

# SCHOOLS WEEK

A digital newspaper determined to get past the bluster and explain the facts.

TOP TRUST BOSS:  
BE AMBITIOUS AND  
BOLD TO BOOST  
PUPIL PROGRESS

P7

Minister's trust got  
£340k for scrapped  
free school projects



P12

LGBs vs trustees:  
who does what?



P26

The mysterious  
case of a failed  
trust and Oscar  
Pistorius' aunt



P11

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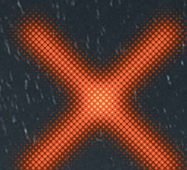
FRIDAY, OCT 12, 2018 | EDITION 153

## What a difference a month makes



JANUARY

Ofsted inspectors praise  
Barnsley school for rigorous  
implementation of behaviour  
policy, despite high exclusion-rate



FEBRUARY

Ofsted bosses rap schools in  
Barnsley over soaring exclusion  
rates that are 'difficult to  
understand'



Ofsted slammed for contradictory messages over exclusions, page 8

## Inclusive schools 'clobbered' after DfE gets tough on pupil removals

- Results of pupils in police custody during exams kept on school's books
- Government accused of blanket refusal on disapplying pupils from results
- Ministers told schools are being stripped of incentives to be inclusive

P9

EXCLUSIVE

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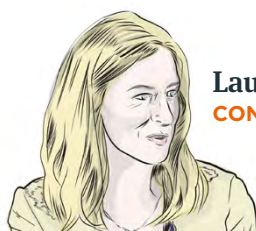
## SCHOOLS WEEK

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## Features



### TOP BLOGS OF THE WEEK

**Hannah Wilson**

Page 32



### MEGAN SIM

Senior analyst at RAND Europe

**Schools need more guidance on  
how to close the gap**

Page 29

Want to understand students' results and what these mean for your teaching?

**That's where I come in.**

Watch Dale Bassett talk through this year's trends and patterns across the country, giving key insights on student performance.

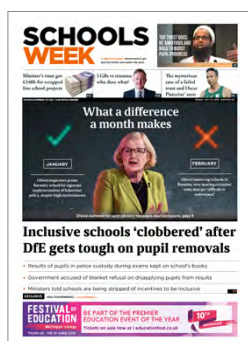
There's subject specific information, GCSE and A-level overviews, tiering comparisons as well as looking at the year ahead.

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Dale Bassett  
Head of Curriculum Strategy



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## The editor's top picks

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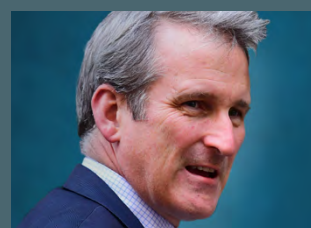


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**Emphasis of Ofsted inspection to shift from classroom**

P5



**Hinds: Help me find ways to hold academy trusts to account**

P7

## The power of feedback and how students can interpret it



A recent *Schools Week* story reported a survey which claimed that three in five teachers are still conducting deep or triple marking. But what does the research say about marking and feedback.

P31



# News: Ofsted

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## Emphasis of Ofsted inspection to shift from classroom

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The emphasis of Ofsted inspections will “shift up the management structure”, but lesson observations will continue because teachers want them, Amanda Spielman has said.

The chief inspector of schools told Schools Week that although she wasn’t pledging “in absolute terms” that inspectors will spend less time in lessons, schools should see the “weighting” of involvement in inspections shift to leaders.

Spielman’s comments come after she announced proposals for a shake-up of the way schools will be inspected from next September.

One of the most substantial changes proposed by the watchdog is the move to scrap the “pupil outcomes” judgment currently applied to schools, amid fears that exam results play too big a part in how inspectors critique the schools they visit.

Ofsted will also introduce a new, broader “quality of education” judgment and focus more on curriculum.

This will “shift the weight, to some extent, away from the teaching itself, away from the classroom teacher at the end of the line, and puts more of that discussion with the senior and middle leaders who are responsible for curriculum decisions,” Spielman told Schools Week.

“We are hoping to find a way of putting more time into schools, so it’s a question of balance. I’m not saying in absolute terms, less time in lessons, but the emphasis, the weighting will shift up the management structure. The overall weight should feel like it shifts up the management



chain a bit.”

The chief inspector said lesson observations are here to stay, however, because “people are very uncomfortable with the idea of an inspection where teaching is never seen”.

Even teachers, in surveys by Ofsted, say they “don’t feel like they’re properly part of an

inspection if nothing has been directly looked at”, she added.

“I’ve tried to take this two-strand approach that’s partly, of course, about getting the right judgment, but it’s also about having this constructive professional conversation right through the inspection.”

Spielman also said she expected short inspections of good schools would continue, but would need to “evolve” to fit with the watchdog’s new approach to curriculum.

“I think we can get the focus on curriculum by getting the full inspections absolutely right, and then the short inspection model will need to evolve to be consistent with that.”

### Judgment day: Ofsted’s new headline measures

#### QUALITY OF EDUCATION

This will replace the current “quality of teaching, learning and assessment” judgment.

It is intended to be broader, with inspectors looking at intent: what schools want for their pupils; implementation: how teaching and assessment fulfils the intent; and impact: the results and wider outcomes that children achieve and the destinations they go on to.

#### BEHAVIOUR AND THE ATTITUDES

Ofsted will split the current “personal development, welfare and behaviour” judgment. Spielman said that in doing so, the watchdog is “recognising the very different elements at stake here”.

The behaviour and attitudes element will

look at schools’ approaches to attendance, bullying and exclusions.

#### PERSONAL DEVELOPMENT

This represents the other half of the old “personal development, welfare and behaviour” judgment.

Under this judgment, schools will be assessed on the opportunities pupils have to learn about being active, healthy and engaged citizens.

#### LEADERSHIP AND MANAGEMENT

This is the only judgment currently used that will survive the changes in its current form.

Spielman said this is still a “key area of consideration”.

FREDDIE WHITTAKER | @FCDWHITTAKER

## Ofsted: New inspections will tackle workload

A shift in focus by Ofsted away from pupil outcomes will help tackle excessive workload in schools, Amanda Spielman said today.

The chief inspector of schools also pledged to allow inspectors to spend more time on school sites during inspections, “having those professional conversations with leaders and teachers”.

Ofsted has long been seen as a driver of teacher workload, with many school leaders believing inspectors’ focus on data puts an extra burden on school staff before and during inspections.

