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FRIDAY, APRIL 27, 2018 | EDITION 137



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SCHOOLS WEEK

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NEWS

Heading off: Sir David Carter to retire in August

PIPPA ALLEN-KINROSS

@PIPPA_AK

The national schools commissioner will be retiring at the end of this academic year, he has announced.

Sir David Carter, who has served as NSC since February 2016, will be retiring from the civil service at the end of August.

In a video message recorded to announce his retirement, Carter described "the most amazing, brilliant leadership journey" and "a role that I feel incredibly privileged to have the opportunity to undertake".

However, he does not "intend to disappear from the system" and still wants to "play a role" with multi-academy trusts in the future.

"I believe passionately in that model. I believe passionately in the CEOs and the leaders who make such a difference to children's lives, and I want to work with those leaders to help them fulfil the ambitions that they've set for themselves, but also for the children that they're responsible for," he said.

He also paid tribute to his colleagues in the regional schools commissioners team, saying he was "hugely proud" to have been a part of it and was leaving at a time "when they're actually performing at their best".

His decision to retire was made for

professional reasons, as he felt he had achieved "some of the things I said I wanted to do", and for personal reasons as he wants to spend more time with his family.

"I've never had a holiday in term time, and September this year will be the first opportunity to do that," he said. "When you're leading your inset days, I will be sitting somewhere really warm, and I will be thinking of you."

Carter has had a 21-year career in the education sector, having previously worked as the first regional schools commissioner for the south-west and the chief executive of the Cabot Learning Federation.

Damian Hinds, the education secretary, paid tribute, saying he was "extremely grateful" for his "excellent work" during his four years in the civil service.

"He has drawn on his wealth of experience in the classroom and at the forefront of academy trusts to nurture innovative approaches that have helped raised standards across the country," he said.

"I wish him the best of luck in the future and look forward to appointing a new commissioner who can build on this work so that we continue to give all children the education they deserve."

The Department for Education said a new commissioner would be announced "in due course".



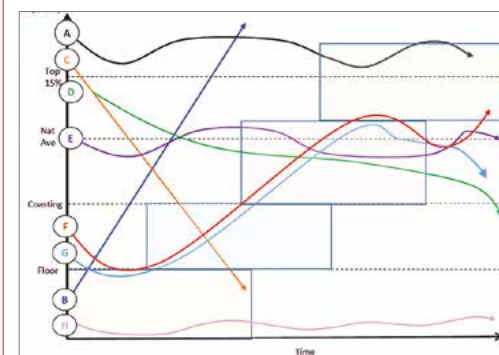
Fantastic four: Schools Week's favourite David Carter moments

1. Winning over Wilshaw: Former Ofsted chief inspector Sir Michael Wilshaw memorably described the RSCs as "faceless agents" of the government, but apologised for causing offence by "speaking bluntly" a few months before he retired.

2. Overseeing the transition of Perry Beeches: Carter oversaw the closing down of the controversial Perry Beeches Academy Trust in Birmingham, after a government investigation discovered it had funnelled £1.3 million to a private company without following proper procedures. The same firm then paid a "second salary" to superhead Liam Nolan, totalling £160,000 over two years on top of his £120,000 salary.

3. The famous spaghetti diagram of declining improvers - Sir David revealed his "Schematic" tool, which CEOs, RSCs and other school leaders can use to work out whether their school is improving or declining. (See image right)

4. Speaking at just about every event ever: Whoever Carter's replacement is, they will have big, booming public speaking shoes to fill.



Northumberland council abandons plan to close 14 schools

PIPPA ALLEN-KINROSS

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Northumberland council has abandoned plans to close as many as 14 schools.

Instead, its cabinet will be asked to rubber-stamp proposals for a council-backed multi-academy trust and the closure of just one school, Bellingham Middle School.

The council is also proposing a £1.54 million funding deal for the crisis-hit Haydon Bridge High School, which was left in limbo last year when controversial chain Bright Tribe walked away from a sponsorship deal.

In February, Northumberland Council launched a seven-week consultation which set out plans to completely overhaul the education system in the west of the county, where there is a 30-per-cent surplus of places, and many schools still run on a three-tier system.

The process affected 16 schools, but was prompted by Bright Tribe's decision not to take on the 'inadequate'-rated Haydon Bridge.

Three options were given in the consultation, which proposed closing between nine and 14 schools. Only one of these options would have kept Haydon Bridge open.

However, a report on the consultation has instead recommended to the council's cabinet that just one school is closed, and that Haydon Bridge, which is currently run



Janet Renou

by a DfE-appointed interim board, be taken back under local authority oversight and given £1.54 million to support it until a new sponsor is found.

According to the council, Haydon Bridge needs between £2.5 million and £3 million investment in its site. Some buildings need to be demolished and others need entirely refurbishing with new windows and roofs.

Bright Tribe had been lined up to take on Haydon Bridge since it was placed in special measures in 2015, but announced in November last year that it would be walking away from the school, blaming a "significant and increasing financial deficit" and falling pupil numbers at the 11-to-18 secondary school.

As a result, Janet Renou, the regional schools commissioner for the north of England, asked the council to assess the viability of the school, prompting the

restructuring consultation.

Northumberland is one of just three counties that still runs a three-tier system of education, where some pupils move between first, middle and high schools at ages eight and 13 respectively, while others go to primary and secondary schools.

The council's plans were to close and merge many of the three-tier schools to create more of a two-tier system in the county, after it warned that many other schools are also undersubscribed, running at a deficit and in buildings needing substantial improvements.

Instead, the council intends to close Bellingham Middle School from August next year, and extend the age ranges at six lower schools to turn them into primary schools. Five of these will require "significant capital investment".

It also says the council should form its own multi-academy trust in partnership with other public sector organisations to support small rural schools across the whole county, with proposals due to be ready for cabinet approval by September.

The recommendations in the report will go to a scrutiny panel on May 3 and the council's cabinet on May 8. If the cabinet approves the recommendations, a statutory consultation will run for four weeks from May 10 before a final decision is made on July 10.

Changes are due to come into effect from September 2019.

GDPR GUIDANCE APPEARS - BUT EXPERTS AREN'T IMPRESSED

Schools worried about complying with the new data protection rules have access to new government guidance, a month before the law changes.

Just days after it was criticised over its failure to release information, the DfE has published a data protection "toolkit for schools" on its website. The document specifically offers support for schools with data protection activity, including compliance with the General Data Protection Regulation (GDPR) - but data experts aren't singing its praises.

Teachers and leaders have been complaining that the government has not properly briefed schools on the regulations, which come in to force on May 25.

Schools will face fines if they are not clear about the data they hold on pupils or not quick enough in responding to requests for copies of personal data. They must also appoint a data protection officer to supervise the handling of data.

Last Friday, *Schools Week* reported that the DfE had finally acknowledged that more needed to be done to help schools prepare for the new laws, but had yet to release much material.

By Monday morning, the government had published its new toolkit. However, reaction from data specialists has been less than positive.

Jon Baines, chair of the National Association of Data Protection and Freedom of Information Officers, tweeted that the guidance was "not good at all", and had sent him to sleep, while security specialist Des Ward said there was "a lot of jargon in there", along with "incorrect guidance on data breaches".

NEW UNIVERSITIES REGULATOR WADES INTO UNCONDITIONAL OFFER STORM

PIPPA ALLEN-KINROSS

@PIPPA_AK

Exclusive

One of the first orders of business at the new Office for Students will be to investigate the sharp rise in unconditional university offers, and it will “take action” if these are found to adversely affect pupils.

Unconditional offers – which promise university places to pupils regardless of their A-level results – allow pupils to make less effort in their final year at school, according to complaints from headteachers.

The OfS, which operates as England’s new universities regulator, is investigating these claims in tandem with the admissions regulator Ucas.

Unconditional offers issued to 18-year-olds in England increased seventeen-fold in the last four years.

In 2013, less than one per cent of offers were unconditional. Last year, 17.5 per cent of offers did not include any requirement to hit specific A-level grades. That’s a leap from fewer than 3,000 unconditional offers per year to around 50,000.

Universities claim the offers widen access to higher education, but heads are demanding reforms to prevent them from “undermining” schools.

Phil Stock, the deputy headteacher at Greenshaw High School in Sutton, wants an “overhaul of the whole system”.

Rather than the highest achievers, those receiving unconditional offers tend to be



those who “don’t necessarily have the best work ethic”, he warned. This has led to a drop in attendance, unsubmitted work and ultimately lower grades in final exams. It also undermines the hard work that goes into preparing pupils for university applications.

“Universities are handing out these unconditional offers without any real regard to the consequences,” he said. “Often it’s those very students who can flourish in a supportive environment with passionate teachers who make sure they keep up with the work.

“But once you remove the biggest carrot of them all – the thing they are working towards then obviously that has a very demotivating effect.”

Kieran Walshe, a professor at Manchester Business School and chair of governors at a secondary school in Cheshire, wants

greater powers for the government to punish universities for foul play.

“If a school breaks the national admissions code they get held to account. There’s a process. There isn’t one for universities,” he said. “In this relationship, all of the power is in the hands of the university.”

Ian McGarry, a guidance manager at Greater Manchester Higher – a collaboration of universities and colleges around Manchester – also warned using unconditional offers to recruit students from deprived backgrounds was undermining work done to try and widen participation.

“My worry is that it is students from disadvantaged backgrounds who are increasingly being love-bombed by unconditional offers and who, potentially, do not complete their studies to the best of their abilities,” he said.

Discussing the investigation, Chris Millward, the director for fair access at the Office for Students, said the new regulator “does not intervene in individual admissions decisions” but is working with UCAS to investigate the impact of unconditional offers on pupils’ access to higher education and degree and employment outcomes. It will report back by the end of the year.

Universities have however strenuously defended their use.

Rob Evans, head of admissions at the University of Sussex, claimed he had seen “no evidence” to support the criticism that the offers encourage pupils to work less hard or achieve lower results.

The University of Surrey said unconditional offers provide students and their families with “the confidence they need to continue their studies and fulfil their high academic potential.”

And a spokesperson for Kingston University said unconditional offers were only made after a “careful review” of applications.

Universities UK, the body that represents higher education institutions, also sought to play down the problems.

“Unconditional offers account for a very small proportion of all offers made by universities,” a spokesperson told The Independent last month.

“It is simply not in the interests of universities to take students without the potential to succeed at university.”

DFE LAUNCHES NEW MONEY-SAVING ESTATE MANAGEMENT GUIDE

A new guide has been released by the Department for Education to help schools manage their sites and keep costs down.

The ‘Good estate management for schools’ (GEMS) guidance includes a set of self-assessment questions to help headteachers and governing boards to gauge where they are doing well and which areas require more attention.

It covers issues ranging from guidance on health and safety management to advice on how to minimise energy and water usage.

There is also information on the important policies and processes that schools should have in place, guidance on how to plan estate projects, and tips on making the most of property assets.

Writing an expert piece for *Schools Week*, academies minister Lord Theodore Agnew said: “Good management of school sites can help free up teachers to focus on the child in front of them.

“GEMS has been developed with leading technical experts and education organisations and will be a one-stop shop for everything schools should consider when managing the estate.”

In March the government also announced £514 million to help expand and improve buildings and facilities at around 1,300 academies and sixth-form colleges.

The ‘Condition improvement fund’, which is allocated annually, supports expansion building works at academies rated ‘good’ or better by Ofsted, and minor improvements of facilities at others.

Heads launch legal tool to beat supply agency fees

PIPPA ALLEN-KINROSS

@PIPPA_AK

Exclusive

Schools are being encouraged to team up and use a special legal mechanism to avoid “exorbitant” supply teacher agency costs.

The Headteachers’ Roundtable think-tank has published a legal template that schools can use to get supply agencies to waive costly “transfer fees”, which are charged when they hire ex-supply teachers.

Results of a headteachers’ survey released by ASCL last month revealed that three quarters of secondary heads had increased spending on supply teachers in the last three years.

Seventy-three per cent of respondents had paid a finder’s fee in the past 12 months, and 48 per cent paid £5,000 or more.

The “variation of contract” document, drawn up in partnership with law firm Thrings, will help schools who want to hire teachers they have previously hired through an agency. It should also stop extra charges if they decide to hire someone whose CV may have been sent in by an agency in the past.

However, it will not help schools avoid paying for services when they directly approach agencies for help with recruitment.

Stephen Tierney, chair of the Headteachers Roundtable, wants to see

schools work together to stand up to agencies and resist the fees.

“We don’t always have to wait for the Department for Education or the government to do something. We can act collectively to say ‘that’s not acceptable,’” he said.

“Schools don’t know their rights and don’t use their combined power. This is about coming together and developing a sense of agency together. We can influence what happens within our schools.

“This is only small-scale, but I hope it will embolden people to carry on and do even better work.”

Tierney’s hope is that agencies will agree to make the change, with the possibility of schools training up agency staff in return for discounts on services.

The Association of School and College Leaders has given its backing to the initiative, and will be recommending it to its 18,000 members.

Geoff Barton, general secretary of ASCL, said schools often feel they have “no choice” but pay transfer fees, and the contract is a “proactive way we can seize back control” and “redress the balance”.

“Supply agencies can and do provide a valued service to schools but we need to push

back on these exorbitant fees, particularly at a time when we have a crisis in school funding,” he said.

Dr Mary Bousted, joint general secretary of the National Education Union, said she “fundamentally opposes the way in which supply agencies drain public money which should be spent on children’s education”.

However, the NEU is “continuing to campaign for an entirely new model” which would be publicly accountable and cheaper than agencies.

Ramona Derbyshire, a legal partner at Thrings LLP, which worked for free to draft the letter, said that although schools may find contract negotiating “nerve wracking”, they need to focus on “the clear parameters of what you’re trying to achieve.”

Heads should ask for advice if they don’t understand anything, and be “assertive” about what they want, including refusing to do business with any agency whose terms they do not agree to.

“You should never have any shame in asking for what you actually want,” she said. “Agencies should be wary that if they won’t negotiate then that customer can just go elsewhere.”

The government is planning to set up a pool of supply teacher agencies which follow standard levels of practice. It is expected to launch in September.



Stephen Tierney

NEWS

Use CPD funding to boost pupil oracy, MPs told

The government should refocus its £75 million teaching and leadership innovation fund to help boost pupils' speaking and listening skills, MPs have been told.

Anita Kerwin-Nye, a leading special education needs professional and founder of the Communication Trust, told an event at Parliament attended by the children's minister Nadhim Zahawi that oracy – the ability to express oneself fluently and accurately – should become a “key goal” of funding for teachers' continuing professional development (CPD), in the same way as literacy is.

Kerwin-Nye, whose organisation brings together charities working in speech and language, told delegates that the teaching and leadership innovation fund, launched by the government last year, is an example of a policy that should focus more on oracy.

