

**LAUDED TRUST GETS OFSTED SECOND CHANCE**

page 3

**SCHOOLS USE LEVY CASH FOR SPORTS COACH TRAINING**

page 11

**SUPPORT FOR DEAF PUPILS HIT WITH £4M CUTS**

page 10



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FRIDAY, MAY 11, 2018 | EDITION 140

**“WE ACTUALLY GOT DEATH THREATS. THAT’S HOW BAD IT IS”**

PROFILE: KATHARINE BIRBALSINGH | PAGES 14-16

## Poorest pupils miss out on arts access cash

- Half of grants going to better-off families
- DfE said funds should break down barriers
- Grants alone ‘not enough’, says heads union

PIPPA ALLEN-KINROSS | @PIPPA\_AK **Exclusive**

PAGE 5



**WILL STATUTORY SEX ED BE PUSHED BACK TO 2020?**

PAGE 8

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**Spend less on photocopying, minister tells schools**

Page 4



**New research sheds light on summer-born 'postcode lottery'**

Page 5



**Schools that work for no-one: How the consultation fell apart**

Pages 6-7

Experts



**JOHN BLAKE**

Page 18




**ANTHONY DAVID**

Page 18



**DENISE BERTUCHI**

Page 19



**TOP BLOGS OF THE WEEK**

Page 20

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NEWS

Inspiration Trust earns softer Ofsted report after four-month turnaround

JESS STAUFENBERG  
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Exclusive

An academy trust founded and once chaired by the academies minister received a softened report from Ofsted after inspectors returned just four months after a damning inspection.

Irate union leaders have now suggested the school got “a rehearsal before the real deal”.

The Inspiration Trust, which runs schools across Norfolk and was chaired by Lord Agnew until last September, complained to Ofsted after inspectors wrote a highly critical report on Cobholm Primary Academy.

The watchdog subsequently came back after just four months, rating the school ‘requires improvement’.

Ofsted’s sacrosanct independence is now in question just as Damian Hinds, the education secretary, has promised that Ofsted judgements alone will form the basis for future performance interventions in schools, including forced academy conversions.

Inspectors first visited Cobholm in September, but were unimpressed by pupil attainment data.

A Freedom of Information request for the inspection notes reveal that one inspector – whose identification number is redacted from the documents – disagreed with the head’s view that the school was “good in all areas”.

Official figures show the school, which joined the trust four years ago, had pupil progress scores in the bottom nine per cent of

Evidence form – schools

Inspection N <sup>o</sup>	Inspector's OIN	Date	Time	Evidence form N <sup>o</sup>	MG
10036096	51087	16/11/18	10:40 to 13:15	15	
Inspection activity (please tick one box only)					
<input checked="" type="checkbox"/> Observing in lessons	<input type="checkbox"/> Work analysis	<input type="checkbox"/> Discussions	<input type="checkbox"/> Other	<input checked="" type="checkbox"/>	
Focus (inspection trail or main purpose of the activity) <i>DfE phone call to [redacted] at school's request</i>					
Year group (s)	Grouping (see footer)	MC, SL, SA, SL, O	Gender B-G MIX	Subject codes	Present / NOR

⇒ *DfE is confident the school is improving.*

school, praising “the core knowledge approach” and leaders’ “clear vision”.

One page from the second visit set of notes states there was a “phone call to the DfE, at the school’s request”.

schools for reading and maths last year.

In the notes, the inspector suggests leaders might have been “spinning figures to present the best possible view”.

But when trust staff were shown the draft inspection report, as is standard after an inspection, they disputed “factual errors”, “gaps” in evidence and “what was felt to be a bias” against the school’s teaching and curriculum methods, according to an Inspiration spokesperson.

When Ofsted considered the complaint as part of its quality-assurance procedure, it decided the evidence was incomplete and, in line with published policy, decided to return for an “additional visit”, confirmed the inspectorate’s spokesperson.

Notes from the second visit are written in different handwriting to the first, and the inspector wrote more positively about the

Inspiration claimed that a member of regional school commissioner Sue Baldwin’s team gave evidence at both the September inspection and the January inspection by phone call.

The RSC representative felt the school’s data was “disappointing” but that it had “transformed” since joining the trust. Overall, the “DfE is confident the school is improving,” noted the inspector.

There are no documents in the first inspection notes showing any discussion with the RSC’s office, although many pages are heavily redacted.

Lord Agnew, who is now academies minister, had chaired the trust since it was founded, quitting only when he took up his ministerial role in September. There

is no suggestion he was involved in the discussions about Inspiration’s performance at the inspection.

Kevin Courtney, the joint general secretary of the National Education Union, has demanded an investigation into the involvement of the RSC’s office into the inspection because it “raises serious concerns that Ofsted is not completely independent.”

His words were echoed by Mary Bousted, his co-leader, who said the outcome of an Ofsted inspection should not be dependent on “how confident or savvy the leaders are in challenging the judgment”.

“The Inspiration Trust has been given a rehearsal before the real deal here.”

In February, Ofsted published a report which graded Cobholm ‘requires improvement’, with ‘good’ for leadership and management, and early-years provision.

Colin Richards, a former Ofsted inspector, said schools should have an opportunity for “redress”, but warned smaller schools tend not to seize the opportunity.

Both Inspiration and Ofsted said the inspectorate had acted in line with their own protocols.

In a separate tweet, Ofsted’s national director of education Sean Harford has estimated about 40 schools get additional inspections a year.

It was also “quite normal for the RSC to [offer a view] as part of a wide range of evidence Ofsted would consider,” added Inspiration’s spokesperson.

Diocese blocks secular trust takeover bid

ALIX ROBERTSON  
@ALIXROBERTSON4

A secular multi-academy trust has been blocked by a local diocese from taking over two Church of England primary schools, one of which is now set to close.

The South Farnham Educational Trust (SFET), which runs three ‘outstanding’ primary schools, was rejected by the diocese of Guildford to take over the ‘inadequate’ Ripley CofE Primary School and the ‘good’ St Mary’s CofE Infants School.

Ripley School, which currently has 41 pupils, is now on the path to closing by the end of the year. A Department for Education spokesperson said pupils would be supported, but the school’s poor Ofsted rating and low numbers have made it “no longer a viable proposition”.

St Mary’s became an “associate member” of the SFET but maintains independence over its governance and ethos. Its headteacher Jennifer Downing said the arrangement confirms “shared principles” while retaining St Mary’s identity and Christian values.

Sir Andrew Carter, the chief executive of SFET, said the CofE needs to embrace opportunities to work with other secular schools, or more will close.

The CofE oversees 70 per cent of small schools, those with fewer than 110 pupils. Last week Reverend Nigel Genders, the Church’s head of education, told Schools Week that a number of rural schools may need to close as problems with funding, teacher supply and



building maintenance worsen.

“They needn’t if they could see that local solutions will often involve schools that are non-church schools. I think their mistake is believing that non-church schools are schools without a strong set of values,” Carter said.

A spokesperson for the CofE said 250 of its 1,000 academies are sponsored, but it is committed to “safeguarding the Christian distinctiveness of its schools”.

The diocese of Guildford’s own chain, the Good Shepherd Trust, turned down Ripley Primary last year, but when SFET offered to step in as a sponsor, the diocese said it was not “appropriate” to take on the role.

Diocesan director of education Alex Tear said the Diocese was not convinced SFET “understood how to maintain or develop the Christian ethos of the school”.

SFET offered a legal “side agreement”, which would allow the school to remain independent, and suggested running it just “for three or four years to see how it goes”.

Neither option was accepted by the diocese,

and Carter was reluctant to increase the Church’s influence in his trust’s governance, which already has a vicar on its board of trustees.

In April 2016, the CofE signed a memorandum of understanding with the Department for Education, stating that when local church-led trusts lack capacity to take on ‘inadequate’ schools, the regional schools commissioner could look at takeovers by trusts which did not have “appropriate Church governance”, provided they “safeguard the religious character of the school”.

However, in this case, the RSC – Dominic Herrington – only approached the Good Shepherd Trust, according to documents seen by Schools Week.

Another email from the RSC’s office states that SFET did “not meet the requirements under the MOU to sufficiently safeguard the religious character of Ripley”.

Carter objects to the idea that his trust is not an appropriate sponsor for a church school and said SFET would still consider Ripley “even at this late stage”.

“We have a very high national reputation, we are committed to village schools and we offered them church protection,” he said.

For his part, Tear said the diocese already works with some multi academy trusts in Surrey and intends to encourage the growth of new ones.

“We understand the need and importance of our Church schools working closely with other local community schools.”

GIBB DODGES TEACHER PAY FUNDING QUESTIONS

The schools minister has refused to say whether more cash will be made available for larger pay rises for teachers.

Nick Gibb used education questions in the Commons to dodge questions on schools’ ability to afford pay rises now that the public sector pay cap has been lifted.

This year, the School Teachers Review Body (STRB), which advises the government on teacher pay scales, has been given the flexibility to recommend a rise above the one-per-cent cap that has restricted increases for school staff since 2011.

Teaching and leadership unions have demanded an immediate five-per-cent raise for their members, but warned that this must be fully funded to prevent the financial burden falling on already-struggling schools.

Gibb was asked by Chester MP Christian Matheson about how pay rises would be funded.

“Will ministers confirm that when the hated one-per-cent pay cap is lifted, that the balance will be paid entirely from central funds, and not be foisted onto the schools themselves?” Matheson asked.

Gibb replied that the government’s position over pay flexibility was “clear”, but failed to address the matter of extra funding for schools.

“The public sector pay cap is no longer in place, and we have adopted a more flexible approach to public sector pay. We have asked the School Teachers Review Body to use this flexibility to target the next pay award to promote recruitment and retention,” he said.

The STRB is expected to submit its report to the government imminently.

NEWS

POSTCODE LOTTERY OF DELAYED SUMMER-BORN ADMISSIONS CONTINUES

JESS STAUFENBERG @STAUFENBERGJ

Parents of summer-born pupils still face a postcode lottery of admissions rules if they try to delay when their children start school, years after ministers promised to investigate the issue.

New research by the Department for Education found that out of 92 local authorities who completed a survey on delayed summer-born admissions, 60 per cent still expect parents to make a case as to why their child should be admitted to reception at age five instead of age four.

Ten councils now automatically agree to any requests for delayed entry, while a further 23 only allow it if parents “present very strong evidence”.

At the same time, the number of summer-born pupils asking for late admission has almost doubled.

The findings are likely to enrage parents of summer-born pupils, who are already frustrated schools minister Nick Gibb failed to follow up a 2015 review into children being made to start school in year 1 instead of reception.

The DfE has now reiterated that “parents of children born between April 1 and August 31 can ask to delay entry to reception for a year”.

It also pointed to non-statutory advice from 2013 which says there are “no legal barriers to children being admitted out of their normal age group.”

But it admits there is “significant anecdotal evidence” to suggest such requests have often been refused.

However, two thirds of councils say they had “become more favourable” to allowing a delay to starting school now than they used to be.

The number of requests for delayed school entry has also almost doubled over the two-year period covered by the survey, from 916 who asked to delay entry from 2015 to 2016, to 1,750 who asked to delay from 2016 to 2017.

Of the most recent cohort, 75 per cent were agreed, the same as the previous year.

**LATE-STARTING SUMMER-BORN PUPILS DON'T GET BETTER PHONICS SCORES**

Summer-born pupils who start reception after turning five do not significantly outperform those pupils who start aged four.

According to new research from the Department for Education, summer-born pupils granted permission to start school a year later only score on average 0.87 points more on their first formal test than summer-borns who start school aged four.

Some councils allow summer-born pupils – those born between April and August – to start school a year later than they normally would. Parents claim that being in a younger cohort is fairer on summer-born pupils and boosts their performance.

But research has found the improvement in phonics score made by those allowed to delay starting school is “not statistically significant”.

The small improvement in test scores for late-entry pupils “implies that we are not seeing a significant impact of delaying admission to reception on the performance of pupils in the phonics screening check,” said the report.

DfE’s teacher jobsite project will appear this summer

PIPPA ALLEN-KINROSS @PIPPA\_AK

The government’s planned teacher vacancy website has taken “much longer than it should have” to develop and is still being built, the academies minister has admitted, though a pilot is likely to go ahead this summer.

Lord Agnew told school business managers at ASCL’s business leaders conference in Nottingham on Thursday that the site is “being built as we speak” and may be trialled in a small pool of schools “in the next month or so”.

Ministers first promised to create a jobs portal to allow schools to advertise vacancies for free in 2016, and renewed the pledge in last year’s Conservative election manifesto. Last month, the Department for Education told Schools Week the roll-out would begin this spring.

Agnew said the tool is “very much still in the machine room being built”.

“I can’t remember when we’re hoping to pilot it. I think we may be piloting it in the next month or so with a small pool of schools just to make sure it works. It’s probably taken much longer than it should have done, but then any of these big IT projects tend to.”

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

Agnew’s ASCL conference speech focused largely on government efforts to help schools save money. He also announced this week that a pilot scheme to provide schools with expert business advice from 40 experts extended to at least 60 schools by September. The scheme will be rolled out to all schools from September.

But he was ridiculed on Twitter after he suggested that schools should prevent staff from making colour photocopies in order to save money.

Agnew, the founder and former chair of the Inspiration Trust, told the conference that last year his chain spent a “staggering” £245,000 on photocopying, and blamed “very bad leases” with companies, staff “indiscriminately” using the more expensive coloured ink and “too much” photocopying in general.

“So we took the colour tab off the printers. That cut things down very easily and quickly,” he said.

“Changing the behaviour of teachers to not rely on photocopying so heavily is a longer exercise. But that’s just one small example of how you can actually make a difference in something which is not painful.”

Agnew also revealed national deals brokered by the government to help schools save money on energy bills and hardware like printers and photocopiers have not had



much take-up among schools.

“I know people will say a lot of these things are peripheral to the major challenge of funding for schools, but we do spend some £10 billion a year in non-staff costs, which is a colossal sum of money, and I do think we can get considerable savings from there,” he said.

