



Erin Stoner

Well said!
Student speakers
shine at awards

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EXCLUSIVE

Hundreds left in limbo by 'unfair' disqualification by association rules

- Ministers finally scrap rules which disqualify teachers based on who they live with
- Ofsted data reveals more than 1,700 professionals were forced to apply for waivers
- It took government more than two years to decide to scrap the regulations

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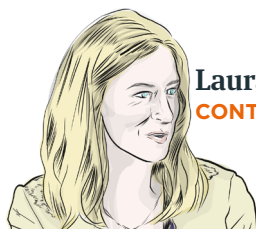
SCHOOLS WEEK

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Opinion



MARTYN
OLIVER

Chief Executive, Outwood Grange
Academies Trust

**It's not true that academies care
more about money than pupils**

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FIONA
CARNIE

Director, Alternatives in Education

**The schools that are building
democracy into their education**

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TOP BLOGS
OF THE WEEK

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News

Minister bans selective schools from condition improvement fund



Grammar schools will no longer be able to use a government funding pot meant for all schools to expand their pupil numbers – now that they have their own dedicated funds to do so.

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Ninth UTC sets out closure plans

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Scrapping EAL proficiency data collection is 'retrograde step'

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'Disqualification by association' waivers for schools scrapped at last

FREDDIE WHITTAKER
@FCDWHITTAKER

More than 1,700 teachers and childcare providers were left in limbo as a result of "disproportionate" rules that disqualified them from working because they lived with someone with a criminal record.

Over the past two years, Ofsted received hundreds of unnecessary applications for waivers to continue at work after confusing teachers with so-called "disqualification by association" rules.

Introduced in 2014, the rules required anyone working with young children had to apply to Ofsted if they lived with anyone who had a spent conviction.

New figures obtained by *Schools Week* show that 1,702 applications for waivers were submitted but only two were refused.

In total, 977 – more than half – were deemed unnecessary as the nature of the offence, or the role held by the applicant, meant a waiver wasn't needed.

On Monday the government announced that as of September the rules will no longer apply to schools.



EXCLUSIVE

They will remain in effect for childminders, a group the law was originally intended to cover.

The announcement was welcomed by Unlock, a charity representing people with criminal convictions.

"We've been calling for it to be scrapped for nearly four years because it did nothing to contribute towards safeguarding in schools. The arrangements were disproportionate, unfair and ineffective.

"Yet the fallout should not be underestimated – we know significant numbers of people have been unnecessarily suspended and some have lost their jobs as a result," said the charity.

The rules caused distress

as teachers, support staff and even headteachers who had done nothing wrong themselves were suspended from work and forced to wait for permission to return.

Confusion was particularly widespread because the list of crimes sparking a potential disqualification was long, but not considered to be exhaustive. Consequently many school leaders felt it important to err on the side of caution.

The government issued new guidance in early 2015, clarifying that only those working in an after-hours capacity could be barred from working.

The majority of applications (1,241) were made in the early days, but 459 have been made

since January 2016.

In total, two applications were refused, 617 were granted and 77 were withdrawn. The rest were deemed unnecessary.

Exempting schools from the rules was first mooted in a 2016 Department for Education consultation, following widespread criticism of the process. But the change has only just been instituted more than two years later.

The DfE said it was clear from the consultation responses "that there is a significant consensus that the current arrangements are widely considered unfair and that they represent a disproportionate response to the risk to children".

Unison, which represents large numbers of early years staff, has urged schools to destroy any data they have collected on staff.

"They resulted in thousands of early years staff being needlessly suspended from work and added nothing to child protection measures," said national education officer Ben Thomas.

He said schools should get rid of the information as a matter of urgency.

3
MINUTE
READ

Get the facts: Disqualification by association waiver applications

1,702

Received since
October 2014

617

Approved

77

Withdrawn

977

Deemed
unnecessary

2

Refused

29

Still in progress

Source: Ofsted

Youthful eloquence in full flow in 'Speak Out' Challenge finals

PIPPA ALLEN-KINROSS

@PIPPA_AK

A teenager who gave an emotional speech about living with a stammer has won what its organisers say is the world's largest youth speaking competition.

Fifteen-year-old Erin Stoner clinched the top prize at Jack Petchey's "Speak Out" Challenge for her passionate description of life with a speech impediment, winning £2,000 for herself and £3,000 for her school, Westcliff High School for Girls in Essex.

She won over judges including Ofsted chief inspector Amanda Spielman, journalist Faisal Islam, activist Gina Miller and *Schools Week's* managing editor Shane Mann with her moving speech, saying her "eight-year-old self would never believe me if I told her that one day I would be in front of the Cambridge Theatre, 1,000 people, and on that day my voice will flow like the river Nile between the seats".

The competition, designed and delivered by the Speakers Trust and funded by the



Jack Petchey Foundation, encourages 14- and 15-year-olds to develop public speaking and communication skills. More than 19,800 young people in 500 state schools across London and Essex took part this year.

Russell Findlay, chief executive of the Speakers Trust, said it was "inspiring to hear such positive messages from young people on the issues that matter to them".



Spielman: Ofsted inspections aren't biased against poorer schools

FREDDIE WHITTAKER | @FCDWHITTAKER

Ofsted inspectors know that progress scores don't "paint the whole picture" of school quality, Amanda Spielman (pictured) has said this week, as she rejected accusations of bias against disadvantaged schools.

The chief inspector of schools warned delegates at an Education Policy Institute conference that government performance tables do not show "what schools aren't doing", and claimed inspectors are aware that Progress 8 "isn't a perfect measure of progress".

Ofsted came under fire last month after its own data revealed that schools in the most affluent areas are more than twice as likely to be rated "outstanding" as those in the most deprived, leading to accusations of bias and an over-reliance on performance data.

But Spielman said the charge that "data is all" had been "clearly disproved" by analysis in Ofsted's last annual report, which found that schools rated "good" had a "wide range" of

positive and negative Progress 8 scores.

However, Ofsted's data also reveal a "big difference" between the Progress 8 scores of schools with many poor white pupils and those with few, Spielman admitted.

For example, recent data published by Ofsted which showed that secondary schools without many poor white pupils that were judged 'good' at their last inspection achieved a "premium" progress 8 score of 0.2, while those with lots of poor white pupils had an average score of -0.1, a difference of 0.3 points.

"That's a big difference," said Spielman, who added that the "same pattern of difference between Progress 8 levels for high and low disadvantage schools applies in fact to all our judgements".

"So rather than suggesting a bias against high-disadvantage schools, if anything

the data show that our inspectors are showing through their judgements their awareness that Progress 8 isn't a perfect measure of progress and that it's not painting the whole picture of educational quality in secondary schools."

According to Spielman, Ofsted's new inspection framework, which is due to take effect in September 2019, will focus the conversation "even further" on education itself, "rather than just about data".

"This is the human element that Ofsted brings to the accountability process. You can't create a precise, codified rule for what 'good' looks like. And no performance table can tell you very much about what schools aren't doing. They're not very revealing about what isn't happening, or about who isn't being educated. And it's that interest in 'why' and 'what' that's been driving our work on curriculum."



News: Schools Company

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Doomed Schools Company Trust 'double-counted' GCSEs

PIPPA ALLEN-KINROSS

@PIPPA_AK

A failed multi-academy trust that runs schools for vulnerable excluded pupils reported inflated GCSE results after double-counting some qualifications, it has been revealed.

Accounts of the Schools Company Trust (SCT), which will walk away from its three pupil referral units in Devon and mainstream secondary school in Kent this summer, reveal concerns over executive pay, fears for the safety of pupils and "unreliable" reporting of GCSE results.

According to the accounts, the trust reported last year that 48 per cent of pupils at North Devon Academy achieved "five GCSEs", when the actual figure was 19.5 per cent. It is not clear from the documents whether this includes English and maths.

The results were reported incorrectly because the trust double-counted some GCSEs and counted entry level BTECs and certificates as GCSE-equivalent when they should not have been.

The results of 15 out of 41 pupils were reported inaccurately by the trust.

Similar concerns were raised at the other Devon PRUs, and as a result, all exam data across all of the trust's academies has therefore been deemed "unreliable"



INVESTIGATES

because trustees "are unsure as to the integrity of the schools' data and the reliability that can be placed on it".

According to the trust's accounts, which cover the period from September 1 2016 to August 31 2017, the chain is now under investigation by the Education and Skills Funding Agency over instances of potential "material irregularity, impropriety or funding non-compliance". This "series of investigations" by officials will also cover potential conflicts of interest and related-party transactions at the trust, accounts reveal.

Trustees of the Schools Company Trust were replaced by a new board last November, and a new interim leadership team took over the running of the organisation in January of this year.

Last month, it was revealed that the trust will walk away from its PRUs Central Devon Academy, North Devon Academy and South and West Devon Academy, and its mainstream secondary Goodwin Academy in Kent, following complaints about inadequate safeguarding and poor financial management.

1.5
MINUTE
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Ex-CEO received a £35k pay rise

PIPPA ALLEN-KINROSS | @PIPPA_AK

Elias Achilleos, the trust's former chief executive, received a salary of between £105,000 and £110,000 last year, at least £35,000 more than the year before, when he received between £70,000 and £75,000.

Achilleos, who was replaced in February, is also the only listed director of a separate private education consultancy company, Schools Company Limited, which received payments of £19,260 from the Schools Company Trust and paid it £9,960 in 2016-17.

Heinrich Zimmerman, who was a director of the Schools Company Trust in 2016-17, was paid £25,000 for "consultancy services" that year.

Including Achilleos and Zimmerman, seven trustees received a salary, with two others paid between £75,000 and £80,000. Fifty-five



per cent of the board was paid, despite a rule in the trust's articles of association which states that no more than 33 per cent should be.

During the year, seven trustees were reimbursed for expenses totalling £57,953 – compared to £14,022 the year before.

The high number of paid directors on the trust's board during that time meant "challenge and transparency were not sufficiently in place" to ensure rigour in the "examinations of the academies outcomes nor the trust's financial processes", including those in relation to procurement and the securing of best value, new trustees warned in their report.

SEVEN-FIGURE SCHOOL DEFICITS REVEALED

PIPPA ALLEN-KINROSS
[@PIPPA_AK](#)

Accounts show that Central Devon and South West Devon academies had deficits of £697,417 and £383,491 respectively at the end of 2016-17, although these debts are due to be cleared as part of an agreement with Devon council.

The trust has also agreed a recovery plan with the Education and Skills Funding Agency for the Goodwin Academy, which has a deficit of £1,694,128.

The Schools Company Trust received a financial notice from the Department for Education in July last year, due to

"significant concerns" about finances, including "short notice and urgent requests for additional funding".