Speaking at the Schools North East summit yesterday, Spielman spoke in more detail about

the new inspection headline judgments, and said she was “firmly of the view that a focus on substance will help to tackle excessive workload”.

She said the new framework will “move inspection more towards being a conversation about what actually happens in schools.

“Those who are bold and ambitious and run their schools with integrity will be rewarded as a result,” she said.

The chief inspector said she did not think there was an “appetite to revive the inspection model of 20 years ago”, but that the new framework, which will come into effect next September, will build on some of the “strengths” of the current

system, “especially letting leaders tell their own story”.

“I also want to rebalance inspector time usage so that more time is spent on site, having those professional conversations with leaders and teachers, with less time away from schools and colleges in pre and post-inspection activity.”

She also sought to reassure schools that Ofsted is taking its time over the new framework, following calls for it to be delayed.

“We’ve been taking our time. There will be more than two years between starting our development work on this framework and its implementation.”

## MINISTERS ACCUSED OF FUNDING BIAS FOR TORY-VOTING AREAS

FREDDIE WHITTAKER

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EXCLUSIVE

The government has been accused of “resorting to a political gimmick” after announcing £24 million in funding will be diverted to the north east of England.

Damian Hinds, the education secretary, unveiled the “opportunity north east” programme on Monday.

The scheme will divert £12 million from existing Department for Education budgets for school improvement in the region. Another £12 million will come from the government’s teacher development premium to improve early career training for new teachers.

The announcement was meant to counteract criticism that the government’s opportunity areas scheme, which splits £72 million in social mobility funding across 12 areas, did not extend into the north east, despite the region having some of the worst outcomes nationally.

But the move has been criticised, both for betraying the original principles of the opportunity areas policy and for its apparent focus on Conservative-voting areas of the north east.

Of the four areas picked out for a “particular focus”, two elect the north east’s only Conservative MPs.

The 12 original opportunity areas were chosen because they sit in social mobility “cold spots”.

Ben Gadsby, policy manager at Impetus-PEF, a charity focused on helping young people from disadvantaged backgrounds, questioned why extra cash wasn’t instead going to other areas identified as being in the greatest need.

“This approach calls into question the purpose of opportunity areas,” he told *Schools Week*.

“These areas were picked based on a detailed methodology developed by the Social Mobility Commission. The government should be focusing spending like this on more of the cold spots they identified like Carlisle, Mansfield, and Great Yarmouth.

“It’s a real shame they have instead resorted to a political gimmick, rather than

Millennium Bridge,  
Gateshead

continuing to back the evidence.”

Hinds made the announcement on Monday at a school in Gateshead. However, according to the town’s MP Ian Mearns, it’s not clear how his area will benefit, as the focus of the scheme will be on Redcar & Cleveland, Middlesbrough, Hartlepool and Northumberland.

He added: “It’s not an opportunity area so it can’t tap into the other packages of funding that other opportunity areas can for specific schemes. I think the other thing about it is £24 million for 12 local authority areas, involving something like 3,000 schools, so it’s a drop in the ocean.

“£24 million of extra funding is always going to be welcomed from a regional perspective, but it pales in comparison to the cuts to the education services grant and real-terms reductions in school funding.”

Mearns also accused the government of political manoeuvres as two of the four areas targeted with funding – Redcar & Cleveland and Northumberland – contain the only Conservative-voting constituencies in the region. Only three of the 29 consistencies in

the north east have Conservative MPs.

The two other areas in focus under the scheme are Hartlepool and Middlesbrough.

Addressing a roundtable at Cardinal Hume Catholic Secondary School on Monday, Hinds said that talent and potential are evenly spread, “but opportunities sometimes aren’t”.

“There are today too many education measures on which the north east is listed ninth in the list of nine English regions. It doesn’t have to be like that.”

Hinds pointed to stark figures which show that in 2018, the north east had the lowest proportion of young people in good or outstanding secondary schools and the lowest rate of entry to and attainment of the EBacc performance measure.

The region also has the lowest proportion of pupils achieving at least two A-levels and the highest proportion of young people who don’t continue their education or get job after their GCSEs.

A DfE spokesperson said the four areas were chosen as “those most in need based on a range of factors”.

## OPPORTUNITY NORTH EAST: THE POLICIES

- Invest £12 million to improve the transition from primary to secondary school, drive up standards and improve outcomes for pupils post-16.
- Work with secondary schools and colleges to “encourage young people to consider university, degree apprenticeships and other high-quality technical education options”.
- Partner with local businesses to “improve job prospects for young people across the region”.
- Invest a further £12 million to boost early career training for new teachers and improve the quality of teaching.
- Work with Teach First to increase the number of teachers recruited in the region from 60 last year to 80. The organisation will work with 10 schools to help develop specialist careers leaders.



# News: Academies

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## Hinds: Help me find ways to hold academy trusts to account

**ALIX ROBERTSON**  
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Education secretary Damian Hinds has called on school leaders to come up with ideas to better hold multi-academy trusts (MAT) to account.

In a speech at the launch event of the Confederation of School Trusts (CST), Hinds said he did not have "a preconceived idea" about how to change the current approach.

However he wants to "evolve" the system and is "really keen" to hear ideas in the coming weeks and months.

Currently, Ofsted can carry out 'batch' assessments of groups of schools within a trust, but cannot judge the trust itself.

Ofsted chief inspector Amanda Spielman said this week she wants "more teeth" to inspect the actual MAT, which she claimed would help "get an earlier handle" on chains and "be beneficial to the system".

The Department for Education has previously been resistant to granting Ofsted such access.

But Schools Week reported last month that academy bosses are going to be given a seat at the table with Ofsted inspectors during these group inspections, following a recent trial of the approach.

Hinds, speaking at an event to launch the rebrand of pro-autonomy group FASNA as the CST, was non-committal. He said he's still "working with the sector to figure out how it should work".

He added: "I want you to have confidence that our assessments are transparent and fair. I want to make sure that schools and parents can easily access vital information about a particular trust and the performance of the system as a whole."

But Hinds reiterated he won't introduce anything that would create more workload.

Leora Cruddas, chief executive officer of the CST, said the new organisation aims to build a "coherent, institutional architecture for schools and trusts".

The CST also used the launch to announce new partnerships with the Confederation of British Industry (CBI) and the newly merged Ambition School Leadership and Institute for Teaching.



## Leaders should lift admin burden off staff

**ALIX ROBERTSON**  
**@ALIXROBERTSON4**

Multi-academy trust leaders must be prepared to make "ambitious and bold" changes to drive improvement, and should avoid burdening teachers with bureaucracy, according to the founder of a chain regularly praised by ministers.