He did not know whether schools would have to fund an expected increase in teacher pay awards themselves, and admitted he was “ducking the question”.

“The honest answer is that I don’t know,” he said. “I think that if it is a high award then the government will have to look at it. But we’ll have to cross that bridge when we come to it.

“What I can’t do is create an expectation that there’s some magic pot that’s going to be there. But it’s certainly a concern for us.”

Ofsted lauds two improving religious MATs

SCHOOLS WEEK REPORTERS @SCHOOLSWEEK

Ofsted has lavished praise on two faith-based multi-academy trusts after inspections found improvements in their schools.

The watchdog has published reports on focused inspections at schools run by the Diocese of Norwich Education and Academies Trust and Romero Catholic Multi-Academy Company.

Inspectors are not currently allowed to directly inspect academy trusts themselves, but can issue reports following visits to some of their schools.

Six of the 30 schools run by the Diocese of Norwich were inspected, and the chain has been lauded for the “upward trajectory” in pupil outcomes.

Ofsted carried out three full inspections of schools, rating all three ‘good’. There were a further three short inspections. In two instances, the schools kept their existing ‘good’ ratings, while one was recommended for a follow-up visit as a result of a recent decline in standards in the early years and key stage 1.

Once the most recent inspections are taken into account, the trust has one ‘outstanding’ school, 17 rated ‘good’, five ‘requires improvement’ and one ‘inadequate’.

The remaining six schools have not been inspected since joining the trust, but were all either ‘inadequate’ or ‘requires improvement’ before they joined.

In the early stages of the trust’s evolution,



the rate of school improvement was “too variable”, Ofsted said. Leadership capacity was “too limited to cope with the rapid expansion as new schools joined”.

But the decision by the trust to appoint academy group executive principals in 2016 marked a “turning point” in “securing centrally-led accountability”, inspectors said. One of these principals, Mary Jane Edwards, became the trust’s chief executive last September, and has “made a significant difference in a relatively short space of time”.

The trust is “very pleased” with the report, which she said recognised the “direction of travel and speed of improvement” enacted by the trust.

Meanwhile, inspectors praised improvements at Romero after visiting all eight of its schools in March.

Inspectors said the trust had tackled previously identified weaknesses “at a brisk pace”, and commended the organisation for its “strong sense of moral purpose” and “team spirit and common identity”. These were

fostered by the use of company training days, peer-to-peer reviews and special events to bring the schools together and create “overall improvements”.

Work to improve the schools has been stepped up in the last 18 months, with “positive effects” on the quality of leadership and teaching in the primary schools, and improvements in academic standards.

“There is no doubt that this is the result of a well-informed and coordinated approach to school improvement across the primary phase,” inspectors found.

Delays to appointments to senior posts, which happened because of the need for approval by the area’s bishop and the trust’s founder member, “must not happen again”.

The board’s oversight of the use and impact of the pupil premium on the achievement of disadvantaged pupils was “underdeveloped but improving”.

Plans to appoint a CEO are being developed, which the trust believes will “enable decisions about school leadership and improvement to be taken and acted upon quickly”.

While the company has one ‘outstanding’ school and four ‘good’ schools, two primaries are still ‘requires improvement’.

Trust business director Patrick Taggart said the report provided an “excellent benchmark of our progress since becoming a multi-academy company and validates the plans we have in place to ensure our children make outstanding progress and learn in a supportive and creative environment”.



# NEWS

## Poorest pupils miss out on private arts schools' access schemes

PIPPA ALLEN-KINROSS

@PIPPA\_AK

Exclusive

Two multimillion-pound government schemes aimed at widening access to the most prestigious drama, dance and music schools have been criticised for not reaching enough pupils from the poorest backgrounds.

In November 2016, schools minister Nick Gibb announced the government would invest £29 million a year in the 'Music and dance' scheme (MDS) and £13.5 million a year in the 'Dance and drama awards' scheme (DaDa).

However, data from a Freedom of Information request has revealed that almost half of the pupils receiving funding are not from families with the lowest incomes.

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

The schemes target the most talented pupils and help pay for tuition at private specialist arts schools, including the Royal Ballet School and the Birmingham Conservatoire. A spokesperson for the Department for Education said the government had invested nearly £174 million into the schemes "because a child's background should be no barrier to pursuing a career in the performing arts".

MDS provides grants and help with fees at private schools and centres for advanced training for musicians and dancers aged



between eight and 19. Forty-eight per cent of those who have received funding since 2016 were from households with incomes of more than £30,000 (2,089 out of 4,361 recipients).

DaDa offers income assessed support for tuition fees and living costs for students aged between 16 and 23 at 17 private dance and drama schools. More than half of those who receiving funding in 2016-17 had household incomes of over £30,000 (212 out of 419).

The amount of financial help given to a pupil depends on their household income, with support ranging from full payment of all fees to small contributions. Under MDS, only families with an income of £190,000 or more do not qualify for any funding. For the DaDa

scheme, only those with an income of over £90,000 are classed as "ineligible for support".

Geoff Barton, general secretary of the school leaders' union ASCL, said the figures demonstrate that the schemes are "not enough on their own" to widen opportunities in the arts. More school funding is needed to make sure that "the arts are accessible to every young person, whatever their background".

Funding cuts and an accountability regime focused on academic subjects has "increasingly marginalised" subjects like music, dance and drama, he warned.

"There is a danger that they will become the preserve of only those wealthy enough to afford private tuition unless the overall level of school funding is improved."

Kevin Courtney, joint general secretary of the National Education Union, said the government "has its priorities badly wrong" and it would be "better and fairer" if access to drama, music and dance was "properly funded" at all schools.

"We know that the current real terms cuts to local authority and school budgets has resulted in arts subjects, including drama and music, being driven out of the curriculum," he continued.

A spokesperson for the DfE said the schemes "help the most talented young actors, dancers and musicians attend specialist schools" and are worthy of investment "because a child's background should be no barrier to pursuing a career in the performing arts".

## WATFORD UTC ORDERED TO JOIN MAT OVER UNBALANCED BUDGET

A university technical college has been ordered to join a multi-academy trust after it failed to establish a balanced budget.

The Education and Skills Funding Agency issued Watford UTC, a technical school for 14- to 19-year-olds in Hertfordshire, with a financial notice to improve over concerns about "failures in governance and financial management". The intervention follows several requests from the UTC for financial support from the government, the ESFA said.

According to academy funding rules which UTCs have to follow, schools must set a balanced budget. Having broken the rules, Watford UTC has now had most of its spending powers suspended and must run financial decisions past the government until the notice is lifted.

Under the terms of the notice, the UTC must now reach an agreement with the Meller Educational Trust, which already supports the college, by June 29, or identify other potential sponsors by September 28.

The school must also carry out an "integrated curriculum financial review" to identify savings and produce a new recovery plan, which will be sent to government funding bosses.

The plan must demonstrate a balanced budget from 2019-20, growth in pupil numbers and that outstanding debts have been repaid. It must also audit the skills of its governors and staff, particularly those with financial responsibility, and commission an independent review of its financial systems, among other conditions.

The UTC was approached for comment.



Children today are entering a world where things are changing faster than ever before. A think tank recently estimated that young people will have around 17 different jobs over the course of their professional lives - the majority of which haven't yet been invented! The ability for children to think flexibly, to solve problems and embrace new challenges will be crucial. When it comes to their future happiness and success, it is their mindsets that matter most. How many times have you heard things like, 'I'm no good at sport...I can't do maths...I really struggle with exams...I don't like public speaking...?'

If children believe they can't do something, the chances are they won't try. But what if they really could get better, excelling at anything they put their mind to? What if kids had access to tools and techniques that would help them cope with the pressures that are an inevitable part of life?

Introducing a new book for children aged 9 - 13 to help with just that. Written by Matthew Syed, a global thought leader in the field of

mindset and high performance, *You Are Awesome* aims to inspire and empower young readers to develop a growth mindset and find the confidence to realise their potential, then pursue it with passion and purpose.

'An awesome book about becoming awesome. How inspiring it is to know that there's a path to awesomeness and that anyone - absolutely anyone - can go down that path. This book shows you how.'

**PROFESSOR CAROL DWECK**

'After reading *You Are Awesome* I've changed how I approach difficult things. I've told all my friends to read it!'

**FREDDIE AGE 10**

Already a UK bestseller, *You Are Awesome* distils principles from Matthew's award-winning mindset books, *Bounce* and *Black Box Thinking* for a younger audience. It offers relatable examples and ideas that can challenge their self-limiting beliefs.

Overcoming the fear of failure is so important. Mistakes are a pre-requisite for growth and children need to develop the capacity to learn from setbacks. They need to understand that anyone who has ever achieved anything impressive has gone through multiple stages

of imperfection. Real success is always a journey and this book empowers children to maximise their potential.

*You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything* by Matthew Syed is out now



### ★ Learning Resources for Teachers

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Matthew will be speaking at The Festival of Education on **Thursday 21<sup>st</sup> June 2018**. Come and visit his stand at **E21**, close to the Master's Lodge.

Find out more about Matthew's work by visiting [www.matthewsyed.co.uk](http://www.matthewsyed.co.uk).



# NEWS: Schools that work for everyone

## Hinds doesn't know how many new faith schools will open

FREDDIE WHITTAKER  
@FCDWHITTAKER

No one knows how many new schools will open now it's easier to found new voluntary-aided institutions, ministers are claiming.

The government has offered "support" to groups wanting to set up new VA schools as a compromise after it abandoned plans to scrap the 50-per-cent cap on faith-based admissions at over-subscribed free schools.

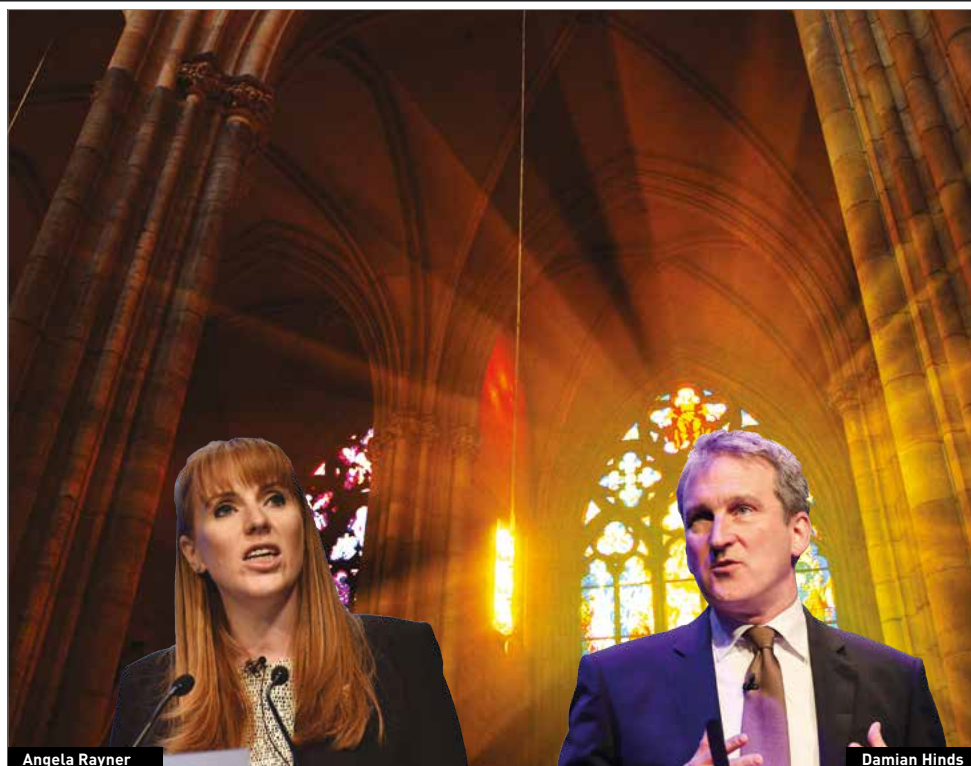
The move is particularly aimed at the Catholic Church, which is prevented from opening schools where Catholic pupils might be turned away on the basis of their faith by canon law.

But Damian Hinds said today that he has no idea how many new schools, Catholic or otherwise, would open.

He was responding to questions about the government's recent response to its 'Schools that work for everyone' green paper from Angela Rayner, the shadow education secretary, who demanded answers about where new Catholic schools might be located, and how much funding might be available.

Under government rules, groups opening new VA schools can get government funding to pay for their site and buildings, but must foot up to 10 per cent of the capital bill themselves.

"I cannot say exactly where they will be or how many there will be, because it depends



on the faith groups and others who would sponsor voluntary-aided schools coming forward," said Hinds.

"Overall, this is a package which is about making sure that we continue to provide good-quality school places."

Sir Edward Leigh, a veteran Tory backbencher, slammed Hinds' "disgraceful announcement" that the "totally ineffective" faith cap will remain, which he said reneged on a "solemn manifesto commitment" made

by the party last year.

"Before he says we are going to be able to open VA schools, he is shackling us to a model that has not been encouraged for 10 years. He can give no commitment that local authorities will want to use them, or there will be the funding available," he continued. "This is a disgraceful announcement."

Hinds claimed there are "thousands" of VA schools across the country, and that the government's recent announcement would

provide the funding to allow more to open.

"They've existed since 1944. It has always been possible to open a new voluntary-aided schools, it just hasn't happened in recent years because the money has not been there, but it will be possible under these proposals," he went on.

The initial response from the Catholic Church to the decision not to scrap the faith cap was scathing. Malcolm McMahon, the archbishop of Liverpool, said last week that the government had "broken its promise" to six million Catholics and "ignored the tens of thousands of Catholics who campaigned on this issue".

But writing in *Schools Week* today, Simon Foulkes, an education consultant at Lee Bolton Monier-Williams solicitors, said he expected Catholic dioceses would privately be more welcoming of the government's concession.

He said that "in practice", very few proposals for new VA schools have been possible for some years because of a change in the law in 2011 to create a "presumption that new schools would normally be academies".

"The route for a new VA school has not changed, but the financial means to do so have been increased. I would expect the Roman Catholic Dioceses, which have been campaigning for a way to propose new schools, to be very pleased indeed."