Before Christmas, the government announced that £45 million would be spent in 12 social mobility opportunity areas, to tackle issues such as behaviour and workload. Ministers also singled out literacy and early-years language.

It would be “very easy” to embed oracy into the fund's aims across school years so it is on a par with phonics and reading, she claimed.

“So every one of those bids could give speaking and listening the same emphasis given to literacy, reading and phonics,” she continued. “That would be a step change.”



But other teachers said Ofsted need to look for evidence of speaking and debating skills as part of their inspections.

A teacher at a secondary school who did not give their name said speaking and listening used to be in part of the national curriculum in the English GCSE until it was removed from the 2014 exams. Ofqual said at the time the requirement was removed because teachers were “over-marking” work to boost pupils' grades.

“It was in the curriculum, and it needs to go back,” they told MPs.

Pupils at the event spoke passionately about the impact that formal speaking skills had on their confidence and reasoning. These skills also give them access to “the

language of power” that is used in places like parliament.

One year 10 pupil said she is concerned that oracy is only “implicitly” taught in most schools, and unless a charity had helped her learn to speak she would have “cried every time” she was asked to talk in public.

Beccy Earnshaw, the director of Voice 21, a charity which promotes oracy in schools, said her team is already assessing how many mentions there are of the concept in Ofsted reports and noted that “it is being mentioned more frequently”.

Amanda Spielman's focus on the curriculum means the “door is already open” for schools to embed oracy in their day-to-day work and explain that to inspectors, said Duncan Partridge, director of education at the English-Speaking Union, a charity for public speaking in schools.

“Inspectors want to know how you have developed your curriculum. The chance to put oracy into your curriculum is already here,” he added.

The event was organised by the Labour MP Emma Hardy, a member of the parliamentary education committee, who announced in January that she wants to raise the status of oracy in Westminster.

Hardy, a teacher and former NUT official, warned that traditionalist “chalk-and-talk” pedagogy is pushing oracy skills out of the curriculum to the detriment of poorer pupils.

COMPUTER SCIENCE GCSE WILL BE EXAM-ONLY UNTIL 2020

Computer science GCSEs will be assessed purely on exams until 2020 after tasks from the test were leaked online, Ofqual has announced.

Following its announcement in January that the supervised coursework element of the GCSE won't count towards pupils' final grades in 2018 and 2019, the exams regulator has said that the new arrangements will remain in place for those sitting their GCSEs in the summer of 2020.

It means the first cohort of pupils for whom the non-exam assessment element of the GCSE will count towards their final grade will be those who start their GCSEs in September 2019, begin year 11 in September 2020 and sit their final exams in 2021.

The changes to the non-exam assessment element of the GCSE, which was previously worth 20 per cent of pupils' overall grades, were approved after Ofqual discovered that tasks and detailed solutions were posted on online forums and viewed “thousands of times”.

Now Ofqual has announced that the outcome of the task won't affect pupils starting their GCSEs this September, who will sit their exams in the summer of 2020.

Pupils will still need to complete a task set by whichever exam board they are studying under, and may be given a choice of which non-exam task to complete, but it will not be formally marked.

Schools and colleges will be required to confirm to their exam board that they have set aside the required amount of time for students to complete the task.

Struggling to afford CPD? Charge parents £1 a week, says leading head

PIPPA ALLEN-KINROSS

@PIPPA_AK

A government teacher-training tsar says schools that struggle to pay for teachers' CPD should ask parents for £1 a week.

Sir Andrew Carter, head of the South Farnham School Educational Trust and chair of the government's independent review into teacher training, said schools need to take a “radical approach” to deal with underfunding, and reach out to parents for payments to cope with the costs of running a school.

Speaking at the Academies Show in London on Wednesday, Carter said that to adequately fund continuing professional development (CPD) for teachers, schools should add two per cent to their staff budgets.

“If you can't do it, send a letter to your parents tonight and ask for £1 a week,” he added.

David Weston, chief executive of the Teacher Development Trust and chair of the government's CPD group, tweeted his disagreement with Carter's strategy.

“It would result in teachers in disadvantaged areas getting less CPD,” he said. “Almost all schools already ask parents for contributions and this already advantages schools in wealthier areas. If schools are struggling to fund CPD, increase school funding.”

Carter also courted controversy in November 2016 when he said parents should be asked to pay a “premium” for any services



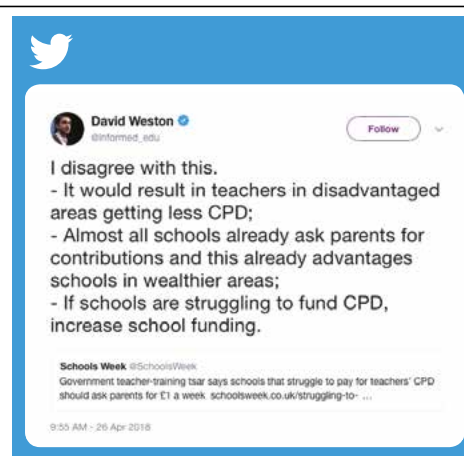
Andrew Carter

provided by the school over and above their basic responsibilities.

But today he went further, and said schools should seek to address even general funding shortfalls by going directly to the taxpayer, if the government refuses to raise taxes to give schools more cash.

When he was accused by an audience member of being unfair, Carter defended his proposals.

“It's always unfair. It's unfair in lots of ways. It's unfair if children are not getting an



education in your school which you think is reasonable,” he replied. “Parents pay for schools anyway through their taxes. If every child at your school paid £1 a day you would have £60,000 more a year. That gives you two members of staff to teach. Or, you go along struggling.”

Schools face the choice of asking central government for more money or going direct to “the people who pay central government directly for the money”.

“I don't know any area of England where there is a shop in a street that says ‘you are from a poor home, therefore these groceries will be free,’” he went on. “Can we say we will reduce our offer to what we are given or do we just keep adding to our offer and reduce

the quality?”

He drew parallels with the NHS, which he said had successfully decided what it could and could not “reasonably afford” to fund. Education now needs “to decide what's in and what's out”.

“What should parents have to pay in your school for the additional things you add? We as schools can no longer add and add and add. Our great sense of social justice as teachers is actually the downfall here. Sometimes we have to say no and we have to be bold enough to look to parents for the money.”

The results of a National Education Union survey of 900 staff in schools last month revealed one in five respondents said their school had been driven to ask parents for financial contributions to help with funding.

Caroline Barlow, the head of Heathfield Community College in East Sussex, said she felt Carter was “clear in outlining that the funding situation for schools is inadequate and unfair”, but said his suggestion “clearly disadvantages the schools with lower income populations”.

“Many schools already ask parents for donations to support extracurricular or enrichment activities. I am very clear teacher CPD would not fall into that category,” she said.

“The fundamental message we should all agree on is that all schools need adequate funding to support the best opportunities and practice for all students and all staff.”



NEWS: Investigates

THE BRIGHT TRIBE FILES: What exactly is going

The inner workings of one of the country's most controversial academy trusts have been laid bare in the minutes of trustee meetings, obtained by a Freedom of Information request.

Bright Tribe, founded by a charity run by millionaire property tycoon Michael Dwan, currently runs 10 academies in Suffolk, Greater Manchester and the north of England, but has announced plans to walk away from four of its northern schools following pressure from parents and a series of failed takeover bids.

Previously unseen board minutes obtained by *Schools Week* and the *Manchester Evening News* document how the chain's trustees responded to a series of serious problems in recent years, from Ofsted's savaging of Whitehaven Academy to the botched attempt to create a "northern hub".

The documents detail trustees' frustration with the negative press that the chain – and in particular the "related-party transactions" between the trust and founder Dwan's companies – have received. In the 2016-17 financial year alone, £681,000 was paid out to his firms.

However, the minutes also reveal steps taken by the trust to make its procurement activities more transparent. With the creation of a separate company – Bright Tribe (Facilities Management) Limited – the trust hopes to end related-party transactions altogether.

Bright Tribe told *Schools Week* its new facilities company will not commission any of Dwan's businesses to carry out work in future.

Here, *Schools Week's* chief reporter Freddie Whittaker investigates

Northumberland county council takes the nuclear option

Northumberland county council has launched legal action to recover £230,000 given to Bright Tribe academy trust to take on a struggling school because the chain later walked away from the deal.

Bright Tribe was paid to convert Haydon Bridge High School in Northumberland, but abandoned it last November, blaming the school's deficit and low pupil numbers. The cash was never returned.

The local authority took action this week after the MAT admitted that money it received from the Department for Education to create a "northern hub" had been used for "activities such as due diligence", rather than to aid school academisation.

Previously unseen board minutes also reveal that Bright Tribe demanded more money to help it take on Haydon Bridge after burning through government northern hub funding totalling £1 million.

The documents, obtained by *Schools Week* and the *Manchester Evening News*, sensationally show how Bright Tribe's disastrous attempts to expand in the north unfolded behind closed doors, and offer a glimpse into trustees' thinking as sponsorship deal after sponsorship deal went south.

Bright Tribe announced plans to ditch all but one of its schools in the north in February, after a series of failed takeover bids by the trust, which privately blamed local authorities and the DfE for the "painfully slow" process of taking on new schools.

It was lined up as a sponsor of Haydon Bridge in 2015, after the school was rated 'inadequate' and placed into special measures by Ofsted.

But despite appointing an executive principal and substantive headteacher in September 2016, Bright Tribe soon washed its hands of the school, blaming the "significant and increasing financial deficit" and a decline in pupil numbers.

Board minutes from December 2016 reveal that the trust sought even more funding for the takeover, because it had already spent the £230,000 it received from central government the previous year.

A Bright Tribe spokesperson said the trust invested "a significant amount of time and effort" into trying to create a hub of schools in the north, but progress was hampered by "limited local political support for academisation" in the region.

Northern hub funds "were used explicitly for creating the hub and not the academisation of the schools", said the spokesperson. For example, money was "used for activities such as due diligence prior to the conversion of schools".

Figures obtained by ITV under the freedom of information act shows DfE funding of £230,000 was allocated specifically to assist with the takeover.

Now Northumberland county council has commenced legal action to recover the funds, and criticised the "blame culture" at Bright Tribe, and the trust's failure to deliver an educational offer in the county.

"In the last couple of hours I have instructed our head of legal services to formally begin action to recover that £230,000," Wayne Daley, the council's deputy leader, told *Schools Week* on Thursday.

"We have no evidence of how that money has been spent at all. What we are getting is a significant blame culture at Bright Tribe about trying to pass the buck onto others."

The Haydon Bridge mess has prompted a large-scale consultation on the future of schools in the west of Northumberland, which put up to 14 schools at risk of closure.

But the council announced this week that just one will close, and the others will form closer partnerships in order to survive.

Haydon Bridge will remain under the oversight of an interim executive board put in by the council and Department for Education until a new sponsor is found.

Daley said Bright Tribe was "culpable" for the situation in Northumberland, and said the trust, "which has failed miserably so many communities across the UK", must be held to account.

"They received public money to develop an educational offer, and they have failed to do that. For me, it is now critical that that money is returned."



Bright
learn

HOW BRIGHT TRIBE BLAMED EV WHITEHAV

The trust blamed for tumbledown buildings and terrible results at Whitehaven Academy has tried to blame the school's problems on its staff, unions, Ofsted, the media and even parents, according to revealing new documents.

Bright Tribe announced it would give up the struggling Cumbrian school last November following intense pressure from parents over the state of the school site and pupil outcomes.

Now minutes of meetings held by Bright Tribe's board in 2016 show that the trust repeatedly came up with excuses and blamed others for the deteriorating reputation of the school.

Whitehaven joined Bright Tribe in 2014 after it converted to become an academy. At the time, the school was rated 'requires improvement'. The trust was supposed to turn the school around, but it was plagued by maintenance issues and worsening outcomes, which angered parents and staff.

During an October 2016 meeting, the trust board lamented a "high campaign" from a "minority of individuals", which it claimed stemmed from "parent and public concern arising from change" at Whitehaven.

The school was placed into special measures in December 2016, and more than 50 members of staff signed a letter demanding Bright Tribe's abdication.

Later that month, the trust blamed "adverse press reporting" on its inspection report for reputational damage, and criticised Ofsted itself for a "very fraught" inspection which related to results from the previous year and included "very limited consideration of contextualisation".

The only real moment of self-reflection in the minutes is an acknowledgment that the trust "had not anticipated the depth of feeling evident" in the letter from staff.

Although the board acknowledged the state of the school was "not good", and said it had lobbied for more funding, trustees also took aim at trade unions, which it claimed had failed to report problems at the school in the correct way.

Bright Tribe's chief operating officer Kathy Kirkham told trustees in December 2016 that building condition issues at Whitehaven that were flagged by unions in threats to strike were "unknown to the trust" because they were not referred through the chain's helpdesk.

on at the under-fire multi-academy trust?

Bright Tribe

grow prosper



EVERYTHING BUT ITSELF FOR THE VEN FIASCO

Dr Mary Bousted, the joint general secretary of the National Education Union, said it “beggared belief” that Bright Tribe had sought to blame unions and parents at Whitehaven for problems that were “entirely due to its own management failings”.

“Education unions are legally entitled to ensure that their members’ working environment is safe and secure and they want no less for students,” she said. “Parents would expect nothing less for their children.”

Whitehaven’s MP Trudy Harrison, who is also a member of the Commons education committee, criticised Bright Tribe for blaming parents and others for the situation at Whitehaven.

“It’s absolutely true to say that Bright Tribe took on a failing school, but it has not improved. To the contrary, it has got even worse,” she told *Schools Week*.

“Bright Tribe, to my knowledge, has not apologised for its failures, and it’s completely unacceptable for it to blame others.”

Whitehaven has made headlines again this week when it was forced to close after asbestos was disturbed on the site, a development she branded “just one of a catalogue of disasters”.

One local campaigner, Julie Rayson, told *Schools Week* that Bright Tribe had “never once accepted responsibility for ruining the educational experience and outcomes of so many children”.

“They’ve failed miserably with everything at Whitehaven Academy, including securing funding for a new build, adequately managing the funds they have, gaining the support of the staff and engaging with the community,” she said.

Leanne Wilson, who has one child at the school and another due to start in September, said parents should not be blamed for campaigning for better outcomes for their pupils.

“Clearly had parents not been involved in relation to Bright Tribe running the Whitehaven Academy a lot of these issues may not have been highlighted and scrutinised as they are now,” she said.

A Bright Tribe spokesperson said the trust “worked extensively with the DfE and the ESFA to seek support for the condition of the building at Whitehaven”.



Local MP accuses Bright Tribe founder of conflicts of interest

A multi-millionaire property developer is facing criticism for a conflict of interest between two academy trusts he helps run.

