are sometimes briefed on likely Progress 8 scores for a year group, guiding them on whether this year's headline results are likely to be up or down on the last.

For this to be useful, it seems important that teacher predictions are accurate. The problem is, they aren't for the uses to which they are put. Unthinking use of this sort of data can lead teachers to spend time either worrying about or working with the "wrong" students. Furthermore, encouraging teachers or pupils to focus on the abstract goal of raising grades may distract from approaches more likely to have an impact – namely teaching all students the ideas and content which they don't understand and (arguably) supporting effective study behaviours.

I'm not anti-data. Used appropriately it can provide insights which individual teachers and school leaders could not reach alone. However, I am against using data in a statistically illiterate manner. The more precise our predictions, and the further ahead of the actual exam, the less accuracy utility they will have.

Control Control Contr

Time spent focusing on these speculative numbers and letters is arguably time which could be spent on something more meaningful – or even on not working at all given the current drive to reduce workload, and the number of hours which teachers report working each week.

There is already some fairly large-scale research suggesting that grade predictions (even relatively late in a course) have limited reliability. However, there are still plenty of teachers and leaders who believe that while this may be true in general it isn't for them.

Some of this research involves predictions shared with UCAS or exam boards, and in both cases there are reasons why teachers might veer higher than they really think.

To get much broader sample of data and find out exactly how accurate predictions are, we'll be running a real-time grade predictions challenge on this year's A-level and GCSE results – do get in touch if you'd like to be involved.

https://www.waldeneducation.org/gradeprediction-project

Why not open education up to the whole community?

Schools urgently need more funding, but they also need more scope to mould pupils into better-rounded members of society, writes Fiona Carnie

t is at last becoming clear to the general public that schools are in crisis. Budget cuts are taking their toll and there is talk that education may be a decisive factor in the next election. The penny is dropping.

Now is the time for all of us who work in education to be clear that this crisis is not just about money. Thirty years of neoliberal policy have done immense damage to teaching and learning, and schools are not fit for purpose if that purpose is to foster well-rounded young people who are able to play their part in creating a dynamic, fairer and more sustainable world. What was once one of the finest education systems in the world has been diminished by valuing what we measure rather than measuring what we value.

The Scottish and Welsh governments have rejected Westminster's top-down, narrow model of education and are forging very different paths built on the professionalism of teachers. Countries such as Finland and Denmark have long known that children can only thrive if people feel valued. Their schools are organised in such a way to ensure that this happens. One national exam at the end is seen as enough: children do not spend their entire education journeys being tested to within an inch of their lives.

With this heightened profile in England comes an opportunity. An opportunity for schools to build alliances with their local communities to reclaim education as a vibrant, creative, future-facing endeavour in which people – both children and adults – matter.

In an innovative project in Israel called 'Education Cities', educating the next generation is seen as the responsibility of the whole town. Businesses, charities, arts, sports and environmental organisations work in partnership with educators to provide a broad and meaningful curriculum within and beyond the school gates. Education relates to real life and children see the point.

In Estonia, an 'Ideas Festival' brings together educators, local people and politicians to explore how best schools can meet the needs of children in our fastchanging world. It has led to local people going in to schools to share their knowledge and skills. In Holland an inspiring new approach, 'Parent Involvement 3.0', ensures that all parents are treated as genuine partners in their children's education.

Why shouldn't we all take responsibility for our children? There are many adults – retired people, unemployed people and students looking for relevant work experience who would willingly give some time if they were but asked. Why don't organisations and businesses see education as part of their corporate social responsibility? As the old proverb says, "it takes a village to raise a child".

Why don't organisations and businesses see education as part of their corporate social responsibility?

Until such time that parents realise that the politically driven agenda of choice, competition and privatisation, has been placed above the wellbeing of children, no amount of money ploughed into school budgets will make much difference. Until such time that voters understand the damage caused to schools and young people by three decades of regressive education policy, there is little hope of positive change.

We know that the NHS is in crisis because we see it with our own eyes. We know that prisons are at breaking point because we read it in the media. But the daily reality of schools is hidden. It is time to invite policy makers, journalists, social commentators and anyone who cares about education into schools to understand what is happening, to talk to teachers and students, and to ask school leaders how much freedom they have to do what they think is best for the children and families in their communities.