Expert, see page 7

## Public schools let off the hook over tax breaks

The organisation which represents the country's most prestigious private schools will have to report every year on how its members are partnering with state schools.

Under a new agreement between the Independent Schools Council and the Department for Education, the ISC will have to publish details of how many have become governors for academy trusts and other supportive activities.

The proposals represent a significant U-turn on the government's original plan to force private schools to do more for the state sector in order to keep their charitable status.

The original consultation proposed that private schools would either have to sponsor or open a state school or set aside a certain proportion of fully-funded bursary places to maintain tax benefits, but no such condition is mentioned in the new proposals.

Simon Burgess, professor of economics at Bristol University, blasted the U-turn and pointed out the tax break is "certainly not socially equalising, and chiefly benefits the affluent".

"There is no policy argument for maintaining a taxpayer-funded subsidy for private schools."

Instead, in a "joint understanding" between the two bodies, the government has laid out what ministers now expect of the roughly 1,300 private schools that are ISC members.

Private school representatives will be encouraged to sit on governing bodies and academy trust boards, help with curriculum



and teaching, provide mentoring and "minority subject assistance". The agreement also encourages joint activities and facilities sharing, which private schools already have to do to avoid paying VAT.

The DfE acknowledges "partnerships only flourish effectively if they are voluntarily entered into" and will be monitoring the sector's progress.

The ISC has to publish a report on the partnerships every year, and private schools can publish their links with state schools on the Schools Together website, which is run by the ISC and details work with the state sector. They will also be encouraged to take in more poor pupils.

Jonathan Savage, reader in education at Manchester Metropolitan University, argued there is "scant evidence" that such partnerships have any real benefit for state schools, and there is "no reason to presume" private schools have "educational wisdom to bestow" on the state sector.

## Government told to fill grammars with low-income kids

Respondents to the government's high-profile consultation on grammar schools mostly wanted them take all their pupils from poorer households.

The idea that new grammar schools should take 100 per cent of their pupils from lower-income backgrounds was the most popular among the 5,274 people who answered a question in the consultation about the proportion of poorer pupils they should take.

At present, only about 2.5 per cent of pupils at grammar schools are eligible for free school meals.

A smaller proportion of respondents said that around half of grammar pupils should be from lower-income households. A similar proportion said that between 10 and 40 per cent should be.

However, there is no breakdown of the raw numbers of people who chose each option in an analysis of the responses by Ipsos Mori.

This is because the polling firm adopted a "text analytics" approach to its analysis, due to "the number and unstructured nature of the responses", of which there were 7,080 in total, the report said.

A "large" proportion of respondents felt that there should be "no set restriction on the proportion of pupils admitted on the basis of their household income". The idea that new selective schools should open only where there is local need and demand from parents was also widely supported.

Respondents were "broadly positive" about now-defunct plans to make private schools offer more bursaries in exchange for keeping their charitable status. However, the response to a plan to make private schools to sponsor and open academies was more mixed, with some worried that private schools did not have the right expertise to lead state schools.

At the same time, large numbers said a law to force universities to support schools is needed. The government had wanted to force universities to sponsor or open state schools in exchange for being allowed to charge higher fees.

The proposal has since been abandoned in favour of a broader (and weaker) approach, but it turns out that it too won some support from respondents to the consultation.

When asked about how the new requirements on universities could be enforced, a "large number" of the responses felt that legislation would be the "only way" to ensure they were met.



# SCHOOLS THAT WORK FOR EVERYONE: THE CUT-OUT-AND-KEEP GUIDE

## THE SURVIVING POLICIES FROM THE DFE'S DISASTROUS GREEN PAPER



1

### GRAMMAR SCHOOLS



The government's dream of lifting the ban on new selective schools died along with its hopes of a working majority last June.

Instead, existing grammar schools will be encouraged to widen their intakes to admit more disadvantaged pupils, in exchange for a slice of £50 million in annual capital funding. The cash part of a £200 million investment already announced by the government in 2016.

This is capital funding to create more space for pupils, but it will only be given to those schools which produce a "fair access and partnership plan", setting out what action they will take to increase admissions of disadvantaged pupils.

The Grammar School Heads Association has also agreed to encourage its members to "prioritise" the poorest pupils in their admissions

3

### PRIVATE SCHOOLS



In another softened stance, private schools won't have to sponsor or open academies to keep their charitable status after all.

According to the DfE's response to the consultation, private schools have "responded positively" and are already taking steps to "increase the scope and ambition" of their work with the state sector.

Ministers have signed an agreement with the Independent Schools Council which requires the body to report back on the outreach activities of its 1,300 members.

2

### FAITH SCHOOLS



Although the 50-per-cent cap on faith-based admissions to oversubscribed new free schools remains in place, much to the ire of the archbishop of Liverpool, the government has pledged to make it easier for the Catholics and other groups to open new voluntary-aided schools.

Although it is technically already possible for new VA schools to open, the funding has not been made available by the government in recent years. Those opening new VA schools have to provide 10 per cent of the capital costs themselves, with the other 90 per cent coming from government.

4

### UNIVERSITIES



A plan to allow universities to charge higher fees if they agree to become academy sponsors has also been shelved.

Instead, guidance on access arrangements has been strengthened in order to "increase the pace and scope" of the higher education sector's work with schools to "raise attainment for those from disadvantaged and under-represented groups".

Further guidance published by the Office for Students in February encourages universities to "develop strong links with schools, colleges and communities where rates of progression to higher education are low or where there are significant proportions of students from underrepresented groups".



**SIMON FOULKES**

Education consultant, Lee Bolton  
Monier-Williams solicitors

## What are the routes to opening new VA schools?

**To open a new school three things are needed: a proposer, permission and capital funding, explains Simon Foulkes**

The government announced this month that it "will develop a scheme to help create new voluntary-aided (VA) schools for faith and other providers to meet local demand, supported by capital funding. The VA route already allows for schools to apply to open with up to 100-per-cent faith-based admissions. The Department will work with local authorities to create these schools where they are needed, subject to a 10-per-cent contribution from the provider to the capital costs".

This looks very clear. But in practice very few proposals for new VA schools have been possible for some years because the law changed in 2011 to create a presumption that new schools would normally be academies.

#### The legal background to making a proposal

The statutory routes for opening new VA schools are all in the Education and Inspections Act 2006, as amended by the

Education Act in 2011, and are as follows.

First, if an academy competition under Section 6A of the Act fails to generate an acceptable proposal, then a VA school could be proposed for consideration under Section 7 and might be accepted. Secondly a new VA school may be proposed at any time under Section 11(1A), which reads: "Where any persons ("proposers") propose to establish a new voluntary aided school in England, they may publish their proposals under this section."

The question is, however, how do Sections 6A, 7 and 11(1A) fit together?

The only case law to date arose in 2012 in *R v Richmond upon Thames London Borough 2012*. The Roman Catholic Diocese of Westminster had proposed new VA primary and secondary schools, and the local authority had agreed. The British Humanist Association objected that the requirement for a competition to be held under Section 6A prevented such an agreement. The judge reached two findings that help to clarify the interaction between Sections 6A, 7 and 11(1A). First that "need" in 6A is a kind of technical

term meaning something like a formal decision on the part of a local authority that there was a current, quantifiable requirement for further school places. This was not the same as merely thinking "that there may be a need for a new school at some point in the future (but not yet)". It also contrasted with a more general power of a local authority to foster the establishment of a new school if "in a wider and more general sense it thinks it may be beneficial to do so".

Second, proposals under Section 11(1A) were consequently not trumped by Section 6A: "Under the Act the local authority (irrespective of whether they had formed the view that a new school was needed) had to consider and if so minded approve the S11 proposals."

#### A more generous context for getting permission?

We presume that this is the context within which the DfE intends the concept of "local demand" to allow for the promotion of new VA schools. The law has not in fact changed! So, a new VA school can be promoted:

- under Section 7 if an academy competition under Section 6A has failed;

- under Section 11(1A) in parallel with an academy competition or at any time if local demand for the relevant type of school could be shown, even if a Section 6A competition was not triggered by a real shortage of places.

The promotion of a new VA school therefore becomes an option to be considered by a local authority not only in the context of Sections 6A and 7 competitions, but at any time. One might assume the context will be more favourable to such proposals than the system has seemed since 2011.

Therefore, you can propose (you always could) and you might get permission. The third step, funding, is all that remains. Clearly it is the intention of the announcement that the government will make some capital available for new VA provision on the standard 90-per-cent basis. It is for the proposer to find the remaining 10 per cent. The route for a new VA school has not changed, but the financial means to do so have been increased. I would expect the Roman Catholic Dioceses, which have been campaigning for a way to propose new schools, to be very pleased indeed.

## WHAT IS A VOLUNTARY-AIDED SCHOOL?

The maintained system before academies generally recognised either state or voluntary provision. Although there were possible variations, in practice this boiled down to local authorities on one hand, and religious bodies on the other.

Voluntary schools belonged in two categories: aided schools, where the voluntary provider controlled the school through the appointment of governors and the state aided the governors by meeting all the running costs and 90 per cent of

the capital costs; and controlled schools, where the state controlled and maintained the school but the voluntary provider appointed up to 25 per cent of the governors.

The vast majority of voluntary controlled schools were Church of England schools built on land owned by trusts requiring a church school to be provided. About three quarters of CofE schools fall into this category, the remainder are voluntary aided. All Roman Catholic schools are VA.



NEWS

EDUCATION COMMITTEE RAKES CEC OVER THE COALS

FREDDIE WHITTAKER @FCDWHITTAKER

The Careers and Enterprise Company has faced a bruising day of questioning from MPs over its “giant and confusing” structure and a lack of transparency over its spending of public money.

One member of the parliamentary education committee suggested that the CEC, set up in 2015 with tens of millions of pounds in government funding, is an “over-bloated quango” that cannot prove if its efforts have an effect on pupils.

Claudia Harris, the company’s chief executive, and Christine Hodgson, its chair, were asked about their £2 million research budget, the staffing structure and the lack of evidence the organisation is making a difference.

At one point, neither could confirm if all of a £5 million government fund for disadvantaged pupils was specifically going to support that group.

The CEC received the money to create a new investment fund which would “support the most disadvantaged pupils”.

But Harris confirmed that half of the cash is going towards a project – the “innovation in personal careers guidance” scheme – which is aimed at all pupils, and not just the poorest.

When pushed on whether she was “confident” all of the £5 million would therefore be spent on disadvantaged pupils, Harris said she was “pretty sure” it would, but would have to check.

Committee chair Robert Halfon slammed her lack of detail.

“This is the problem with the transparency issue. You’re not clear on how money is spent on individual projects, you don’t publish board minutes,” he said.

After the hearing, the CEC confirmed that all of the £5 million will be spent on helping disadvantaged pupils.

The CEC has spent around £900,000 on nine research reports since 2015, and around £1 million more will be spent in the coming years.

Halfon accused it of spending the money on “being a think-tank”, rather than “on the front line” in schools.

But Harris claimed the research allows the company to allocate money “effectively”, and helps employers and schools understand what works. The company also uses it to evaluate its own activities.

However, she admitted the CEC does not currently collect data on the destinations of pupils who benefit from its work, and won’t start doing so until September 2019.

“From next year, we already have a resource that schools use to track their careers activities, and we’re going to start looking at that at a young person level,” she said.

Halfon, who dealt with the company in its infancy in his former role as skills minister, described his and his colleagues’ “frustration”.

“I cannot understand why you don’t do proper measurements of the outcomes. You could easily ask the schools, for example, what’s happened in those areas. You may be doing a huge amount of good, but no-one knows,” he said.

DELAYS TO COMPULSORY SEX EDUCATION ARE LOOKING MORE LIKELY

FREDDIE WHITTAKER @FCDWHITTAKER **Exclusive**

Compulsory relationships and sex education will now “almost certainly” be delayed until 2020, after the government failed to meet a key milestone.

Schools had been due to start teaching a compulsory RSE curriculum from September 2019, for which the government promised to publish guidance in “early 2018” to aid preparations.

However, the response to a call for evidence on the guidance, which closed in February, has not yet been published and there are growing doubts over the Department for Education’s ability to issue the response and consult again before the summer holidays.

Under the workload protocol, schools must be given at least one year of lead-in time for any major curriculum change. If the final guidance is not published before the end of July, heads believe the government will breach the rule and be forced to delay until 2020.

The compulsory curriculum change is a result of a parliamentary vote in which MPs decided all children from four to 19 should have some form of relationships education. The rules cover all schools, including academies which were previously exempt from curriculum interference.

“Ideally, we would want schools to have the guidance a full academic year before



the teaching of these subjects begins in September 2019,” said Malcolm Trobe, the deputy general secretary of the school leaders’ union ASCL.

“However, the slippage in the timeline means this would almost certainly result in them being delayed until September 2020, and we think these subjects are too important to be deferred for an additional year.”

Sarah Hannafin, a senior policy advisor at the NAHT union, said the timescales were “now very, very short for schools to be able to implement this in 2019”.

“The DfE put the one-year workload protocol in place for a reason, and this is definitely a significant change to the curriculum. It’s a new subject, and schools have got a lot to do to prepare, including staff training.

“The government delays may mean that we can’t expect this to be implemented in 2019, and that’s not the result of a lack of support from schools.”

Mike Storey, the Liberal Democrat education spokesperson in the House of Lords, said he suspected a “delaying tactic” is now in play as the government has been clashing with faith school lobby groups who were “unhappy about aspects” of the policy.

“As a result the government just doesn’t have its ducks in a row,” he added.

In response to an official question from Lord Storey about the timescales, academies minister Lord Agnew said the consultation response would be “in due course”.

A spokesperson said the Department for Education is “working towards schools being able to teach these subjects from September 2019”, but would not give an update, or reassurance that draft guidance would be published before the summer.

Lucy Emmerson from the Sex Education Forum said schools “do need to see the new guidance soon”.

“It will never be too early to start looking at staffing and training needs and how RSE will form part of a planned and timetabled PSHE curriculum,” she said.