Michael Dwan was found to have shared sensitive information about the impending closure of one of his schools with another academy trust he chairs and which was hoping to open a new school on the site.

According to documents obtained by *Schools Week* and the *Manchester Evening News*, the founder and one-time chair of the Bright Tribe Trust, discussed the worsening situation at Greater Manchester University Technical College, an organisation he chaired, with Bright Tribe trustees in 2016, almost a year before the full extent of the UTC’s problems were revealed to the public.

Minutes from Bright Tribe board meetings in early 2016 show that the Stockport-based trust even applied to the government for permission to open a secondary free school to “replace provision” at the Greater Manchester UTC in Oldham, long before its closure was formally announced.

Dwan’s actions have inspired fierce criticism from local MP Lucy Powell, who said both Bright Tribe and the government must now face questions about potential conflicts of interest.

The trust is claiming that Vicky Beer, the regional schools commissioner for Lancashire and West Yorkshire, was in on its “confidential” plan, which was eventually thwarted by the Department for Education.

Last summer, Greater Manchester UTC became the seventh of the controversial 14-to-19 institutions to close amid recruitment problems just three years after it opened. It cost an estimated £9 million to build, but had just 127 pupils on its roll in January 2016, against a capacity of 600.

During a meeting on March 17, 2016, minutes record that Dwan “confirmed that following discussions at the previous meeting, Bright Tribe has submitted an application for a secondary school to operate alongside The GM UTC Oldham”.

At the time of the free school bid, property mogul Dwan was chair of both the trust and the UTC.

Powell, the MP for Manchester Central and a member of the parliamentary education committee, said it looked “like a case of letting that school fail and sweeping in afterwards”.

“This is a clear conflict of interest from the boss of Bright Tribe, circling Greater Manchester UTC a year before its collapse, whilst professing to support the organisation as the chair of its board,” she continued.

“This is another example of a real lack of oversight and accountability in our schools system and calls into question the commitment of Michael Dwan to the success of the UTC.”

Powell said there are “clearly questions to answer, for the board and leadership of Bright Tribe” about their “questionable motives towards GM UTC, and about how the regional schools commissioner, and ministers have allowed this benign accountability environment to grow”.

A spokesperson for Bright Tribe said that its board “considered that it would be appropriate to make a free school bid within the UTC”.

“The RSC was involved as the viability of the UTC was under scrutiny. Discussions were held with the RSC about the options that were available to the UTC,” they added. “This matter was dealt with in a confidential manner. The free school bid was not successful and there are no further plans to pursue this matter.”

Minutes from June 2016 note that the bid was rejected by the Department for Education. The trust agreed to “continue to offer appropriate partnership support to The GM UTC”. Plans for the future use of the site is unknown.

NEWS

Funding rules prevent MATs from building homes for teachers

ALIX ROBERTSON
@ALIXROBERTSON4 Investigates

School leaders want to offer teachers accommodation to help solve the recruitment crisis, but, as ever, finding the money is too hard.

Over the last six months The Harris Federation, one of the country’s largest multi-academy trusts, which runs 44 schools in London, has been working on a project to build up to 100 homes in partnership with a housing association.

Sir Dan Moynihan, the trust’s chief executive, has discussed his plans with the government, and hopes it will help to “recruit and retain the best teaching talent in London”.

LocatED, the government-backed property company is also “in the very early stages” of developing new onsite housing for teachers at schools in some areas, according to its chief executive Lara Newman.

School Week contacted MATs both in and outside of the capital to see whether they were taking the same approach to incentivise teachers to join their workforce. While there is a lot of enthusiasm for the idea, in practice there are a number of challenges.

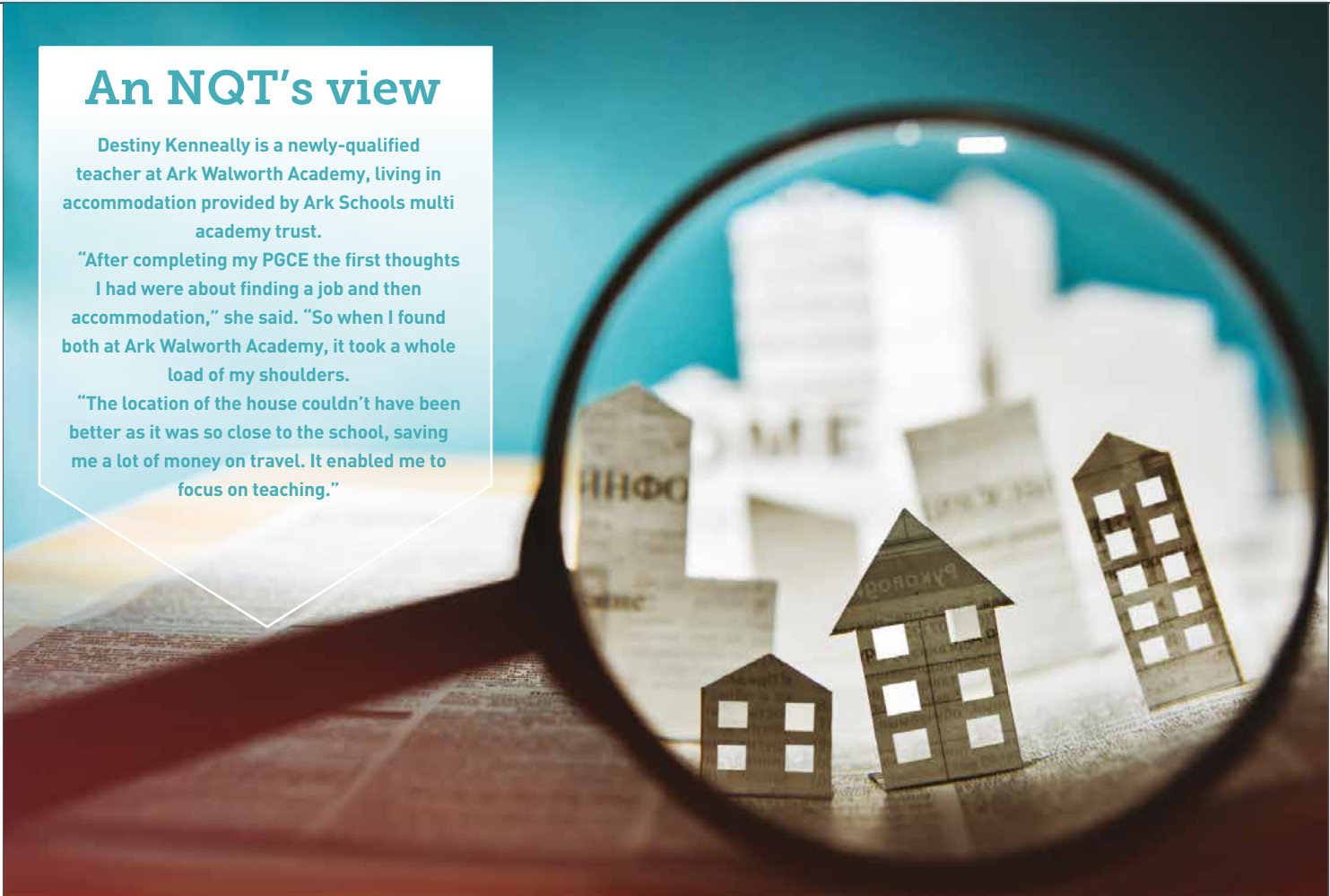
Jolyon Roberts, the executive headteacher of another London-based chain, the Pegasus Academy Trust, said accommodation in the capital is “the number one reason” why he loses staff.

“In Croydon we are absolutely crying out for teachers, and that is probably to do with a correlation around expensive accommodation,” he said.

Being able to offer teacher accommodation would “promote a sense of loyalty to the organisation”, he said, and would help when bad weather stops teachers making a long journey in.

But while Pegasus is “very interested in the idea”, it has nothing in the pipeline at the moment due to funding constraints.

“You’re not allowed to borrow commercially without special permission from the Education and Skills Funding



Agency,” he explained.

“Until somebody is the first through that door, or government to agrees, it’s a problem.”

Roberts had been eying an unused industrial unit near one of his schools as a possible option, but he couldn’t see how to fund the project.

“I was thinking if I could borrow some money I could turn that into a courtyard with accommodation of various types – some bedsits, one-bedroom flats, two-bedroom flats for teachers with their first child,” he said.

“We’re a £15 million organisation, when you’re that kind of organisation you could borrow against property quite easily I would think. If and when that becomes a viable strategy we’d be first in line.

“If we could pay our teachers more money we would – you hear our teachers say that even a room in a house share is over £1,000 a month now. But in some ways the accommodation issue would be an easier nut to crack because it’s a one-off capital expense.”

Malcolm Trobe, ACSL’s deputy general secretary, said schools would be unable to give additional funding to teachers to meet housing costs because it would breach the teachers’ pay and conditions document.

“This is an area that needs investigation, to find ways of giving additional incentives or benefits to teachers to move into areas where it is difficult to recruit or the housing costs are extremely expensive,” he said.

“However, if a multi-academy trust is beneficially funded to allow them to be able to do this, against trusts which are not funded at the same level, then obviously

that gives them a significant advantage in terms of being able to provide this as a benefit to teachers.

“What we need is a situation nationally, rather than leaving it to those that might have some additional funding available to them to enable them to take these steps.”

A spokesperson for the NAHT said it had debated the issue of teacher accommodation, and also wants a national scheme rather than a combination of different local schemes, “to avoid setting schools in the same area up in competition with one another”.

“The reality is that with school budgets at breaking point, only a tiny minority of schools would have the capacity to fund offers like this,” they said.

IF YOU BUILD IT, THEY WILL COME: THE MATS BREAKING GROUND

<p>Schools Week spoke to six multi-academy trusts that are working on providing accommodation.</p> <p>In south London, three teachers at Ark Walworth Primary School are renting housing from the trust.</p> <p>A spokesperson for Ark, which operates 35 schools across the country, said it wants to provide housing “wherever there is the option to do so” and is currently looking at other potential sites across its network to roll out the idea.</p> <p>United Learning, with 52 schools across the country, also provides some teacher accommodation and is “very keen” to do more.</p> <p>“We currently have a couple of academies where we have inherited a small amount of accommodation and are able to use it for teachers,” a spokesperson said. “But we would be very keen to do this more widely as a means of recruiting and retaining staff in areas where housing is at a premium.”</p>	<p>In some cases, trusts are repurposing houses previously available for caretakers and site managers, and renting them out to teachers.</p> <p>Elizabeth Wolverson, chief executive of the LDBS Academies Trust, which runs eight church schools, said LDBS is “actively considering” the use of site manger housing at a number of its schools to help attract teachers in the capital.</p> <p>“Retention is more difficult because most people move out of London when they want to have a family and want a garden and more space,” she explained.</p> <p>Another innovative approach in Wantage, Oxfordshire, involves a religious group known as the Community of St Mary the Virgin funding the conversion of a house on the site of St Mary’s Convent into six new one-bedroom flats, to be let at affordable prices to NQTs who take up posts in the area.</p>	<p>David Locke, the COO of The Oxford Diocesan Schools Trust, said many teachers at schools in Oxfordshire are finding accommodation costs “excessive” and the new flats are “a positive step forward”.</p> <p>A Schools Week investigation in 2016 found that teachers across the south of England also faced sky-high living costs, with up to 80 per cent of their post-tax salary going on rent.</p> <p>ASPIRE Academy Trust, which has 24 primary academies across the south-west, is exploring provision “in response to the increasing recruitment challenges in Britain’s coastal areas”, as a way to “incentivise and retain quality teaching staff”.</p> <p>E-ACT, the largest trust across the country also confirmed that it was exploring options on how to provide homes for teachers but said that it was still “early days” for the project.</p>
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NEWS

NEU'S WEEKEND OF ACTION PROTESTS 'SCHOOL FUNDING CRISIS'

FREDDIE WHITTAKER

@FCDWHITTAKER

Teachers and support staff from across England have joined "a weekend of action" to protest against cuts to school budgets.

The National Education Union, which organised the two-day event on Saturday 21 and Sunday 22 April, said thousands of people – including parents, teachers and other school staff – took part in events across England to highlight the "school funding crisis".

According to the Institute for Fiscal Studies, school budgets will have been cut by 4.6 per cent in real terms between 2015 and 2019.

This is despite an additional £1.3 billion cash injection from the government last year, which boosted school budgets in cash terms but failed to make up for additional cost pressures faced by school leaders.

During the weekend of action, the NEU's joint general secretaries Mary Bousted and Kevin Courtney were dispatched to events in central London and Morley in Yorkshire respectively.

"School funding cuts are igniting concern across the country," said Courtney.

"We are with teachers, other staff and parents talking with the community – and getting great support. This crisis will deepen without government investment



schools need and that pupils, parents and communities deserve."

This week, the education secretary Damian Hinds faced pressure in the House of Commons to say whether or not schools would face cash-terms cuts under the government's plans to introduce a national funding formula.

He faced calls from Labour to resign if any schools lost money, something the Conservatives pledged would not happen in their election manifesto last year.

"We have gone further than our manifesto promise that no school would lose funding

as a result of the national funding formula," said a defiant Hinds.

"The formula is in fact giving every local authority more money for every pupil in every school in 2018-19 and 2019-20. Every school is attracting at least a cash increase of 0.5 per cent per pupil through the formula this year, and one per cent more next year, compared with their baselines."

"The fact is that schools have already lost billions under the Tories and many will now face further cuts in cash terms," retorted Angela Rayner, the shadow education secretary.



Mary bousted and Kevin Courtney

Kent private school seeks unpaid intern for one year's work

ALIX ROBERTSON

@ALIXROBERTSON4

Exclusive

A private school run by the United Learning multi-academy trust is seeking an artist to work weekends for free in its boarding house.

The "artist in residence" internship at the £5,600-a-term Ashford School in Kent requires the successful candidate to work in the school's boarding house on a rota, as well as running an art class each week and organising an exhibition of students' work.

In exchange the intern will receive accommodation, board and use of the studio space, but no pay.

Dr Mary Bousted, joint general secretary of the National Education Union, said the post was "setting a very poor example".

"I am surprised about this from United Learning. As a matter of good employment practice this should not be done, you should be paid for your work, that's the basic but essential principle," she said.

"It's not as though they are gaining experience in an artistic setting, they are working in a boarding school. If you're asking someone to run tutorials they should be paid for that."

According to UK tax rules, an intern can either be a worker, a voluntary worker or a volunteer, depending on the arrangements between the parties.