In February, a further notice from the regional schools commissioner warned the trust may have schools removed due to a "deteriorating financial position" which meant it had "limited capability to support the academies".

In the accounts, new trustees warned of "significant recoverable debt", and warned the trust would have to borrow more money from the government this year.

Accounts also show SCT received £7,391 from the ESFA for bursary funds for 16-19 pupils, but only paid out £1,260 during the year.



Accounts reveal fears for pupil safety

The documents warn of "unsafe working practices" and a "lack of clarity in many transactions, including those related to some recruitment" which, in the worst cases, "could have placed some very vulnerable pupils in danger of harm".

"Public money has been inappropriately allocated to funding a range of sites which were not only expensive but were also unfit for purpose in the delivery of a high quality education for such vulnerable pupils," it added.



Governors in place at the North and Central Devon Academies in 2016-17 were also described as "not fit for purpose" and as making "no impact upon the pupils' outcomes or provision". Routine monitoring of the PRUs by Devon county council was criticised for not having "sufficient rigour".

However, the governing board and results at the Goodwin Academy, which recently opened a new £25 million building, were praised.

More Ofsted misery for Schools Company schools

PIPPA ALLEN-KINROSS | [@PIPPA_AK](#)

The South and West Devon Academy has been rated 'inadequate' in every category after an inspection in May.

The report, published at the end of last month said the school had "declined" under the leadership of the trust and criticised ineffective safeguarding, poor teaching and behaviour and "inadequate" pupil achievement.

Despite the school only having two small buildings, the number of pupils placed at

the school has risen sharply and the school is not able to accommodate them on site, inspectors found.

Leaders are "unclear about the oversight

of the large number of other 'learning sites' where pupils are placed and cannot be sure that all pupils are safe".

In September, an Ofsted monitoring visit warned safeguarding was "not effective" at the Central Devon Academy.

Then, in December, inspectors rated North Devon Academy as 'inadequate' across the board, identifying serious failings in safeguarding, leadership, and teaching.

News: Grammar schools

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Minister bans selective schools from condition improvement fund

JESS STAUFENBERG
@STAUFENBERGJ

Grammar schools will no longer be able to use a government funding pot meant for all schools to expand their pupil numbers – now that they have their own dedicated funds to do so.

Schools minister Nick Gibb has confirmed in a written answer that grammar schools are not allowed to apply for the Condition Improvement Fund for 2018-19 to add pupil places. However, they may apply if they must improve the condition of buildings or to address “overcrowding”.

The CIF cash, which is mainly for keeping school buildings in an acceptable condition, has been used extensively by grammar schools in the past to build whole new classrooms, *Schools Week* has previously reported.

Forty per cent of the secondary schools which received money from the Condition Improvement Fund over the past three years were grammars, despite making up only five per cent of secondary schools in the country, a Freedom of Information request revealed in May.

But with the government recently earmarking £50 million per year for existing grammar schools to expand under

certain conditions, the CIF fund is no longer needed, explained critics.

Ian Widdows, who founded the National Association of Secondary Moderns, said the fact grammar schools have already been accessing the CIF cash to expand means the £50 million is not actually “new” money for them.

This £50 million fund therefore can be seen as nothing new – all it does is provide a greater degree of openness

“This £50 million fund therefore can be seen as nothing new – all it does is provide a greater degree of openness and transparency with regard to significant levels of expansion funding which grammar schools have already been accessing,” he pointed out.

Using CIF funding, one grammar school got six new classrooms at once last year and another won funding for new buildings two years in a row. Others got science laboratories, new sixth form centres and sports halls.

Melissa Benn, chair of Comprehensive Future, which campaigns against selective schools, said the government had already enabled the expansion of grammars “for years” using the CIF.

The exact definition of “overcrowding” alluded to by Gibb in his written answer also needs to be clarified, she warned.

“We need to be absolutely clear that



Nick Gibb

a selective school which allows its pupil roll to rise can’t also apply for the CIF fund to expand its buildings, because it is supposedly now ‘overcrowded.’

The Department for Education webpage on the CIF claims that only Ofsted-rated good or outstanding academies that need to expand their facilities or floor space may apply for specific expansion funding. There is no mention of grammar schools.

Previously, the Grammar Schools Heads Association said the CIF was one of the few pots of funding grammar schools had historically been allowed to bid for, explaining why they made use of it.

Meanwhile under the terms of the selective school expansion fund, which was first announced in 2016, grammar schools wishing to apply for money must first carry out a four-week consultation.

They must also endeavour to admit more disadvantaged pupils, and publish a plan explaining how they will make their intakes more inclusive.

2.5
MINUTE
READ

Doubts cast on baseline test proposals

JESS STAUFENBERG | @STAUFENBERGJ

The British Educational Research Association has warned that government plans for a baseline test of reception pupils risks mislabelling children.

The teacher-mediated test, which will include numeracy, literacy and self-regulation, was announced by former education secretary Justine Greening in September.

The scores will be used to judge how well primary schools help pupils progress by the time they move to secondary.

Now a panel of experts, who conducted a review

of assessment literature, have said the proposed baseline test misses out contextual information about pupils. The test is set to roll out in 2020.

The researchers point to a 1998 University of Oxford study that showed how children’s age at the time of testing dramatically affects their scores in standardised tests at the end of key stage 1 (age 7). Autumn-born children consistently outperform those born in the summer.

Yet under the proposed baseline assessment, age differences will not be accounted for in the

final score. Researchers say this could skew the data of small primary schools in particular.

However, none of the tests against which the baseline assessment will be used to calculate progress, such as GCSEs and SATs, make use of age context either.

The panel fear the skewing could mean summer-born children, or those who have English as an additional language, will be “prematurely judged” as low in ability.

News: UTCs

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Ninth UTC sets out closure plans



FREDDIE WHITTAKER
@FCDWHITTAKER

Another university technical college will close next year, taking the total to nine.

UTC@Harbourside, based in Newhaven in East Sussex, has announced it will close in August 2019 after failing to recruit enough pupils to become "financially stable".

The announcement was made just days before the release of a damning Ofsted report.

The college, a 14-to-19 institution with a vocational focus, opened in 2015 and planned to recruit up to 650 pupils. The school had just 141 pupils on roll in 2016-17.

According to the UTC, the request from governors for permission to close the institution next year was approved by ministers last week.

"The UTC has not been able to recruit enough students to become financially stable and to deliver fully on its educational vision. The governors decided that the best way forward is to propose termination of its agreement with the Department for Education. The UTC was inspected by Ofsted last month and the report is due to be published on Wednesday July 4," it said in a statement.

"This has been a very difficult and hugely disappointing decision for the governors to make. They recognise that this announcement will cause concern to students, staff and parents.

"Their primary concern is the welfare and education of students currently

attending the UTC and those who have applied to join from September, and the decision was taken at the earliest opportunity in the light of the upcoming summer break."

The UTC is "already in discussions with the relevant local authorities to secure alternative places for the students who had accepted an offer to join us in September".

"They are working closely with parents, students, schools and the local authorities to do all we can to assist this. There will be opportunities for students to meet with local authority advisers and UTC staff before the summer break," a spokesperson said.

The college will remain open and "fully committed" to ensuring current year 10 and 12 pupils successfully complete their courses by next July, they added.

The UTC model has faced substantial problems since its inception in 2010. Many have struggled financially after failing to attract the right number of pupils, and eight have so far closed.

Hackney UTC in London and Black Country UTC in Walsall were the first to close in 2015, followed by UTC Lancashire and Central Bedfordshire UTC in 2016. Daventry UTC and Greater Manchester UTC closed last summer, while Royal Greenwich UTC and Tottenham UTC closed and then reopened as a secondary school and a sixth form respectively.

In January, it was revealed that UTC@Harbourside was one of three UTCs to have agreed to pay back over £500,000 to the government after over-estimating pupil numbers.

1.5
MINUTE
READ

'Too early' to give up on UTCs as three more are found 'inadequate'

JUDE BURKE
@SCHOOLSWEET

Three university technical colleges have been rated "inadequate" in the space of a week.

Inspectors were damning in their criticism of UTC@Harbourside, Derby Manufacturing UTC and Health Futures UTC in reports published between June 28 and July 4.

More than a quarter of UTCs inspected by Ofsted have now been deemed "inadequate", and nine have either closed or set out plans to shut since the advent of the programme in 2010.

But Charles Parker, boss of the Baker Dearing Trust, which was set up to support and promote UTCs, insisted it was "absolutely not" time to admit the experiment had failed.

"We are disappointed at our current Ofsted records, which we are working hard to improve," he said.

"However, the excellent destinations of our students and the satisfaction of parents and employers mean it is much too early to say that standards are bad."

UTCs' destination data is "the best of all schools in the country", yet this has not been taken into consideration by the education watchdog, he said.

Ten of the 36 UTCs inspected by Ofsted thus far, or 28 per cent, have been rated "inadequate".

David Russell, a former Department for Education civil servant and chief executive of the Education and Training Foundation, warned on Twitter that the damning ratings were the "inevitable outcome of UTCs' policy, as many inside DfE said at the time".

"This hideous experiment in 'technical education' policy must stop."

Newhaven's UTC@Harbourside, which will close in 2019 after having failed to recruit enough pupils to make it financially viable, was criticised by Ofsted for "frequent" bullying in the school, and for having failed to live up to pupils' expectations.

Weak teaching and ineffective leadership were identified at Health Futures UTC in West Bromwich, while Derby Manufacturing UTC came in for criticism for an "over-generous" view of quality that prevented improvement.

2
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READ

News: SEND

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40 MPs join protest over looming £4m in cuts to funding for deaf pupils

ALIX ROBERTSON
@ALIXROBERTSON4

Campaigners held a protest outside parliament this week and met with the children's minister to warn of the impact of £4 million in planned cuts to support for deaf children in schools.

Research by the National Deaf Children's Society has found that nearly a third of England's local authorities are intending to slash support as they struggle to fulfil their legal duties.

The protest was attended by 40 MPs, including Nadhim Zahawi, the children's minister, who met deaf young people and campaigners.

"Deaf children can achieve anything a hearing child can; they just need the right support in place," said Steve Haines, director of policy and campaigns at the



Schools Minister Nadhim Zahawi meets deaf young people

NDCS.

"We have seen more than one in ten specialist teachers of the deaf lost in the past four years."

The government should look at small steps, Haines added, such as a dedicated bursary to recruit, train and retain teachers of the deaf.

Jim Fitzpatrick MP, the chair of the All Party Parliamentary Group on Deafness, said the government must show it is taking the issue seriously.

"Meeting deaf children and their families today made it really hit home just how damaging these cuts will be," Fitzpatrick said.