In a rare public appearance, Mufti Hamid Patel (pictured), chief executive of Star Academies, chastised schools that defend curriculums that don't deliver results for their pupils, and stressed that no child should be seen as incapable.

Star Academies has 24 schools, most of which are in the north west and Midlands. Ten of the trust's schools are rated 'outstanding', and its founding school, Tauheedul Islam Girls' High School, has the highest Progress 8 score in the country.

The trust is a favourite of ministers in Whitehall. Just last year, Nick Gibb, the schools minister, praised Star – which at that point was called the Tauheedul Education Trust – for showing that "geography need be no barrier to academic achievement".

Addressing the inaugural conference of the Confederation of School Trusts, Patel said the success of his first school was driven by ambitious changes – a massive increase in pupil numbers from 277 to 800, a completely revamped curriculum, the creation of a sixth form and a completely new site.

Patel, who rarely makes public speeches but received a CBE in 2015 for his services to

education, did not hold back in asserting his principles for successful trust improvement.

"Don't compromise on the fundamental premise that all children deserve the very best and are capable of achieving the very best, irrespective of where they come from, what their background is, what they do," he said.

Patel also advised school leaders to avoid being "too bureaucratic, too officious". Data drops at his school are handled with a single form for middle leaders, who have to set out performance, key issues and targets for the next half-term.

He recommended "reverse delegation", where senior leaders look to take pressure off their staff rather than pile it on.

"Anything that is going to take teachers away from what they do best, teach and inspire kids, we will take that away from them – admin and senior leaders can deal with that."

Leaders must "look for gains in every relevant area" in order to improve particular aspects of the way their school or trust works.

For example, a leader from Star had recently advised a school in east Lancashire to look at the curriculum, teaching and learning at key stage 3 in order to improve GCSE English results.

Even the timetable, rewards system and programme of trips for the subject were important to consider when looking at how to improve outcomes, he said.

"All of this adds up, some small improvements in all of these areas deliver big transformations," Patel concluded.

## News: Exclusions

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## 'Conflicting signals' over Barnsley school exclusions

JESS STAUFENBERG

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EXCLUSIVE

Ofsted has been branded "contradictory" by school leaders after inspectors praised the strict behaviour policies of a school responsible for almost 40 per cent of temporary exclusions across a whole local authority.

The Outwood Academy Shafton, in Barnsley, temporarily excluded nearly a quarter of its pupils last year, totalling almost 3,000 days' worth of suspensions.

The school's fixed-term exclusions accounted for 38 per cent of the total amount of days pupils were suspended across all of Barnsley's 10 secondary schools, figures obtained by *Schools Week* show.

Inspectors graded the school, which was taken over by Outwood Grange Academies Trust (OGAT) three years ago, 'good' this January and praised its tough stance on behaviour.

Leaders were applauded for a "rigorous implementation of the school's code of conduct".

But in February, just one month later, Ofsted wrote to all the schools in the region to warn over sky-high fixed-term exclusion rates.

Barnsley had the second highest temporary exclusion rate in the country.

Cathy Kirby, Ofsted's regional director for

the north east, Yorkshire and the Humber, said it was "difficult to understand" why the region had such high rates compared to other areas in her patch.

She told inspectors to "look very carefully at the use of exclusion" and consider the findings "equally carefully" when making a judgment about pupils' behaviour and school leadership.

"It's really confusing for schools," said Ros McMullen, executive principal of the Midland Academies Trust. "The measures Ofsted are using here are so contradictory. It's better to pretend Ofsted don't exist and just get on with it".

In Barnsley, 1,258 pupils were suspended for a total of 7,900 days during 2017-18.

Shafton academy's sister school in the area, Outwood Academy Carlton, was responsible for the second highest proportion of suspension days across Barnsley, at 17 per cent. The third highest was Kirk Balk academy, run by the Northern Education Trust, which accounted for 10 per cent of suspension days.

Together OGAT's schools made up more than half of all suspension days handed out by Barnsley's 10 secondaries.

Ofsted's letter was sent to the 10 local authorities with the highest fixed-period exclusion rates in the country. The letter was then sent

on to heads.

It came amid a crackdown from chief inspector Amanda Spielman (pictured), who warned it is "never acceptable" to exclude pupils either formally or through pressure on parents with the aim of boosting school performance.

But Paul Luxmoore, executive principal at Coastal Academies Trust in Kent, said Spielman's rhetoric didn't match up with the practice of inspectors on the ground.

"Ofsted inspections are completely driven by Progress 8 data, so you might be excluding the whole bloody school but if outcomes look good, inspectors won't dig deeper."

He added the focus was right, but the "quality of inspectors" was the problem.

An OGAT spokesperson said Shafton and Carlton academies were the worst performing in the local authority when they joined in 2015 and 2016, respectively.

They added: "Considerable improvements were needed, particularly on behaviour so that teachers can teach and students can learn."

The spokesperson said the number of temporary exclusions at both schools are fewer so far this year.

An Ofsted spokesperson added that the purpose of its letter was not to identify particular schools but to raise concerns about exclusion rates with all local education leaders.



JESS STAUFENBERG | @STAUFENBERGJ

## Independent tribunals should review exclusions

Governor boards for reviewing exclusions should be scrapped and replaced with independent tribunals of experts, the leading organisation for governance has told ministers.

Governors can feel the pressure not to overturn a headteacher's decision to exclude a pupil, particularly when staff feel they cannot cope with the youngster, according to Emma Knights (pictured), chief executive of the National Governance Association.

"Excluding a pupil is a technical and legal matter, not a governance issue," Knights said.

"It's not about the strategic direction of the school, so governors shouldn't be responsible for it."

The NGA has submitted the proposal to the government's current schools exclusion review, led by former minister Ed Timpson.

However Mark Lehain, interim director of New Schools Network, said: "We have to accept that governors can hold heads to account and withstand pressures – that's their job."

Knights said pupil exclusion

reviews should be heard by an independent tribunal, in the same way that sacked teachers appeal to an employment tribunal.

In academies and maintained schools, the governing board must review permanent exclusions within two weeks.

The guidance states that governors in council-maintained schools can delegate exclusion decisions to a sub-committee of at least three governors. A local governing body of an academy can also do this if the trust's articles of association allow it.