We need a new way forward: one which puts children first. Money helps, but ultimately this is about listening to teachers, children and parents and developing shared values, a common vision and educational approaches that meet the needs of local communities. We must rebuild our schools from the bottom up.

SCHOOLSWEEK.CO.UK

EDITION 135

School governance is a vital but oftforgotten aspect of the school system. Here Mike Parker lays out what he reckons needs to change

Governors are the unsung heroes of schools," were the opening words of Belita Scott, a former Ofsted inspector and national lead on governance, at the SCHOOLS NorthEast event in south Tyneside last September.

We are increasingly concerned about the growing disparity between the expectations placed on this great volunteer army and the help given to it to adequately discharge the ever-expanding requirements of the role.

Too often, the schools that need the most help – those rated 'requires improvement' or 'inadequate', the geographically remote, or those in the most deprived communities – find it harder to recruit, retain and upskill governing bodies of the calibre and commitment necessary to support senior leader teams.

More widely, the pressures on the education system are testing the patience and the skillsets of these volunteers to the limit, even in supposedly less challenging schools.

In January, SCHOOLS NorthEast – a registered charity set up 10 years ago by serving heads to support 1,250 schools in the north-east of England – held its first 'Chairs of school governance conference' in Durham. The list of concerns and challenges was as long as your arm: funding topped the bill of most pressing issues, but chairs also reported problems across all areas of the competency framework, particularly around strategic



Don't forget your governors!

leadership, accountability and people. Speaking with heads and chairs in schools that struggle to get the right governance support, three issues come to the fore.

Firstly, it is hard to find educators to join governing bodies with the knowledge to adequately provide constructive challenge to senior leaders around their plans to improve progress and attainment. The vast majority of governors aren't educators and don't have the knowledge to understand if improvement plans really will effect the change that is needed. Too many don't understand the data in the first place.

Secondly, upskilling all governors at struggling schools to ensure they are effective is a huge problem.

Thirdly, while schools in more affluent areas find getting quality business engagement on boards relatively easy, national initiatives to recruit governors and non-executive directors in deprived and/or remote locations aren't hitting the mark.

Tackling the first issue is on the face of it reasonably simple. Having a head or SLT member sitting on another governing body can act as a "critical friend", if you will. Having the influence of someone who walks the educational walk on a daily basis and can take an impartial view, while understanding the inner workings of a school, can be indispensable. Who better to govern another school than someone who knows what it takes from a personal perspective?

In reality though, school leaders are already working 60 or more hours a week at their own schools, according to the DfE's workforce survey. This leaves precious little time to voluntarily support others. Creating space for leaders to take up governing roles would be a real asset to those schools in greatest need within the system. Ongoing training is key to a highly effective governing body. The government has tried to address this with dedicated support for chairs and clerks, but undermined its own efforts by disproportionately focusing only on its opportunity areas, rather than targeting any 'requires improvement' or 'inadequate' schools. This needs to go further to ensure fully funded training is delivered across entire governing bodies in the schools that need it most.

MIKE

PARKER

Director, SCHOOLS NorthEast

The pressures on the education system are testing the patience and the skillsets of these volunteers to the limit

A better solution also must be found to fill the skills gaps on governing bodies, particularly those that need it most. The government needs to look at incentives to get professionals filling vacancies where their skills are needed most, rather than the school most convenient to them.

Schools Week is media partner for the SCHOOLS NorthEast Northern Governance Conference on Friday 20 April in Newcastle: www.schoolsnortheast.com/events

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REVIEWS

TOP BLOGS OF THE WEEK

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



Harry Fletcher-Wood is associate dean at the Institute for Teaching @HFletcherWood

Helping students' memories – utilising elaborative retrieval @edmerger

Paul Moss begins this blog with a virtuoso explanation of Lord Byron's life and loves, and how this might inform our reading of the line "A heart whose love is innocent!" He describes Byron's reputation, his affairs, his daughter Ada Lovelace and her pioneering computer programming with Charles Babbage. This knowledge "serves to make the last line of the poem, and indeed the poem's central focus, which is the inner goodness and beauty that radiates from the character, an all the more admirable achievement".

Moss suggests that weaving such stories has other functions too: it creates "numerous pathways" by which students may remember the content – "the story facilitates the memory". He challenges teachers to delve into their understanding of the topic and engage both students and themselves in an awed fascination with stories. "To enjoy stories seems to be an inherent ingredient to be a human, and students of today, with all their fascination with technology, are of no exception."