1
MINUTE
READ

PIPPA ALLEN-KINROSS | @PIPPA_AK

Pupils steered away from 'difficult' A-levels, says Ofqual report

Schools are tightening the entry criteria for A-levels and discouraging some pupils from studying difficult subjects in response to reforms of the qualification, Ofqual has revealed.

According to a report published on Thursday, some schools have begun encouraging "lower ability" pupils to study alternatives like BTECs because they are no longer able to "take a chance" on pupils doing A-levels now that exams in year 12 no longer count.

The report says there is little evidence that pupils are now picking different subjects, but it warned that "some schools were discouraging students from studying subjects seen as harder, or subjects which they had not studied before".

Reforms to A-levels

introduced in September 2015 decoupled AS and A-levels so that it was no longer necessary for a pupil to take the AS exams as part of the A-level.

Of the 17 schools studied for the report, six had tightened their entry criteria for A-level, either overall or in specific subjects.

Some schools have introduced extra vocational alternatives like BTECs so they can push lower-attaining students towards them, said the report.

Pupils in some schools were also asked to pay for AS entries, if they chose to sit them, the report found. One school told students they could enter as many AS qualifications as they wished, but the school would pay for only one entry and the pupil would be expected to fund the others.

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Scrapping EAL proficiency data collection is ‘retrograde step’

FREDDIE WHITTAKER
@FCDWHITTAKER

Ministers are under pressure to reinstate a shortlived rule that forced schools to collect data on the language proficiency of pupils whose first language is not English.

EAL professionals say the collection, which required schools to rate pupils’ proficiency in English from “new to English” to “fluent” using alphabetical codes, gave schools an incentive to hold important data about their own pupils’ development.

The collection was unceremoniously shelved last week along with far more controversial requirements to collect data on pupils’ nationality and country of birth. It means schools no longer have to send language proficiency data to the DfE three times a year, although this does not stop them keeping their own records.

The Department for Education said the two years’ worth of data collected since the rule was enacted in the summer of 2016 is “sufficient” enough to inform its own internal research, but EAL professionals say scrapping the collection could have lasting and damaging consequences.

Peta Ullman, chair of NALDIC, the national subject association for English as an additional language, said the move was a “retrograde step”.

The ability of professionals to provide a high quality inclusive education for all

pupils “requires accurate EAL proficiency data for planning and teaching purposes”, she warned.

“Data about the performance and progress of pupils with special educational needs is collected to meet the requirements of the Equality Act. Pupils with English as an additional language deserve the same attention and focus in accordance with equalities legislation.

“We strongly advise that the Department reviews its recent decision for the withdrawal of the requirement for schools to collect data annually on proficiency in English.”

Diane Leedham, an EAL specialist, is concerned that some schools only saw the collection as a box-ticking exercise, rather than an opportunity to collect valuable data on their pupils.

“I think it’s important for there to be a united front on the fact that nobody should have been doing this just because the DfE wanted a letter. It should never have been a box-ticking exercise, but it’s going to be much more difficult to bring schools on-board that didn’t do it before, that’s the real risk.”

While some schools are “very good” at collecting and holding important data on their pupils, others may only have started as a result of the government-mandated collection, which she said also offered an opportunity to raise the status of EAL in schools and give “a kind of CPD for

people who might not do it anywhere else”.

“I think there was lots of space to use it as leverage on schools to pay attention to proficiency,” she added.

In guidance issued in January, the DfE said data on English proficiency of EAL pupils is “used to inform policy on this high needs group” and that the rationale for collecting it was that current EAL data “does not distinguish between pupils who lack a basic command of the English language versus those who are bilingual and have mastered English sufficiently to access the curriculum”.

“This information will help the department understand how effective the education sector is for EAL pupils,” the guidance said.

However, although the school census will continue to require schools to identify EAL pupils, the DfE insisted it doesn’t need any more proficiency data.

“The school census will continue to require schools to identify pupils who have English as an Additional Language and this data will be used to calculate funding for those schools to support those pupils,” a spokesperson said.

“We were clear from the outset that this data was being collected for internal research to help ensure every child receives the best possible education – and two years of data is sufficient to inform this work.”



FREDDIE WHITTAKER | @FCDWHITTAKER

DfE retains 2016-18 data on pupil nationality despite halt to collection

<p>The Department for Education will keep data collected by schools over the past two years on pupils’ nationality and country of birth, despite having scrapped the collection going forward.</p> <p>Last week, schools were ordered to stop collecting the data in the school census after the government U-turned on the controversial practice, which was introduced in 2016. However, the DfE has confirmed that data already collected will be retained.</p> <p>Jen Persson, from campaign group Defend</p>	<p>Digital Me, said the department’s assurances that the data will not be passed to the Home Office for immigration control purposes is “not good enough”, and that nationality and country of birth information must now be “destroyed at local, regional and national levels”.</p> <p>“This is not some abstract data policy, but about real, ongoing and potential risk of harm in children’s lives,” she said.</p> <p>“We continue to work towards the destruction of nationality and country of birth collected in the</p>	<p>school census, to stop the misuse of public data and start restoration of public trust.”</p> <p>A DfE spokesperson said the government had been “clear from the outset” that the data was being collected “for internal research to help ensure every child receives the best possible education”.</p> <p>“Two years of data is sufficient to inform this work,” he said. “We have always been clear that access to all data held by the department is strictly controlled.”</p>
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News

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New guidance planned as teachers blamed for bullying

FREDDIE WHITTAKER

@FCDWHITTAKER

Guidance for schools on LGBT issues will be updated after new statistics revealed that almost one in ten of the most serious incidents of homophobia involved a member of teaching staff.

The prime minister Theresa May said "concrete steps" are needed to "deliver real and lasting change across society", after a landmark survey revealed that teachers were the perpetrators in nine per cent of the most serious negative incidents involving LGBT people in schools.

The national LGBT survey, conducted last July, received responses from more than 108,000 people, making it the largest national survey of LGBT people anywhere in the world.

A third of respondents who were still in education in 2016-17 said they had experienced a negative reaction to being or being perceived as LGBT that year. Twenty-one per cent had their LGBT identity disclosed without their permission, while 19 per cent of pupils suffered verbal harassment, insults or other hurtful comments. Two per cent experienced sexual or physical harassment.

Although other pupils were the perpetrators in 88 per cent of cases, teachers were responsible for nine per cent of incidents. The survey also found that 83 per cent of the most serious incidents went unreported.

Pupils with "minority gender identities" tended to have even worse experiences.

In an attempt to tackle these issues, the government has pledged to update its guidance for schools on how to comply with the 2010 Equality Act. The pledges form part of its LGBT Action Plan.

The Crown Prosecution Service will "review and update" its LGBT hate crime schools pack in partnership with young LGBT people, and the government's equalities office will work with the Equality and Human Rights Commission to publish comprehensive guidance for schools on how to support transgender pupils.

Ministers have also pledged to extend their £3 million anti-homophobic, biphobic and transphobic bullying programme, but would not say how much.



Maths on the Mersey: New school to open in 2020

FREDDIE WHITTAKER

@FCDWHITTAKER

A new specialist maths school will open in Liverpool in 2020, the government has announced.

The University of Liverpool Mathematics College will become the third of its kind when it opens in just over two years' time, attracting substantial extra funding from an £18 million funding pot unveiled by the chancellor last year.

A special application process was opened after Philip Hammond promised new and existing maths schools an extra £350,000 in annual funding in his autumn budget last November, but the initial response was lukewarm.

In the spring, Nick Gibb, the schools minister, was forced to make an impassioned public plea for more sponsors to come forward, and in May, a *Schools Week* investigation found many leading universities had rejected the offer.

But ministers announced on Tuesday that the University of Liverpool has signed up to receive the cash, and will open a school to teach 80 A-level pupils maths, physics and computer science at an advanced level.

In encouraging more maths schools to open, ministers are hoping to emulate

the success of the 'outstanding'-rated Exeter Mathematics School and King's College London Mathematics School, which both opened in 2014.

The schools are selective, requiring pupils to sit an admissions tests and undertake an interview. The minimum acceptable maths GCSE grade is an 8. Last year, 98 per cent of pupils at King's and 75 per cent at Exeter achieved an A or A* in A-level maths.

Professor Dame Janet Beer, Vice-Chancellor of the University of Liverpool said the new maths college would be a "hub for the most able young mathematicians in the Liverpool city region so they can develop their knowledge and skills through the study of maths and related subjects".

"In today's global economy it is essential that the UK develops the potential of our most able maths students and this initiative will help respond to that challenge."

Lord Agnew, the academies minister, said he had been "humbled" by a visit earlier this year to the King's Maths School, where he noted pupils' "incredible" ambition and ability.

"I am pleased that the University of Liverpool has risen to the challenge to give the mathematicians of tomorrow an opportunity to take their talents to the next level," he said.

2
MINUTE
READ

Some win and some lose from post-2010 school reforms

ALIX ROBERTSON
@ALIXROBERTSON4

England's schools are divided between "winners and losers", with higher-status institutions benefiting from new opportunities and resources while others battle with undersubscription and disproportionate numbers of disadvantaged pupils, new research has found.

The UCL Institute of Education's state of the nation report found that two-thirds of headteachers believe inequalities between schools have widened as a result of education reforms enacted since 2010.

A four-year study, funded by the Nuffield Foundation, evaluated the aim of producing a "high autonomy, high accountability" school system. It found that while the best-rated schools saw their numbers of poorer pupils fall, others ended up with disproportionate numbers of disadvantaged, migrant and hard to place children.

Analysis of national Ofsted results showed schools that sustained or improved their Ofsted rating to 'outstanding' between 2010 and 2015 saw, on average, a reduction in the proportion of pupils eligible for free school meals (FSM). Schools that were downgraded to a 'requires improvement' or 'inadequate' judgement in the same period saw the opposite.

The research was carried out between 2014 and 2017 and included 47 school case studies across four localities of varying socio-economic contexts, a survey of almost 700 school leaders, and statistical analysis of the impact of multi academy trusts on student outcomes.

It found that schools are increasingly forced to compete for "authority and legitimacy", with 91 per cent of secondary school leaders responding to the survey agreeing that 'schools in my locality compete with each other to recruit students'.

"Improving a school's Ofsted grade was the most immediate strategy for improving its reputation and position in the local status hierarchy, but we also observed a range of other practices," researchers Toby Greany



and Rob Higham said.

"These ranged from gradual, authentic work to enhance the quality of learning and engage parents, through to aggressive marketing campaigns and 'cream skimming' aimed at recruiting particular types of students."

While multi academy trusts (MATs) were seen as one way for schools to achieve "greater financial security and clearer lines of accountability and authority", the research also found there was "no positive impact from MAT status for pupils in either primary or secondary academies when compared to pupils in similar standalone academies".