There are no special rules for interns

ASHFORD

Artist in Residence
Location: Ashford
Salary: Non-salaried
Closing Date: Friday 27 April 2018

Artist in Residence 2018-19
September 2018 start
Non-salaried

Ashford School is looking for a dynamic, engaging and dedicated artist to join the Art department in 2018-19 as Artist in Residence. This role will require an artist who is committed to both their own practice and the continued cultural development of students at Ashford School. The successful applicant will be expected to maintain a strong presence in the department whilst being supported in developing their own practice. The position is subject to an Enhanced DBS check. Whilst single-person

and the working relationship determines whether they are entitled to the national minimum wage (NMW), which is currently £7.83 per hour.

United Learning said the yearlong internship opportunity is "longstanding" and works "very well for both the artists and the school for a number of years".

A spokesperson argued the value of the free accommodation, board, studio space and materials is "significant".

"The artist-in-residence works alongside the art department at the school who support the development of their work."

However, Bousted argued the requirement to take on boarding duties at weekends was "the killer factor" in the job advert, as it has "absolutely nothing to do with what the individual wants to do artistically".

"At the very least they should be paid for the work that they are doing, and the free bed and board comes from having an artist on the premises."

OFQUAL TO MARK PGCE STUDENT EXAMINERS' EXPERIENCE

JESS STAUFENBERG

@STAUFENBERGJ

Exclusive

Ofqual is surveying examiners on their background amid fears some lack the experience to mark scripts to a suitable standard.

Examiners will be assessed on how long they have been marking papers, whether they have degrees in their subjects, and how confident they feel at the task.

The report will be published this year, and is the first time the watchdog has updated its information on examiners' backgrounds in five years.

Meanwhile some teachers have used online forums to complain that PGCE students are being allowed to mark GCSE papers.

Kay Sawbridge, a computer science and IT teacher, said many teachers "can't believe" that such inexperienced teachers are being accepted as examiners.

They feel teachers "should have taught the course so they have the necessary knowledge and experience to moderate it properly".

Two major exam boards, OCR and AQA, have defended using PGCE students as examiners. Edexcel and WJEC do not use them.

OCR claimed that demands on teachers' time and the increase in the number of exams means there is "a need to encourage a younger generation of teachers to get involved in examining".

Applications from PGCE students and newly qualified teachers with 100 hours of teaching experience, and who have completed the teaching element of the course, have been accepted by OCR for the last three years.

The subject knowledge of newly qualified teachers is "invaluable", said the spokesperson.

AQA also accepted PGCE students after running a "really successful" pilot in 2016, and has recruited another 260 this year to mark papers in a few subjects that the board would not specify.

That number is a "modest increase" on the previous year and a tiny proportion of their 40,000 examiners.

Helen Webb, AQA's resourcing and talent manager, said "our research shows PGCE examiners do just as good a job at marking exams as other new examiners in the subjects where we're using them".

WJEC does not permit PGCE students to be examiners and requires a minimum of three terms of teaching experience to apply.

Malcolm Trobe, the deputy general secretary of the Association of School and College Leaders, said "in an ideal world" all examiners would have significant teaching experience.

The fact they do not "clearly reflects the huge pressure to recruit sufficient numbers of examiners".

NEWS: Schools Week @ Schools North East summit

Conservative councils given more leeway on high-needs funding

JESS STAUFENBERG
@STAUFENBERGJ

In a move allowing certain local authorities greater control over special-needs funding, the education secretary has lavished Conservative-run councils with more flexibility.

Councils are no longer able to freely move money from general schools funding to cover spikes in demand for higher-needs funding, which is used to pay for special needs places and excluded pupils.

Under the government's new plans, just 0.5 per cent of schools funding can be moved into the high-needs block for special schools and pupil referral units, should it be needed to cover increased demand for places. Councils need the approval of a schools forum, a group of local heads, to transfer the money.

But the children's minister has announced that 27 local authorities have appealed the rule, four of which may now move the money without schools forum agreement – and more Conservative councils have received the green light than Labour.

As for the other 12 councils that were turned down, Barney Angliss, a SEND consultant, believes they will now be forced to extract more from other services such as libraries, and will also seek to "claw it back from top-up funding for education health and care plans (EHCP)".

Top-up funding is given to schools by councils to meet the needs of any pupil in a mainstream setting that costs more

than £6,000 a year, and the exact sum is designated within an EHCP.

For instance, an autistic pupil might need 15 hours of one-to-one support a week at a cost of £7,000 per year, and their school is given extra cash to pay for it.

Under the new rules, councils with no flexibility to move funds are likely to produce EHCPs which do not allocate any top-up money to the school, said Angliss, who admits to being "suspicious" about why certain councils have been given greater control.

"It will be a postcode lottery in terms of top-up funding," he said.

In a written answer to a submitted question, children's minister Nadhim Zahawi revealed that eight councils asked to move 0.5 per cent or less of the schools budget without schools forum approval. Four asked to move more than 0.5 per cent without approval, and 15 councils asked to move more than 0.5 per cent with approval.

An analysis of the political make-up of the 27 councils shows that just 46 per cent of Labour appeals were successful, even though 64 per cent of Conservative appeals were successful.

Eleven councils got the go-ahead to take more than 0.5 per cent from the schools block, as long as the schools forum agreed.

Barnsley council was one of those turned down for moving over more than 0.5 per cent without approval. It appealed after the local schools forum refused to release 10 per cent of the schools block for higher-needs places.

The council's cabinet member for

education Tim Cheetham has also openly wondered whether the "political flavour" of councils has been a factor in the government's decisions.

"No reason was given, just that the Secretary of State was basically 'not minded' to give it to us," said Cheetham. The council now has a £6 million gap in high-needs funding, he said.

It is now considering telling schools they must fund provision for higher needs pupils themselves, he admitted.

"The schools get the funding for the kids, so in the end they'll have to produce the payment."

This might include places at pupil referral units: "Normally we'd just say 'right there's a place available', but now there will be a financial implication."

Julia Harnden, a funding specialist at the Association of School and College Leaders, agreed that the new rules for councils will "worsen and increase the pressure on top-up funding".

She wants a framework in place to protect top-up funding, rather than permitting councils to refuse it.

The Department for Education strongly denied that any decisions were influenced by the political make-up of councils, pointing to Zahawi's written response which said each request was assessed against factors published in the schools revenue funding 2018 to 2019 operational guide. "Decisions were made based on the evidence provided by the local authority for each element of their disapplication request."

Which councils got what?

Councils given permission to move up to 0.5% without leave from their schools forum

Bromley
Middlesbrough
Trafford
West Sussex

Councils refused permission to move up to 0.5% without leave from their schools forum

Dorset
Hackney
Hillingdon
Wokingham

Councils refused permission to move more than 0.5% without leave from their schools forum

Barnsley
Bath and North East Somerset
Kingston-upon-Thames
Lambeth

Councils given permission to move more than 0.5% with leave from their schools forum

Bolton
Bournemouth
Bristol
Hartlepool
North Somerset
Northumberland
Oldham
Poole
South Gloucestershire
Southwark
Thurrock

Councils refused permission to move more than 0.5% with leave from their schools forum

Derby
Hammersmith and Fulham
Hull
Rotherham

Conservative

Labour

Could Ofsted be about to wipe the grading slate clean?

Ofsted is buzzing with rumours that the grading system for schools is about be scrapped and replaced with pass-or-fail inspections.

Iain Veitch, a headteacher and Ofsted inspector, let Schools North East delegates know about gossip surrounding the proposed new inspection framework, which comes into effect next year.

Amanda Spielman (pictured), the chief inspector of schools, said before her appointment in 2016 that she was uncomfortable about some of the effects on the school system of the 'outstanding' grade used by inspectors, and said Ofsted under her watch would have "discussions" about scrapping it.

But there is now speculation that all four of the grades used by Ofsted, 'outstanding', 'good', 'requires improvement' and 'inadequate', might all be on borrowed time.

Instead, an inspection might simply find, according to Veitch, that "you're good enough or you're not good enough". He also discussed rumours swirling around the inspectorate of changes to safeguarding.

Checks on the safety and wellbeing of



pupils could be removed from normal inspections and instead carried out at every school during a special annual safeguarding inspection.

But these proposals are just circulating as "rumours around the edge at the moment, because the thing isn't written yet".

However there is a concrete "movement" within Ofsted to discount the poor results of small groups of pupils which can unfairly skew school performance data – so called "outlier" pupils.

Those with results in the bottom one-to-three per cent can "significantly skew your results", particularly for primary schools, he told delegates.

"There is now a movement to say 'isn't it time we took the outliers out, and actually look at what the bulk of children did?'" he said. This he claimed would allow a "fair picture" of the school.

But an "ideological battle" is being waged about whether pupils with top results should also be discounted.

"You can imagine what kind of miseries are saying that," he joked. "We're saying no – leave the top alone because they've done a brilliant job and they deserve it."

WITHOUT A CLERK, YOU'RE BREAKING THE LAW

Schools are breaking government rules by failing to employ a professional clerk to advise governors on their legal duties in meetings.

The governance handbook clearly states that a board must use a "professional clerk" to take minutes, organise the board and help navigate the law.

But Julia Millard, an advocate for National Leaders of Governance, has warned that some schools are deputising their heads' PAs to take minutes during important meetings.

Schools are unlikely to get into trouble for breaking the rules, unless poor or inaccurate clerking is part of a wider governance problem, the National Governance Association has said.

More clerks must be recruited and existing ones developed, the national schools commissioner David Carter told *Schools Week*.

"We all need to do more to recruit and develop more clerks" because "at their best" they have great oversight into the challenges faced by schools, he said.

The handbook says "the clerk should be the board's governance professional", and the board should be "assured" the person in place has suitable training and knowledge. The board should also

"expect to pay an appropriate amount".

One issue is the difficulty of defining a "professional" clerk because there is currently no specific qualification for the job, said Gillian Allcroft, the NGA's deputy chief executive.

Instead some schools are using a PA or the school business manager, according to Millard. This means they won't necessarily be an "independent voice who isn't worried the headteacher is their boss".

The government has beefed up its recognition of the role of the clerk in recent years. For example, there is now a certificate in clerking of school and governing boards available through the National Governance Association.

Clerks also play a role in ensuring the termly report headteachers have to give to governors is done properly, Millard said.

For instance, clerks would be expected to know that simply providing a "verbal" report would not be good practice.

Speaking to delegates at the conference, she warned that a verbal headteacher report could be "very dangerous" because the board wouldn't have time to scour through a written report for inconsistencies.

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GOVERNOR TICKETS FROM £44

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FESTIVAL OF EDUCATION

Wellington college

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THE 9TH FESTIVAL OF EDUCATION | THURSDAY 21 & FRIDAY 22 JUNE |
WELLINGTON COLLEGE, CROWTHORNE, ENGLAND



AMANDA SPIELMAN
Chief Inspector, Ofsted



PAUL A. KIRSCHNER
Distinguished University
Professor



MATTHEW SYED
Journalist, Writer,
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Former Education
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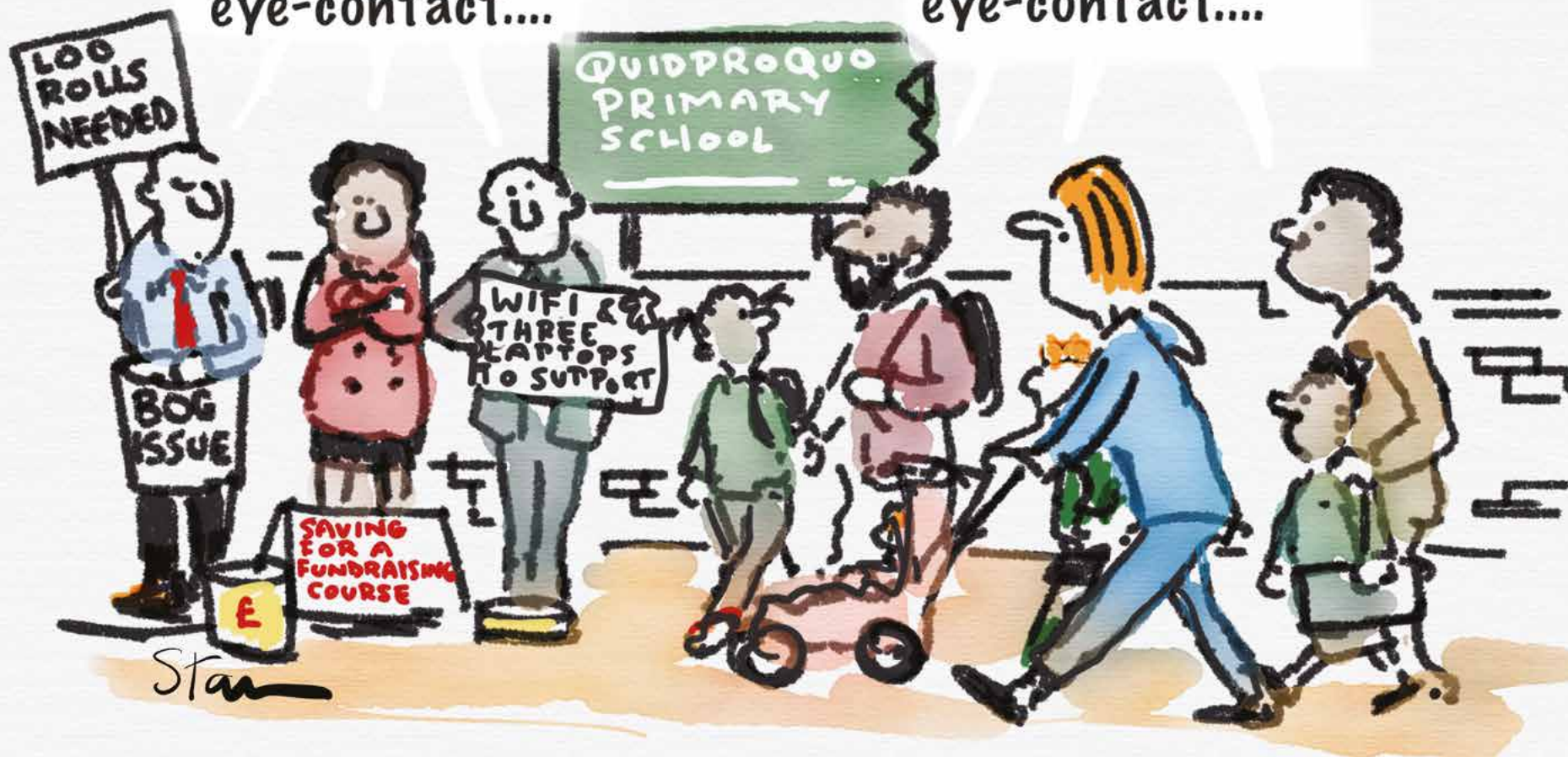
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SCHOOLS WEEK 

Try not to make
eye-contact....

Try not to make
eye-contact....



EDITORIAL

Money's too tight to mention



With our offices in the popular London tourist spot Greenwich, we at *Schools Week* are no strangers to the phenomenon of rent so high it makes your nose bleed.