In search of senior curriculum leadership @Counsell_C

This essay introduces a series in which Christine Counsell advocates senior curriculum leadership and establishes what it entails. She seeks to show "what can senior curriculum leadership mean, that is, leadership of curriculum in the whole school, given that one cannot know about all these subjects in their distinctive channels?" Her first post shows how an absence of such leadership has contributed to the "fundamental and longstanding problems in schools with which we have all wrestled, from weak assessment systems to problems with generation and interpretation of data, from problematical judgements about teaching and learning, to attraction and retention of fine teachers, from teacher development to the effectiveness of CPD".

In the next, the first of seven on the knowledge senior leaders may need, she argues that "curriculum is content structured as narrative over time". We can therefore ask of any topic, "what is this bit of content doing?" What is its immediate and ultimate function? Does it represent the core or the hinterland of what is to be learned? Counsell shows how such questions can help us understand why prokaryotic and eukaryotic cells are introduced in year 4, and why Van Leeuwenhoek's microscope may be a good way to introduce them.

Teacher shortages: Are a handful of schools a big part of the problem?



Becky Allen and Sam Sims meet "Ellen", who had been "delighted to get her first teaching job in an Ofsted 'outstanding' primary school in North London" but was astonished to realise that the school "had lost 100 per cent of its classroom teaching staff since the previous academic year". The authors set out to identify "schools that recruit an unusually high proportion of NQTs and see an unusually high proportion of such teachers leave the profession within a year" without including those which have just one NQT who then leaves. Through a "funnel plot", they identify schools which both "use and lose an unusually high proportion of NQTs". and show that 122 schools lose NQTs at three times the national average.

Were these schools to lose teachers at an average rate, this would fill 22 per cent of the national shortfall rate. "Very high turnover schools are rare," they conclude, but they are still too common. Allen and Sims's funnel plots may help us identify and support those schools, and better advise new teachers.

An art history of exam season @jamestheo

James Theobald continues his seasonal cycle with the "art history of exam season". He begins with Mark Rothko's gold-washed painting, 'Highlighting the Key Ideas in the Text' (c.1950-2)' in which the artist shows how "the pupil has smothered the entire text with his yellow highlighter, showing a lack of discernment between 'the key ideas' and 'everything the writer has written'," and continues by way of Jackson Pollock's 'A Mindmap of Everything I Know About the Hydrological Cycle' and Robert Braithwaite Martineau's 'After Four and a Half Years of Avoiding Work, It's Finally Clicked for Bobby' (1852) ending in the sunlit uplands of Sir Frank Dicksee's 'Arriving for Prom', for which, Theobald assures us, Sir Frank chose "one of the more understated and austere entrances".

BOOKREVIEW

HOW TO

TRANSFORM

YOUR SCHOOL

INTO AN LGBT+

FRIENDLY PLACE

A PRACTICAL GUIDE FOR NURSERY, PRIMARY AND

How to transform your school into an LGBT+ friendly place

By: Dr Elly Barnes MBE and Dr Anna Carlile

Published by: Jessica Kingsley Publishers

Reviewed by: David Weston, CEO Teacher Development Trust and advisor, LGBTed



I still remember the stunned, pin-drop silence when I stood in front of 300 students and said "this assembly would have been illegal to give just a few years ago due to a law called Section 28". I have to admit that the legacy of this hideous legislation still sits heavily with me and has driven a lot of my campaigning work in this area, whether setting up OutTeacher or supporting the establishment of the brilliant new LGBTed network. It was, therefore, with some excitement that I picked up Elly Barnes' and Anna Carlile's new book on how to transform schools to

LGBT+ friendly places.

Children make sense of themselves and the world around them by what they experience. Estimates suggest that, on average, every class of 30 children will have between one and three pupils who will come to have a different sexual or gender identity than the majority of their peers. So how can schools properly speak to these issues that were once deemed unspeakable? With the authors' extraordinary expertise and

experience in this field, this compact book flows smoothly from a well-evidenced introduction to the issues, through an exploration of policies, curriculum, environment, community and networks. It is peppered with challenging and uplifting quotes to bring situations to life, based on Elly and Anna's experience of working with thousands of teachers and pupils over many years through the amazing Educated and Celebrate programme.