Kevin Courtney, joint general secretary of the National Education Union, said a "radical change of direction" is required, in order to develop a system which "puts the needs and aspirations of all pupils, regardless of social background or circumstance, at its heart".

"The consensus of the last 30 years that market methods are the way to improve education is broken. The government needs to act."

A Department for Education spokesperson said the government wants "to improve education for every child".

"We are investing £23 billion by 2020 to create more good school places and we are targeting £72 million at the areas that need it most to help improve prospects and opportunities for some of the most disadvantaged young people."

2.5
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Keep track of your pupil premium spending, NGA tells school governors

JESS STAUFENBERG
@STAUFENBERGJ

Schools get the best outcomes for the very poorest pupils when they account for "every pound" of pupil premium funding spent, according to a new report.

The National Governance Association also warned that some schools are too inward-looking, and must learn to base spending decisions on evidence, rather than the opinions of senior staff.

Schools receive pupil premium cash for every pupil eligible for and claiming free school meals on their roll. They also get it for looked-after pupils and those whose parents have served in the forces.

To inform its research, the NGA asked 875 governors and trustees for their views, and looked at 36 pupil premium strategies.

It found the best schools accounted for how every pound of the budget was spent, rather than using "rounded numbers or vague estimations".

They also referred to evidence such as the popular EEF Toolkit research tool, academic research, internal data or Ofsted reports when justifying their spending decisions.

A clear monitoring process was also be set up, and the criterion for success was defined clearly.

"Some schools struggled to provide a rationale for their initiatives," warned the NGA. "There is scope for significant improvement in producing pupil premium strategies."

Although the report found that the majority of schools make evidence-driven decisions when spending their pupil premium cash, some are still too "inwards looking".

For example, 68 per cent of governors surveyed said the professional judgment of senior staff was "extremely important", but just 14 per cent valued the EEF Toolkit to the same degree.

Internal data is important, but "needs to be complimented by a wider range of sources to ensure that properly informed decisions are being made", the report said.

Although very few respondents actually claimed their school used the pupil premium to plug general gaps in funding, only 72 per cent of respondents said they ring-fenced the money.

Architect of 'statementing' raps Ofsted over SEND record

JESS STAUFENBERG

@STAUFENBERGJ

A prominent peer whose inquiry into special educational needs paved the way for the practice of statementing has accused Ofsted of adopting a "contradictory" approach to SEND.

Baroness Mary Warnock told MPs on Tuesday that the inspectorate does not give schools an incentive to be inclusive.

Warnock, a moral philosopher who chaired the 1978 inquiry into the education of handicapped children and young people, said Ofsted "needs to take a look at itself" to assess whether it truly inspects how inclusive and supportive schools are.

Appearing in front of the parliamentary education committee, Baroness Warnock said she had "long felt that Ofsted is playing a contradictory role, because they are looking for academic excellence".

"And yet officially they ought to be giving acknowledgement to those schools which are genuinely inclusive, and take real pride in what they do for children with special needs."

The inspectorate does not account enough for the inclusion policies of schools when delivering their final judgment, said Warnock, who also led Girton College at the University of Cambridge until 1991.

"Schools are described as failing or needing improvement, when actually they are doing very well by those children. So I think Ofsted needs to take a look at itself, to see what is being inspected."

In 1974, Warnock was asked by the then education secretary Margaret Thatcher to chair a comprehensive review of education for SEND pupils.

Her report, still considered the most wide-ranging on special educational needs and disabilities commissioned by a UK government, prompted sweeping recommendations which were enacted in 1981, when Thatcher was prime minister.

The law included the first duty to include pupils with SEND in mainstream schools, as well as the system of assessing pupils that became known as statementing.

Its vision was for all schools to adapt



Mary Warnock



Mary Warnock 1985

to pupils' needs and integrate them into learning. The report also advised changes such as support for SEND pupils up to age 25, which eventually became law in 2014.

However, Warnock has claimed before that the intention of the report has been "betrayed". In particular, the lack of funds made available for the changes under the 1981 act has undermined their implementation.

Speaking to MPs this morning, Warnock said today's local education authorities were under the same pressure as in the 1980s, making them "opponents, and not allies" of parents and pupils because they are "trying to save money".

But Stephen Kingdom, campaign manager for the Disabled Children's Partnership, a coalition of charities, expressed doubts about whether accountability measures could be re-weighted to account for pupils with special educational needs.

While change is needed, schools mustn't be incentivised to have lower expectations of a pupil because they have special educational needs and count less in the league tables, he explained.

Schools must not return to the idea of pupils as "handicapped", the panel agreed.

Instead, a "culture shift" is needed across the sector to make provision for pupils with special educational needs a central part of how a school works rather than an "add-on", said Brian Lamb, chair of the inquiry into parental confidence in special educational needs.

A spokesperson for Ofsted said all inspectors, many of whom are former school leaders, "understand the limits of data" and always take into account the well-being of SEND pupils.

"If a school is supporting its SEND pupils well, then Ofsted will say as much in an inspection report. If a school is not meeting the needs of SEND pupils, this too will be reflected in inspection reports.

"SEND is the one pupil group whose needs inspectors are explicitly required in legislation to take into account of when inspecting and reporting on a school."

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News: On location

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WomenEd: Don't you know that it's different for boys?

ALIX ROBERTSON
@ALIXROBERTSON4

Schools need to give boys the skills to "be the best dads they can be", delegates heard at a special conference that explored how to encourage boys to embrace feminism.

A crowd of teachers sacrificed their Saturdays last weekend and gathered at Westminster City School for a unique CPD experience organised by Carly Moran (pictured), a regional leader of national women's networking group WomenEd and assistant headteacher at the school.

Peter Broughton, Westminster City School's head, explained his "boys to men" agenda and the challenges of supporting male students in inner London.

"The 'boys to men' agenda is about challenging boys to conceive of themselves in different ways," he said.

"In creative arts in particular we have got a beautiful way to challenge those perceptions of what boys do and are like. It gives them some of those skills and characteristics they will need to take themselves forward."

Many of the school's pupils come from challenging backgrounds, and some are even involved in trafficking.

"I have permanently excluded four boys since I've been here. In all four cases they didn't have a dad that was present," he added.

"We need to give them the skills to be the best dads they can be. If we do that then



actually some of the challenges that they may have faced won't be as great in the future."

There are no "black and white" solutions to problems with boys, said Moran. "People are complex," she said.

"But WomenEd is really keen to push forward the idea that feminism liberates boys too."

Matt Pinkett, an English teacher at Kings College in Guildford, said it was important for teachers to consider the environments that may lead boys to behave in a sexist or aggressive way.

In particular, the actions of other men can set negative behaviour as the norm.

"There is more that we can do to empower our boys and grant them the privilege to be loving, caring individuals who feel comfortable with themselves, and with women being on an equal footing with them."

Pinkett suggested modelling politeness without exception, being as honest as possible with pupils, being consistent with guidance, and using language in a

positive way.

Teachers should also scrutinise the content they teach and look for opportunities to embed positive messages about equality within the curriculum.

"We must relentlessly and doggedly model a masculinity that empowers boys to value kindness, vulnerability and love, over all the aggression, violence and emotional mutism that so many of them are bombarded with by society and social media."

Mentivity is an organisation that delivers education and mentoring for "at risk" young people, in 14 mainstream schools and pupil referral units across south London.

Sayce Holmes-Lewis, director and strategic lead at Mentivity, said the group's work involves getting boys to consider how they are perceived, both in school and in wider society.

It challenges pupils to consider whether their reputation proceeds them positively or negatively and how this impacts on their interactions with different people.

Other activities include exploring the value of learning and the importance of a good work ethic, and games that model how to make important life choices. Pupils have to have good attendance in order to take part in the mentoring sessions.

"What we do is create a clear pathway. They say they want to do something, and we try to get obstacles out of the way to give them a clear vision of their future," said Holmes-Lewis.

1.5
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Case study: 'These boys need performing arts in their lives'

A boys' school drama teacher who "massively overallocated" her own timetable so her school could continue to offer performing arts lessons has spoken of the need to challenge the idea that boys don't like arts subjects.

When Sarah Mole joined Westminster City School, a boys' school in London, budget cuts were on the horizon and pupils' drama results were poor.

After three drama teachers left, it was proposed that the subject be scrapped

altogether and the freed-up periods used for extra EBacc subject lessons.

But Mole, the school's creative arts faculty leader, chose to take on the periods herself to deliver performing arts, leaving her timetable "massively overallocated".

"They need it in their lives," she said of her pupils.

It's a teacher's responsibility to push the boundaries in the arts, she explained, and only offering boys classes in stage combat or leaving them in practice rooms to work

on a rap won't broaden their horizons.

"As long as you have enthusiasm and passion and you give those kids an experience that they wouldn't normally have, they are totally on board," she said.

Mole's pupils have sung carols to raise money for charity, written their own music with the help of the English National Opera, and taken part in workshops led by The Old Vic theatre – and they have no problems playing strong female characters.

News: CAREERS AND ENTERPRISE COMPANY AWARDS

CAREERS AND ENTERPRISE COMPANY AWARDS

This week the Careers & Enterprise Company (CEC) celebrated the work of schools, colleges, businesses, and careers professionals with its annual awards ceremony for 2018.

Over 200 nominations were accepted for the nine categories and the winners were chosen by panel of independent expert judges.

"Across the country schools and colleges are making progress towards world class careers support as laid out by the Gatsby benchmarks. Just last month Ofsted remarked on the improvement across England," Claudia Harris, chief executive of the CEC, said.

"Our award winners provide further inspiration for schools and colleges designing their careers offer and seeking to provide their students with the best possible start to their working lives.

"Three finalists in each category were whittled down to one overall winner, with the champions announced at the CEC annual conference on July 4.

SEND CAREERS PROVISION OF THE YEAR



The Castle School

The Castle School, an 'outstanding' three to 19 special school in Berkshire, runs a 'World of Work Programme', designed to help pupils make informed choices about their future.

Work experience placements and links to around 70 employers help to raise pupils' career aspirations and boost their skills, confidence and independence.

Assistant head James Whybra said: "There is no way we could do this without the support of our teachers, assistants and parents.

"The fact that we are getting so many of our students into paid employment is the end goal. We believe that any student with the drive and the desire to gain employment can do, no matter what ability or disability they have."

THE WINNERS

SCHOOL OR COLLEGE OF THE YEAR

Matravers School

Matravers school, an Ofsted 'good' secondary school in Wiltshire, has committed to a wide-ranging programme of careers education. It offers fairs from year 7 with over 50 local employers, mock interview days from year 9, CV checks from employers, university and workplace visits, and a termly careers bulletin with local labour market information.