For classroom teachers, getting by on an average salary in this kind of setting is no joke. Many may be put off from the word go, choosing to look for work outside of the city rather than counting their pennies.

For the bolder candidate who doesn't mind a Pot Noodle dinner, the cost of accommodation will bite later on in their careers, when they try to squeeze a

burgeoning family into a bedsit with one poorly functioning toilet.

So if multi-academy trusts can work through the challenges and begin offering housing for teachers, it is likely to be snapped up. This would please both landlord and tenant, in a climate where teacher recruitment and retention is starting to feel desperate.

But the next challenge should be making sure that accommodation as a golden handshake for teachers isn't restricted to heavyweight trusts which can wield more influence and write a

bigger cheque.

This week's Education Policy Institute report 'The teacher labour market: A perilous path ahead?', highlighted that the five-year retention rate for teacher is down to only 50 per cent for high-priority subjects like physics and maths.

If the government is serious about tackling the recruitment crisis they should be looking seriously at a national strategy that allows schools across the board to offer this incentive to attract the teachers they need.

The Bright Tribe Files don't paint a brilliant picture

This week, our Bright Tribe Files investigation has taught us a lot about one of the most controversial and under-fire academy trusts in England.

The revelations are sensational, and show a worrying tendency of those in control of the trust to blame others when the going gets tough.

Parents, campaigners and unions are right to feel wronged by the trust, but we must not lose sight of the impact the chain's collapse in the north will have on the community of hard-working staff who work in their schools.

Above all, we hope that as the four northern schools bring transferred to other trusts move on, their staff are well looked after find stability in whatever they do after a tumultuous time in their schools.

We welcome the steps taken by Bright Tribe to end its use of related-party transactions, and hope other trusts in the same positions learn similar lessons about transparency and communication.

Fool's gold: The high-needs funding change robs Peter to pay Paul



Schools Week enjoyed an informative day as media partner for the Schools North East governance conference and, as with most great events, we were put on the trail of an interesting tale – the gold at the end of the rainbow, in fact. Julia Harnden, funding expert, warned that high-needs funding is under threat. To cut a long story short, councils can no longer move money from the schools block into their high-needs block when they need to, as they always have done, and so will probably hand out less in

top-up funding for kids who need help in mainstream.

The sad fact is that ring-fencing the schools block has put councils and schools at loggerheads. One cabinet member bitterly related how their local schools forum, a group of headteachers, refused them access to some of their schools funding. Of course, schools feel tied because they lack cash too.

The result? Councils are considering charging schools for their services, which could scare schools off from referring

a child who might really need it. Or, as we reported on Dorset council last week, they have shut their doors on some pupils altogether. Who loses out? We all know.

Resentment is further stoked by some councils getting more flexibility than others, as we reveal this week. So why has the government done this? One policy expert drily said "because ministers can make school funding sound bigger". But the public aren't that stupid. They know when gold is just a myth.

“We need an inspirational Executive Head Teacher, to support and compliment leadership throughout our exciting and expanding Multi Academy Trust – Excelsior!”

Hazel Pulley NLE, CEO



APPOINTMENT OF EXECUTIVE HEAD

**EXCELSIOR MULTI ACADEMY TRUST
LEADERSHIP SCALE 35 (£90,773) – 37 (£95,333)**

Within Excelsior Multi Academy Trust, amazing teachers change lives. Our academies help prepare precious young people for happy, healthy, successful futures through the magic of learning.

Excelsior Multi Academy Trust presently comprises of Parkfield Community School and Turves Green Primary School. Green Meadow Primary School is due to join the Trust in June 2018 and a further school by January 2019. It is expected that other schools will join the MAT in the near future, and a Free School application is in the pipeline.

Excelsior's main aims are to provide:

- outstanding education through our values of equality, aspiration and innovation.
- outstanding leadership and well trained and motivated staff, who will improve our pupils' outcomes in an exciting learning environment.
- a broad, balanced and exciting innovative curriculum of opportunity, including STEM – Science, Technology, Engineering and Maths, emanating from our own Young Engineers' Academy and Mathematic's Academy.
- opportunities for pupils to develop resilience, compassion and respect for all.
- a whole school growth mindset, ensuring all who learn and work in Excelsior aim high.

Core purpose of the role

The Executive Head is a lead professional and a significant role model within the wide sphere of influence within the Excelsior Multi Academy Trust (MAT). Through proactively promoting and demonstrating Excelsior's vision and values of respecting cultural diversity within contemporary Britain, respect for diversity will be modelled. The values and ambitions displayed will also help to determine the achievement of academies and their pupils, as well as

ensuring high expectations and aspirations are there for all – staff, students, governors and communities.

The Executive Head is accountable for ensuring the educational success of the primary academies, particularly in diminishing disadvantage, within the overall framework of the MAT's approach to school improvement as well as the individual academy's strategic plans. The Executive Head is responsible for providing support and challenge to each academy's Headteacher/ Head of School and Local Governing Body across all aspects of their work. This will involve creating a culture of improvement through the Executive Headteacher's aspirational leadership and commitment to the highest levels of achievement for all across the MAT. The Executive Head will have line management responsibilities for the Headteacher/Head of School working closely with the Local Governing Body.

The Executive Head is responsible for leading and promoting the Excelsior brand through social media and marketing. The Trust team will support this drive throughout their individual responsibilities and duties.

Visits to our Outstanding lead school to meet the CEO and Excelsior Team are welcomed and encouraged.

**Please contact Nicola Harrold – Trust HR Lead –
n.harrold@excelsiormat.co.uk**

**Excelsior MAT
Parkfield Community School
Parkfield Road
Birmingham
B8 3AX
Tel.: 0121 464 1131**

To Apply

Please visit <https://www.educationweekjobs.co.uk/> to download the application form. Once completed, please send to n.harrold@excelsiormat.co.uk.

CLOSING DATE: FRIDAY 11TH MAY 2018



Harris Girls' Academy Bromley is an outstanding school. Our examination results places amongst the very best in the country and we believe that with high quality teaching and support, our girls will become responsible and successful in their chosen paths. We believe that teaching is a craft and continually strive to become even better at it; our high quality CPD supports ambitious and hardworking colleagues to make a real difference to the lives of our students. If you are passionate about your subject, committed to your own learning and keen to make a difference, this could be the academy for you.

We are currently looking for:

Coordinator of Humanities, Coordinator of MFL, Coordinator of Art and Design & Technology, LP of Science, Faculty Director

Why work at Harris Girls' Academy Bromley?

Harris Girls' Academy Bromley is the number one school in Bromley for progress and one of the most successful schools in the country, with progress being amongst the top 1% of schools this year at +1.09 (Progress 8 2017). We are very proud of our academic and cultural achievements and are ambitious about the future.

At Harris Girls' Academy Bromley we aim to ensure that every student is inspired and supported to achieve her personal best in a creative and enterprising culture where learning comes first. Through the development of our learning ethos of CORE, we encourage the girls to become Committed, Optimistic, Resilient and Enterprising.

For more information, or to arrange a visit, please e-mail **Miss Clair Standing** on principalspa@harrisbromley.org.uk

Discover more at www.harriscareers.org.uk

...because we can be even better!



LEAD PRACTITIONER FOR PROFESSIONAL LEARNING AND DEVELOPMENT FOR SEPTEMBER 2018

Leadership Range: L1-5

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Do you have a curiosity about what works best to help children learn?

**Do you want to collaborate with colleagues to create an
'inferno of excellence'?**

**Can you get teachers to think hard and get excited about
'growing' their practice?**

**Can you get teachers planning and evaluating the impact of their
teaching together?**

Can you find and grow our 'bright spots'?

Are you a professional learning and development champion?

The Prince Albert Community Trust (PACT) wish to appoint a passionate and dynamic Lead Practitioner, who will take a school-wide focus on professional learning and developments from September 2018. In particular, this exciting new role, will focus upon designing and implementing small scale classroom inquiry and action research. So if you are passionate about maximising the impact of teaching within the classroom and have the enthusiasm to bring others with you then this new role could be the one for you!

So a little bit about us...

The PACT is a forward thinking and innovative Multi Academy Trust (MAT) and we serve fantastic pupils, parents and staff. In addition to this, we are very fortunate to have the support and challenge from a superb group of Trustees. Our family of schools consist of Prince Albert Primary School, Heathfield Primary School and Highfield J&I School. We are supporting Birchfield Primary School and are currently building a Secondary Free School.

We want to invest in you...

At the heart of all that we do, is our bespoke professional learning and development culture, striving to unleash talent and nurture expertise. We passionately believe that our staff are our biggest asset and so we have a personalised PLD package that is tailored to the journey each and every individual wants to embark on. We invest heavily in our staff as we know that only through staff development will we achieve the very best outcomes for our children.

The main thing is our main thing...

This in turn has provided us with a teaching and learning philosophy that ensures the standards we deliver for all of our pupils are as high as we would want for our own children; this is something we pride ourselves on. We are relentless in the pursuit of excellence for all of our pupils and firmly believe that there is no limit to a child's potential, which is equally true of adults. Learning is a life-long experience and we feel extremely privileged to contribute to the learning of children and adults alike.

WE are a team...

We are a friendly, professional and hardworking team and are proud to offer a supportive and experienced leadership team to work alongside. We are a well-resourced MAT with sensible policies to ensure that our practice supports both our wellbeing and work life balance. If you believe you possess the qualities to take on this exciting challenge then we would be delighted to hear from you. Part time applications would also be welcomed. The PACT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Visits are warmly welcomed and positively encouraged. If you wish to arrange a visit, please contact the PACT on **0121 327 0594 Ext 259** where Hannah Langston will make the necessary arrangements. Further information about the schools, our outcomes and philosophy can be found on our school websites: www.princealbert.bham.sch.uk; www.heathfld.bham.sch.uk; www.hifield.bham.sch.uk; www.pact.bham.sch.uk.

The application pack can be downloaded from any of the school websites and your application should be submitted to
h.langston@princealbert.bham.sch.uk.

"This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role"

Closing date: Wednesday 9th May 2018



OUR LADY & ST. BEDE
CATHOLIC ACADEMY

EXAMINATIONS & DATA PERFORMANCE OFFICER

GRADE I (26-28) £23,166 - £24,717

37 HOURS PER WEEK, FULL TIME | PERMANENT

Our Lady & St Bede Catholic Academy and the Directors of Carmel Education Trust wish to appoint an excellent Examinations & Data Performance Officer.

We wish to appoint a candidate who:

- Will organise, maintain and develop data and tracking systems across the school integrating examinations
- Produce reports using internal and external assessment and progress data
- Can lead and support development of staff using data
- Has outstanding ICT skills
- Is highly motivated
- Can develop efficient systems to generate, analyse and utilise data
- Has excellent analytical & problem solving skills

We can offer:

- A Catholic school that has a clear mission and strong tradition dating back to before 1850.
- A vibrant, well run, ambitious and caring school.
- A school where staff enjoy coming to work and are able to maintain a work-life balance.
- A professional climate where all staff are valued, listened to and who are able to fully use our gifts and talents.
- An excellent behaviour climate where staff can teach free from disruption.

- Most importantly, fantastic pupils who are hardworking, display great humility and appreciate the effort of adults who work on their behalf.
- A school which is part of the Carmel Education Trust: a group of 7 schools, all working together as one to provide exceptional levels of expertise and support.
- A rapidly expanding school, c. 900 pupils will be admitted in September 2018, increasing to c.1000 in 2019.
- A £5m building expansion programme.
- An Ofsted (January 18) and Diocesan (November 17) rated 'Outstanding' school.

School Visit

We are passionate about our school and want to fill it with staff who share the same passion, values and drive. You would be warmly welcomed to our school at any time, to see and feel what Our Lady & St Bede is like on a typical day and to ask any questions you may have on an informal basis.

Please contact the Headteacher's P.A.:

Mrs Johanna Smurthwaite: smurthwaitej@ourladyandstbede.org.uk

For an application form, please e-mail **Mrs Johanna Smurthwaite: recruitment@ourladyandstbede.org.uk** or Tel: **01642 704970**.

Closing date: Monday 14th May 2018, 12:00 midday.

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READERS' REPLY

Reply of the week
receives a
Schools Week mug!



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School inspection changes will save Ofsted £2.3 million



Paul Garvey // @PaulGarvey4

As I said, these changes to inspection timings are not for the benefit of schools – proportionate inspection was never for the benefit of schools – that's just Ofsted's spin. They have been done to save money.

Graham Morgan // @ProjectHEROman

Removing them forever will save a lot more money and remove school stress at the same time.

The slow speed of emergency academisation



Ir8 Guy // @Ir8_Guy

Not sure I believe a slow conversion affected things that much. There must have been immeasurable failings already. Academisation isn't a magic wand. Sounds like it's just being used as a scapegoat...

Don't boycott SATs, heads tell parents



Karl Peter

Utter rubbish. If parents withdrew en masse, school results would plummet, making the league tables a mockery. That would be good. To say the SATs help secondary schools is also nonsense – see the article today regarding progress 8 and inflated grades!

ESFA fast-tracks teacher apprenticeship provider applications



June the Tea Lady // @TeaLadyJune

Education seems just such a complete, incoherent, dogs' breakfast mess. Can't we rub it all out and start again? Starting point: all children need to learn and they need well-qualified, well-rewarded, positive teachers.

Employers don't understand the 9-1 GCSE grades, and five other findings from Ofqual's exam survey



Sian Bannister // @Bannister1D

Great. Just what I want to hear on the eve of my second-born's first GCSE exam. So who will go and explain to them? It's not all that hard to understand.

Chris Bowstead // @BunsenLearner

To be fair, not a lot of teachers understand it either. Ok, I got a level 4 in science, but I did better in English, where I got a 4. Eh?!

Council plunders £9m from school improvement funds



SEND Crisis // @SendCrisis

Are others doing the same?

Eduk8 Stoke // @Eduk8Stoke

This is why councils should not be given money for schools but pay the schools directly and ring fence the spend.

The slow speed of emergency academisation



Janet Downs, Bourne

There's little chance of the DfE rescinding academy orders – ministers are still committed to a wholly academised system despite 100-per-cent academisation by 2020 not being enshrined in law. If 'inadequate' schools can improve before becoming academies, then why does the DfE still promote the more expensive option of mandatory academisation for such schools? Could it be ministers are more driven by ideology than evidence?

Four months ago, Teacher Tapp data revealed that half of teachers had answered emails during the Christmas holidays. This sounds innocuous enough, but the figures caused a bit of a battle on social media. Email answerers were at pains to explain it wasn't necessary for other people to answer their emails out-of-hours or reply to 11pm mailing binges. The emailers just preferred responding as things came in so they weren't overwhelmed on their first day back at work. Or they liked to email late at night once their kids or other half were out of the way.