Bright Tribe will be ‘held to maximum account’ over Whitehaven Academy

PIPPA ALLEN-KINROSS @PIPPA\_AK

Bright Tribe may have to pay up over its running of Whitehaven Academy, a senior civil servant has said.

Andrew McCully, the Department for Education’s director general of infrastructure and funding, appeared in front of the parliamentary education committee, alongside Jonathan Slater, the DfE’s permanent secretary.

Addressing the “scandal” of Whitehaven Academy, which she said had been “let to rot” by the Bright Tribe Trust, committee chair Meg Hillier (pictured) asked Slater what he would say to the parents and children at the school who have suffered a litany of problems including dilapidated buildings.

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.

“Clearly, they have been let down, haven’t they, by management that has not been up to the task,” Slater said. “Bright Tribe is rightly withdrawing and we are at the final stages of engagement with the trust that will take over.”

The government is not yet able to say how much turning around the troubled school will cost, but it will “seek to hold to the maximum account possible those people who have not been doing the job properly”.

Questions have been raised over the fate of £1 million given to the trust to set up a northern hub after it announced it was withdrawing from all of its northern schools.

McCully told MPs that if money given to Bright Tribe trust had not been spent in the way it was intended, the government will claim it back.

During the hearing, Slater also admitted there was no proof that forced academisation offers better value for money on improvement

Gareth Snell, a Labour MP, asked if there was any “quantifiable, tangible, collected evidence held by the department” that forcing failing schools to become academies was better value for money than a local authority rescue package.

Slater accepted he could not “prove” it was better value for money, and said “no one could”, but insisted there was “international” evidence that showed giving greater autonomy was the most effective way to improve schools.

Snell warned: “We could have a situation where we are spending vast sums of money to transfer schools over to academy systems without really getting any additional educational output or any improvement into those schools for the money that is being spent.”

Cautioned over a “spaghetti soup” of organisations involved in school improvement, Slater said that merging different organisations, including local



authorities and regional commissioners, would not be effective.

However, he insisted many local authorities have formal agreements to work together with multi-academy trusts, and claimed that all regional schools commissioners see it as an “absolutely fundamental part of their job” that they work alongside local authorities.

And asked why checks are not done on every trustee for every school that becomes an academy, Slater insisted the DfE carries out “rigorous checks on any new trustee coming into the system” but not on governors and headteachers already running a school.

“Nevertheless, the National Audit Office has made a recommendation that we think again about that and so we will,” he said. No timeline was provided.



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# NEWS: Deaf children research

## £4m cuts 'will threaten' deaf pupils' performance

JESS STAUFENBERG  
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The support provided to deaf children in schools will be cut by around £4 million this year, a charity has warned.

Figures obtained by the National Deaf Children's Society reveal that a third of councils are due to cut support for deaf children by an average of 10 per cent.

The charity claims the cuts will further exacerbate the shortage of services. Around one in 10 teachers of the deaf have already lost their jobs in the past four years.

According to government statistics provided to the charity, the attainment and progress scores of deaf children have declined in recent years. In 2017, deaf children scored an average Attainment 8 score of 37.4, down from 41 in 2015, and less than the average score among all pupils in 2017, which was 46.3.

Deaf pupils' average Progress 8 score has also fallen, from 0.01 in 2015 to -0.12 in 2017. The average among all children is -0.03. At GCSE, only 29 per cent of deaf pupils achieve a 'strong' grade 5 in both English and maths, compared with 42 per cent of all pupils.

Susan Daniels, the National Deaf Children's Society's chief executive, blasted the government for "woeful complacency" on the issue, and urged them to tackle a "mounting funding crisis in children's education".

"By not acting, this government is putting



the education of too many deaf children at risk, and letting their futures hang in the balance," she said.

The National Deaf Children's Society also urged the government to review a new rule whereby councils will no longer be able to take more than 0.5 per cent from their schools' budgets to fund high-needs pupils.

Schools Week revealed last month that some councils have begged for more flexibility to move the money around.

One special needs expert predicted that the ring-fencing rule would see

councils handing out less top-up funding for mainstream schools, meaning deaf children with statements or plans could also see their funding dip that way.

"Today's figures should shame us all," added Jim Fitzpatrick, a Labour MP and chair of the all-party parliamentary group on deafness.

"The incredible potential of deaf children is being extinguished because the system that supports them is being completely undermined."

He asked for "leadership" from the Department for Education, and said prime minister Theresa

May needed to live up to her pledge to solve the "burning injustices" in society.

Richard Watts, the leader of Islington Council and chair of the Local Government Association's children and young people board, said local authorities took their responsibilities to support deaf children "extremely seriously".

"We have made it clear for some time now that there must be additional and ongoing funding from the government to enable us to support high-needs children and their families, otherwise councils may not be able to meet their statutory duties and these children could miss out on a mainstream education," he continued.

"This is why we are calling for an urgent review of funding to meet the unprecedented rise in demand for support from children with special educational needs and disabilities."

Nadhim Zahawi, the children's minister, pointed to a cash-terms increase in the high needs budget, which is £6 billion this year.

"On top of this, last week we announced new contracts worth more than £25 million to help children with special educational needs and disabilities – including those who are deaf or have a hearing impairment – have access to excellent support to help guide them through the new system of SEN reforms," he claimed.



## Case studies

### EMMA FRASER, TEACHER OF THE DEAF:

"A teacher of the deaf is so important for supporting the pupils. We do a range of things, from making sure a child is sat in the right place in the classroom and isn't next to a noisy heater, for example, to fixing hearing aids. A teacher of the deaf will input into a pupil's education health and care plan, and will organise access arrangements for tests. We're also a bridge between the school and the family. "With cuts to services, a few scenarios



happen. The threshold for who gets support might be raised, so pupils with mild hearing loss don't get support anymore. Or the teacher of the deaf becomes an 'adviser' to the school, not a one-on-one mentor – even though some pupils need that. It's also stressful for teachers, who don't know how to work cochlear implants or fully support them. If you take away a pupil's ability to hear well, it really disadvantages them."

### THOMAS, A YEAR 6 PUPIL WITH MODERATE HEARING LOSS:

Tom had a teacher of the deaf visit his mainstream school each term until her role was cut. She checked on his progress, and how teachers supported him. Tom's mum, Emma Bishop, says she gave "feedback to teachers and to me – so both Tom and me supported by her". The teacher also attended a yearly meeting with a consultant: "It felt like we were all working in a partnership."

Then the role got cut, even though "Tom still talks about Ursula; he still says she was brilliant". Now Emma feels like a warrior: "I had to check he's got a separate quiet room

for his SATs – the school hadn't thought of it. They're trying their hardest they can, but they just don't have the same knowledge. They don't know how to put a hearing aid in." Emma is trying to make up for the loss of support with extra activities at home. "It's so frustrating. But Tom just gets on with it. He's a little star."



### DAVID COUCH, PRINCIPAL AT HAMILTON LODGE SCHOOL AND COLLEGE FOR DEAF CHILDREN, IN BRIGHTON:

"Our school takes pupils who are profoundly deaf and sign-dependent. The local authority is happy to pay the fees to send pupils here because they really need us. But teachers of the deaf have been reduced. It's partly because of cuts to services, but also because more children are given earlier diagnoses, and equipment like cochlear implants is improving, so not as many pupils need one. But there's certainly been a reduction. I've noticed fewer teachers of the deaf attending annual



reviews for the children. "We are funded by the local authority and we have dedicated teachers of the deaf, so we've not been hit by those cuts. We've also still got our speech and language therapists. But I have noticed a reduction in family support, through health and social care workers. There's also been a drop in educational psychologists. When we try to get help for families in distress, that's harder now than it used to be."

# 1/3

THE PROPORTION OF COUNCILS  
PLANNING TO CUT SUPPORT

# 31%

INCREASE IN THE NUMBER OF  
DEAF CHILDREN IN THE PAST  
SEVEN YEARS

# £4m

AMOUNT OF SUPPORT  
CUT THIS YEAR

# 60%

PROPORTION OF EXISTING  
SPECIALIST STAFF WHO  
WILL RETIRE IN THE NEXT  
DECADE

# 1

NUMBER OF SPECIALIST  
TEACHERS FOR EVERY 100  
DEAF PUPILS IN 15% OF  
COUNCIL AREAS



NEWS

PE apprenticeships solve Kent schools' levy woes

ALIX ROBERTSON  
@ALIXROBERTSON4

Exclusive

Primary schools in Kent have found an effective way to make the most of the apprenticeship levy by taking apprentices on to deliver sports lessons.

From last April, employers with an annual payroll of more than £3 million have to pay 0.5 per cent into the apprenticeship levy, which is ringfenced for training.

The government also wants public bodies with 250 or more employees to hire 2.3 per cent of their workforce as apprentices every year.

This week, the parliamentary education committee raised concerns that the nature of school workforces makes it "impossible" for them to take advantage of the apprenticeship levy they are obliged to pay.

But Kent primary schools are trying a new approach and taking on apprentices as teaching assistants who deliver physical education, usually an extra responsibility of the classroom teacher.

Alan Dennington, chief executive of KSports, the company which delivers the scheme, told Schools Week he started it two years ago to create a career path in education for young people who "didn't fit the stereotypical teacher mould".

So far KSports has placed 84 apprentices in 37 schools across Kent and 80 per cent have moved onto a full-time job at their partner school.



The apprenticeship in 'Supporting teaching and learning in physical education and school sport' is at level three, equivalent to A-level, and takes one year but can be extended to two.

KSports has partnered with Kent county council and delivers the apprenticeships through schools that pay into KCC's levy pot.

The majority of the apprentices are 16 to 22 years old and deliver PE lessons, sports clubs and one-to-one classroom support for pupils. They start shadowing a teacher with supervision from a KSports representative, then progress to working with small groups and full classes with the support of another teaching assistant.

Ten apprentices have gone on to a foundation degree at Canterbury Christchurch University, aiming to achieve qualified teacher status with a PE specialism.

A lot of primary schools have been confused by the levy requirement,

Dennington told Schools Week. "If you use the levy right then you could end up with a member of staff out of it, developing a career for somebody and providing a great service for your students," he added.

David Knox, KCC's apprenticeships officer, said schools are "switching on" to the idea because it's "unique".

Caroline Wilson, a year three teacher at Ospringe Church of England School in Faversham, mentors 18-year-old Liam Joy, who is the school's first apprentice.

He is "an invaluable asset" and a good "male role model for our school".

"He's been really responsive and enthusiastic; our children love him," she told Schools Week.

Liam said his apprenticeship has helped him "to progress and develop more skills".

"The school have been extremely supportive and I would recommend this apprenticeship route to other young people."

The school intends to employ him for an additional year.

The Association for Physical Education said apprenticeships are "an excellent opportunity" to get onto the career ladder, but "should not be seen as a quick fix approach to the teaching of physical education".

"It is important that apprentices should not be seen as a more cost-effective resource than a teacher. AfPE believes they should always be under the supervision of a qualified teacher," a spokesperson added.

MILTON: SCHOOLS DO NEED SUPPORT TO MEET APPRENTICE TARGETS

It is "not impossible" for schools to meet apprentice recruitment targets, but they may need extra help, the skills minister has said.

Anne Milton insisted to MPs that the public sector apprenticeship target – which requires public bodies to hire 2.3 per cent of their workforce as apprentices every year – is achievable for schools, but accepted more support is needed.

School leaders have expressed concerns about the cost and administrative implications of the target, which was introduced last April and covers all schools or academy trusts with 250 or more employees.

"I appreciate there are cost pressures on schools at the moment, but it is not impossible," Milton told the parliamentary education committee. "We need more teachers, there are plenty of graduates working as teaching assistants who I'm sure would be delighted at the opportunity to upskill and become teachers."

She admitted that the government "needs to do more" to help some organisations "because of the nature of the huge change and the huge scale, particularly for the public sector, who have taken a bit more time to adjust because they are managing day to day business".

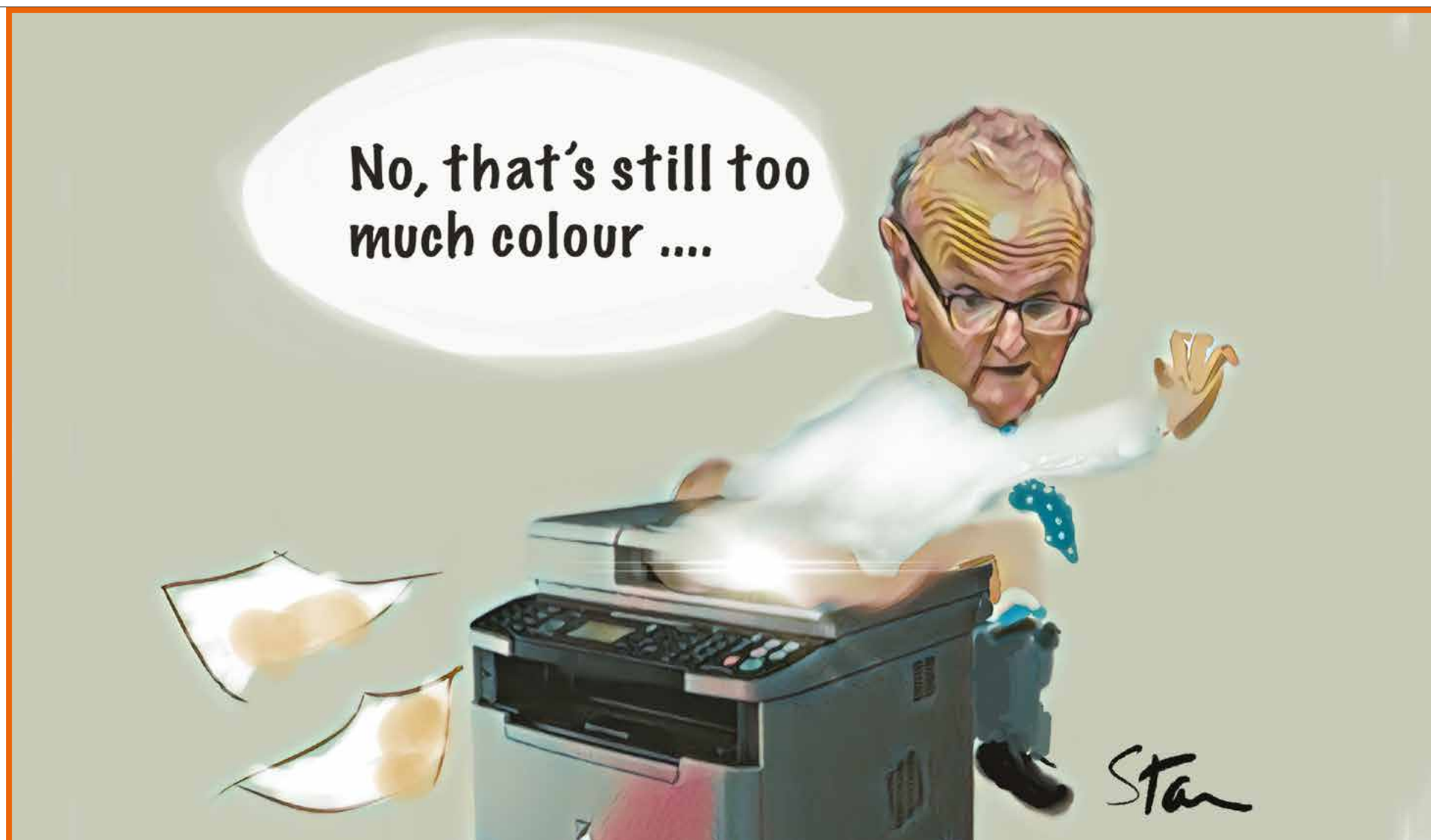
She has met Nick Gibb, the schools minister, to discuss the "bespoke help" needed by schools and other public bodies, which she claimed were "probably well short" of the target.