## Investigation

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# Inclusive schools hit after off-rolling clampdown

JESS STAUFENBERG

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INVESTIGATES

A school that took in two mentally ill pupils from a nearby school before their GCSEs has been held accountable for their exam results as the government toughens up on removing pupils' league table scores.

The Department for Education also rejected requests from the school to remove from performance data the results of two pupils who were in police custody on the day of their exams, and another pupil sectioned under the Mental Health Act.

Schools can apply for exam results of pupils with serious illnesses or who are home educated to be "disapplied" from performance data, on the grounds that teachers cannot reasonably be held responsible for their outcomes.

The government appears to have tightened up rules over granting such applications as part of its crackdown on schools suspected to be off-rolling.

But Schools Week has been told the government is now overlooking "genuine cases" – which heads claim is 'clobbering' inclusive schools.

Leaders at the Kenton School academy in Newcastle have written to ministers demanding answers after all of their applications were turned down.

Sarah Holmes-Carne, principal of Kenton School academy in Newcastle, said the education system is "broken" if her school must take full accountability for the pupils while the previous school is "rewarded" for kicking them out.

She said her team took in two year 10 pupils she claimed were "strongly encouraged" to leave their former school following mental illness and substance abuse.

But disapplication requests for these off-rolled pupils were rejected this September.

The government also rejected requests for nine more pupils with mental health or medical illnesses to be removed from data – including the two pupils in police custody during their exams.

Another pupil sectioned under the Mental Health Act was also rejected, said Andy Clark, Kenton School's vice principal, despite



them providing the required 12 pages of evidence.

"Schools like ours are being given less incentive to be inclusive," he warned.

The school's Progress 8 scores has also been hit. According to the school's tracking system, their P8 score is -0.41 without the pupils leaders wanted to disapply, and -0.475 with them.

"It doesn't seem much but Ofsted won't see it like that, and of course it brings us closer to the floor standard of -0.5," said Holmes-Carne.

A letter from Rebekah Edgar, deputy director of the Education Data Division at the DfE, dismissed the school's protests and said its decision is "final." The school is appealing.

A section of DfE guidance that stated pupils with "frequent or long periods of non-attendance" may be discounted has been removed this year.

Now it states schools must provide rigorous evidence, including naming the hospital a pupil has attended or proving they were sectioned.

While the crackdown has been welcomed, some school leaders say the DfE has gone too far and appears to be issuing blanket refusals.

Craig Tamlyn, deputy headteacher at The Park Community School in Devon, said an application was rejected to remove a pupil's results who had been in hospital for six months and sat no exams.

Another teacher said a pupil with a severe medical condition with only 21 per cent attendance was also made to stay in their school's performance data this year.

Chris Beeden, a data consultant working with 30 schools, said the government has tightened up criteria after some schools "misused" the process by entering too many pupils.

Think tank FFT Education Datalab has previously warned 5,000 pupils were removed from league tables in 2017 for reasons other than permanent exclusion, compared with 1,000 the previous year, partly because more pupils were disapplied.

The Association of School and College Leaders is investigating whether the new criteria has been applied unfairly.

A Department for Education spokesperson said it has made its guidance clearer, and insisted pupils can only be removed in "exceptional circumstances".

"If schools have feedback on the guidance, we are happy to hear from them to make improvements for the future."



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# Investigation: Academy finances

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## Failed academy paid £4k for 'psychic' workshop

PIPPA ALLEN-KINROSS

@PIPPA\_AK

A failed multi-academy trust which ran three pupil referral units (PRUs) into the ground spent £4,000 to bring the psychologist aunt of Oscar Pistorius from South Africa for a staff training day.

Former leaders at Schools Company Trust, due to close down with a deficit in the region of £8 million, paid a total of £3,975 for Dr Micki Pistorius to give a workshop to staff on the adolescent brain in October 2016.

Pistorius claims she has "cryptesthesia", which she describes as "extrasensory observation" which means she "picks up vibes without using one's five 'normal' senses".

Former staff members who attended the training day told Schools Week the training was "disturbing and upsetting", and involved Dr Pistorius showing "graphic" images of both child and adult murder victims, with particular emphasis on human mutilation.

They claimed the workshop had little relevance to their jobs.

Academy expenditure has been under the microscope after a series of high-profile issues.

On the new disclosure, Dr Mary Bousted, joint general secretary of the National Education Union, said: "It beggars belief that these sort of practices are being allowed to continue unchecked. This, let's remember, is taxpayers' money that is being squandered."

Bousted called for an end to the academy system so that there will be "no opportunity for these abusive practices to continue".

According to her book *Catch Me a Killer*, forensic psychologist Dr Pistorius was the first psychological profiler appointed to the South African police service and was involved in more than 30 serial killer cases during her time there. In her book, Dr Pistorius claimed her understanding of serial killers has been aided by her "cryptesthesia".

"I prefer applying this big word to myself rather than be described as psychic, which to me conjures up the image of a gypsy with a crystal ball of cup of tea-leaves," she wrote.

Her website includes a letter of thanks from



Schools Company, which said staff were "very positive" about the training day. But three staff members suggested to Schools Week the training was inappropriate.

The trust ran three PRUs – Central Devon, North Devon and South and West Devon academies – for vulnerable children who have been excluded or are otherwise unable to attend mainstream schools, as well as the Goodwin Academy secondary school in Kent.

Schools Week previously reported on a number of scandals at the trust, including unmonitored budgets, buildings in disrepair, concerns over the suitability of staff and double-counting GCSEs.

In November last year its trustees were replaced, and in January an interim executive board took over. All four schools have now either been re-brokered or are still in the process of doing so.

All three PRUs have been rated 'inadequate' by Ofsted since they were taken over by Schools Company Trust in 2015.

The DfE has previously said failings at the trust are "totally unacceptable" and "swift action" was taken. An investigation was also launched.

### And what happened to the school in China?

In May 2017, a former operations director and executive principal at Schools Company Trust, visited an international trade conference in the city of Langfang, China, with the China Investors Club on behalf of the consultancy.

In a post on LinkedIn, William Franklin, chief executive of the China Investors Club, described Schools Company as "the UK's leading special needs education specialist consultancy" who were looking for partners to "provide capital and distribution capability in China while also supporting growth of Chinese financed schools in the UK".

This claim related to Schools Company Ltd – an education consultancy firm run by Elias Achilleos, former chief executive of the academy trust.

The post said the trust "secured commitment from a privately-owned Chinese international school to enter into contractual relations".

They also had a commitment to run a school in Baoding and develop a range of kindergartens, as well as an undertaking to support the 2022 Winter Olympics in Hebei province, the post read.