Non-emailers were not placated. "Constant emails lead to a 24/7 culture and it's unsustainable," one person tweeted.

"It's like everyone is trying to get the monkeys off their back before the return of term, but they do it by passing the monkeys to other people. And then I have to worry about the monkeys they've handed over to me," another confided.

I've presented this finding several times to audiences of headteachers since then. Each time, the same frosty divide goes up in the room. Half are desperate to point out they like managing their work by doing emails at night, and that it's very important for their wellbeing, work-life balance and so on. The other half say their wellbeing and work-life balance would be better if everyone agreed to stop emailing after a certain time.

At one point, when presenting to a room of heads at an academy trust, the chief executive suggested he experiment, one



LAURA MCINERNEY

Contributing editor, *Schools Week*

To mail or not to mail: What's your school's after-hours email policy?

weekend, with switching everyone's emails off at 9pm on a Friday night and switching them back on at 6am on Monday. One head immediately blurted "no" across the room. Her fear at taking away out-of-office access was palpable.

Yet, the more I talk about this issue with people the more I think schools need to find a solution. One problem of teaching is that it's a performance.

For up to six hours per day, teachers are on stage. They must give their undivided attention to groups of 30-plus needy pupils. Then we add break duties, extracurricular clubs, department

meetings, lesson planning and book marking. Each of these requires serious powers of concentration too.

It's therefore no wonder many teachers (and leaders) feel they can only answer emails in evenings, when all of these demands are gone. But this means they never get any time off stage. And while that level of control and work can feel joyful – because productivity

feels good – it is also bad for us. Gradually it leads to people feeling out of control and resentful.

At this point I usually get cornered by people insistent on two points. One, that out-of-office emails are important for



working parents who have to leave schools early to pick up their children. Two, that every other sector is struggling with this same form of digital creep and teachers are no different to anyone else.

Let me take this latter point first. Teachers are different because they are the sector I'm interested in. The bakers, and lawyers, and candlestick-makers can fight their own battles and maybe theirs will involve everyone sucking up a 24-7 work culture. But that doesn't mean teachers should.

On the parenting point, I concede that childcare affects the hours people are available, but I don't think family life is helped by parents watching their phone notifications all evening.

Plus, I notice that no one is ever mad about people writing emails in the evenings – the issue is sending them. Technologies such as boomerang on Gmail or delay send on Outlook enable people to write emails whenever but to send them later, meaning people only receive work emails within work hours, which changes expectations about responses. They can be overridden, in emergencies, but a good rule of thumb is that if you wouldn't phone somebody about the issue, then you probably don't need to send an urgent email either.

Will this save us from a teacher shortage and the workload crisis? Not by itself. But at the very least it's worth having a conversation with colleagues. Do you have an out-of-office email policy? And if not, why not? You may be surprised at the answers.

PROFILE

CAROLINE WRIGHT

CATH MURRAY | @CATHMURRAY_

**Caroline Wright, Director General,
British Educational Suppliers' Association**

Caroline Wright has booked a table at her favourite Turkish restaurant, an all-day eating and drinking establishment overlooking the canal in Canary Wharf. The British Educational Suppliers' Association that she heads up is just round the corner, on the dingier side of the block. It's her dream, she jokes, to start a day with breakfast in the café, pass through the curtains into the restaurant for lunch, and drift into the bar for the evening.

For someone who admits that her "main office is probably a branch of Caffè Nero" somewhere in central London, this scenario isn't beyond the bounds of the imagination. Wright spends most of her time in meetings, between meetings or travelling internationally – her most recent trip being a trade delegation to China with prime minister Theresa May.

Her job as head of BESA is to represent the interests of the companies that supply schools with just about anything but people. In its start-up days in the 1930s, that encompassed "pens and pencils, that kind of stuff", but it eventually expanded to include publishers and, more recently, EdTech companies – which now make up about 50 per cent of its membership. Wright describes the organisation as "a mini CBI, solely focused on education".

While my brain cogs whirr, trying to process what this means, she switches to a layperson's description: "get a school, turn it upside down, take out the teachers and the kids. Anything else that drops out will be made by companies that work with us."

She doesn't believe the British education system gives itself enough credit in recognising all the wonderful things that are achieved in our schools: "I think we do ourselves down in the UK, but internationally we are still really, really highly regarded."

China, for example, has started looking to UK companies to work out how to teach resilience and emotional wellbeing, she explains. And we shouldn't underestimate the value of popular EdTech products developed in the UK, such as the classroom behaviour management app Class Charts, the "Uber-for-supply-teachers" apps, or workload-reducing innovations like Show My Homework.

At a time when the government is piloting two regional school-procurement hubs, I'm curious whether Wright thinks they will help her members. It's a common complaint from EdTech start-ups that, when secondary schools have an average IT budget of around £70 per student per year,

they can't afford to negotiate deals with each individual school.

But while she encourages schools to band together to negotiate better deals, she's not sold on centralised procurement.

"Teachers are professionals, they make these decisions based on their own knowledge of what works in their classrooms. So, having a central person say 'by the way, I've just bought 40,000 of these, and you're going to have one'. You kind of go 'right, and how am I supposed to use that?' And if it's not backed up with training and support, that's when it doesn't work," she says.

"That's when you hear all the horror stories about things being left in cupboards."

IF YOU CAN'T AFFORD TO DO THE CPD, DON'T ACTUALLY BUY THE STUFF BECAUSE IT'S JUST A WASTE"

Even though she represents the industry body, her advice to schools on EdTech purchasing is simple: "If you can't afford to do the CPD, don't actually buy the stuff, because it's just a waste. Unless you're going to train people to do it effectively."

The flipside of the fact local education authorities no longer take charge of purchasing is that there are now about 25,000 points-of-sale, which is unmanageable even for the largest companies. For this reason, she still considers peer-to-peer teacher recommendations the best sales route.

With 80 per cent of school spend going on staff, procurement budgets are a huge issue. An average secondary school will spend about £150,000 per year and an average primary £35,000.

"That's your Pritt Sticks, your consumables, your textbooks, your library books, the science equipment," she explains. In this climate, she's not averse to schools using creative means to supplement their budgets – even going so far as letting companies advertise to their audiences.

"If you are a local gym, then you're doing a discount for parents of the kids of that school, actually why not? You wouldn't want to see them doing something rotten. If it's a tobacco company, obviously not. But if there's something wholesome, that fits in with the school ethos. Quite frankly, I'd say don't sniff at getting revenues from anywhere if you're a school and you're trying to get a budget together."

The photographer arrives and is promptly told off for scouting the place for backgrounds to complement Wright's bright pink jacket. No pictures are allowed, we are told emphatically, so we move to the rather less plush entrance hall to BESA's office block, with its sad-looking palm trees.

At this point Wright becomes visibly uncomfortable. After 15 years working in communications, she's much more used to organising press photoshoots for government ministers than starring in them herself.

As the photographer arranges plants, lapels and stray limbs, we chat about her career to distract her. For someone who admits that, on graduating with a degree in geography, she didn't know what she wanted to do, she managed to follow an incredibly strategic career path.

"I never had a vocation, never had a particular desire to do anything very much," she admits.

After a couple of years as a reporter for local newspapers in Essex, she landed a PR job at the Post Office. From there she sat the exams for the government communications service, with her first placement in the Department for Trade and Industry, "going on trade missions around the world, which I think plays in very nicely to what I'm doing now".

Her next role was at Ofsted, as head of media and marketing, which was something of an ah-ha moment.

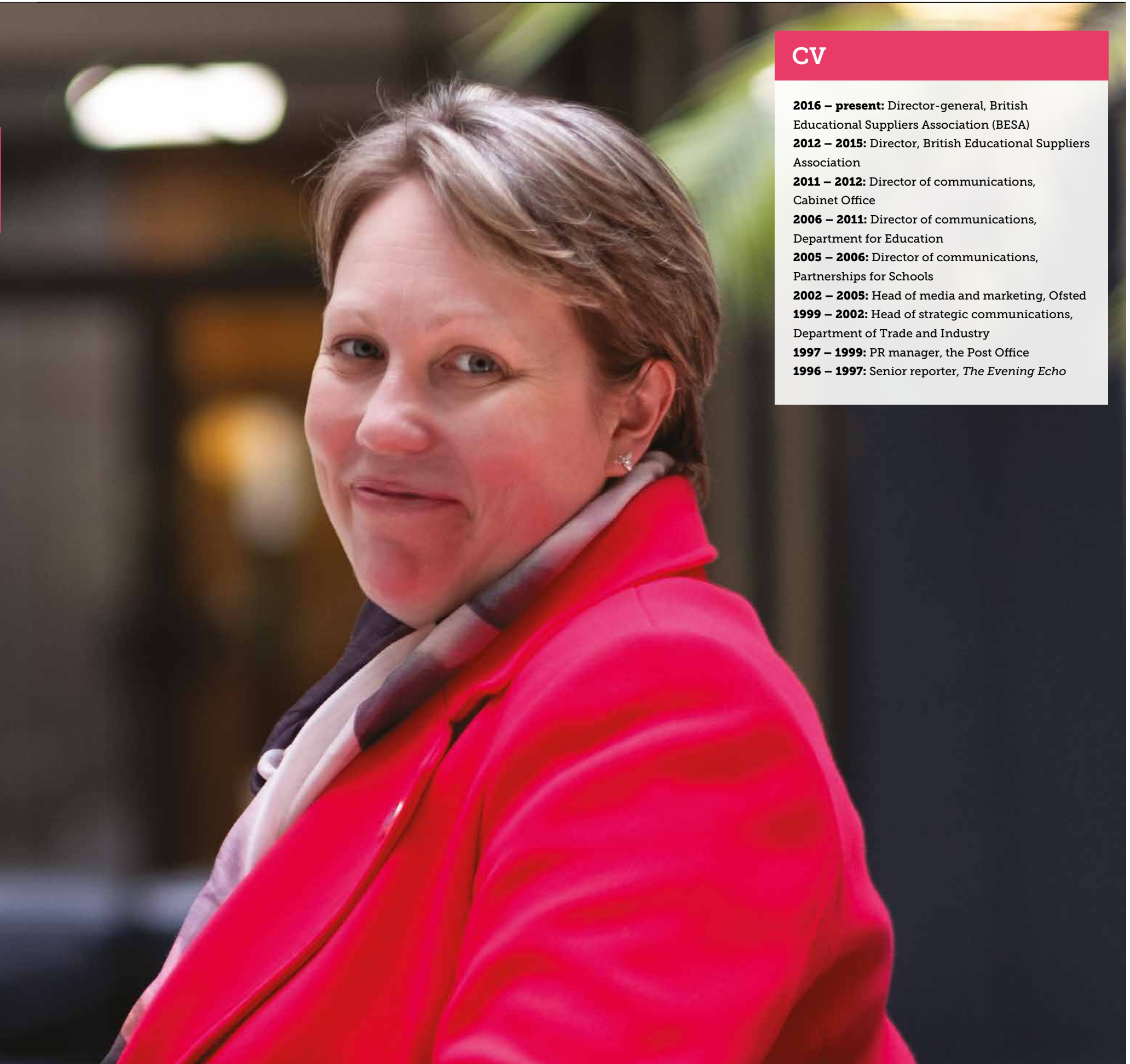
"I'd been so used to organising, pretty much, men in suits to stand next to each other to smile for the cameras and things like that," she recalls. "And then going into the first classroom where I had the chief inspector and trying to tell children where to stand, I soon realised it doesn't really work. That's education, and it's much more vibrant. And I haven't really looked back since."

From Ofsted she moved to Partnerships for Schools, the Department for Education-funded body that delivers capital investment programmes, before spending five years at the DfE itself as director of communications.

Becoming a parent during this period brought her job more to life: "I kind of understood the policies and what they were trying to do, and the big picture. But actually, the experience of being a parent and having a child and going through their education has pulled it all together."

By this time she was crafting her career with purpose: "I did some stints at the Cabinet Office as well because I thought I should do some sort of central government-y type stuff".

She resigned from that role to take some time off with her young children and work independently, but almost immediately the director job at BESA came up. "It was perfect because it's a mixture of helping schools, it is about helping raise the standards of resources so



CV

- 2016 – present:** Director-general, British Educational Suppliers Association (BESA)
- 2012 – 2015:** Director, British Educational Suppliers Association
- 2011 – 2012:** Director of communications, Cabinet Office
- 2006 – 2011:** Director of communications, Department for Education
- 2005 – 2006:** Director of communications, Partnerships for Schools
- 2002 – 2005:** Head of media and marketing, Ofsted
- 1999 – 2002:** Head of strategic communications, Department of Trade and Industry
- 1997 – 1999:** PR manager, the Post Office
- 1996 – 1997:** Senior reporter, *The Evening Echo*

they help schools. It's the international side. It's a bit of communications, and every day's different. Literally every single day is different."

That was in 2012 and Wright hasn't looked back since. Her recent trip to China in particular was "really exciting, professionally and personally".

"I was in the premium economy, which was absolutely a lot of fun. We were getting RAF gin and tonics, which was very nice. And the press pack was there, so it was really interesting being an ex-journalist, watching them."

Despite her fellow traveller Theresa May's reputation for an inability to connect with the hoi polloi, she appeared

comfortable, relaxed, and even "very pleasant", emerging from the VIP section to mingle with those sitting in business class and premium economy. She "even went right to the back of the plane, which I thought was really nice, to speak to the RAF crew".

The delegation went to Wuhan, Beijing and Shanghai, where Wright linked up with Dulwich College and Wellington College's international campuses to put on a VIP version of a demonstration classroom, exclusively for the PM.

"I was really honoured," she admits. "We do something called 'Our Great British Classroom', which we take around

the world, where we build a classroom from scratch. So all my furniture companies send me their stuff and we actually build a mock-up class, where we would typically get a British-trained teacher and some local children to do a showcase lesson. And that's much better than a typical exhibition stand."

As the camera is zipped safely back into its case, the deer-in-the-headlights look fades from Wright's eyes and she becomes her immaculate, professional, very-together self. After 20 years of putting other people forward, first government ministers, now education supply companies, it's obviously the role in which she's most comfortable.

PROFILE: CAROLINE WRIGHT



**“QUITE FRANKLY, I’D SAY
DON’T SNIFF AT GETTING
REVENUES FROM ANYWHERE
IF YOU’RE A SCHOOL
TRYING TO GET A BUDGET
TOGETHER.”**

IT’S A PERSONAL THING

What’s your favourite book?

It’s hard to pick one, but I’d say *Wives and daughters* by Elizabeth Gaskell. The author died before she finished it, and I kind of like that: you sort of think you know what’s going to happen, but there’s an uncertainty.

Which teacher influenced you the most at school?

Mrs Grant. She was my English teacher at senior school. She looked like Doris Day, and she was Welsh, and she was lovely. And she was always really, really, really, supportive.