Pupils at risk of becoming NEET (not in education, employment or training) also meet regularly with employer mentors.

Michelle Drewitt, acting assistant headteacher, said Matravers aims to "broaden the horizons" of pupils.

"We work tirelessly to make sure our students have the best possible opportunities. This award is a testament to the links we've been able to form with local employers and their support."



CAREERS LEADER OF THE YEAR

Charlotte Selley

Charlotte Selley oversees careers and enterprise provision from Year 7 to Year 11 at 'outstanding' Penrice Academy in Cornwall.

The programme includes a scheme of work created by Selley that teachers deliver in tutorial time, as well as practical workshops, talks and visits.

The impact of the work is tracked with the CEC's online careers benchmark tool, 'Compass'.

Selley said she was "over the moon". "It's thanks to a lot of people; the students are absolutely fantastic. I hope it will raise the profile of careers county-wide.

"The key is leadership support. Start small and build on good practice."



News: CAREERS AND ENTERPRISE COMPANY AWARDS

CAREERS ADVISER OF THE YEAR

Kerry Clifford

Clifford has been a careers adviser for 16 years and currently works with the Stephenson Trust in Milton Keynes, covering four sites including a social, emotional and mental health special school and three pupil referral units.

She produced a comprehensive plan on how to tackle the Gatsby career benchmarks, including adjusting her yearly timetable to support vulnerable pupils through their transition from school into post-16 destinations.

"I take a wraparound care approach," Clifford said. "We carry out careers education throughout school but also maintain contact once pupils leave to help to make sure they don't drop out. We want them to be successful so much."



ENTERPRISE ADVISER OF THE YEAR

Roger Wilson

Wilson was recruited in January as an enterprise adviser for Queen Katherine School secondary school in Kendal, which is rated 'requires improvement' by Ofsted.

The school had no careers provision when Wilson joined, but the new offer he has created was 'highly commended' by the education watchdog in an inspection in May.

He has established an extensive network of employers and works with the school's careers lead to monitor the progress of disadvantaged pupils.

"It was a complete surprise, I'm delighted," Wilson said. "It has to be about the pupils and making sure they can make the best-informed decision about what they will do in the future."



THE WINNERS

PROVIDER OF THE YEAR



Science Oxford

Science Oxford is part of The Oxford Trust - a charitable trust focusing on science, technology, engineering and mathematics (STEM).

Over the past year Science Oxford has worked with 45 secondary schools and colleges, supporting 1,524 students. They have delivered workshops with volunteers from business in areas like engineering and genetics, and arranged work experience with organisations including Oxford University, BMW and Specsavers.

They have also introduced effective 'girls only' sessions to encourage them to engage with STEM subjects.

"Girls are incredibly more confident and talkative than in a mixed group," said Karen Bell, STEM projects manager.

"We hope to build further next year, there is a need to change attitudes."



OUTSTANDING LARGE EMPLOYER OF THE YEAR



Rick Stein

The Cornwall-based Rick Stein Group is a leading national ambassador of the hospitality sector and has supported local schools and colleges in the county for over a decade.

The group engages students through mentoring, mock interviews, work experience placements, and teaching hospitality, cooking and general employability skills.

Recruitment manager Benjamin Milby said: "We want to work with young people at every stage to support their career path."

"We've had work experience students who have gone on to join the company through routes such as an apprenticeship - one has even now gone on to run her own business."

"We want to support the next generation of hospitality and catering professionals."



News: CAREERS AND ENTERPRISE COMPANY AWARDS

OUTSTANDING SME OF THE YEAR

Let's Do Business Group

Let's Do Business Group, a not-for-profit, business support organisation, is one of the CEC's 50 'Cornerstone Employers'. It supports seven schools and colleges across East Sussex and in Hastings, one of the government's 'Opportunity Areas'.

The company offers personalised, long-term mentoring and mock interviews for pupils, alongside two work placements per year.

Chief executive Graham Marley said: "We're trying to help raise aspirations and show young people perhaps you don't have to be particularly academically gifted – there is still something there for you."

He advised other small businesses looking to help support careers education to "do what you can - any contribution is going to be well received by schools".



INNOVATIVE PARTNERSHIP OF THE YEAR

Greater Manchester Careers and Education Hub

The Greater Manchester NHS Careers and Education Hub brings together 12 NHS trusts to give young people a single point of contact for careers in the NHS, the country's biggest employer.

The work is fuelled by volunteers who have developed links with 210 local schools and 261 careers events.

"It's fantastic to have the recognition. We are proud of the model and always happy to share insights into what has worked well for us with other regions," said Leo Clifton, head of widening participation at the Manchester University NHS Foundation Trust.

The hub's future mission is to support disadvantaged young people to help them understand the opportunities for them within health and social care.



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EDITORIAL

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Who will make amends to the children of failing trusts?

The DfE is right. Failings at the Schools Company Trust – which ran three pupil referral units into the ground, misreported GCSE results, paid its trustees high salaries and has been slammed for safeguarding failures – are “totally unacceptable”.

But what is also totally, utterly, abhorrently unacceptable is that these vulnerable children have become so insignificant to the sector at large that they were allowed to be exposed to these sorry schools, which, it has been admitted, could well have placed them in danger of harm.

These pupils are amongst those most in need of the care, support and stability that schools can provide, and they have been desperately let down by their schools, their council and their government. Investigating the trust is a step in the right direction, but perhaps the real question is how amends can be made to these children who have been so utterly failed by a system that is supposed to protect them.

Disqualification wrongs have been righted, but far too slowly

Given that the confusion over the unnecessary and ridiculous “disqualification by association” rules for schools resulted in teachers being suspended and even facing losing their jobs, you’d think the government would have wanted to deal with the problem quickly.

However, speed is not this government’s forte, and now, almost four years since the sorry mess began, and more than two years after important changes were proposed, officials have finally advised schools that they won’t have to pay the rules any heed from September.

The move is, of course, very welcome, but is long overdue. As Schools Week reveals today, hundreds more professionals were needlessly left fearing for their futures after applying for waivers, even after the DfE acted to clarify the situation.

An effective government would have acted immediately to right the wrongs, which, without clumsy policymaking and bad guidance, would never have happened in the first place.



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Opinion^{LM}



LAURA
MCINERNEY

Contributing editor

Eight years on, the academy process is still shrouded in mystery

It's eight years this month since Michael Gove slammed the Academies Act through the Commons and gave us the complicated landscape of academies, free schools and other issues that we all now face.

On Tuesday I was asked by the Education Policy Institute to look back across the years and highlight if it was all worth it, especially as the EPI's Bible-like annual report on academies found there's not much difference in academy trust quality compared to local authority schools.

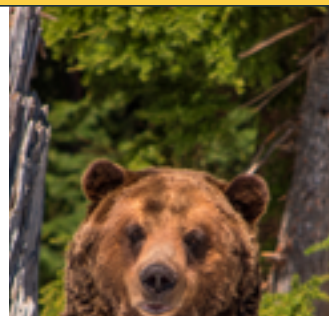
The problem, as I told the congregated audience, is that what seems like an objective fact to one person can be interpreted differently by another. The best example I ever saw came when I was studying at the University of Missouri, in the United States. It was spring break, and I was taking a specialist course in data management along with students from all across the country. One afternoon as we plugged away on our computers, the tornado warning sirens started blaring. Like a lemming, I began following the signs towards a nearby emergency shelter along with my classmates. As we

did, a student from Pennsylvania whispered: "I didn't know you had bears in Missouri." "Bears?" I replied, puzzled. It turned out that where she was from, sirens meant

a bear had been spotted on campus. "Ahaaa," said a student from Florida, "I thought it was a hurricane." "For us it would be an earthquake," a San Francisco native added. "Oh, thank goodness!" a girl behind us exclaimed. She was from Texas, and was afraid the siren meant a campus shooter.

Not only is this story indicative of how incredibly dangerous it is to live in the US, but also that what can seem so uniform – we all heard the same bell and saw the same lights – can be interpreted in so many different ways.

So let's take the statistic that 14 of



the top 20 "high-performing" school groups are local authorities. Doesn't that show that academies are not so good? Not quite so fast. Look closer and you'll see everyone in the top 20 is London-based, including Harris, the top academy sponsor. Local authorities have more London schools than most academy chains, so there's a natural advantage.

What's perhaps most important

“The EPI report shows that ultimately schools of all kinds can flounder or prosper

about the EPI report is that it shows that local authorities and academy chains are in the top AND the bottom; that, in the end, schools of all kinds can flounder or prosper.

The big promise is that academies are easier to close, or re-broker to other schools. The extent to which this is true will be tested over the next few months, as several chains are now handing back schools because of debt or because the trusts don't have the capacity to resolve significant problems. So far, however, there is complex form on handovers. We've started to see schools double-bouncing

from sponsor to sponsor, and the arrangements for how new owners are selected are far too opaque. Suspensions in the sector often focus on executive pay, but really the mistrust stems from the fact that the whole academy process is still shrouded in mystery. Being a school leader involved in taking on new schools is like trying to play the board game Diplomacy. In that game, turns aren't sequential; instead players negotiate their moves, which are secretly written down and then all revealed at once. It makes for a joyful afternoon on a family holiday. But it's not really the way to run an education system.

As the debate over who is better – academies or maintaineds – winds up, I've noticed that people are increasingly saying that we should stop focusing on school structures and go back to focusing on teaching and curriculum standards. I empathise, but the history of England's schools is us trying to do structural changes, fluffing it, and then ignoring it for a few years in favour of focusing on curriculum, simply because we don't know what to do.

There has to be more transparency over school brokerages. There needs to be a coherent process for takeovers and closures. We can't continue punishing brilliant local authorities by not allowing them to take over failing academies in their area when they have the capacity to do so. Before we re-focus on standards, we need to get the structures right.

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Profile

CATH MURRAY | @CATHMURRAY_

The missionary to Thanet

Paul Luxmoore, CEO,
Coastal Academies Trust

When we exchanged descriptions so we could recognise one another on the platform, Paul Luxmoore, CEO of the Coastal Academies Trust, described himself self-deprecatingly as “an overweight old grey man in a grey suit”.

Thankfully, I don’t have to spend too much time dealing with awkward identification scenarios – he’s the only one waiting at

Westgate-on-Sea to greet the slow train from Victoria.

He waves jovially, strides towards me, and launches into a story. “It’s a shame you missed it,” he says. “Two young drunk men – and this young woman, can’t have been more than 18, 19 – jumps in between them to stop the fight. Brave! I wouldn’t have done that. Anyway, lovely to meet you.”