Schools Week understands the company was looking to form a partnership with the private Beijing Royal School, but the plan ended after the Schools Company trust received a financial notice to improve in July 2017.

Achilleos and Schools Company Ltd couldn't be reached for comment.

# Investigation: Free schools

DO YOU HAVE A STORY?  
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## MINISTER'S £340K FREE SCHOOLS FLOP

**ALIX ROBERTSON**

**@ALIXROBERTSON4**

**EXCLUSIVE**

A trust set up by a Conservative peer and former policy supremo of David Cameron was handed £340,000 for two free school projects that never even got off the ground.

The Floreat Education Academies Trust, founded by the now health minister Lord James O'Shaughnessy, received the cash to set up new primary schools in London – but the plans were abandoned in March last year.

The primaries are among 44 free school projects cancelled without teaching a single pupil between 2013-14, and 2016-17.

*Schools Week* can reveal the cancelled schemes were handed £8.7 million in funding from the Department for Education – cash which will not be recouped and has now been written off.

The scrapped projects were only identified by the department in the last academic year as a result of "improved financial management" and had not been previously reported, despite some dating back to 2013.

Dr Mary Bousted, joint general secretary of the National Education Union, said: "The way taxpayers' money is awarded to schools and education projects should be transparent and above board, yet these examples raise questions about the level of scrutiny being applied to applications when the recipient schools are well-connected within government circles."

O'Shaughnessy was director of policy between 2010 and 2011 to the then prime minister Cameron.

He set up the Floreat trust – with a pledge to focus on the "classical ideal of education" – in 2014. But with only three primaries the trust has struggled financially, and has previously looked at merging with another trust to become sustainable.

Figures obtained under a Freedom of Information request show the trust was handed £220,000 in revenue funding for the planned Floreat Colindale primary, and another £120,000 for the Floreat Southall primary.

However the projects were abandoned following issues over finding suitable sites.



The government also had to write off £745,000 of cash given to Southall College for costs associated with setting up the abandoned Floreat Southall School.

The trust also had to close down Floreat Brentford primary school in February, due to "critically low" funding and problems with temporary buildings.

O'Shaughnessy has been under scrutiny before. The Times reported in 2016 that two firms he was linked to received payments from Floreat totalling more than £125,000. The majority of that was to Mayforth consulting, a firm he founded.

O'Shaughnessy, who stood down as managing director of the trust in 2016 but remained a director and "senior advisor", did not respond to a request for comment. Neither did the Floreat trust.

The list of abandoned free schools also includes four UTCs, which collectively cost £1.07 million. Burton and South Derbyshire UTC and UTC Guildford each cost over £400,000.

The scrapped Perry Beeches VI free school cost the government £270,000.

The Birmingham-based Perry Beeches Academy Trust – praised by both Cameron and former education

secretary Michael Gove – was shut down by ministers in January over financial regularities.

Gladstone School, cancelled in May 2016, was the costliest failure at £656,312. The school – which had a principal-designate employed on a salary of at least £78,000 – was cancelled after not being able to find a suitable site.

Mark Lehain interim director of the New Schools Network (NSN), a charity which supports the setup of free schools, said establishing a school is "a big challenge", and it is "only right" the DfE cancels the "small proportion" of cases that don't develop as planned.

He added that the DfE has "learned lessons with every wave of approvals" and has "put steps into place" to improve the process, while NSN has launched a programme to help in the pre-opening stage.

But Geoff Barton, general secretary of the Association of School and College Leaders, said the abandoned projects will leave school leaders "rightly irritated" when school budgets are "under enormous pressure and resources are so scarce".

A Department for Education spokesperson said all free school projects "go through a robust approval process" and steps are taken to "minimise costs" of those cancelled.



Lord James  
O'Shaughnessy



## Spencer Academies Trust backs chair despite investigation

BILLY CAMDEN

@BILLYCAMDEN

EXCLUSIVE

An expanding academy trust is backing its chair despite the government referring his giant private training provider to the police following a second investigation.

Peter Marples (pictured), a multi-millionaire businessman who co-founded training provider 3aaa in 2008, joined the Spencer Academies Trust in December 2015 as a trustee and became its chair in the 2016-17 academic year.

He also heads the trust's resources and remuneration committees.

Since launching in 2011, the trust has grown to sponsoring 12 schools. This month it took on four more and will take on another one next month following a "merger" with the Trent Academies Group.

Mr Marples resigned from his position at 3aaa last month in the midst of a second Education and Skills Funding Agency investigation, but continued to be its joint majority shareholder with co-founder Di McEvoy-Robinson.

The Department for Education has now referred its investigation findings to the police through Action Fraud.

3aaa has since gone into administration after the department pulled its skills contracts – which totalled over £31 million last year.



More than 500 jobs and the future of 4,500 apprentices are at risk. The fallout follows several extensive investigations by sister paper FE Week.

Despite the scandal, the Spencer Academies Trust appears to be fully supportive of Mr Marples.

"Peter is a highly respected, valued and effective chairman of our trust," a spokesperson for the trust said. "We do not comment on matters outside of the trust."

When asked for comment, the Department for Education said it was a matter for the trust.

A DfE spokesperson added: "Appointments to positions within academy trusts are the responsibility of the trusts themselves; academy trusts must make sure they comply with the terms set out in both their funding agreement and the articles of association, both of which consider suitability tests for key personnel."

Schools Week made multiple attempts to contact Mr Marples but he did not respond.

According to the trust's accounts for 2016-17, 3aaa supplied "apprenticeship services" to the Spencer Academies Trust to the value of £11,600, which was "subject to normal procurement procedure".

The Trent Academies Group will now operate under the Spencer Academies Trust name following the "merger", and will be "led by" chief executive Paul West and Mr Marples.

The enlarged group will comprise 18 schools which will teach 17,000 students across Nottinghamshire, Derbyshire and Leicestershire.

The trust said that with anticipated future growth, including the construction of new schools, "nearly 20,000 East Midlands' pupils and students will be educated in the trust by 2020".

The latest government investigation is the second probe into 3aaa.

The first, carried out in 2016 by auditing firm KPMG, found dozens of success rate "overclaims". Despite the findings, the DfE awarded the provider £7 million in growth that year.

In July, FE Week revealed that an independent auditor had been called in by the DfE to investigate its own funding agency over their contract management of 3aaa.