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## EDITORIAL

## The government must hear deaf children's funding pleas

There are some cuts which are so senseless that children are literally losing their senses; in this case, their ability to listen. There is something very invisible about deaf children and those with mild-to-moderate hearing loss. Nothing on the face of the child sat there in the classroom will tell you that they can't quite catch your words, that they're hearing "omelette" when you're saying "allotment", or struggling to pinpoint where that voice came from, or are badly distracted by a fan on the ceiling.

What if a pupil with hearing aids needs the battery changing – would you know how to? A heroic army of so-called "teachers of the deaf" have been making all these problems visible by working with pupils and training teachers, but they too have been disappearing. As with many government cuts, only the data exposes the true scale of the damage.

The National Deaf Children's Society has revealed that councils are planning £4 million of cuts to services for deaf pupils just this year. That, by the way, is less than the £5 million it's going to cost the government to implement

their hallowed times-table tests for nine-year-olds. Headteachers have explained the tests are completely unnecessary, but they're still going ahead.

But when deafness experts repeatedly explain support for pupils mustn't be cut, the government is stony silent. Presumably it's not worried that pupils might struggle to learn time-tables if they can't hear them. The impact of such cuts in the long run is also very clear: there are 14 per cent fewer teachers of the deaf now than there were seven years ago, despite a 31-per-cent increase in deaf children.

Finally, we need updated data on mental health, since a report by the NHS from over a decade ago found 40 per cent of deaf children experience mental health problems, compared to a quarter of hearing children. What's that figure now?

Government cuts will always negatively impact someone, but to prevent a child from being able to learn is immoral. The government should always ensure council services for the vulnerable are adequately resourced to enable and not prevent support.

## The DfE has to change its tune on arts funding for the underprivileged

Giving talented young people the opportunity to access prestigious arts schooling that would otherwise have been out of reach is, of course, to be applauded. But spending £174 million on schemes where only half the recipients are from the neediest backgrounds strikes a bum note.

At a time when teachers fear the arts are being squeezed out of the curriculum by funding restrictions and accountability measures, there seems to be a dissonance in so much

government money being concentrated on only the most elite institutions and gifted pupils.

If the Department for Education really thinks a child's background should be no barrier to pursuing a career in the performing arts, it needs to actually focus on children from the poorest backgrounds, who so often find that money becomes a barrier. When it comes to fair access to the arts, the government seems a long way from creating harmony.



## It's no use crying over spilled ink, Lord Agnew



Lord Agnew's money saving tip to school business leaders, cut back on photocopying and ban colour ink, was met with considerable derision this week.

Although no doubt well intentioned, the advice will not so much to reassure finance bods, who have told an ASCL survey that funding pressures are forcing them to cut staff numbers and individual pupil support.

At a time when school leaders are crying out for more money, more resources and more support – or at least the hope there

may be some in the future – quibbling over the cost of ink is not the most inspiring message the academies minister could have picked.

Schools are not battling deficits caused by reckless photocopying. But perhaps Agnew is the reckless one, by having a firmer knowledge of the price of printer ink than how teacher pay increases will be funded or when the free teacher vacancy site will launch



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**Closing Date: Thursday 31st May at 5pm**



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- Completed application form
- Completed equal opportunity monitoring form

These should be sent via email to Sue Riley:

[sueriley@nace.co.uk](mailto:sueriley@nace.co.uk)

For an informal discussion about the role, please email

NACE CEO Sue Riley: [sueriley@nace.co.uk](mailto:sueriley@nace.co.uk)

### No agencies.

**Closing date:** 6 June 2018

**Interviews:** 21 June 2018



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For more details see our microsite: <https://lowestoftleadership.fea.co.uk>

We have retained FE Associates to support us with this important appointment.

Interested parties are encouraged to have an initial conversation with our lead consultant, Matt Atkinson, and this be arranged by contacting Samantha Bunn on 01454 617707 or [Samantha.Bunn@fea.co.uk](mailto:Samantha.Bunn@fea.co.uk)

Closing date: **Friday 25<sup>th</sup> May 2018**

Interview dates: **Tuesday 5<sup>th</sup> and Wednesday 6<sup>th</sup> June 2018**



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**For more details can contact the principal Surjeet Johra on [sjohra@theparkfederation.org](mailto:sjohra@theparkfederation.org).**

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**I'm here to make  
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The Eastern Multi-Academy Trust is a family of primary and secondary phase academies across the East of England. Our family of academies helps us fulfil our desire of supporting high quality education within the East of England.

Our academies promote effective learning through inspirational teaching and challenging lessons, driving up academic standards and achievement rates well above national levels. Like all strong families, the Eastern Multi-Academy Trust seeks to offer mutual support to one another, develop shared learning and understanding, collaborate to achieve better outcomes, recognise unique qualities and differences, be positive and aspirational, focus on the successes of individuals and develop a culture of healthy competition.

Our values and vision are based on the four key words of empower, motivate, aspire and transform. We want to make a real and lasting difference to the communities within which we work.

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At King Edward VII Academy. We believe that strength comes from togetherness; each individual plays a crucial part in our overall community and in our successes. We combine the unity of our traditional house system and its exciting enrichment programme with an uncompromising focus upon individual academic success. Our superb reputation for sports is a marker of the emphasis we place on developing well-rounded young adults. It also serves as a symbol of our wider aims – the pursuit of excellence in all things; pride in our academy; togetherness in all we do; fair play and outstanding behaviour and healthy competition. KES has a remarkable past and strives for an even more remarkable future. Our internal support structures and career progression opportunities mean that our staff are able to achieve their full career potential. Many of our former students have returned to work for us post-studies; proving the lasting impression we make as a provider of high quality education in West Norfolk.

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The successful candidate will have proven experience as a leader, either as a Head of Department or a teacher with additional responsibilities.

You will maximise the enjoyment, engagement and outcomes of young people in mathematics. You will develop innovative, non-traditional approaches to the mathematics curriculum in order to ensure appropriate access and achievement for all students and facilitate and encourage learning which enables pupils to achieve the highest possible standards: to share and support the corporate responsibility for the wellbeing, education and discipline of all pupils.

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The successful candidate will achieve high professional standards in teaching and learning within the Faculty in order to ensure that students' knowledge, understanding and achievement are of the highest levels within the specific subject.

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The successful candidate will inspire and motivate students to ensure that they achieve their full potential you will be engaging, enigmatic and enthusiastic while maximising the enjoyment, engagement and outcomes of young people within the faculty. You will develop innovative, non-traditional approaches to the subject matter in order to ensure appropriate access and achievement for all students.

### Skills & Experience - | QTS / NQTS

It is essential that you are Degree qualified with passion, drive and enthusiasm within the relevant subject area for all of these roles. **Closing Date: 4th June 2018**

The successful candidate will have previous classroom experience, knowledge of current issues and developments in education, a good awareness of strategies to improve the learning and achievement of students and a desire to raise standards in teaching and learning to improve achievement.

You will be committed to supporting learning, able to relate to students in a pleasant and sympathetic manner and have an enthusiastic and engaging approach. An enhanced DBS check is required for all of our roles

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# READERS' REPLY

Reply of the week  
receives a  
Schools Week mug!



## Grammar school coffers drained by 'test tourism' as pushy parents use 11-plus as mock exam

**Keren David // @Kerensd**  
My heart bleeds for these schools which think that an 11-plus exam is an appropriate and fair way to select pupils.

## Faith-school admissions cap stays – and Catholics aren't happy

**Juliet Jeater // @JulietJeater**  
Children should all be in school together. It's a no-brainer.

## Lord Baker: DfE forces schools to follow 'Baker Clause'

**Niall Smith // @niallsmith1970**  
The truth is that the vast majority of 14-year-olds don't want to leave their secondary school. This is why UTCs struggle, not "non-compliant" headteachers.

## LocatED's urgent quest for London real estate

**Stephen Foster // @MrSRFoster**  
Must be some old office blocks/redundant Bhs stores that can be used? I see there could be some Poundworld sites coming up soon...

**Cathy Bee // @chezlabeille**  
"It makes no sense for councils to be given the responsibility to plan for school places but then not allowed to open schools themselves." Exactly. LAs could have planned effectively for school places in a timely way.

## QTS proposals will cost at least £336 million

**Brian Lightman // @brianlightman**  
It's a bit like ordering a really nice gift for a friend and sending them the invoice.

**David Marriott, Wiltshire**  
It seems that basic maths is not required for people who work in the DfE.

## Bright Tribe to lose name under merger plans

**Dan McCarthy // @DanMcNASUWT**  
A rose by any other name is still a rose. Bright Tribe by any other name is still a trust that cared more for the "business" and profit than the community. Putting lives at risk. Proud of NASUWT members protecting community in their schools.

## Teachers are the best careers advisers

**David Harbourne // @davidharbourne**  
I think this may be the first time I've actually disagreed with you, Laura! You say a teacher's remark put you off engineering, and conclude that "teachers really are the best careers advisers." Er, no, your example shows that on the whole, they're not.

# REPLY OF THE WEEK

## Teachers are the best careers advisors

**Janet Downs, Bourne**

Careers advisers don't tell, they advise. Teachers with responsibility for careers (if they still exist) don't tell either. They teach whatever is their subject, and implement the school's careers education and guidance programme (CEG). High-quality CEG helps pupils make decisions wisely. Note: I didn't say make a wise decision – this presumes there's only one wise decision. What constitutes the wise decision is too often decided by the one doing the telling. That's why careers advisers don't tell. And teachers shouldn't tell either. Neither should politicians.

In Blackadder: Back and forth, our eponymous antihero runs into Shakespeare after an experiment with a time machine goes awry.

"This is for every schoolboy and schoolgirl for the next four hundred years!" Blackadder cries, as he punches the Bard in the face.

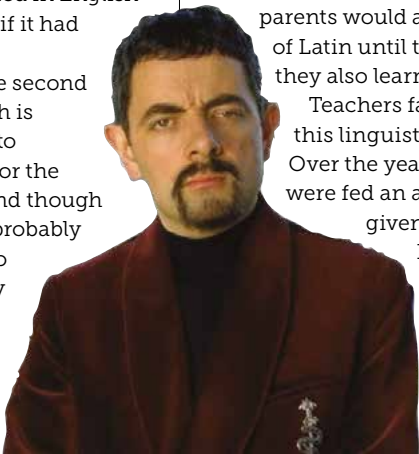
If I had a time machine, I should like to go back to 1854 and punch Stafford H Northcote and CE Trevelyan for the damage they would do to language by inventing the civil service.

Before then, government reports about education were reasonably zappy reads. But once the civil service arrived, the language became thick as treacle. Not, by the way, because I think the civil servants are trying to be evasive, but because they are constantly trying to interpret what ministers want, and so are forever hesitant in what they are saying.

Take for example, a paragraph from the Taunton Report from in 1864, to figure out if any improvements were needed in English education. (Can you imagine if it had said no?)

"When we come down to the second grade of education, that which is to stop at about 16, the desire to substitute a different system for the classical becomes stronger, and though most of these parents would probably consent to give a high place to Latin, though they would only do so on condition that it did not exclude a very thorough knowledge."

And so on, and so on!



# LAURA MCINERNEY

Contributing editor, *Schools Week*

## All I really want from the DfE is a simple straight answer

All that endless hedging ("about 16", "most parents", "probably consent")! All the extra small words! What's wrong with "most parents would allow their child do lots of Latin until they are 16, but only if they also learned other things"?

Teachers face the sharp end of this linguistic nonsense to this day. Over the years, primary teachers were fed an alphabet soup of labels given for pupils' attainment.

Headteachers tear their hair out trying to understand if "statutory guidance" means they must legally do what it says

or not? And these days there's the spectacle of watching the Department for Education use "in due course" to mean "tomorrow", "as planned" and "we have no idea, please leave us alone".

This week, the Department for Education said plans for compulsory sex and relationship education would emerge "in due course" (see page 8). Under the workload protocol the government has to give schools 12 months' notice of any major curriculum change. The protocol was pushed in the last election as a promise.

"See," the Tories practically shouted, "you can trust us to stop messing about now." Unfortunately, we can't.

Several aspects of sex education policy are

a problem for the Conservatives: marriage, religious allowances, the right of parents to withdraw their child from lessons they disagree with. PSHE teachers deal with the thorns of the subjects every day, and they find ways to manage conflict among the 11-year-olds they teach.