But this book is much more than just an exposition of ideas. What immediately impresses and lifts the book to another level is the provision of a wide range of examples. For example, the policy chapter's ideas are immediately made accessible with 20 pages of examples from nursery, primary and secondary settings. The curriculum chapter not only provides many illustrations of what schools have done to embed LGBT+ figures into their lessons, it also includes a number of web links where schools can quickly grab more resources to put the ideas into action. This is not just a book to persuade, it's a genuine toolkit.

This brings me to my first "even better if". Elly and Anna's work has been strongly rooted in their own programme. The advantage of this is that they know Educate and Celebrate's resources and tools like the back of their hand, so the majority of links in the book point to that organisation's website. However, I would have loved to see an even wider variety of resources and organisations.

Schools Out is only briefly mentioned, Stonewall is referenced mainly for their research, while other incredible organisations (such as Diversity Role Models, Just Like Us and the work of unions such as the NEU) don't appear to be mentioned at all. Does this stop the book being incredibly powerful? No, but a wider variety of links

could have celebrated and linked to some of the other amazing work going on.

I have a couple of other minor qualms. In the curriculum chapter the authors say that the required ethos is "to smash heteronormativity" might this sort of language put off people dipping their toe into this topic for the first time? In the chapter on culture and community I felt that the authors don't fully engage with the nuanced challenges of situating LGBT+ work in a faithschool environment. I'd have loved them to give examples of, for example,

how schools could use the Church of England's work on homophobic bullying, or more detail about how they've successfully worked with schools where most pupils are of the Islamic faith.

Despite these criticisms, this book is undoubtedly brilliant. I would love every school in the country to have a copy and to work through the ideas within it. It should be read by governors, school leaders and teachers. This is a book of LGBT+-friendly recipes that could make an earth-shattering difference to so many vulnerable pupils; I sincerely hope that it's a best-seller and wish that such resources and ideas were commonplace and accepted when I was at school myself.



Week in Westminster

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

FRIDAY: Still sleeping off the holidays

MONDAY:

Union conference season continues with a vengeance. At ATL, delegates once again did their very best to make their speeches fun and interesting, some even resorting to singing to get their point across.

But perhaps the most 2018 moment came when one delegate, on his feet to speak during a motion on teaching "as a sustained career option", got his phone out to play music through the microphone.

"Unfortunately that's the situation in Norfolk," said the delegate, after playing Ian Dury's 1979 classic 'What a waste' in its entirety.

Alan Partridge, eat your heart out.

TUESDAY: When is a consultation not a

consultation? When the Department for

Education gets spooked by the idea it might actually have to say something of substance.

Government spinners took umbrage when Schools Week and other publications described the DfE's call for evidence on home education a "consultation".

Several hacks were asked, nay begged, to change the wording in their stories, but refused to do so, pointing out that the words "GOVERNMENT CONSULTATION" were unmistakably printed in rather large letters on the front page of the "call for evidence".

WEDNESDAY:

With the gender pay gap reporting causing embarrassment for schools and academy trusts across the country, one can understand why the government would want to bury further bad news about women in education.

The more cynical among us will have noted that a fascinating and damning report on school leadership was published by the Department for Education at 4.47pm, which is known as the time the DfE publishes things it doesn't want too many people to see.

One of the most interesting findings is that although the proportion of women appointed to leadership roles in schools has increased in recent years, men still progress to leadership faster.

The analysis, based on data from the 2016 school workforce census, also found that the number of classroom teachers has fallen (at the same time as pupil numbers have risen), while there has been an increase in the number of leaders.

No idea why the government would want to keep that under wraps...

THURSDAY:

At a time of significant upheaval in schools, it's to be expected that Ofsted will face a level of criticism from those who work within them.

But a new survey reveals the watchdog is losing its standing with parents, too. Ofsted's annual parents' survey for 2017 found that the "proportion of parents agreeing that Ofsted provides a reliable measure of a school's quality" fell from 66 per cent in 2016 to 59 per cent last year. However, three quarters of parents still feel that Ofsted provides reliable information.

The survey also provides some other interesting nuggets for schools. For example, just one fifth of parents read a school's entire Ofsted report, while 36 per cent said they read "most of it". Of those parents with a school-age child who did read an Ofsted report, eight in 10 found it useful.