## New guidance on measuring pupil mental health

FREDDIE WHITTAKER | @FCDWHITTAKER

Schools will be given new guidance on how to measure their pupils' wellbeing as part of a drive to improve mental health among young people, but the government has insisted they won't be forced to carry out routine health checks.

Prime minister Theresa May announced on Tuesday that the government will provide "tools to help schools measure their students' health, including their mental wellbeing – building on the commitment to make education in mental health

and resilience a compulsory part of the curriculum".

However, the Department for Education has denied "inaccurate" reports that it is planning routine mental health checks and wellbeing assessments.

"We know many schools are already doing great work to support their pupils' mental health and wellbeing and we want this to continue," a spokesperson said. "To support them we will produce a guide to help them navigate the resources and tools already

available to them."

Schools Week understands the guidance will not be statutory, so it will be up to schools whether or not they follow it.

The government will also publish an annual "state of the nation" report on children and young people's mental health and wellbeing, using existing data. Officials said this publication would be "more user-friendly for schools and other professionals working with children and young people".

## News: Stats

DO YOU HAVE A STORY?  
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# Watchdog blasts school funding and literacy statistics

**FREDDIE WHITTAKER**  
@FCDWHITTAKER

The statistics watchdog has warned of "significant concerns" over the Department for Education's use of statistics, in a "blistering" rebuke that shoots down four separate data claims.

The UK Statistics Authority (UKSA) wrote separately to education secretary Damian Hinds, the DfE's top boss, Jonathan Slater, and chief statistician, Neil McIvor, this week over the department's use of statistics.

The claims related to school funding, improvement and child literacy (see box out).

It's the fourth time the watchdog has written to the department in the past year. The DfE has now been officially warned over maintaining a reputation as a "trustworthy communicator of statistics".

Slater has since admitted that his organisation needs to "improve our performance", but Hinds defended some of the claims.



The intervention by Sir David Norgrove, the chair of the UKSA, comes after his organisation began two investigations into the presentation of stats on school funding and improvement.

*Schools Week* revealed last week that the government was in hot water over its claims that the UK is the third highest spender on education in the OECD, and that there are now 1.9 million more children in 'good' and 'outstanding' schools than in 2010.

The OECD figures, for instance, included the money spent by students on university tuition fees.

Norgrove said the statistics, used in a blog and also repeated

on radio by schools minister Nick Gibb, presented a "more favourable picture" than reality.

A tweet by the DfE with figures accompanying the claim 'more money going into schools than ever before' were also "presented" in a way to "misrepresent changes" in school funding, and were "exaggerated", Norgrove ruled.

The stats watchdog also stated that Hinds' claim of a "substantial increase" in the number of children in high performing schools was accurate but "does not give a full picture".

Another claim over England's place in international rankings for child literacy was "not correct", Norgrove said.

The department has already been rapped by the UKSA over stalling publication of academy takeover costs, as well as issuing a misleading press release on free schools.

Hetan Shah, chief executive of the Royal Statistical Society, said the department must "quickly and publicly get its house in order".

Norgrove told the department to confirm it "remains committed to the principles and practices defined in the statutory code of practice for statistics".

Slater also agreed to a request that the department involve analysts more closely in its communications.

Slater, in a letter to the UKSA sent on Monday evening, admitted: "We need to improve our performance," and added that charts and statistics "need to be presented in context so as to aid understanding".

However, Hinds defended the use of the OECD school funding and Ofsted stat, but admitted Gibb's literacy claims "could have been clearer".

## Lies, damned lies, and DfE statistics: The 4 dodgy claims

### 1. CHILD LITERACY

**Claim:** That England "leapfrogged up the rankings last year, after decades of falling standards, going from 19th out of 50 countries to 8th"

**Made by:** Nick Gibb, the schools minister

**What the UKSA said:** "This is not correct. Figures published last year show the increase was from 10th place in 2011 to 8th place in 2016."

### 2. SCHOOL FUNDING

**Claim:** There is "more money going into schools than ever before"

**Made by:** The DfE, in a tweet

**What the UKSA said:** "[The] figures were presented in such a way as to

misrepresent changes in school funding. In the tweet, school spending figures were exaggerated by using a truncated axis, and by not adjusting for per pupil spend."

### 3. SCHOOL FUNDING

**Claim:** The UK government spent the highest percentage of GDP on institutions delivering primary and secondary education

**Made by:** The DfE, in a media blog

**What the UKSA said:** "An international comparison of spend which included a wide range of education expenditure unrelated to publicly funded schools was used, rather than a comparison of school spending alone. The result was to give a more

favourable picture. Yet the context would clearly lead readers to expect that the figures referred to spending on schools."

### 4. SCHOOL IMPROVEMENT

**Claim:** There are 1.9 million more children in 'good' or 'outstanding' schools than in 2010

**Made by:** The DfE, ministers and MPs on multiple occasions

**What the UKSA said:** "While accurate as far as it goes, this figure does not give a full picture. It should be set in the context of increasing pupil numbers, changes to the inspection framework and some inspections that are now long in the past."



## News

DO YOU HAVE A STORY?  
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## Northamptonshire heads protest cuts that could 'put pupils at risk'

ALIX ROBERTSON

@ALIXROBERTSON4

More than 150 headteachers in Northamptonshire have written to the local council to protest against cost-cutting measures they say could put vulnerable pupils at risk.

As part of its 'Stabilisation Plan', Northamptonshire County Council aims to save an additional £20 million next year, on top of £45 million funding cuts it has already planned.

That includes £1.1 million from home to school transport, £1.8 million from social care, and £3.8 million from learning disability services.

The local authority effectively went bankrupt earlier this year, issuing a section 144 notice which bans spending on all services except for the safeguarding of vulnerable people.

But headteachers and leaders representing more than 200 schools have signed a letter to the council calling for it to reconsider the proposals, which they say were made "in the absence of proper consultation with families and stakeholders".

It comes as councils across the country face legal challenges over decisions to cut services. A judicial review over Surrey County Council's plans to cut £20 million from services for disabled pupils was heard last week.

Campaigners have been buoyed by a landmark case in August. The High Court backed three mothers who challenged Bristol Council over £5 million of planned cuts to their SEND budget, ruling them unlawful and ordering them to be reversed.

Tom Rees, education director of Northampton Primary Academy Trust, said that while many questions remain unanswered around the financial situation in Northamptonshire, further cuts to social care, learning disability and school transport "are not acceptable to schools and families".

He said education leaders believe "vulnerable families and schools should not pay the price for the mistakes made by council administrators".