Politicians, however, can't seem to do the same. And so there is a back and forwards on what to write in the document outlining the new sex and relationship curriculum. All of which is adding up to time running out. If things don't shift quickly, either the workload protocol will be broken, or the policy will be delayed.

Except one expects ministers won't use the word "delay". Instead we'll hear about "taking time", or a "fresh look", or "a change in the timetable to reflect this momentous decision taken by the party to reflect a new, more modern, form of education". None of which will be any comfort to the 14-year-olds left with outdated, sexist and sometimes homophobic schemes of learning, because teachers are still working under rules designed before these pupils were even born.

The saddest thing is that most people in schools understand how this works. It takes time to get policies right. No one expects every timetable to always go to plan. They do expect a bit of straightforwardness about it.

How about this: "We are still working on plans for sex and relationship education. We have not yet decided when they will be published. This may cause some delays?"

There we go, folks. We can all rest easy. No time machines or punches needed.

## PROFILE

KATHARINE  
BIRBAL Singh

CATH MURRAY | @CATHMURRAY\_

**Katharine Birbalsingh, Headmistress, Michaela Community School**

A customised Marmite jar stands on Katharine Birbalsingh's desk, with the name "Michaela" emblazoned across it.

It's a stroke of marketing genius. The education world seems to be divided into those who adore the no-excuses, knowledge-focused, silent-corridor secondary school she established, and those who recoil at its very mention. Controversial policies include ditching SEND labels, giving detentions for failing to have a pen, and insisting on no excuses for failing to do homework – even if your mum is in hospital.

But Birbalsingh is here to quash a myth: she doesn't believe that Michaela Community School has it right and everyone else has it wrong.

"All I'm saying is, that you might find elsewhere... how else am I meant to say it?" she exclaims, genuinely perplexed.

Visitors to Michaela, a secondary comprehensive in a deprived borough of north-west London, are so frequent and the pupils so well trained that lessons continue regardless, even as strangers traipse past the rows of desks to huddle at the back and observe. Their tour process, with its open-door classroom policy and polite pupil guides, has been documented prolifically, and so have distinctive practices like the public "appreciations" after lunch – when teachers judge pupils on their voice projection – or their penchant for displaying students' work in the bathrooms.

So I've come here, to this unremarkable concrete block beside a railway track in Brent, to ask its headteacher about something else. But before I get to meet her, two pupils are called out of lessons, handed the standard-issue 30-minute countdown timer and asked to show me around.

Much of what I see feels familiar from what I've read – from the SLANT method in class, where pupils are trained to sit up straight and track the teacher with their eyes, to the barked-out 10-second countdown for transitioning between tasks.

What I'm not expecting, however, is for the pupils to seem quite so – how to put this – middle class? My year 9 guide looks me straight in the eyes, proffers his hand, introduces himself and asks whether there's anything in particular I was hoping to see today.

As the tour ends and I'm ushered upstairs to meet the school's founder, I log a note to quiz her about this. But first, I have something to get off my chest.

One of the biggest criticisms of Birbalsingh within the schools community is that, rather than tip her hat to the great and the good of the 'Knowledge is power programme' movement – from which she has borrowed many strategies – the Michaela way has been to insist, whether in blogs, books, podcasts or talks, that nobody does things like they do.

For this reason, in Katharine Birbalsingh I'm expecting to meet a character of Manichean certainty.

Instead, I encounter a woman who claims her core philosophy is to question everything. "We change our minds all the time!" she says. "Ultimately, research is great, and it does inform you in certain ways. But the main thing that drives the school is experience, and what we see working, what we see not working."

to "expose some of the truths about the education system", lambasting the "broken" system that "keeps poor children poor" with its "culture of excuses". The crowd lapped up her conversion story from a "serious leftie" to feeling "literally shame" because in the last election, she had voted Conservative.

Although she paints herself retrospectively as a politically-naïve teacher in Brixton "who spent all her time marking", she worked the crowd like a pro. So how did she get so good at public speaking? She looks at me like I'm a bit dim. "I'm a teacher, I do it every day."

The footage shows Gove grinning in delight. Some say she got three standing ovations, others say it was just one, very long one. Birbalsingh says, deprecatingly: "had they not been bored to tears in the morning, maybe they wouldn't have given me a standing ovation".

Since then she has faced down the world with defiance. First she didn't care about Ofsted. But she framed a congratulatory letter from Nick Gibb anyway, and hung it on the wall of the toilet next to the office where they were planning to put the Ofsted inspectors, just in case.

I laugh as she relates the Ofsted toilet story – but underneath the entertaining anecdote, there's an intimation of the pressure she was under to prove herself, and I find myself wondering about the strain of all those years of being a target of hate.

Her conference appearance led to a parting of ways with the south London secondary school at which she was deputy head. She was ostracised by many in the teaching community, considered toxic by potential employers, and told she would never work in state education again.

"It was the only thing I knew how to do well. I mean, that's what I loved. All my friends used to say to me, 'you may not earn as much money as we do, Katharine, but you love your job more than anybody we know'."

She realised that the only way she could continue working with disadvantaged children – "because that's what I love" – was to set up her own free school. It took three years to get a location approved and the meantime, she lived off her writing.

## "WE ACTUALLY GOT DEATH THREATS. THAT'S HOW BAD IT IS"

"It's not that we started with a particular philosophy because we read it in a book. It's quite the opposite, which is that we are constantly changing our minds about things. We try something, and if it doesn't work – and you can tell whether something works or doesn't work immediately, in a couple of weeks you can see – so that you can just change your mind."

So why does Michaela insist that they're the only ones running a school the right way?

"What you're saying there just isn't true," she insists. "I don't want to be saying about schools that they're doing the wrong thing."

You have a PR problem, I tell her.

The media attention that followed her 2010 speech to the Conservative Party conference divided opinion into those who loved her no-nonsense approach and those who saw her as a traitor. A French teacher whose anonymous blog had won her a book deal, she was introduced by her publisher to the then-education secretary Michael Gove, who promptly spotted she was Tory conference gold, and invited her to speak in Birmingham.

She pitched her presentation perfectly, promising





## “I DON’T WANT TO BE SAYING ABOUT SCHOOLS THAT THEY’RE DOING THE WRONG THING”

“During those three years, you don’t know that you’re going to succeed. You keep going, blindly, thinking ‘I’ve got to do this, I got to do this’ until you eventually get there.”

Now that she is the formidable head of an Ofsted-‘outstanding’ school, with a team of “tiger teachers” more on-message than the Catholic Church, it’s easy to write off her conference speech as a ploy to further her own career. Nothing could be further from the truth, she insists.

“Educationally, we’re in a very a very different landscape to the one in 2010,” she explains. “The kind of trades that are out there arguing what they’re arguing, they didn’t exist then, apart from maybe Andrew Old. So there was nobody to back me. There was nobody to argue from my side.”

After opening her free school in 2014, Birbalsingh and her staff received many hateful messages.

“We actually got death threats. You know, that’s how bad it is. We had a woman working in the office here, and she said ‘I love the school’ – she broke down into tears in front of me – ‘but I can’t stand reading all this stuff’. And, sadly, the people who were sending these kinds of messages, they don’t realise that you’re not sending it to me, you’re actually sending it to this poor woman, you know?”

In such a context, embracing a “love us or hate us” attitude may be an effective survival technique.

But could this defiance also be blinding Michaela’s founder to the unnecessary ways in which she’s alienating swathes of the education community, who might be swayed if only she and her team of acolytes would be a little less, well, self-righteous?

“But we’re not saying everybody else does it wrong,” she retorts, incredulously. “We’ve copied other schools in many, many ways. I go and visit other schools all the time and take ideas, and people come here.” The schools



# PROFILE: KATHARINE BIRBALSINGH

she cites by name are also KIPP-inspired: Mossbourne, Dixons Trinity and King Solomon Academy.

Not everything is up for debate, however. Take group work. “You show me somewhere – and I’ve been around the world a million times looking at schools from Brazil to India to China to South Africa, I’ve been everywhere,” she declares with characteristic hyperbole. “I have never seen it work.”

Over several hours of touring the school, whispered conversations in corridors or classrooms, and debates in her office, Birbalsingh trips over herself in an attempt to amend her stock phrases, and you can almost watch her brain cogs whirr as she processes what she thinks about reframing her language.

“At other schools,” she corrects herself. “At some schools... But it’s not some schools! It’s most schools. And it doesn’t have to be a criticism!”

She pauses and tries again.

“At many schools, the teachers are exhausted at the end of the day from dealing with behaviour. That doesn’t happen here.” They might be intellectually tired from their teaching, she explains, but that’s different.

We break for lunch, and proceed silently to the dining hall, where I get to choose my table. After we’re given permission to sit and a year 8 dumps a meagre spoonful of beans onto my baked potato, the children introduce themselves and ask my name, job and which university I went to.

They seem eager to lap up my company – not because it’s that scintillating (it’s not; I’m not particularly at ease with teens, despite having three of my own) but as if they’ve been encouraged to take advantage of such opportunities.

Birbalsingh confirms that she uses assemblies to instil these kinds of messages in the children: “We constantly talk about it, about getting into the best universities, and what do you need to do to compete with the other kids who are at private schools.”

The result, she says, is that “they can do all the stuff that private school kids can do. Now, some people might say ‘oh, but what private school kids do isn’t that great’. But to be able to negotiate your way round a dinner party or a luncheon with your clients when you get a job, these are all skills that you need.”

It occurs to me that Michaela is an unashamed social mobility project: a school set up to take

in working-class children and churn out middle-class young adults.

If that seems too reductionist, perhaps it’s more accurate to say that its founder is driven by two core aims. First, that no child be ostracised at school.

She attended high school in Canada, where the social groups were racially divided. “My parents are from the Caribbean, my father’s Indian Guyanese and my mother’s black Jamaican,” she says. “I was friends with a Polish girl, and a girl from Chile, and the three of us were friends because we just didn’t fit anywhere.”

This experience has informed her espousal of practices such as the family lunch, which forces children to mix. They serve vegetarian meals only, to avoid having to segregate children by religion, “so all of that division that I experienced as a kid doesn’t happen”.

She was also derided for wanting to work hard. “So one of the things I really wanted to make sure that would happen here is that kids would never feel that sense of peer pressure to be stupid, you know?”

She attended a London comprehensive during her sixth-form, when her father, a university professor, came over for a sabbatical, and from there, a teacher encouraged her to apply to Oxford.

At university she felt like the “state-educated kid who didn’t really know anything”. Although she got her head down and pulled a 2:1, she doesn’t have fond memories of her time, and wants to “make sure that these kids, when they get to Oxford and Cambridge, they don’t have the same experience that I had”.

This explains her second aim, which manifests in the school’s intensive focus on acquiring knowledge and cultural capital: that no child should feel out of their depth for knowing too little.

But does this drive not mean they are doing exactly the opposite, and ostracising the children who can’t conform to their standards – either behaviourally or academically?


Very few children leave, she says (Brent council confirmed that only four places had opened up in year 7 this school year). But she also believes in parental choice and that her school may not work for everyone.

“You know, I believe in different schools being different,” she says.

Lemon curd or Marmite? The choice is yours.







"THEY CAN DO  
ALL THE STUFF  
THAT PRIVATE  
SCHOOL KIDS  
CAN DO"

## IT'S A PERSONAL THING

**Tell me something about you that you're working on improving**

I talk a lot. I try not to talk so much, but it doesn't necessarily work. I'm not very good at stopping myself.

**Who challenges you?**

My SLTs challenge me. Not on how much I talk... But they challenge all the time. They just tell me I'm wrong constantly. In the end, they might recognise that the decision lies with me, and they'll back that, but they will certainly make themselves known if they disagree with something.

**Do you encourage feedback from teachers?**

Massively. I have what we call an error-correction chart where you can get a star for sending a note to us to say "this needs fixing in the school". Then at the end of the half term, I'll give out chocolate bars to the top three people with the most stars. That's just to try and get them to want to tell us "this is what's happening here, you need to think about this" and so on and so forth.

**If you could escape anywhere for a month, where would it be?**

I wouldn't want to switch off. I'd want to spend a week in different schools around the world. I'd have to pick the countries where I'd want to spend a week. That would be so exciting. It'd be amazing.

**What would you have done if you hadn't gone into teaching?**

When I was a kid I wanted to be a builder. I quite like houses and how they're built. You'll notice I gave as an example [of what I'd do if I could never teach again] becoming an interior decorator, because all that kind of stuff around how you set up a room and the wall colours and builders and all of that, I quite like, I suppose. But I'm obsessed with education. I love it. If I couldn't do it, I don't know. I'd be really sad.

**Do you have a favourite book?**

I don't know about a favourite. I recently read this book called Little Soldiers, which is about this Chinese-American woman who sends her child to a Chinese school. It's about her experiences with the Chinese system. I really love it, because in talking about her experiences, she's of course talking about educational theories and so on, that her boy is then experiencing, which of course is what I love.

**What do you consider a great gift?**

A great gift? Chocolate! Really nice chocolate. Bourneville is also quite nice, although that's not necessarily quality, but it's lovely. There is nothing nicer than chocolate.

OPINION: FACTS OR FLAIR - WHAT'S MORE IMPORTANT?



JOHN  
BLAKE

Head of education and social reform,  
Policy Exchange

## Without a foundation in fact, oracy isn't sufficient

**Of course pupils need to learn to express themselves, says John Blake, but the fact is that without a firm basis in knowledge, their rhetoric will fall flat**

There are not many people who think literacy and numeracy are inessential objectives of our children's education, even if there is far less agreement about how best to teach them. Should "oracy"—the term coined by educationists to cover children's use of the spoken word in school—be an equally important objective? This was the argument made recently in Parliament by the Labour MP Emma Hardy and addressed by the conservative children's minister Nadhim Zahawi, among others.

There were some special moments. Pint-sized primary pupils confidently discoursing on the most effective way to challenge bullying in school is not something you see every day, especially not when their audience consists of senior teachers, policy wonks and politicians. When 15-year-old Olivia's voice caught tearfully as she described overcoming her fear to speak out loud and proud in Parliament, and thanked the youth workers who had helped her gain that confidence, it was hard not to share the emotion. As someone who learned to speak up thanks to drama at school, I was very happy to see these examples of excellent practice in schools today.