What do you consider a good gift?

Something that’s thoughtful. Actually, a colleague of mine who works at the Publisher’s Association, she gave me a book at Christmas, and she’d really thought about it and thought that I’d enjoy it. So things that have been thought-through.

If you could escape anywhere for a month, where would you go?

I think it would be rural France, with the sunflowers and vines. My mother-in-

law’s got a place there. It’s just very relaxing, and your biggest decision is which cheese and which wine to buy.

What message would you put on a billboard?

Enjoy yourself and be kind.

Did your parents influence your career in any way?

I’ve only just realised it but I think actually my father was a big influence. He was a huge enthusiast of the first computers, so I remember on our dining room table – which my mum was never very impressed about – he’d built this CompuKit UK101 kit computer which you’d make yourself.

It sat in this great big chipboard container which was literally half the size of the table. If we were lucky, it could change the colour of the screen. It was like the first home computer. He was a real enthusiast, and I grew up learning to do very rudimentary code, as a child would do. I think that has actually come back as something I can really enjoy. I never realised it at the time, but yes, my father was an influence.

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PHILLIP REYNOLDS

Academies and education specialist,
Kreston Reeves

Don't use academy budget season to bury bad news

Schools shouldn't try to hide their deficits, writes Phillip Reynolds, or they'll only get into more trouble down the line

The budget forecast return outturn (BFRO) deadline is creeping up on academies, and business managers have no doubt taken advantage of the "quiet" time at school this past couple of weeks to begin working on the form.

No sooner has the BFRO been submitted than attention will turn to setting the budget forecast return (BFR) for 2018-19 and beyond. The deadline for the BFR is Monday 30 July and it must include three years of forecasts.

There have been rumours that some academy trusts will submit a BFR which shows them in a better light than reality. Many are worried submitting a BFR which effectively shows they will run out of money unless funding improves. Speaking speculatively, trusts are likely to be concerned how the ESFA will react to a budget deficit, and about the questions which will follow.

The 2017 academies financial handbook (AFH) offers conflicting guidance. It clearly states in section 2.2.2 that "the board of trustees must approve a balanced budget". However, the definition at the back of the AFH is much clearer, stating "trusts do not have to balance income and expenditure in each year to zero, and can draw on unspent funds from previous years". In other words, trusts can incur an in-year deficit.

Should your trust be in a position to submit an overall deficit revenue budget for the current year, the ESFA must be notified within 14 days (section 2.2.5). This should not act as a deterrent though.

Trusts should be producing a BFR that is as accurate as possible and represents their expectations. Unfortunately for some, this may mean showing that they're entering an overall deficit position or an in-year deficit.

The sector is consistently making noises that funding needs to be increased. The Kreston academies benchmark report 2018 further supports this, and claims that the sector will run out of reserves in two to three years. Trusts need to demonstrate that this is the true picture if they want change to happen. Lying about the real state of affairs will only reduce the pressure on government to act.

Trusts should be aware that the ESFA

is prepared to work with them. If a trust, however, submits a balanced budget and then a few months later claims it has no cash to pay staff salaries, the ESFA is likely to take a much sterner approach, and could issue a financial notice to improve or worse.

Academy trusts which fall into this category should follow the action in section 2.2.5 of the AFH and notify the ESFA, which will send a template recovery plan. The plan should provide the ESFA with the trust's history, how it has come to enter an overall deficit position, and how it plans to recover. It is likely that the trust will require advances to assist with short-term cashflow – the

“**Lying about the real state of affairs will only reduce the pressure on government to act**

ESFA will want to know how any advances in funding are to be repaid.

The recovery plan should contain some basic elements such as:

- Pupil numbers (actual and forecast)
- Budget forecast
- Cashflow forecast
- Details of the trust's year groups (teaching periods, class sizes, cost of staff)
- Benchmarking details (pupil-to-teacher ratio)
- A recovery plan showing how any ESFA advance will be repaid

It is vital that the trust reviews all costs and can demonstrate cost-cutting has been undertaken as far as possible. Other useful information would be any letters of support (e.g. from the local authority regarding future pupil numbers) and demonstrating your assessment of risks to the trust recovering as expected (e.g. Ofsted reports).

It is not easy for the sector at the moment and that is why it should look to work together and be consistent in its approach to give the sector the best opportunity for change.



SARAH HOLDING

Deputy headteacher, Aspire
Alternative Provision

Forget behaviour policies: we need behaviour culture

Alternative provision takes in pupils who've proved too challenging for mainstream education, but the techniques AP teachers use are transferable, writes Sarah Holding

Building positive relationships is at the heart of effective behaviour management. A strong relationship connects us to our students and without that connection our ability to influence and lead them is diminished.

As a four-site alternative provision academy trust with a long history of Ofsted 'outstanding' ratings, we have developed effective ways of supporting the most challenging young people. Our students haven't responded to the behaviour-management techniques used in their mainstream schools, so there's little point repeating the same approach. We look at each child as an individual, to examine the issues that are preventing them from succeeding at school.

A high staff-to-pupil ratio allows us to build relationships with children in a way that teachers in mainstream schools don't necessarily have the chance. Yet many of the techniques we use are transferrable, and valuable for teachers in any context.

Most people will be familiar with Abraham Maslow's 'hierarchy of needs' theory. It suggests that all humans share basic needs and once a group of needs is satisfied, we move up to the next level. The lowest level consists of our most basic needs – shelter, food, water and safety. Then we progress into the realms of a wide range of emotional and psychological needs – from the need to achieve to the need to contribute, the need for love and a whole host of others in between. These needs must be met in order for a human being to feel content and "whole".

It takes some teachers a long time to realise just how important this list really is and why it is the key to both preventing and dealing with behaviour problems.

Working with our young people, we have identified three basic psychological needs that are crucially important to classroom management.

Belonging

Think of a time when you have not felt welcome, or felt excluded, left out or

isolated. We all need to be accepted, valued, appreciated, needed, related to or connected with something beyond our own self.

Empowerment

Think of a time when you have felt undervalued, or that your opinion was ignored. We don't function well without adequate control, choice, autonomy and freedom in our lives.

Emotional objectivity

It is not always easy to remember but pupils' poor behaviour is not an attack on you. It is not personal. If you do see it as something personal you are more likely to get angry or upset, and feel depressed or resentful. To remain unemotional you need to be alert and business-like, protecting yourself and your wellbeing.

The reason some teachers have an easier time in the classroom is because they act not only firmly but fairly.

In fact, our pupils say that the best teachers and support staff:

- treat us in a courteous, friendly manner
- let us know when we do something right
- know how to have a laugh
- teach lessons in a fun and interesting way
- trust us
- are firm and fair with the same rules for all
- are always in control
- are there for us, they care and they listen

The attributes listed above, taken as a whole, are highly effective in preventing problems and making pupils feel content, because they satisfy crucial psychological needs.

Across all our sites, the behaviour policy is us, the staff. It's embodied in how we model behaviour, such as respect, tolerance and staying in control. We do a lot of work on knowing our own triggers, so we can recognise when to step back from a situation and pass the baton to a colleague. In our daily staff debrief we not only discuss problems but also crucially, celebrate successes.

There's a lot of debate about the best kind of school behaviour policy: should it be zero-tolerance or child-centred, and should we use internal exclusions? And while it's important for schools to have consistent norms, sometimes the focus on behaviour policy can overlook the fact that a policy is nothing without a whole-school culture.

All the evidence points to significant benefits of teaching children to think as well as cram for exams, argues John Perry

The good news that we're all aware of is that schools are improving. A quick look at the DfE's performance tables makes it clear that more children achieve more highly than they did 20 years ago, and more schools are rated 'good' or 'outstanding' than ever before.

The bad news, whether you are a child or an adult, is that schools are arguably more difficult places because the current system is so aggressively focused on a narrow range of metrics.

Now, however, we've uncovered some really good news in our recent research: there is overwhelming evidence that we can teach children to become intelligent, thoughtful people who do more than just "know stuff" for their exams. Our in-depth literature review focuses on what the evidence suggests about systematically teaching thinking skills.

The English school system is geared towards proving that teachers teach, rather than developing intelligence in our children. This is counter-productive; we need a system which enables all children to become genuinely intelligent. This is not to deny the importance of knowledge, nor even the importance of exams. My concern is that we are so focused on examination outcomes that we neglect teaching children to be thinkers.

We examined over 50 studies to ascertain the effect of teaching metacognition on



JOHN PERRY

Assistant professor of English in Education, University of Nottingham

Teaching metacognition in class: What's not to love?

pupils' outcomes and wellbeing. Following our research, recently published in *Educational Review*, it is clear that there is strong evidence that teaching metacognition in schools has a positive effect on outcomes. There is less evidence about the relationship between teaching metacognition and pupil wellbeing, but the evidence which does exist is also positive.

Thinking skills can include a huge range of teaching techniques, such as writing frames, concept maps or questioning, for example, which can develop children's cognitive control when taught by schools in a systematic way. The Education Endowment Foundation suggests that thinking skills can add eight months of progress to a child's development; John Hattie suggests a strong effect size of 0.53, while all the other studies which we look at suggest positive effect sizes.

Teaching metacognition is beneficial at any age; it is beneficial for SEND children and for EAL students, and there are even early indications that it can help diminish the disadvantage gap. What's not to love?

Looking beyond the English system, it is also interesting that many school systems to which successive governments have looked to for inspiration use thinking skills in their curricula. Hong Kong, Shanghai and Finland all make use of thinking skills in their classrooms.

There are at least three reasons why England doesn't. Firstly, developing a coherent thinking skills curriculum is not a quick option. Secondly, it is difficult to measure thinking skills, and this government likes to measure things. Thirdly, not long ago we had personal learning and thinking skills (PLTS), which would have helped to place England as a world leader in thinking

skills in the classroom. Unfortunately, PLTS suffered from "framework fatigue" and was a strategy too far for most schools, coming as it did on the back of the national literacy strategy, the national numeracy strategy, extended schools etc. This is a shame, but understandable. There is only so much that schools can do with the meagre resources they have.

The irony is that our research clearly shows that thinking skills can make all children more intelligent, surely what schools are for.

We know how this can be done and now is the time to do it. By teaching thinking skills to all children we will help them live the lives they want to live, rather than simply teaching them to pass exams, important though they are.

“
It is difficult to measure thinking skills, and this government likes to measure things

We now need schools and MATs which have the confidence to help children become thinkers and not only learners. This will improve exam results and make children more successful, intelligent people. Who wouldn't want that?



LORD AGNEW

Minister for the school system

Our new estates management toolkit will save schools money

The schools minister Lord Agnew has prepared and launched new guidance for our schools to help save money on their running costs. Every penny saved on energy and upkeep outgoings is money that can be ploughed back into teaching, he says

As residents of one of the most prosperous countries in the world, every child in England should have the chance to reach their potential as we build a more productive economy that is fit for the future.

When it comes to education, there is

nothing more important than employing outstanding teachers to educate the next generation. But beyond them, the buildings they teach in have an important role to play.

Good management of school sites can help free teachers up to focus on the child in front of them.

I am very aware of the challenges involved with managing school sites of varying age and condition, having founded and led an academy trust myself. That's why I am delighted to launch new guidance: 'Good Estate Management For Schools' (GEMS).

GEMS has been developed with leading technical experts and education

organisations, and will be a one-stop shop for everything schools should consider when managing their estate. It ranges from guidance on health and safety management to advice on how to minimise energy and water usage.

“
In a world where time is precious for school staff, and when we want to make every pound of education funding count, a resource like this can be invaluable

GEMS will help those responsible for school sites manage the efficiency of their site by suggesting areas they should monitor and offering tools that will allow them to do so.

In a world where time is precious for school staff, and when we want to make every pound of education funding count, a resource like this can be invaluable. In

isolation these might be regarded as small issues, but collectively they add up, helping to save on future capital and revenue costs.

The launch builds on the work we have already done with schools to help them better manage their resources, including working to improve and expand a wide range of non-teaching resources for schools. We are using the system's collective buying power to help schools secure better deals on the goods and services they purchase regularly.

We are providing benchmarking tools so that schools can compare themselves with others with similar characteristics. Central to my strategy is to expand the awareness of much of the good practice that already exists and I am delighted to add 'Good estate management for schools' to our toolkit.

School funding is at an all-time high. By 2020, the core schools budget will rise to a record £43.5 billion – 50 per cent more per pupil in real terms than in 2000. But like all other public services, taxpayers expect us to make sure the money is spent as effectively as possible to maximise outcomes for pupils.

It is the outcomes for pupils that must remain our ultimate focus. High-quality buildings and well-managed sites are integral to the experience our young people have at school.

Through GEMS and our wider efforts to support schools, we can make sure education funding counts. We aim to build on the additional 1.9 million children in 'good' or 'outstanding' schools than in 2010.

REVIEWS

TOP BLOGS OF THE WEEK

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



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

Step by step: Breaking learning down using behavioural psychology
@HFletcherWood

In this post, my fellow *Schools Week* blog reviewer Harry Fletcher-Wood explains that if you are stuck up a climbing wall, you don't need encouragement, you need step-by-step advice on where to put each hand and foot. He uses this analogy to illustrate how breaking tasks down is a useful principle when teaching in the classroom, explains the psychological principles behind this, and gives examples of how to do it.

Recipes for teachers: A cookbook for the exhausted educator
@JamesTheo

Despite the title, this post does not contain any appealing recipes to try out. Instead it uses a cookbook format to describe in depressing if acutely observed detail the actual eating habits of the classroom teacher. I shuddered in recognition at descriptions of several disturbing items that can be found in any staffroom, like the "teacher's iced tea" and the "fridge-aged salad".

The role of forgetting as we learn
@Nick_J_Rose

A former psychology teacher now working for the Institute for Teaching, Nick describes how our memories work. The post covers the difference between retrieval strength and storage strength, and the Ebbinghaus forgetting curve.

He explains that "information isn't truly lost when we forget it, but a trace remains which can be potentially strengthened and consolidated".

Progress 8 and ECDL
@DataEducator

The ECDL is the European Computer Driving Licence qualification which has been criticised recently. The post points out the benefits of the qualification to some students,

but explains the extent to which it has been used to inflate Progress 8 scores, due to its remarkably high points value. Students who were averaging less than a C in their GCSEs were counted as getting the equivalent of a grade A in this qualification, meaning that some schools only got their positive P8 score because of it.

Low expectations about Great Expectations: Why do we deny the working classes the very best literature?
By @MrNott117

This post is partly polemical and partly advice on what a good English literature curriculum looks like. The author argues that popular but undemanding books might have a place in primary school and in encouraging reading at home, but that every child deserves to experience great literature.