Thanet is the most deprived local authority in Kent, and falls in the 10 per cent most deprived nationwide. Luxmoore pulls no punches when talking about local

problems, but his commitment to the area runs deep. “I love Thanet. It’s tough place but I’m very proud of Thanet. I want to try to use education to transform it. And the International Baccalaureate is very much a part of that.”

Since September, 27 non-selective schools in Kent have offered the IB’s career-related programme in place of, or alongside A-levels. The IBCP is a programme of study that combines some of the academic subjects from the IB’s traditional diploma programme with a technical qualification

Profile: Paul Luxmoore

such as a BTEC. Luxmoore raves about it. "It is academic, but it is also vocational. It is coherent, it's thought out, it's brilliant in how it's designed, it's flexible to suit your local needs and context, but it's accessible, too."

In fact, the thing he is most proud of is "bringing the IB to Thanet and making it accessible to anyone in Thanet for free", says the 59-year-old, making reference to the fact that the IB has traditionally been the preserve of the independent sector. He passes most of the credit, however, to a man called Tony Smith, who spent 23 years as head of Dartford Grammar School.

"When the IBCP was introduced, it was very much Tony who recognised first of all its massive potential for non-selective schools, especially in Kent," he explains.

"He's the one who visited the schools to explain what it was. He was the one who persuaded the heads, he's the one who gave them the courage to do that. We've been passionate about it for years and years, me and Kate [Greig, headteacher of King Ethelbert School] and people like that. But Tony's been the one who's the fixer, who has made it happen."

Beyond that achievement, Luxmoore is also "dead proud of a trust with that collective responsibility to support the most vulnerable challenging schools in the south east of England and not to walk away from that. But to take all the hits and all the crap we get."

The trust has certainly taken hits. In March, Ofsted downgraded Margate's Hartsdown Academy, which has a progress measure of -1.5, to a grade 3 (although they did call the newly introduced IBCP "well-chosen"). It is still waiting on the results of an inspection of the other of its "most challenging" schools, Royal Harbour, which doesn't fare much better for progress, at -1.2.

Luxmoore is unwavering in his praise for Ofsted's chief inspector, whom he calls "a goddess" for shifting the debate away from mere outcomes and onto curriculum. "The teaching profession absolutely needs to get its act together and support Amanda Spielman on that. It's absolutely vital."

Unsurprisingly, he is scathing about the Progress 8 measure, pointing to the research

"We bloody well don't make excuses for poverty"



Paul Luxmoore and Kate Greig

showing that in deprived, white working-class areas, schools tend to have poorer Progress 8 scores than in areas with more students whose first language is not English.

But surely even pupils with low SATs scores should still make reasonable levels of progress? "It's a weird coincidence, isn't it," he muses, "that the schools with the lowest attainment on entry all have the worst Progress 8 and the worst Ofsted grades, and therefore are deemed to have the crappiest teachers. Now, if you look across the whole country, and of course the north east is getting clobbered for this, the schools that are deemed to be failing are pretty much all schools with the lowest attaining children on entry. So something's wrong with the measure."

"Progress 8 is almost perfectly designed to further condemn the schools in the most deprived areas because it pretends to be so reasonable, but assumes that all students can take eight subjects. It's fixed to benefit

schools with high attainment on entry and to damage schools with low attainment on entry."

So is he saying expectations should be reduced for the lower-attaining students? "No. We don't apologise. Our job is to get out of bed in the morning and compensate for poverty. And the government will tell us, 'You mustn't make excuses for poverty,' and we bloody well don't make excuses for poverty. We get really offended when people assume that."

"It's still not fair, though."

Attracting good quality teachers and school leaders is another challenge, "because if you come in to work at one of these really tough schools, your survival chances as a headteacher are pretty slim. So why would the best headteachers, especially young headteachers who are making their careers, want to come and work in a school where there's a massive risk and the system is basically skewed against you? It makes recruitment even harder to those schools."

Luxmoore describes himself jokingly as a "missionary" to Thanet. "I'm not religious," he says, "but I'm sure that's why I'm here." His dad was a missionary in Trinidad, which is where Luxmoore was born, and he attended what he calls a "boarding school for poor children" – Christ's Hospital in Sussex.

"I'm not religious, but if I had been, I'm sure I would have been ordained like him. Because teaching has similarities, interacting with people. It suddenly occurred to me, that's why I'm in Thanet, I'm a bloody missionary!"

"Our whole purpose is to make the people of Thanet proud of themselves. And to make them believe in themselves and think that they have got a future and they can do stuff. They're brilliant people. A typical Thanet person is one who has got a really good brain, just as good as yours and mine, anyone else's, but who doesn't believe in themselves because for generations they've been told they're rubbish. So our job is to tell them they're really good and prove it to them, and make themselves believe it. And then Thanet will fly again."

Opinion



MARTYN OLIVER

Chief Executive, Outwood Grange Academies Trust

It's not true that academies care more about money than pupils

Contrary to the claims of some researchers, academisation is not creating a market, and it is not putting finances ahead of pupil success, says Martyn Oliver

Some things never change. Exams finished, the sun shining, and pupils, parents and teachers nervously wondering if the little voice in their head whispering "it's coming home" is correct.

And then, the latest big scandal hits. This time, it's a report from the Institute of Education that slams structural changes to the school system, predominantly through the rise of academies.

The *Guardian* headline pulled no punches: 'A market-led school system has put finances before the needs of pupils', which is a serious accusation. I don't think it's a remotely accurate view of our system, and the report fails to prove it.

The crux of the argument revolves around free school meals: according to their data, schools judged 'outstanding' admit fewer children that qualify. Through this, it seems to have been extrapolated that the whole system is in crisis, even though there may be several

explanations for the stat.

For example, at one of our schools in Middlesbrough, the percentage of FSM pupils has fallen 10 per cent since 2014, but the raw numbers of FSM pupils have actually risen (530 to 564). This is because, as the school

has come out of special measures, parents that had abandoned it (or planned to go elsewhere) come back, increasing the roll (857 to 1080) and reducing the FSM percentage.

There are other factors that can have a huge impact, such as parents gaining low-paid work and losing eligibility, or parents increasingly not applying for FSM at the end of key stage 1. The study doesn't seem to have picked up on nuances like this.

The research is also based on four areas, rather than the whole country, and two of them have a significantly lower-than-average density of academies and multi-academy trusts.

This is, quite frankly, shallow data, used to dress up political point-scoring as something more robust. Simply put, academisation is not creating a market, and it is not putting finances ahead of pupil success. Academies are charities whose purpose is to advance education in their area through educating their pupils to the best of their ability. I haven't seen a single school, in all my years in the sector, that fits these bogus accusations. It is true that there have been rare, usually isolated cases of corruption in both academies and local authorities, but I'm tired of those ideologically opposed to academisation speaking as though it happens everywhere they go.

“ This is an ill-thought-out piece that prioritises narrative over truth ”

The authors then blame academisation for over-testing and narrowing the curriculum. Whilst I have no doubt that some schools are focusing too much on accountability measures, I see no suggestion this is exclusive to academies, or caused by structural changes. The irony doesn't escape me as I pen this piece from a stadium in Leeds, watching children from across the trust compete in our annual 'Olympic event', before heading off to watch over 800 students perform at the York Barbican!

There are nevertheless a few points of interest in the report. There is some sense in suggesting that the Ofsted framework can make judging

schools with a disadvantaged intake more difficult, although the best inspections take into account these difficulties. But even then, there is a counter that these pupils need a good school more than most, and if some are providing Ofsted-outstanding education in disadvantaged areas across the country every day, why shouldn't everyone be held to this high standard?

The authors sum up their accompanying op-ed by claiming academisation produces "a system that places economic incentives above equity, inclusion and professionalism". This is wrong on all counts.

I have covered the equity point, but the claim that inclusion is not one of the highest priorities of academy leaders (well above economic incentives) is nothing short of offensive. There are countless MATs, like ourselves, who have sponsored school after school in some of the most challenging circumstances: high levels of deprivation, high unemployment, even schools facing huge financial challenges. MAT boards who actively sponsor schools in these difficulties will be offended to read this report.

As for professionalism – every school I see, both academy and maintained, is attended to by staff who, across the board, are professional, polite, and hard-working. This is the last of a number of lazy accusations in an ill-thought-out piece that prioritises narrative over truth.

So next time, when we have a manufactured scandal that wakes us from the end-of-year activities, can it at least be worth our time?

3
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DO YOU HAVE A STORY?
CONTACT US NEWS@SCHOOLSWEET.CO.UK

This week has been declared the UK's first-ever 'National democracy week' in an effort to get people more interested in politics. Here Fiona Carnie celebrates the schools that already get pupils, parents and teachers involved in the way things are run.

One fundamental principle of democracy is that it allows people to participate in decisions that affect their lives. It follows that in a healthy democratic society, all those who are involved in the education system, namely teachers, parents and students, can have a say.

But as things stand, pupils have little chance to contribute to decisions about what they are going to learn and how they are going to learn it, parents are not routinely involved in school decision-making, even on issues which affect them, and the majority of teachers have little say in what they teach, nor are they able to contribute to discussions about the direction of their school.

Here are some ways that schools around the UK are bucking that trend.

At Swayne Park School in Essex, inspired by the International Convention on the Rights of the Child, pupils are regularly involved in panels on subject reviews. Pupils and teachers meet to discuss classroom practices, and these sessions inform decisions about how the curriculum is organised. Pupils provide constructive feedback which assists staff in planning their lessons, and in turn they become more actively engaged in their learning.

At the Blue School in Somerset,



FIONA
CARNIE

Director, Alternatives in Education

The schools that are building democracy into their education

over 300 students are involved in the school forum, which is divided into 28 teams, each dealing with a different aspect of school improvement. Students volunteer

spend time helping in classrooms, and through the parent forum are able to make proposals for improvements. Parents have been involved in positive changes to the

“ Perhaps it is time for each school to establish a school community council

to join a team, ranging from Africa Link and Allotment to Fair Trade, Dyslexia Support, Science Team, Waste and Recycling, and Website. They actively experience the reality of running a project. A community link teacher supports each student team and there is dedicated time in the school week for teams to get on with their projects.

As for parents, Burlington Junior School in Kingston has parent representatives who are treated as genuine partners. They often

reporting system and in reviewing homework policy to make it more meaningful for their children.

It is also important that teachers have a voice in their schools. In Scotland it is increasingly normal for teachers to contribute to their school's self-evaluation process. Teachers are treated as professionals and encouraged to be reflective practitioners who can share and develop new ideas and approaches.

A major challenge is to bring



these voices together so that teachers, students and parents work collaboratively and pull in the same direction. In theory, a school's governing board should be the place where views are shared and considered in the round, but this does not happen as a matter of course.