But while the case was clearly made that empowering students to communicate as fluently verbally as they are on paper is an essential aim of our education system, some seemed to see oracy as a tool to unpick changes brought about recent reforms in education policy. These include the 2014 national curriculum, which reiterated and reinforced the right of all young people to a knowledge-rich education based on traditional academic subjects.

The first of these is baffling: while teachers do need more support, resources and training to effectively implement the curriculum, the content itself is sound, based on high-quality research evidence and effective international comparisons. And for every subject in the curriculum, there is an explicit commitment to developing pupils' spoken language skills. For English, Mathematics and Science there is a separate and detailed outline of what oracy skills children should develop across their time in school, whilst in other subjects, appropriate opportunities for

oracy are also flagged. This is a substantial improvement over the previous version of the National Curriculum, where the only subjects for which there was detailed explication of speaking and listening were English and modern foreign languages.

Moreover, it is not simply that the current curriculum is explicit that oracy is a right for all children in all subjects; a knowledge-rich curriculum allows children to access a wider range of discussions and contribute meaningfully. Of course, plenty of young people have a great deal they want to say based on their own lives and experiences. Like many teachers, I have listened fascinated as my students have shared their views of the city in which we both lived, their experiences wildly different from mine.

“**In the end, passion is not enough: they need to be able to argue**

But whenever I attempted to turn their undoubted passion and confidence to speak about events in the wider world or engage in more formal debate, they often quickly came a-cropper. Sadly – and this was far more my fault than theirs – they did not know enough. They had gone through a school system that had paid too little attention to patiently building the architecture of their minds, so while they frequently encountered information about current affairs or the academic subjects on their timetables, too little was remembered.

They gave speeches about, say, climate change, in which anger substituted for analysis and an unexpected point of information could completely derail them. In the end, passion was not enough: they needed to be able to argue, and that meant, for example, knowing enough to recognise when the other side had a point, and when they did not, and being able to summon examples to challenge them.

A traditional curriculum is the essential foundation on which we should build if we want a generation of school children capable of engaging meaningfully in debates about their own lives and societies.



ANTHONY  
DAVID

Executive headteacher, St Paul's  
Church of England Primary School

## You don't need facts to win a debate, you need confidence

**Knowledge isn't enough to navigate the world: children need to be taught the power of their own voice, argues Anthony David**

It's not often that Parliament is silenced by a 15-year-old who is struggling not to cry as they try to convey the importance of being able to speak out, but that is what happened in April. Admittedly it was in a Whitehall committee room and not the great debating chamber, but the people who mattered were there and they saw how Olivia, a self-confessed working-class teenager from Manchester, had been changed by an after-school group where she learned to speak publically.

In a packed room with plenty of policy developers and MPs keen to put up their hands and add to the discussion, I found myself humbled by the young speakers who managed to convey far more through their honest speeches than some of the waffle that those who should have known better, were trying to get away with.

So why are we in this position where MPs are campaigning for children's rights to speak? It goes back to the heart of our teaching: our curriculum. There were many things that disappointed me about the 2014 revised curriculum: the weight on facts, the lack of skills, the lack of any sense of common values, but above all it was the removal of speaking and listening from all subjects. Only within the early years do we see any genuine sense of tracked speaking and listening. Are we to assume that by five our children know all there is about speaking and listening? Obviously not, and this is a significant concern.

I love my school. It's full of chatty children who like to discuss real issues. This maybe because I hold dear the fact that it was founded by William Wilberforce, the nineteenth century reformer, which is why we don't shy away from weighty debates on poverty, child trafficking or persecution. In order to have these debates we've had to create a culture where different opinions are always respected, sometimes challenged and often explored. The children have a voice and they know I value this – it is after all one of the key articles in the convention

of the rights of a child.

And because of this I was heartened by Emma Hardy MP, who listened to the young people with genuine honesty and respect. Equally, I was horrified by a policy developer who tried to defend a knowledge-rich curriculum because "you need facts to win a debate". He's wrong – you need confidence. I've seen people win debates purely on bravado without an ounce of knowledge.

Since I introduced a language-rich curriculum at my school I have seen the following four effects: behaviour improved, attendance improved, standards improved and, most importantly in my mind, children's sense of well-being and confidence improved. Being able to speak out is immensely powerful and if we can train children to do it, they will be able to access a much broader world with confidence.

“**Being able to speak out is immensely powerful**

The sad thing is that it isn't expensive. Yes, if we want to do it properly then it requires proper assessment but haven't we been doing this for many years in other subjects? If we trust teachers to assess writing in year 6 with public accountability, then we can trust them to assess speaking, surely? If we are to value childhood mental health then giving children the tools to express themselves would save money in the long term – if you want to consider this subject in its coldest form.

Olivia was brave. She spoke with passion and I am utterly convinced she is not alone. There are hundreds of thousands of Olivias waiting for someone to help them unlock their voice, and in a digital age where we are speaking less and less, there has never been a more important time to start. I wish Emma Hardy every success with her work – it is time help our children speak out for themselves.



# OPINION

**While teachers have an important role to play in inspiring pupils' future careers, it's wrongheaded to claim they should replace trained careers advisors, argues Denise Bertuchi**

In a column last week, Schools Week's contributing editor Laura McInerney argued that teachers are the best careers advisors. While it's true that many pupils find teachers a good source of advice, they shouldn't be expected to take on the role of a careers adviser. Rather, they should be complementing the work done by good careers professionals.

Careers advisers are a separate profession who use their knowledge of the labour market to help young people navigate a complex journey through life. Teachers are not trained to advise pupils on careers – how can they possibly be expected to offer well-rounded advice on the full range of pathways available to young people?

After dismantling the Connexions service and passing full responsibility to schools – with no funding to support this work – the government finally published a half decent careers strategy last year. Plus points include getting every secondary school to use the Gatsby Charitable Foundation's benchmarks to develop their careers provision.

However the new strategy also has weaknesses. It appears to assume every secondary school has a team of dedicated careers experts to take on all these new responsibilities and deliver this new accountability framework. The right incentives are not in place for schools to be



## DENISE BERTUCHI

Assistant national officer, UNISON

## Teachers can help – but they aren't the best careers advisers

responsible – they are measured on exam results, not careers advice.

Where is the money for all this to come from? There is some new funding for the Careers Enterprise Company to work "strategically" with some schools, and some helpful new tools, but there's no increased core funding for schools to deliver the strategy.

“ **UNISON wants to see a universal careers service accessible to people of all ages**

The strategy relies heavily on teachers, volunteers and employers. As they stand, the plans will add on extra initiatives without

properly linking successful, evidence-based projects, such as the National Careers Service's inspiration agenda.

Careers services have seen many changes over the years, with budget cuts (pre-2010, the careers budget was circa £200 million per year), restructuring (moving from publicly owned to contracted-out provision), cuts to terms and conditions and the undervaluing of professional qualifications (as shown by the absence of careers professionals on the board of the CEC).

UNISON has collected many case studies of the impacts of such cuts – here is just one. Cheshire was one of the first area where Connexions services closed, and many of the schools in the area adopted a model where teachers operated as careers advisers. UNISON representatives watched what was going on, and some alarming patterns emerged.

For example, many young people were

not made aware of opportunities at local colleges and apprenticeships – and were instead advised to progress to their school sixth-forms. Yet they were not given proper educational guidance – causing many to enrol on advanced programs when alternatives such as BTECs would have been more appropriate.

Additionally the UNISON representative found much "preventable NEET" across the whole area because the quality of guidance provided was so poor and not in any way tailored to the needs of young people.

The international evidence base is clear – career guidance is a key ingredient in successful economies and this should be judged through a rigorous inspection framework. The role of employers and business is vital, but this should complement the expertise provided by careers professionals, local/combined authorities and other social partners.

In 2017, two of the eight National Careers Service contractors achieved an 'outstanding' grade from Ofsted; the rest were rated 'good'. While CEC prides itself on being at the forefront of evidence-based practice, it does not get involved in direct delivery to young people, teachers and parents.

Properly planned and funded careers services improve social mobility, reduce levels of inactivity through training or education, and lead to higher wages. There are real cost benefits to be accrued from this approach. UNISON wants to see a universal careers service accessible to people of all ages, delivered by qualified careers professionals and with a stable funding system.

## STA Travel Education are giving one school £10,000 to spend on a trip

STA Travel Education have broken traditions, to help make school trips more accessible, they are offering one lucky group the opportunity to win their next trip, to the sweet tune of £10,000! The company are so dedicated to sending schools away, that they're handing out freebies.

STA Travel, the self-confessed 'round the world' experts have turned their efforts to something a little closer to home, educational travel. The company has over 37 years' experience in the industry and have now added the string 'Educational Travel' to their bow. The team is made up of on the road experts who offer face-to-face advice to both schools & universities, on everything from destination inspiration and itineraries to personalised trip goals. Back at base this on the road team is supported by an experienced team of experts, the classic travel obsessed that they just don't make anymore!

We spoke to director, Ellen Rayner, about the movement "No funny business, we're just passionate about inspiring the next generation. Travel educates as well as inspires and we want to make school trips a more realistic opportunity for many students" Ellen went on to comment on the standard of school trips for many "A lot of our clients come to us with small budgets and are restricted to domestic travel, we want to make sure one of these groups has the opportunity to realise a new culture, somewhere further flung!"

STA Travel Education have risen to educational fame as a member of the School Travel Forum (STF). Some serious noise is being made around the company who work with local schools right through to the big red bricks! To go hand in hand with their STF accreditation, STA Travel Education have recently been awarded a LoTC badge for their efforts in encouraging students to go beyond the classroom.



To find out how you and your school can win, go to <http://grouptravel.statravel.co.uk/win-your-group-trip.htm>

# REVIEWS

## TOP BLOGS OF THE WEEK

To view individual blogs visit  
[www.schoolsweek.co.uk/reviews](http://www.schoolsweek.co.uk/reviews)



Our blog reviewer of the week is Jill Berry, a former head, now educational consultant, author and Twitter addict @jillberry102

### Selling teacher recruitment on wow moments is a lie

@adamboxer1

Writing for Teachwire, Adam Boxer discusses advertisements designed to attract future generations of teachers. These campaigns emphasise teaching's "wow" moments, capitalising on aspiring teachers' passion to make a difference and transform young lives. Reading this made me reflect that, although this message might well encourage idealistic professionals to sign up for a career in teaching, it might, perhaps, not be sufficient to ensure they stay. As Adam says, "if you're looking to see inspired and wide-eyed children dazzled by your brilliance, you are looking for the wrong thing".

Teacher recruitment and retention are clearly burning issues, and we need to talk up our profession, which can be satisfying and energising. However, it is also exhausting and challenging and, strong teaching does not rely on these moments. It requires time, dedication and "stickability". Our narrative needs to be honest, Adam concludes: "If you're looking for the classic 'inspirational moment', pick a different career. If you're looking for the back-breaking labour of love that is great teaching, come join us."

### 21 tips for growing your PLN

@clcsimon

This comprehensive and useful post from Simon Johnson, via TeachWithICT, offers advice on how to form new contacts and extend our professional learning through a wider network. Schools and individual practitioners who are outward-facing and keen to collaborate find that such networks enable them to benefit from and also to contribute to the learning of others.

Simon's 21 posts deal with different elements of social media and opportunities for face-to-face collaboration. Growing your personal/professional learning network can offer tangible advantages, including globally connecting your classroom, encouraging

reflection and the sharing of ideas with a diverse group of educators, personalising your learning and giving you access to practical strategies you can implement immediately.

### A different sort of blog. A different sort of daughter

@bennewmark

Ben Newmark writes extremely well about a range of educational topics – he is a thoughtful and persuasive writer. I was attracted to this post because of its strong message about the character of children with specific physical and learning challenges, and the implications for their families. This is personal, powerful, honest reflection following the diagnosis of his daughter Bessie, who has Williams' Syndrome. The issue of special educational needs suddenly takes on, for Ben, a very different complexion: "The mental shift has been interesting. I've assumed an identity I never expected to have: the father of a child with special needs. A whole world has opened up and what once seemed abstract and unrelatable has become personal and important."

I loved Ben's conclusion to the piece, as he and his wife watch Bessie determinedly crawl for the first time. "It is not cute. It is jaw-dropping. It is life affirming. And when she stops half way and screams it is a triumphant roar of primeval joy."

### Reflecting on why students need to talk and how to help them achieve this

@jmsreflect

This post, shared by Sarah Brinkley, headteacher of John Mason School, examines the importance of students' verbal communication and asks how far we should push those who find classroom contribution difficult and even painful. How can we structure and support them so that they build their skills and, over time, develop greater confidence and competence in this crucial skill?

Reading this reminded me of how often teachers write on written reports things like "she would benefit from fuller participation in class", not recognising perhaps that when the full report is compiled the parents (who know they have a diffident child) will read many similar comments. The advice is balanced, practical, and welcome.

### Think yourself limitless

@621Carly

A final quick choice: Carly Waterman summarises her brilliant presentation to a recent #WomenEd event in Mansfield. She encourages us all to address negative self-talk, expect more from ourselves, and, crucially, #ditchdoris

# BOOK REVIEW

## The fourth education revolution: Will artificial intelligence liberate or infantilise humanity?

By Anthony Seldon with

Oladimeji Abidoye

Published by University of  
Buckingham Press

Reviewed by Alex Beard



Prediction is very difficult, goes the old joke, particularly when it comes to the future. But it doesn't stop us trying, especially when it comes to education. As far back as 1922, Thomas Edison forecast a cinematic revolution in our schools – the motion picture meant we'd finally "obtain one hundred per cent efficiency" in our learning. We're now rightly wary of geeks bearing gifts; instead we seek to weigh the use of each new technology carefully.

Artificial intelligence is the latest of our inventions – think books, movies, televisions, computers and interactive whiteboards – that promises to transform the way that we learn. But will it really? And, if it does so, in what ways will our schools change? This is the question posed by Anthony Seldon and Oladimeji Adiboye at the beginning of their provocative and engaging new book.