Matt Golby, the Conservative-led council's leader, said the plan aims to address financial challenges in "unprecedented times", adding the proposals will be put out for consultation and not "treated as isolated issues".



EXCLUSIVE

## Damian Hinds says multiple exam boards are OK

FREDDIE WHITTAKER

@FCDWHITTAKER

Damian Hinds has insisted he is "happy" with England's system of using multiple exam boards for GCSEs and A-levels, putting to bed years of speculation about the future of the market.

The education secretary, who as a backbench MP questioned the logic of having more than one exam board, told *Schools Week* he was content with the current set up.

It follows years of hand-wringing by ministers about the plurality of the current exams system, which sees exam boards AQA, OCR, Edexcel and WJEC each taking a chunk of the GCSE and A-level market.

In 2015, Nick Gibb, the schools minister, said there was "a case for long-term, fundamental reform" of the exam board system, and was said to be considering replacing the multiple boards with a single government body.

Ministers' unrest was prompted by the exams marking crisis of 2014, which saw OCR almost fail to complete its marking in time for the August results days.

The issue has surfaced again more recently, following the Department for Education's decision that a single exam board should deliver new T-levels, a technical equivalent to A-levels. This prompted speculation about the future of academic qualifications.

Even Hinds questioned the need for multiple boards when he served on the parliamentary

Education Select Committee in 2012, asking Gibb during an evidence session why such competition existed.

"I can understand why we want competition in textbooks, support materials and blah, blah, blah. I can understand why we want competition in operations, partly to mitigate systemic risk. Why would we ever want to have competition in terms of setting the specification for the subject and setting the exam questions?" he asked at the time.

"In terms of choice, within a subject, what are the arguments for having multiple bodies setting exams as opposed to one body with some choice and flexibility in the syllabus?"

However, Hinds was more relaxed about the issue when he spoke to *Schools Week*.

"It's the system we have," he said. "There are many things which are different about Britain, but if you look internationally, it is more common to not have the same sort of landscape that we do."

"On the other hand, we probably have more leading education services suppliers than other countries, so perhaps it's not surprising that we also have this variety and diversity in examination boards. And obviously all of those organisations bring something to the system."

"I am happy with our system, yes," Hinds added.

His comments were welcomed by Andy Walls, interim director general of the Joint Council for Qualifications, which represents the four exam boards.



# ONS takes charge of pupil data sharing policy

FREDDIE WHITTAKER

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EXCLUSIVE

The capacity of the Office for National Statistics to meet a deluge of applications for national pupil database information has been questioned following a shake-up of the Department for Education's data sharing practices.

Most organisations will now have to register with the ONS before they can request information from the national pupil database, which holds data on more than 21 million children collected via the school census since 1998.

Researchers, academics, businesses and others were previously allowed to request information from the database directly from the DfE to inform research and other activities. Almost 500 organisations were approved to do so as of April this year.

But pupil data sharing came to an abrupt halt in May as the DfE grappled with new general data protection regulations – or GDPR – which prompted a review of the approval process.

From now on, most applications will be handled via the ONS Secure Research Service. Under the change, applicants will need to be accredited by the ONS as an "approved researcher".

The move has been welcomed by privacy campaigners and researchers as a positive step. But one organisation



raised concerns about the pace of change.

"I'd say that it's a step in the right direction, to a more secure set-up," said Philip Nye, from Education Datalab.

"But we've got concerns in the short-term given the speed with which the new system has been brought in, especially around the capacity of the ONS team to handle the additional workload that's going to be coming their way."

Applications made before May 1 this year are still being processed by the government. But the DfE is now recommending that anyone applying for data use should simultaneously apply to be an approved researcher.

Natalie Perera, executive director of the Education Policy Institute said that, while the new arrangements "place a greater burden on data users", her organisation is working with the DfE and ONS to ensure the right balance is struck between producing timely research and protecting the right of individuals.

Campaigners had previously warned that the old system allowed some pupils to be identified in the data.

Jen Persson, from campaign group Defend Digital Me, said it was a "hugely positive step". However, she said her organisation would continue to campaign for more transparency.

"Users will still have access to data on millions of children, including names in some instances. We will continue to call for transparency so children and families know where their data goes."

The Office for National Statistics told *Schools Week* it has been supporting government departments with data access for almost 10 years, and has taken steps to boost its efficiency.

"In preparation for the new workload, we have improved our existing technology, improving our processing power and enhancing connectivity," said Pete Stokes, deputy director of ONS research services and data access.

"This will enable us to efficiently and securely provide access to de-identified data."

A DfE spokesperson said: "We worked with the ONS to ensure efficient handling of the new workload and we remain confident that this will make accessing data faster and easier, as well as increasing data security and improving public trust."

FREDDIE WHITTAKER | @FCDWHITTAKER

## NASUWT teachers' union staff to strike over pensions cut

Staff working for the NASUWT teachers' union will go on strike later this month following a dispute over pensions, *Schools Week* understands.

Members of the GMB union who work at NASUWT have voted overwhelmingly in favour of strike action, a document seen by *Schools Week* shows.

The months-long dispute is understood to have arisen over proposed changes to pensions paid to staff at NASUWT, England's second largest teaching union.

Under the proposals, staff will pay more

into their pensions, but get less out once they retire, *Schools Week* understands.

In some cases, the amount paid annually to workers will decrease by more than a thousand pounds, documents show.

A spokesperson for NASUWT said: "Neither the NASUWT or GMB are making any comment at this time."

Staff will take discontinuous strike action on October 17, November 5 and November 9 in protest over the changes.

However, Unite, the other union representing staff at NASUWT, will not take part in the

strike.

"We did undertake an indicative ballot of our NASUWT members in July after talks via ACAS," a Unite spokesperson said. "Unite members accepted the revised offer on the pension proposal so therefore will not be balloting for industrial action."

Changes to teacher pensions have been a key campaign issue for the NASUWT in recent years. The union's members have themselves taken industrial action over the issue.

## News

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# Unions back MP's quest for more data on holiday hunger

**FREDDIE WHITTAKER**

@FCDWHITTAKER

**EXCLUSIVE**

School leaders have backed an attempt to force the government to collect data on food security, which will hand schools more clout in their fight against holiday hunger.

Emma Lewell-Buck, the shadow children's minister, already has the support of more than 150 MPs from across the political divide for her food insecurity bill, which will have its second reading in the House of Commons on October 26.

It comes as pressure mounts on the government to address holiday hunger, with headteachers reporting children returning hungry to their schools after the summer break.