Perhaps it is time for each school to establish a school community council to agree the vision and values for their school and to assess the extent to which it is achieving its aims and objectives. Such a body would provide a space for dialogue where different perspectives and experiences could be discussed.

Research in the fields of student participation, parental involvement and teacher voice indicates that higher levels of school autonomy and greater participation lead to more positive outcomes. It also shows how the involvement of these different groups is central not just to improving our education system but to creating a more inclusive, equitable and democratic society.

As part of the democracy week publicity, the government is saying that "every voice matters". So let's listen to those who are most involved in our schools on a day-to-day basis and ensure that educational decision-making – at national, local and school levels - reflects their realities. Schools will be more able to meet the needs of the communities they exist to serve, and by working together in our own communities we can challenge the democratic deficit. It can be done.

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Reviews

BOOK REVIEW



Reclaiming the curriculum: Specialist and creative teaching in primary schools

By Bill Laar and Jackie Holderness

Published by Crown House Publishing

Reviewed by Mary Myatt

It is good to have a new book that seeks to "reclaim the curriculum". However, the question has to be: does it do what it says on the tin? Well it doesn't, actually. But what it does do is to showcase practice from a selection of primary schools that are making sure that their curriculum is not distorted by accountability measures. These schools are allocating time for subjects beyond English and maths and many are doing so in interesting ways.

There are examples that primary schools will find helpful as they revisit and refresh the curriculum in their own schools. The chapters that consider how teachers are developing their own practice are interesting, for example those teachers involved in the national writing project, in order to support the writing of children in their classes.

The sections on learning outside the classroom, including the chapter on learning with and through nature, are interesting and will help schools think about how they draw on their school grounds and the landscapes beyond, as part of the curriculum. There is some helpful advice for schools making use of external organisations including museums, libraries and other establishments. For example, one school has developed extensive links with schools in other countries, which serve to expand their pupils' horizons.

One of the strengths of the book is that there are plenty of examples of pupils' work being showcased or used for some public purpose. For example,

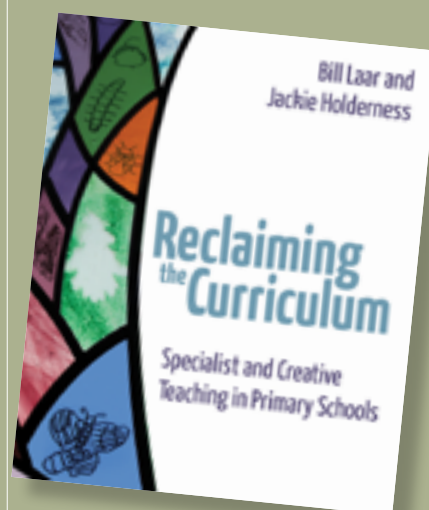
the Goblin cars project, which resulted in pupils driving the car they had made at Goodwood Racecourse; a stained-glass window designed by pupils and created by an artist; several schools collaborating on art panels for display in Christ Church Cathedral; and an installation made of recycled materials by early years pupils, as part of a project on 'responsible consumption and production.'

It is this element of the book that is most helpful and will prompt colleagues to think about the opportunities they create for children to showcase their work. At the moment, too much of pupils' work is undertaken on low-quality worksheets, which privilege task completion rather than understanding. Producing work that has a real purpose does several things: it raises expectations, develops a sense of pride in pupils and allows others, including parents, carers and the local community to celebrate their achievements.

The chapter on teaching French in primary is thorough and contains details of what the school covers across each year and how they ensure that all children are included and experience success. The school offers Latin for a small number of pupils who are considered competent in French, while the rest of the class continue with French so that they reach the 'expected level of attainment'. I found this confusing – is there an expected level of French in year 6? And it also seems a pity that not all pupils were offered a taster of Latin, because the books available

now are accessible to most pupils. This is not to detract from the school's work in developing languages, which clearly they take seriously. However, I think it highlights one of the issues about entitlement in the national curriculum and is likely to be a focus in forthcoming inspections: who decides what is taught and are some pupils denied opportunities which are given to others?

However, a book cannot state that it sets out to reclaim the curriculum if it leaves some subjects out – there were no examples of geography, of computing, of religious education and scant mention of science. There has been plenty of discussion in recent months about the likely focus of future inspections. Leaders are likely to be asked about the quality, breadth and depth of the curriculum they offer; how it is implemented and what its impact is. Ensuring that all the national curriculum subjects were discussed would have been a boon to schools.



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Our blog reviewer of the week is Iesha Small, an educational researcher, teacher and commentator

@IESHASMALL

FRONTLINE: DSL

@chalkantalks

"Budgets have forced pastoral staff, year leaders, safeguarding members into higher contact ratios, more directed time, and less opportunities to proactively address need," reflects an anonymous designated safeguarding lead. I have never held a pastoral leadership role but my observation is that they can be incredibly demanding, and that it's not as easy to have a clear cut-off point as it can be in curriculum roles due as pastoral roles are all about people.

Anybody who works in or with schools knows that budget constraints are really starting to take their toll in various ways, and this post outlines some of the ways that are affecting some of our most vulnerable students as well as the staff who regularly work with them.

Stay and play

@tleomrsp

Recently it was year 7 transition day at my school and sixth-form taster day. This

TOP BLOGS of the week

blog from Mrs P takes us to the other end of the spectrum, with children who are about to enter reception this September. I have a soft spot for early years after serving as a governor for a while and seeing the excellent work that the headteacher of our local nursery school did.

Two of my children are now at the end of their reception year and I have to say that it's a much underrated stage of education. This is a fun blog recognisable to anybody who has or works with young children, and well worth a read for those who don't, if nothing else due to phrases like "hours of thought and preparation exploded like a turd hitting the fan, and the classroom was covered in glittery slime and wallpaper paste"...

Cultivating a reading culture

@lustreeducation

"Teachers cannot afford not to invest time encouraging student interest in reading," writes English Teacher Melanie Ralph. As somebody who was an only child until the age of 10, I had to learn how to entertain myself as a child and reading for pleasure has always been a huge part of that. I read a lot at home and used to go to the local library once a week so don't really remember what efforts my school made to try and get me to read.

Melanie believes that schools must not assume that reading happens at home and should create space for classroom reading for pleasure, and not just to cover the curriculum. She also suggests that schools should move away from trying to incentivise reading in any way if they want to create life-long readers who wish to read for its own sake.

Pupil premium the power of 3

@Phillaws

Philippa Gawthorpe is a self-identified "geeky teacher". Here, she outlines her efforts to ensure that the funding her school receives for the students in her school who receive pupil premium is used as effectively as possible. The majority of my teaching career has been spent at schools with a higher proportion of pupils than the national average who receive the pupil premium.

Philippa writes as a teacher in a school with smaller proportions, and highlights the problems with data: "Small sample sizes mean data regularly lets me down or can't be relied upon to accurately measure the impact we are having."

Old dog, new trick: My growth-mindset adventure

@Stefanowicz135

About a month ago, some of my year 9 students called me over at lunch to show off their speed at solving a Rubik's Cube. After getting over my shock that Rubik's cubes are still a thing, I was pretty impressed, some were sub-60 seconds. Jed Stefanowicz had, like me, never been able to solve a Rubik's Cube but he decided to teach himself how. This is a lovely blog about how as teachers we expect pupils to overcome barriers to their learning, but that every now and again should try to ourselves.

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CLICK ON REVIEWS TO VIEW BLOGS +



How to manage a mobile phone ban in schools

f Simon Clarkson

If you are going to teach students how to use smartphones as a tool to aid learning, use them as a tool to aid learning. There are times in the lab when the ability to video and photograph results (especially in slow mo) is really helpful (GCSE Required practical on Ripple Tanks for instance). Ban social use, fine. Have a zero tolerance to seeing a phone out without permission, fine. However don't operate blanket bans as in my opinion, they are not in the best interests of the students.

Tom Burkard

Collecting, storing and re-distributing phones is a significant distraction and responsibility for the school—it's far more sensible to require that they be left at home. If children walk to and from school, a smartphone makes them a potential target for muggers, so it can hardly be argued that they need them for safety reasons.

f Lyndsey Frederick

Has this had a wider impact? Behaviour for example?

Teachers ARE motivated by pay, research shows

Alex Thirkill

Important research.

I have been repeatedly told that pay is low down on motivators for staff – but have always been sceptical that these findings are based on self-report, rather than actual behaviour.

Further, a sense of being valued by the employer always rates highly in research and, whilst mixed in with other elements, this can be seen as a partial proxy for pay.

As always, individual differences are likely to matter significantly – as a 35-year-old with a mortgage and 2 kids, pay is likely to be a more significant motivator than a 55-year-old empty-nester, with the mortgage paid off.

f Rachel Miller

Breaking news...teachers are human beings.

Who would have thought! There's me thinking I didn't need paying for all the stuff I do!

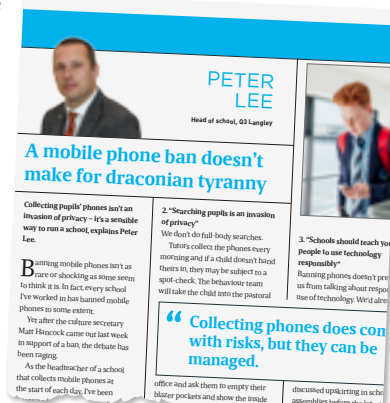
REPLY OF THE WEEK

f Ruth Katherine

How to manage a mobile phone ban in schools

Finally, a sensible voice on the subject. I've been baffled by some of the fuss over this. At the school I teach in, every tutor has a 'lock box'. Students know that their phone is locked safely away in the box at morning registration and taken out at end-of-day registration. It's an established part of the school day and is done with minimum hassle/complaining.

I'm not sure of the wider impact on behaviour, but I do think it helps encourage development of certain social skills, as the kids are engaging in games and conversation at break time. It's healthy for all of us to have break from technology, so I think it is a good thing. They are surrounded already by interactive whiteboards, laptops, iPads, etc in lessons, so they don't require phones as well.



Exposed: The Downing Street teacher reception where academies reigned supreme

Janet Downs

It's not surprising the reception included the usual suspects: WLFS, Michaela, Inspiration (director Lord Agnew), ARK, Mark Lehair et al. Neither is it surprising that academies dominate.

Promotion of academies increased rapidly post 2010 (although deception about them occurred as soon as they began under Labour). But this promotion exploded after 2010 with ministers constantly praising academies/free schools and sneering at 'council-run' schools (still the majority).

Mark Watson

This is the second time Schools Week has professed itself to be surprised that a political party meets people who share its beliefs/aims etc.