"We must expose students to the very greatest texts in the literature canon from an early age, so they can become steeped in the very best examples of using language, and fully understand the intertextuality between exceptional books," he writes.

Can practicing retrieval help future learning?
@doctordwhy

This piece reminds us that memories are strengthened by the act of retrieving them, and adds the lesser-known fact that there is evidence that practising retrieval also aids learning in the future.

So far this has only really been shown in the laboratory, where learning and retrieval of random lists of words were mixed together, but it might well have classroom applications.

A culture of over-assistance?
@Simple_Teacher

This post, by a primary school teacher, describes some of the dubious practices schools engage in to "assist" their students during their SATs exams. It describes how some rules are interpreted in curious ways, and sometimes rules are broken.

"The really sad thing about this is that it really is not benefiting the children," it states.

The article that England's chartered college will not print
@greg_ashman

This controversial article argues that the Education Endowment Fund (EEF) has been wrong to emphasise a broad category of interventions described as "meta-cognition and self-regulation".

Greg argues that the various teaching activities in this category have relatively little in common, and should not be judged as one and suggests that this shows flaws in the way the EEF researches teaching methods.

BOOK REVIEW

Dare to be different: A leadership fable about transformational change in schools

By Will Ryan
Published by Crown House Publishing
Reviewed by Nav Sanghara, executive headteacher, Inspire Partnership



Although billed as "a leadership fable", the content of this tale resonated with me deeply, as I know it will for many other school leaders too.

The book is expertly written from the perspective of a fictional headteacher, Brian Smith, a trailblazer who articulates his trials and tribulations as a school leader, battling against many challenges in search of excellence and ensuring that his school community receives the most inspirational educational experience.

What Ryan has skilfully achieved is a protagonist we can all identify with. Brian's daily thoughts, reflections and challenges with the education system are themes that are prevalent in all schools. He's an independent thinker, pulling away from following the crowd and instead creating a school culture and climate that is best for his community, which I found inspiring and energising. Brian mulls over all of the pressures we face as school leaders, from high accountability and budget constraints, to education secretaries with questionable policies and leading communities with vision and clarity.

The book begins with our hero reflecting on the curriculum at his school and why, rather than driving it through knowledge, he wants imagination and creativity to be of higher value. He considers the concept of "a fourth-generation curriculum" needed for Generation Z – the new generation of young people who are "smarter and more mature" than the millennials. This fourth-generational curriculum would focus on imaginative themes, deeper learning and global citizenship. It would promote independence and ensure learning was always delivered in a social context.

It was affirming to hear Brian describe his vision for this curriculum so clearly, and it resonated with me deeply. School leaders

across our partnership are currently working on refining and redesigning our own curriculum offer for our children and it turns out that what we have navigated our way towards is everything that Brian articulates!

Throughout the book there are at least 45 significant ideas that will strengthen leadership and which have the capacity to transform your school as a learning community. One of the chapters that particularly sticks with me is chapter five, entitled "Wanted: invisible leaders – apply here". It focuses on the differences between managers and leaders and their visibility and invisibility. The invisible leader is one whose vision permeates the organisation whether they are present or not, and who is more ambitious for the organisation than they are for themselves.

There are endless evidence-based links to educational research and the work of others, including Sir Tim Brighouse, *Start with Why*, *Growth Mindset* and *The Happiness Manifesto* to name a few. Personally, I found these references timely and relevant to the point Brian was making; it also prompted me

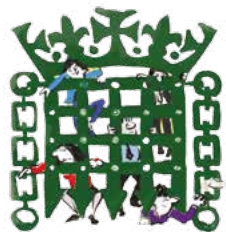
to recall research and readings I have wanted to return to, and referred to new educational philosophy and research I wasn't familiar with and would like to read more about.

Without revealing too much, Brian takes the reader on an inspirational journey via his headship at Springett Lane Primary School. He reminds us that without struggle there is no progress, and that to create an inspirational learning community takes daring and different leadership.

Towards the end he encapsulates all that school leaders truly want and aspire to for their communities: "Children should enjoy a curriculum that provides a rich variety of knowledge and experience in school. It is essential to prepare pupils for life in Britain today. Leaders have created a climate in which teachers are motivated and trusted to take risk and innovate in ways that are right for their pupils."

All headteachers strive to grow, develop and lead inspirational learning communities, and Brian's journey articulates this with a dash of humour. *Dare to be different* deserves to be read, digested, shared and treasured by all brave school leaders, and should take pride of place on the staffroom bookshelf.





Week in Westminster

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

FRIDAY:

"No Marks: Teaching Unions Fail Spelling Test", screamed the headline of a story by right-wing politics blog Guido Fawkes which was in itself factually incorrect.

Those bastions of accuracy at Guido had got hold of a letter to the education secretary signed by a number of education organisations, in which his name was spelled "Damien Hinds", even though he spells his first name with an 'a'.

Guido is right; spelling mistakes are the worst thing anyone could ever do, and must never be tolerated in any circumstances. But Week in Westminster has a rule – if you're going out of your way to highlight the mistakes of others, do always make sure you haven't made a bigger one along the way...

Because, dear reader, if you look closely at Guido's smug post, you'll notice that not one of the organisations listed at the top of the letter are teaching unions. Worse still, they don't even SOUND like unions. The Teaching Schools Council? The Chartered



College of Teaching? The Universities Council for the Education of Teachers? Yeah, definitely not unions.

We assume our request for a clarification is lost in the Twittersphere.

MONDAY:

Still travelling back from the Schools North East conference.

TUESDAY:

MPs and education specialists packed the rat-infested rafters of the House of Commons this week for an event exploring

the importance of oracy in schools.

Nadhim Zahawi, our illustrious children's minister, graced the meeting with his presence for around an hour to lend his support to improving children's communication skills.

But the Stratford-upon-Avon MP shifted uncomfortably as young people spoke passionately about the #MeToo and #TimesUp movements against sexual harassment as demonstrations of the ultimate power of speech.

Of course, Zahawi has been "uncomfortable" before, when he attended the men's-only Presidents Club charity dinner in January, at which women waitresses were groped and sexually propositioned, causing a media scandal.

In a follow-up tweet and under considerable pressure, Zahawi, who was only a month into his job at the Department for Education at the time, said he'd left early as he "felt uncomfortable".

It was not the first time Zahawi has attended the event, which is now closed.

WEDNESDAY:

The soon-to-depart national schools commissioner Sir David Carter was in fine voice when he addressed crowds at the Academies Show in London.

As we listened to Sir Dave's dulcet tones, little did we know that just a few days later, we'd be talking about his shock retirement announcement.

In his speech, he described the attainment gap between disadvantaged pupils and their peers as the "big civil rights challenge" facing schools.

He also warned of the limitations of school accountability measures, and said social mobility "can't be measured by a set of Progress 8 scores and GCSEs".

We'll miss him when he leaves his role, but we look forward to hearing more from the new man he seems destined to become...

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



Name Bill Watkin

Age 59

Occupation CEO, Sixth-Form Colleges Association

Location London

Subscriber since September 2014



FLY ON THE WALL

Where do you read your copy of *Schools Week*?

Usually on my phone, standing on a very busy commuter train in London.

Which section of the paper do you enjoy the most?

The editorial is always an interesting reflection on the big issues of the day, and I also value the review of blog posts.

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

Funding for sixth-formers. It's crazy that they attract so much less funding than any other age group, but I am pleased that the government has now recognised the problem and is looking into it.

Who is your favourite education secretary of all time?

Estelle Morris would have to be high up my list, partly because she modelled the qualities of humility and dignity.

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

No single story, but I do appreciate the very fast summaries of key policy developments.

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

I light my log fire with it.

Favourite memory of your school years?

I still haven't owned up to something I did 45

years ago and I am not about to go there now! But I love sport, and throughout my school years I enjoyed almost limitless opportunities to play a wide variety of sports at a competitive level.

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

A ukulele virtuoso. Unfortunately, that's only in my dreams, as I am still appallingly bad at it.

Favourite book on education?

SSAT's *Redesigning schooling* (2015-6) series is an excellent and accessible series of pamphlets in which great thinkers and practitioners tackle the big issues of the day. I was also proud of a publication I worked on with Woodard Schools, called *Getting it right from the start*. It is all about setting up a new school and should be helpful today as the population bulge creates a need for lots more to be established.

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

Sixth-form colleges teach a school curriculum and employ school teachers. Some are now academies, and *Schools Week* is in many ways a more natural home for them than *FE Week*.

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

Professor Roger Kneebone's. He trains clinical surgeons, and he insists that his trainees are exposed to, along with the latest scientific, medical and technical knowledge and skills, a broad range of creative and artistic talents, opportunities and experiences. His premise is that one's surgical skills will be enhanced by an understanding of the delicate art of lace-making, for example.

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...



Norfolk schools' official welcome to refugees

FEATURED

A primary school teacher has organised a day to raise awareness about refugees involving 61 schools across Norfolk.

Jake Brown, a year 4 class teacher at Avenue Junior School arranged the 'Norfolk Welcomes' event to help around 18,000 pupils in the area make sense of the refugee crisis.

Schools across the region took part, hosting assemblies, lessons, sports events and non-uniform days to raise awareness and educate pupils about refugees and their role in the local community, as well as raising money for, New Routes and Welcome Wheels, local asylum seeker and migrant charities.

"As a parent and a teacher, watching the refugee crisis unfolding on the TV and in news media has been really upsetting and confusing. It left me feeling powerless, and I thought that if I was feeling these things about the images and stories I was hearing, then what are the children experiencing?" she explained.

"We very much wanted to help them make sense of what they were seeing and also connect them with our community's history as a place of sanctuary as well."

A series of teaching resources about the history of refugee migration in Norfolk were developed for use on the day, made by local teachers and researchers from Anglia Ruskin University.



A warm welcome from Avenue Junior School pupils



Jake Brown, left, with pupils in Norwich FC colours



Brown, who also leads the Norwich Schools of Sanctuary network, a group of refugee-friendly schools, linked the day with Amnesty International's annual Footwall Welcomes event, which celebrates the contribution refugees have made to the world of football since World War 2.

"Our local football team [Norwich FC] has lots of interesting links to refugee migration. Their emblem is a canary, which was first brought to Norwich and Norfolk by a group of refugees in the 16th century," Brown added. "We've been trying to use some of those largely unknown stories of local refugee history to get the children to engage."



CELEBRATING THE WOMEN WHO GET THE CAPITAL MOVING

Transport for London has launched a competition in London schools to help tackle gender inequality.

Children will be asked to draw a picture or write a story about the women that work behind the scenes in the transport industry to tie in with the Mayor of London's #BehindEveryGreatCity campaign, championing the work of women who keep the city moving.

There are three age categories in the competition; children aged five to seven, who will be asked to draw an image; children aged seven to 11, who will be asked to write a story of between 100 to 200 words in length; and children aged 11 to 14, who will be asked to write a story up to 300 words long.

Entries will be judged by a panel of authors including Cressida Cowell, the writer of *How to Train Your Dragon*, and Kate Pankhurst who authored *Fantastically great women who changed the world*.

Winning entries will have their stories printed in a book, with the winning drawing featured on the front cover.

The deadline for applications is May 13. To find out more, visit: tfl.gov.uk/women-in-transport-competition



Professor Winston, we presume

Professor Robert Winston, the renowned doctor and academic, has officially opened the Bohunt Education Trust's first-ever sixth-form.

The guest of honour revealed a commemorative plaque at the site in Hampshire, which opened in September last year, and cut a ribbon to mark the occasion.

The TV presenter and author also gave a speech entitled 'Why bother with science?' to pupils at Bohunt School and The Petersfield School, and a separate address to Bohunt Sixth-Form's first crop of students. One year 12 student, Maia Daborn, was even offered



work experience with him.

"Lord Winston was kind enough to offer me work experience in his laboratory over the summer. I feel incredibly lucky to have met him today and to have been offered this opportunity," she said.

"The opening of our inaugural sixth-form is a hugely exciting milestone and we are delighted to have welcomed Professor Robert Winston to declare Bohunt Sixth-Form officially open," added Neil Strowger, CEO of the trust, which has six member schools.

Taking care to take care



A multi-academy trust has hosted a day of wellbeing activities for more than 700 members of its staff.

The Shaw Education Trust hosted its first-ever whole-trust event at Wolstanton High School, where staff from all 11 of its member academies gathered to take part in activities including crystal healing, cake decorating, massage, dance classes, football sessions and even drum circles.

There was also a talk from guest speaker Ashlee Carlile from education services business Prospects, who spoke about how maintaining positive relationships at work can help boost wellbeing.

The event was hosted to combat the teacher retention crisis by promoting a

healthy work-life balance, with staff being encouraged to learn self-care techniques, and take the time to consider their own needs.

"We are all cogs in the great education machine, we may form different shapes, we may have different roles, but we must fit together harmoniously, providing the engine room and mechanics which enable our students' success," said Jo Morgan, chief executive of the trust.



MOVERS & SHAKERS

Your weekly guide to who's new



PHILIP HORSTRUP

Headteacher, Dover Grammar School for Boys

START DATE: September 2018

PREVIOUS JOB: Deputy headteacher, Maidstone Grammar School for Girls

INTERESTING FACT: Philip's party trick is juggling.



JAMES SAUNDERS

Headteacher, Honywood School

START DATE: April 2018

PREVIOUS JOB: Vice-principal, Tendring College

INTERESTING FACT: Before teaching, James worked as a music producer, and has written and recorded 10 albums in a range of genres; he specialised in acousmatic music.



ANGELA DONKIN

Chief social scientist, National Foundation for Educational Research (NFER)

START DATE: April 2018

PREVIOUS JOB: Deputy director, UCL Institute of Health Equity

INTERESTING FACT: Angela is a part-time potter



JOHN LEACH

Director, Institute of Childhood and Education, Leeds Trinity University

START DATE: June 2018

PREVIOUS JOB: Pro vice-chancellor for academic staffing and equalities, Sheffield Hallam University

INTERESTING FACT: John had awake brain surgery five years ago, and has raised £2,000 for brain tumour charity Braintrust.



ADRIAN PRICE

Principal, George Salter Ormiston Academy

START DATE: April 2018

PREVIOUS JOB: Principal, Tenbury High Ormiston Academy

INTERESTING FACT: Adrian has travelled extensively throughout Asia and Australia, and his favourite memory is a dive off the Ningaloo reef, where he encountered turtles and grey nurse sharks.

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

future



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THURSDAY'S HIGHLIGHTS

- HMCI Amanda Spielman -
- Matthew Syed -
- Literary Festival -
- Research Ed Strand -

FRIDAY'S HIGHLIGHTS

- Rt Hon Nicky Morgan MP -
- Paul A. Kirschner -
- #WomenEd Strand -
- SEND Strand -

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PARTNERS



COGNITA

SCHOOLS WEEK

SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

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



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