Revolution number one, we are told, took place hundreds of thousands – even millions – of years ago, when our hominid ancestors first began to learn from one another, developing the ability to transfer knowledge about hand axes, hunting or fire-making from one generation to the next; our species' cognitive superpower.

The second came around 4,000 BC with the emergence of writing in Mesopotamia: institutions were required for the teaching of this tricky new skill.

The printing press and industrialisation led to the third education revolution, bringing education to the masses and giving us the schools we know today. It's familiar territory, but the authors go deeper, arguing that today's factory model has failed in five specific ways: unable to defeat entrenched social immobility, preventing kids progressing at their own pace, overwhelming teachers in mountains of bureaucracy, failing to personalise learning, focusing on a narrow set of knowledge and

skills. Artificial intelligence, they say, can transform all of this.

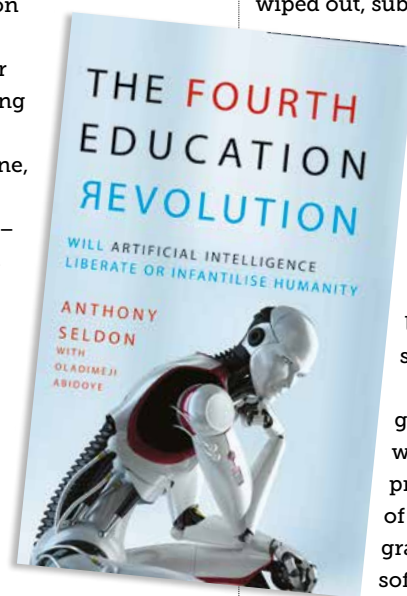
On the questions of what kids should learn, the book is urgent and powerful. It sketches an outline of a holistic education that all children should receive, centred on independent thinking, emotional intelligence – as you'd expect from Seldon, whose advocacy for the pursuit of happiness as an end of schooling is widely-known – and creativity. The authors want schools to ensure kids can learn for themselves, becoming good citizens and eventually arriving at wisdom.

It's great, too, on the very latest advances in AI. Among the many eminent experts interviewed for the book is Demis Hassabis, founder of DeepMind, the world's leading machine learning company, whose DNC – or differential neural computer – taught itself to play chess to beyond-grandmaster standard within just four hours, having been told only the rules of the game. It's only going to get smarter. There are similarly compelling peeks at augmented reality, transhumanism and big data.

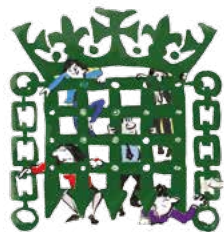
And it's here perhaps that the book pulls a punch or two. These are big, scary, species-defining technologies, which the authors recognise, going so far as to outline the doomsday scenarios in which humans are wiped out, subjugated, or left to descend into jobless anarchy. So when it comes to suggesting how they'll transform our universities and schools, rather than envisioning the digital totalitarianism we see emerging in China or an image of billions of listless humans looking lifelong into laptops, the proposals feel strangely sensible.

Artificial intelligence will give us holographic teachers who adapt learning to the precise needs and motivations of each student from cradle to grave. Personalised learning software will mean students move at their own pace, pursuing their own interests and realising their potential. Teacher time will be freed, making the profession the most prestigious of the future, and schools will have time to focus on the emotional, social and physical development of children.

"Barely a single facet of this education system will remain unchanged," they write. And though it's not always clear how, by the end I was convinced that it's true. "Ensuring the right education system that develops our full humanity is more important than anything else we might do," they conclude. For that reason, I urge you to read this thought-provoking book.







# Week in Westminster

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

## FRIDAY:

More than 500 days after the government's controversial 'Schools that work for everyone' consultation closed, the Department for Education finally issued an underwhelming response.

All four of the consultation's main proposals – new grammar schools, lifting the faith cap and moves to force private schools and universities to sponsor academies – have been abandoned, and schools were expecting to be able to read about how roundly they had been rejected by public.

There was no such luck, however, as the government opted to provide only a vague textual analysis of the many thousands of consultation responses.

We suppose it's probably a good strategy on the DfE's part. After all, how can people know how deeply unpopular its policies are if no-one's counting the complaints?

## MONDAY:

It seems Nick Gibb has been an education minister so long that he has mastered the art of time travel.

The schools minister seemed to jump back in time to the beginning of the year during education questions in the House of Commons.

In response to questions about the government's proposed reforms to PSHE and sex education, Gibb urged organisations to "respond to the call for evidence".

The consultation in question closed in February, and the government's response is almost overdue, but sure Nick, let's encourage others to contribute to it months later. That'll be fine.

## WEDNESDAY:

Following their drubbing by MPs, leaders at the Careers and Enterprise Company decided to go on a PR offensive.

In an email sent to "friends" of the organisation and seen by Schools Week, Claudia Harris, the company's chief executive, asked supporters to "join us on twitter tomorrow to celebrate the success and fantastic work being done to make a real difference to the futures of young people".

Harris and her colleague as CEC chair Christine Hodgson had earlier faced

tough questions from the parliamentary education committee over their body's "giant and confusing" structure and lack of transparency over its spending of public money.

In her email, Harris encouraged supporters to tweet that they "support the work" of the company, "making important connections for young people with the world of work", along with the hashtag "#impact".

But the move backfired.

Only 21 accounts tweeted about the company with the #impact hashtag by the time Schools Week went to print on Thursday night, and the leaked email angered some pretty important people

Jon Richards, head of education at Unison, said the CEC should concentrate on "doing a better job and amending their profligacy" rather than "trying to prop up their bloated underperforming gravy train".

Education committee chair Robert Halfon was also peeved at the CEC's "very disappointing response".

"[Committee] members had concerns about transparency, accountability, spending and impact. Reply from Chair

was that they would look at constructively. Instead, this," he tweeted.

## THURSDAY:

In a stunning effort to teach everyone's grandmother to suck eggs, Lord Agnew, the DfE's answer to the money saving expert Martin Lewis, continues his tour of the UK.

This time he was in Nottingham to teach school business leaders how to save money.

He has some useful suggestions for schools, though. For example, they should do less colour photocopying, because it is definitely overuse of coloured ink, and not a dismal funding settlement from the government, which is stretching school budgets so.

Agnew wants the profile of schools business leaders to be raised, and said teachers should be encouraged to understand more about finance, which, we can imagine, will have gone down incredibly well among the teachers who have just been told not to use coloured ink.

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



**Name** Brian Walton

**Age** 48

**Occupation** Headteacher

**Location** Somerset

**Subscriber since**

December 2014



## FLY ON THE WALL

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

At home, usually over a Saturday morning coffee.

**Which section of the paper do you enjoy the most?**

Always the features: what's going on and who thinks what.

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

Our approach to testing is broken, inaccurate, damaging, distorted, controlled by people who don't work in schools or know children, and it's not doing what it should do – empowering schools to teach better. It's just a flawed accountability measure.

**Who is your favourite education secretary of all time?**

Estelle Morris. I was once lucky enough to sit next to her during an education quiz for an evening and she left me wishing we still had that vision and experience in our system.

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

I did like the CEO pay lists, as much as it depressed me.

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

I put it in the staff room.

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

There are SO many! I would champion SEND and alternative

provision. I would continue to push the issue of inclusion/exclusion (looking at the issues heads face on the ground) and how we are at a critical point in our system.

**What is your favourite memory of your school years?**

I hated school with a passion. So, skiving and playing Defender at the sea front arcades... I was rubbish at that as well.

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

Writing in some form. Probably science fiction or designing board games. Education was a Sliding Doors-style chance encounter and I couldn't imagine doing anything else now.

**Favourite book on education?**

*The Working Class* edited by Ian Gilbert, not that I am in it or anything...

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

I do like visiting a school (lucky to have been to hundreds during my career). Profiling different approaches where the schools are honest about the strengths and challenges would be interesting. Our system is more eclectic than ever and I'd be interested in hearing about those that do it differently.

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

I would love to be a fly on the wall in Number 10 right now, though I imagine they have all sorts of complicated, expensive and brutal means for getting me out.



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...



Prince Andrew meets the Computifuls

FEATURED

The winners of a national cybersecurity competition for girls have been invited for afternoon tea with the Duke of York.

The team of four year 8 pupils from The Piggott School in Berkshire were invited to Buckingham Palace after taking first place in the CyberFirst Girls Competition, beating over 4,500 other pupils from across the UK in a series of 170 computing challenges.

Dubbed "the Computifuls", the team were joined at the palace by 40 fellow finalists of the competition run by the National Cyber Security Centre (NCSC), a part of GCHQ.

During the royal visit, the finalists went head to head once again in a mini competition to showcase their STEM skills, before having tea, cake and a chat with Prince Andrew.

"Since the girls won, the school has been on a massive high," said Pat Bhattacharya, the school's head of computer science. "They're are now doing lots of assemblies for year 7, and I'm using their experience to inspire other girls to think of taking up this subject."

As part of their prize for winning the competition, the Computifuls each won a laptop, a goodie bag and £1,000 for their school to spend on new IT equipment.

"The CyberFirst Girls competition shows us the vast amount of female talent in our schools and just how skilled they



The Computifuls: (L-R) Jess Peck, Callena Wyli, Zara Pristov-King, Megan Pickup



Prince Andrew meets the girls



The finalists in Buckingham Palace



The Computifuls on stage after their win

are," added Chris Ensor, deputy director for skills and growth at the NCSC. "Females are worryingly underrepresented in the global cyber workforce, but there are exceptionally talented girls in our schools that can help make the UK the safest place to live and do business online in future years."



FESTABLE ANNOUNCES KEYNOTE SPEAKERS

The UK's first national festival dedicated to specialist learning has announced award-winning actress and writer Sally Phillips (pictured) as keynote speaker.

The actress, who has a son with Down's Syndrome, presented the BBC documentary *A World Without Down's Syndrome?* and will deliver one of the keynote sessions at the one-day FestABLE event on June 2.

Hosted by the charity National Star at its campus in Gloucestershire, the event will cover topics including the SEND reform and the Children and Families act.

"There is a growing desire to talk about what will work better for young people with disabilities and learning difficulties and how all of us – professionals, parents and the young people – can make difficult things possible," said David Ellis, the charity's chief executive.

To find out more, and book tickets for the event, visit: [www.festable.org](http://www.festable.org)



How to join the circus (without running away)

Drama students from a Gloucestershire secondary school have had the chance to find out about careers in the circus.

The 45-strong group of GCSE students from Archway School in Stroud paid a visit to Giffords Circus to watch an evening show, and they spoke to its owner Nell Gifford, during a Q&A for local young people interested in careers in performing arts, music, costume design and comedy.

Also taking part was acclaimed theatre director Cal McCrystal, as well as cast members Tweedy the clown, fourth generation performer Dany Reyes, and Nancy Trotter-Landry, who discussed their own stories of joining the circus.

"I think speaking to the performers made the



Hearing from the performers

students feel like anything was possible and the world was their oyster," said Vicky Rossiter, the school's head of drama.

"There are so many roles involved here at Giffords, from performers to designers, directors, clowns and musicians," added Gifford. "It is the most amazing industry to work in and is often overlooked as an art form and career option."

The her-story of Manchester



The exhibition

Ten schools in Manchester are featuring in an exhibition about the suffragettes and their links to the city.

Artwork from primary and secondary school pupils including posters, collages and banners exploring the key people and historic sites linked to the suffrage movement in the area are now on display at Manchester Central Library.

The exhibition will run until June 30, and marks the centenary of the Representation of the People Act, which gave some women the right to vote for the first time in 1918.


"Our year 7 and 8 students have produced a variety of work to show how important Manchester was to the suffragette movement," said Parbinder Dhillon, head of history at Manchester Academy, one of the participating schools. "Getting involved in projects like this has reinforced what we have been learning in the classroom. It was hugely beneficial to our students and it has been brilliant to see them grasp this opportunity."

"We're grateful for the amazing amount of work that all the students have produced to put this exhibition together," added Daisy Horsley, a local heritage education manager at Historic England.



Emmeline Pankhurst





**VICKY LLOYD**  
Headteacher, Stamford Welland Academy

**START DATE:** April 2018

**PREVIOUS JOB:** Deputy headteacher, Priory Belvoir Academy

**INTERESTING FACT:** Vicky once won the British water polo championships with Loughborough University.



**WILLIAM GOLDSMITH**  
Headmaster, St George's School

**START DATE:** January 2019

**PREVIOUS JOB:** Headmaster, St Leonard's Junior School

**INTERESTING FACT:** William loves cycling and has ridden from John O'Groats to Land's End.



**AMELIA WALKER**  
National director for strategy, Ormiston Academies Trust

**START DATE:** August 2018

**PREVIOUS JOB:** Deputy director for research and evaluation, Ofsted

**INTERESTING FACT:** Amelia's first experience of education was in a nursery in the isolated village of Klemtu, belonging to the Kitsoo tribe in Canada.



**KATHERINE HUMPLEBY**  
Secondary school improvement lead, Hope Learning Trust

**START DATE:** May 2018

**PREVIOUS JOB:** Education adviser, Diocese of York

**INTERESTING FACT:** Katherine is a keen saxophonist, and plays in the Durham Gala Theatre Big Band.



**JAMES ELDON**  
Principal, Manchester Academy

**START DATE:** September 2018

**PREVIOUS JOB:** CEO, The Altius Trust and Principal, Manchester Enterprise Academy

**INTERESTING FACT:** James is a self-confessed soul music devotee, and a long suffering Bristol City supporter.

**MOVERS & SHAKERS**  
Your weekly guide to who's new

**Get in touch!**  
If you want to let us know of any new faces at the top of your school, local authority or organisation please let us know by emailing [news@schoolsweek.co.uk](mailto:news@schoolsweek.co.uk)



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SCHOOLS WEEK 

### SCHOOLS WEEK Sudoku challenge

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

Difficulty:  
**EASY**

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

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

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

Difficulty:  
**EASY**

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

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.