Having a one-page summary of key findings or traffic light system and comparisons with other schools are "the top two things parents think would make Ofsted reports more useful".

CHECK OUT @SCHOOLSWEEKLIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



Name Cheryl King Age 53 Occupation Key worker for Children and Families Wellbeing Service Location Lancashire Subscriber since August 2016

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...



Where do you read your copy of Schools Week?

In my conservatory on a Saturday morning, latte to hand, when all is peaceful and calm.

Which section of the paper do you enjoy the most?

I enjoy reading the profile section – lots of interesting people with varied careers. The opinion section as well – I find myself discussing the issues with my colleagues in the office on a Monday morning. Bulletin is also a personal favourite – showing real life initiatives in schools with pupils at the centre. To see young people enjoying learning and being part of fun activities that school staff are willing to embrace is something we can all learn from.

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

There's a lot I'd change – so let's say anything that can reduce the pressure on young people who are being constantly assessed.

Who is your favourite education secretary of all time? They are all disliked aren't they?

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

It's placed on a pile of other Schools Week issues in case I want to refer back to specific articles, and has now reached a nice "Schools Week coffee table" that holds my latte ready for when I'm reading the next issue! What would you do if you were editor of Schools Week for a day? I would pat all my staff on the back and tell them they're doing a brilliant job!

Favourite memory of your school years?

Has to be school dinners – loved them – and my memorable "sewing" teacher (yes, when girls did sewing and boys did woodwork, pre equal opportunities!). Mrs Richardson was my sewing teacher, so patient, kind and made lessons very engaging. Having the radio on during sewing was a real treat, and unheard of in any other classroom; I have a vivid memory of listening to Tina Turner's 'Nut Bush City Limits' while working on a project about the Queen's wedding dress designer Norman Hartnell.

If you weren't working in education, what would you be doing? Probably a seamstress. I really liked dressmaking.

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

More on careers advice in schools. As a qualified old-school careers adviser, it is a real irritant to me that teachers are given an "add-on" responsibility of careers education and guidance when actually it is, or rather was, a full-time job when done properly. The supplement on apprenticeships was great – more awareness of career opportunities needs to be put high on the agenda again, and more in School Week please.

If you could be a fly on the wall in anyone's office, whose would it be? Theresa May. Who actually has the final say?

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SCHOOLS WEEK

School Bulletin with Sam King you have a story you'd like to see featured in the school bulletin, email samantha.king@schoolsweek.co.u

Lighting the way on speech and language

FEATURED

he winners of the sixth annual Shine A Light Awards have been revealed during a ceremony at Pearson's London headquarters.

A national competition which celebrates those who help and support young people to develop their speech, language and communication skills, the ceremony was hosted by Adam Hess, a stand-up comedian, actor and TV writer, who himself struggled with dyslexia and a fear of public speaking in his youth.

There were 10 award categories this year, including 'primary school of the year', 'secondary school or college of the year', 'young person of the year' and 'the Pearson outstanding achievement award'.

Pendle Primary Academy in Lancashire took the top spot in the 'primary school of the year' category for investing in a speech and language therapist who works with parents, staff and NHS specialists to find out the needs of children due to start at the school, and provide them with the support they need when they start in reception.

London's Isaac Newton Academy took home the 'secondary school of the year' title for the support it provides to its EAL students, who make up 62 per cent of the school's student population, with a team of staff monitoring their development and regular visits from a speech and language specialist.

"The dedication of teams and



individuals to improve the communication skills of children and young people is humbling. As a child, I struggled greatly with dyslexia and an immense fear of public speaking, if it wasn't for the support I received when I was younger I wouldn't be in the position I am today," said Hess. The 'young person of the year' award was



presented to 12-year-old Jonathan Bryan, who was recently the subject of a CBBC documentary, *Locked-in Boy*. Despite having severe cerebral palsy, and being quadriplegic, oxygen-dependent and nonverbal, he established the Teach Us Too campaign, which urges professionals to recognise the potential of their students.



THE BBC GETS INTO FAKE NEWS

The BBC has launched a new interactive game to help pupils identify "fake news".

Developed by Aardman, the animation studios behind *Wallace and Gromit*, the BBC iReporter game is aimed at 11- to 18-year-olds, and gives players the experience of being a journalist working on a breaking news story.