When Jeremy Corbyn and John McDonnell hold receptions, how many Hedge Fund Managers, CEOs of utility companies or other representatives of 'big business' go along, or are they dominated by Uncle Len and his mates?

This is what happens, has happened and will forever continue to happen. It's called reality.

Ofsted requires improvement – but how do we get there?

f Alana Reid

Don't pass any form of official judgement, just put a bespoke support system in place for every school following every inspection, some of which will be more intensive than others. Maintain regular interactions with schools rather than leaving whole years in between 'visits'. You wouldn't publicly segregate a class of maths students into 'failing', 'just getting by' and 'will pass with flying colours' and then leave them to get on with improving themselves for a year or so before checking on them again, so why do it with whole institutions like a school?

WEEK IN WESTMINSTER

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

FRIDAY

The DfE has won some dubious accolades over the years, but we doubt anyone will be happy with the department having been described as "on par" with the Department of Health and Social Care in terms of strains on its funding and doubts over long-term sustainability.

Meg Hillier, chair of the influential parliamentary public accounts committee, named the department as one of six departments of "concern" in her annual report.

She warned that the DfE is "unrealistic" about the savings it can achieve, and that a lack of funding is now directly impacting on pupils. Officials have "failed to get a grip" on teacher retention and working hours, Hillier warned, as she railed against a lack of accountability in the academies sector and concerns about a "gilded staircase" of executive pay.

Oh dear...



Juliet character Tybalt's hatred of the Capulets, his own family, rather than the Montagues, their rivals.

The 2,735 learners directly affected by the breach were awarded a result that was calculated based on their performance in other GCSE English literature questions, because they had performed less well in relation to Romeo and Juliet questions than those other components, it said. Ofqual decided that a fine was appropriate in this circumstance, as the question had been made "unanswerable" as a result of the mistake.

For never was a story of more woe, than this of Juliet and her Romeo.

TUESDAY

Chief inspector of Ofsted Amanda Spielman appears to be on a collision course with the government after saying it is more helpful for pupils to learn European languages before Mandarin.

Nick Gibb, the schools minister, loves Mandarin almost as much as he loves phonics and times tables tests. He loves it so much that the DfE is paying £10 million to teach an extra 5,000 pupils the language.

But speaking to radio host Iain Dale on LBC, Spielman said she is "very concerned" about the drop in pupils taking foreign language GCSEs, with a veiled dig at the government's focus on other languages.

"Have we made languages too hard to teach?" mused Spielman. Do we sense

some more Ofsted research coming along?

Elsewhere today the national schools commissioner Sir David Carter and academies minister Lord Agnew were both in attendance at the Education Policy Institute's event discussing the new schools landscape.

The two spoke in harmony on the stage, but Week in Westminster noticed Sir David shifting uncomfortably in his seat when multi-squillionaire Lord Agnew told academy chief executives that they should not be "paid more than the Prime Minister". This would be Lord Agnew who made donations roughly equal to the cost of the Prime Minister's wage to the Conservative party.

WEDNESDAY

Guess what? The Department for Education isn't going to hit the deadline for rebuilding or refurbishing schools under the Priority School Building Programme – COLOUR US SHOCKED!

Apparently, as a result of "over-ambitious forecasts", the £77 million investment planned for 2016-17 was underspent by more than £50 million, according to data released today.

The project has been given an "amber/red" rating in the department's latest "major project portfolio data" release, meaning it's at risk of rubbishness.

More importantly, however, it means there's £50 million knocking about in the department. Quick! Hide it away before the Tories sneeze and it "accidentally" ends up in the coffers of more grammar schools.

MONDAY

As Shakespeare once wrote, "Some will be pardoned, and some will be punished". For the exam board OCR today it was the latter.

Ofqual has bitten its thumb at the exam board, and fined it £175,000 for a glaring error in a question about Shakespeare in a GCSE paper last May.

The English literature exam confusingly referred to the Romeo and

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Beckenham Green**Harris Federation**

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- Have Primary or Secondary classroom experience
- Have access to a laptop or computer, internet connection, webcam, microphone headset, and a quiet space with no disruption
- Be able to commit to 5 hours training prior to starting
- Be available from September
- Be able to commit to the full contract

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Education Associate, LONDON AND THE SOUTH OF ENGLAND

Are you an outstanding teacher, who wants to transform how schools build the essential skills of their students?

Enabling Enterprise is an award-winning social enterprise. Our mission is to ensure that one day, all students leave school equipped with the skills, experiences and aspirations to succeed – beyond just a set of qualifications. We do this through creating innovative educational programmes for schools that introduce new, more enterprising teaching approaches. Our work is reinforced and supported by more than 130 top employers including PwC, London City Airport and Guy's and St Thomas' Hospital.

We are looking for an experienced and passionate teacher, comfortable working with students, training and modelling to teachers, and presenting to school leaders. We want someone who will be dedicated to building and maintaining relationships with our schools, and supporting them to make our programmes transformational for their children.

Salary: £28,000-£32,000 subject to review in 12 months

Closing Date: 9am on the 10th July 2018

To apply please visit: www.skillsbuilder.org/jobs-education-associate-2018

The Active Learning Trust

DIRECTOR OF SCHOOL AND TEACHER PERFORMANCE

We are looking for a senior leader with a breadth of school improvement experience to join our central multi-academy trust leadership team. This is a new role in our growing Trust with currently 21 schools across the East of England. A unique experience to extend your career and influence to a Trust-wide level.

Working across all phases and settings, the post-holder will secure the continued improvement of schools across the Trust through the promotion of outstanding performance at school and individual teacher level.

This is a permanent post. Some flexibility can be offered for less than full time working for the right candidate.

Salary by negotiation expected to be up to £70k for the ideal candidate plus pension and generous leave and travel benefits.

Job Description and Application form available from emma.pearce@activelearningtrust.org. Tel 01 223 728394.

Closing date 24 July 2018.

English National Ballet School

Head of Finance

Salary: £45,000 pro rata (three days per week)

After a very successful year of change, we are seeking a Head of Finance to work with the newly appointed Executive Director and Director of Dance. This three days per week role will oversee all aspects of the school's financial strategy and day to day financial management and play a key role in the move to City Island and the design of the new operating model for when we are co-located with the company.

How to apply

Candidates are invited to send a curriculum vitae and covering letter demonstrating how their experience and knowledge fits each area listed within the Person Specification, and email, along with a completed Equal Opportunities form (downloadable from the English National Ballet School website www.enbschool.org.uk) to recruitment@enbschool.org.uk.

Deadline for applications: 9am Friday 13th July

Selection Process: Interviews will be held w/c 16th July



PRINCIPAL KHALSA ACADEMY WOLVERHAMPTON

An exciting opportunity has now arisen at Khalsa Academy Wolverhampton, a Sikh ethos secondary Academy with a commitment to STEAM education. Our school community is looking for an inspiring leader who has the vision, passion and drive to ensure the school continues on its journey from Good to Outstanding and thrives as an inclusive and aspirational learning community.

Our Principal will:

- be supportive of our Sikh ethos and implement our values in an inclusive manner
- be a strategic and creative thinker with the drive and enthusiasm to continue to promote the highest quality of teaching and learning across the school
- have a strong and proven commitment to school improvement and a clear determination to achieve educational excellence and promote inclusion and diversity
- be an excellent communicator who works inclusively with all staff, governors, pupils, parents and the wider community committed to the Sikh ethos of the school
- have high standards and expectations and a commitment to maintain and develop these through continuous school improvement be forward thinking in this new and evolving educational landscape

We can offer:

- a caring and inclusive school with an inclusive Sikh identity and very well behaved children
- ambitious Governors who will support and resource you in leading the school forward from Good to Outstanding
- dedicated, hard-working and committed staff
- an outstanding and well- resourced state of the art learning environment
- opportunities to work collaboratively with other like- minded and progressive partner schools
- opportunities for focused professional development

For an application pack, please contact: **Lyn Tobierre**

Email: admin@khalsaacademiestrust.com

Telephone: **01753 330732**

Closing Date: 12th July 2018

Interview Date: 19th July 2017

We expect all staff and volunteers to share our commitment to safeguarding children.
We follow safe recruitment practices and all appointments are subject to successful DBS checks.

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PRINCIPAL BIG PICTURE DONCASTER

Organisation Type: Secondary, Alternative Provision

Contract type: Full-time, permanent

Start date: January 2019 | **Salary** £65,000 – £85,000 depending on experience

The Principal Role

We are seeking to appoint an exceptional leader who is inspired by the opportunity and challenge of establishing and leading the UK's first Big Picture Learning school - and doing so in a way that it can become the prototype for future Big Picture schools in the UK.

Specifically, we are seeking someone with leadership experience who is passionate about the potential of all young people to succeed in their learning regardless of prior learning histories or personal circumstances. He or she will have the opportunity to mold an accomplished team of staff and to create a school with the potential to influence educational provision much more widely.

The school

Opening in January 2019 with a small intake of learners (increasing to 60 in year 2), Big Picture Doncaster will be the first school in the UK founded on the Big Picture Learning school design. The Principal will lead a small team of highly committed Teacher Advisors and other adults. The school, which will be independently funded, will be actively supported by local partners, including Doncaster Council. Big Picture Learning UK (established by the Innovation Unit) will provide support and it, in turn, will be assisted by the expertise of Big Picture Learning International.

The Principal will lead a team that will include three Teacher Advisors in Year 1, as well as other actively engaged support staff. S/he will report to the CEO of Big Picture Learning UK, and will work directly with the trustees of Big Picture Doncaster.

Big Picture

Big Picture Learning has supported thousands of students in the US and Australia to succeed against the odds. It provides a radically different approach to schooling and learning based on the mantra 'one student at a time'. It is designed to combat disengagement and to inspire young people to develop and follow their passions in support of their learning. Deep relationships, family partnerships, community-based internships and personalized learning programmes are also features of the design. More information can be gained from their website: www.bigpicture.org/.

BIGPICTURE.ORG

More details and a full job description can be found here:

<https://www.innovationunit.org/wp-content/uploads/Big-Picture-Principal-Job-Description.pdf>. Applicants should submit a CV, a covering letter telling us why you believe you have what it takes to be the founding principal and a short blog (500 words), video (2 mins) or other format on the topic: 'The story of how I made a leadership breakthrough that was transformative for one or more young people.'

Please submit applications to Louise Thomas (louise.thomas@innovationunit.org) by midnight on 7th July 2018.

Applications: by midnight 7th July 2018

**BIG
PICTURE
LEARNING**^{UK}

SCHOOLS WEEK

We hope you've enjoyed
reading your new look
Schools Week.

Let us know what you think of this week's edition on twitter
(@schoolsweek) or email the editor Shane Mann,
shane.mann@lsect.com.