The game aims to help young people identify false and inaccurate news stories by throwing in potential false leads and inaccuracies, developing pupils' critical thinking and media literacy skills.

To mark its launch, over 100 BBC journalists, including Huw Edwards and Tina Daheley, will visit and deliver workshops in schools across the country.

"It's vital people have access to news they can trust – and know how to distinguish between fact and fiction. Broadcasters and the rest of the news industry have a responsibility to tackle fake news," said Fran Unsworth, director of news and current affairs at the BBC.

You can access the game at: www.bbc.co.uk/ schoolreport



The last straw for Milton Keynes

campaign to ban single-use plastic straws led by a group of 10-year-olds in Milton Keynes has reached the House of Commons.

The team of Oxley Park Academy pupils began their 'Straws Suck' campaign as part of a persuasive writing project, researching how plastic can have a devastating impact on the environment.

They began an online petition to ban the straws in November, which now has over 100,000 signatures, and campaigned in their local area, even sending letters to businesses including Capri Sun and their school's milk suppliers, urging them to find

alternatives to plastic. The campaign has even attracted the attention of local MP. Iain Stewart, who asked Michael Gove to take on board the children's suggestions. "A local pub took our children's views on board and as a result now use paper straws and only provide them on request," said Becky Morris, a teacher at the school. "The children couldn't be prouder or more willing for change and will not stop until the government responds. What fantastic role models for an up-and-coming generation of ecowarriors."

The gift of reading



R esidents of Greater Manchester are being encouraged to donate a copy

being encouraged to donate a copy of their favourite childhood book, along with a note saying why they enjoyed it, to the region's most disadvantaged pupils.

The Gift of Books campaign, which is a partnership between the National Literacy Trust and Stockport-based business cartridgesave.co.uk, will send books to around 40,000 children in schools where literacy levels are low.

A number of local primary schools, community groups and businesses have signed up as collection points, and distribution is already underway to pupils at schools including Gorse Hill Primary School, Barlow Hall Primary School and Crossacres Primary School.

Launched on this year's World Book Day, the campaign will continue to run until May 31.

"The campaign is an absolutely brilliant way to encourage children in Greater Manchester to fall in love with reading. It will really help to ensure the next generation are better equipped to tackle education, work and life," said Jonathan Douglas, the director of the National Literacy Trust. **EDITION 135**



DAVID BULLOCK

Headteacher, Onslow St Audrey's School

START DATE: September 2018

PREVIOUS JOB: Deputy head, Verulam School in St Albans

INTERESTING FACT: David is sports mad, and recently completed his first half Ironman triathlon challenge.



Interim headteacher, Sybil Andrews Academy

START DATE: April 2018

PREVIOUS JOB: Interim headteacher, St Edward's Church of England School and Sixth-Form College

INTERESTING FACT: Trenica was crowned 'most outstanding new teacher' at the 2000 Guardian Teaching Awards.

future

MOVERS 🐣 SHAKERS

Your weekly guide to who's new



MARK

Interim director, New Schools Network

START DATE: March 2018

PREVIOUS JOB: Director, Parents and Teachers for Excellence (ongoing)

INTERESTING FACT: Mark watches the complete *Godfather* trilogy of movies at least twice a year, as he believes they contain lots of lessons on strategy and leadership.

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



FAITH POTTER

Head, The Elms Nursery and Junior School

START DATE: September 2018

PREVIOUS JOB: Head of prep and nursery, Abbotsholme School

INTERESTING FACT: Before teaching, Faith was a white-water raft guide in the French Alps on the River Durance, and rode the Rabioux wave.



RACHEL KELLY

Headteacher, Stour Valley Community School

START DATE: September 2018

PREVIOUS JOB: Deputy headteacher, Notley High School and Braintree Sixth Form

INTERESTING FACT: In her spare time, Rachel enjoys pilates, running and walking her cocker spaniel.

future

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SCHOOLS WEEK

FRIDAY, APRIL 13, 2018





Speakers include: Laura McInerney 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.

Event information :::

Friday 20th April 2018 at St James' Park, Newcastle upon Tyne Tickets from as low as £30+VAT



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MEDIUM Next week

Spot the difference all blank squares ach row, column and 3 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.