The government is piloting breakfast clubs and conducting a review of holiday hunger, but campaigners want it to go further.

Lewell-Buck's draft law, if passed, will require the government to publish an annual report on household food insecurity in Britain.

This data would be collected in the existing



annual living costs and food survey – not by schools – but would help headteachers raise the issue with ministers.

"Schools are reporting children returning after the summer holidays, sluggish, either under- or overweight, and academically behind their peers," Lewell-Buck told *Schools Week*.

"Without data the government will continue to ignore this tragedy that has developed on their

watch."

Dr Mary Bousted, joint general secretary of the National Education Union, said her organisation supported the proposals.

"Schools know that many children struggle to get enough food during term time and this is exacerbated during the school holidays," she warned.

The bill was also backed by Geoff Barton, from the Association of School and College Leaders, and Anne Lyons, from the National Association of Head Teachers.

"Schools often see children arriving hungry, and we are extremely concerned about the health of these young people and the impact on their ability to learn," said Barton.

Lyons warned that holidays could be times of "enormous stress for families, particularly the ones that rely on their school for support with childcare, activities and heaven forbid, food".

Chris Keates, from the NASUWT teaching union, said collecting data "may help", but also called for "an end to callous social and economic policies which are driving poverty and deprivation".

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## News

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# Ex-minister: 'Halt' controversial UTCs programme

**PIPPA ALLEN-KINROSS**

@PIPPA\_AK

The government should halt expansion of the controversial university technical colleges programme and review the model, a former schools minister has said.

In a report that lays bare the issues faced by the troubled 14 to 19 technical schools, the Education Policy Institute recommended the age of admission to UTCs be raised to 16 to tackle high drop-out rates and low Ofsted grades.

EPI chairman David Laws (pictured), schools minister when the institutions began rolling out under both Michael Gove and Nicky Morgan, has now called for government funding to be stopped until steps are "put in place to deliver a sustainable and effective programme".

Since 2011, the Department for Education has allocated almost £330 million of capital spending to the UTC programme.



In this time, 59 UTCs have been established, although eight of these have since closed and one converted to an academy. Another, UTC@Harbourside, will close in August 2019.

The Institute for Public Policy Research reported last year that 13 of the institutions failed to fill half

or more of their year 10 places in 2015-16, with 39 per cent of all year 10 places at UTCs remaining vacant that year. In 2018, 20 open UTCs had fewer students than in the previous year.

The EPI found that because transition at age 14 is "not the norm", there is "no evidence that

participation in UTCs at age 14 is likely to rise significantly without more fundamental changes to the education system".

It noted that over half of UTC pupils do not continue from key stage four into key stage five in the same institution, and criticised the "overall poor performance" in academic qualifications at the institutions.

On average, UTC pupils leave with a whole grade lower in academic qualifications than those in other institutions, according to the report.

Over half of UTCs inspected by Ofsted are rated 'inadequate' or 'requires improvement'.

Lord Baker, head of the Baker Dearing Trust which supports UTCs said they have a "challenging" intake and should not be compared to a "normal" school.

A Department for Education spokesperson said UTCs are an "important part" of a "diverse education system".

# Support letters boost system leader applications

**ALIX ROBERTSON**

@ALIXROBERTSON4

School leaders who receive supportive letters are more likely to both apply and get accepted to become a national leader of education, according to new research.

A new study by the Behavioural Insights Team (BIT), commissioned by the Department for Education, trialled sending letters from sector leaders encouraging school bosses to apply to become NLEs.

The research found those sent letters were more than three times as likely to apply to become an NLE.

The report's authors say the government should now consider further roll-out of the scheme to "stimulate the supply of NLEs".

It comes as the government looks to "significantly expand" the number of NLEs.

The research included 2,051 schools and focused on those in areas identified by the DfE as having high potential for benefiting from more "system

leaders".

Two types of letters were sent. One contained encouragement from heads currently in system leader roles, which outlined the benefits of taking on such a role.

Another was sent from either regional school commissioners or teaching school council members that invited heads to apply for NLE status.

Schools were split into a control group, and a group that was sent both types of letter.

The group that received interventions was more than three times as likely to apply to become an NLE, with 4.29 per cent applying compared to only 1.28 per cent of the control group.

The research found that if the entire sample had received interventions, there would have been an additional 56 applications.

The group receiving letters was also more than twice as likely to achieve appointments for NLE roles, at 1.61 per cent compared to 0.75 per cent of the control group.

BIT worked with the DfE to identify headteachers currently operating as NLEs, as well as their chairs of governors, who could send out letters.

Researchers helped those identified to draft and edit the letters. Writers were encouraged to include messages with a "personal touch" that reflected on their own experiences.

The research used the same approach to try to boost the numbers of applications for teaching school programmes. However, take-up did not improve significantly.



## News

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## Bournemouth Collegiate sold to Chinese schools group

**SCHOOLS WEEK REPORTER**  
**@SCHOOLSWEEK**

A United Learning private school has been sold to a Chinese-backed international schools' group to become its flagship school in the UK.

Bournemouth Collegiate School, which charges up to £30,000 for a full boarder, has been sold to Bright Scholar – the largest operator of international and bilingual K-12 schools in China.

Jerry He, chief executive of Bright Scholar, said it's the "first step outside China" for the company which now wants to build a "global network of premium schools".

The value of the sale has not been disclosed. A spokesperson for United Learning – which also runs 55 academies through a separate trust – insisted the sale was a one-off.

However the group is in talks to sell some former school land and buildings.

The move follows the £2 billion sale of private education firm Cognita, set up by former chief inspector of schools Sir Chris Woodhead, to Swiss-based company Jacobs Holding last month.

It also comes after prime minister Theresa May launched a £500 million education deal with China while visiting the country in January.

That included extending the maths teacher exchange programme to 2020, allowing 200 more English teachers to visit the country.

Jon Coles, chief executive of United Learning, said the sale was in the best interests of BCS, which can "continue to grow" under the new owner.

The cash raised will support more investment into the group's other private schools, he added.

It's not the first Chinese investment in the English private school market. In 2015, Chase Grammar School, in Staffordshire, was reportedly bought by Achieve Education, a Chinese-owned company.

Meanwhile, a number of British independent schools are also being built in China.

This year's Independent Schools Council Research Global Opportunities Report forecast that the number of students studying at English-medium international schools in the country would rise from 475,000 in September 2017 to 881,000 within five years.

## Off-campus teacher training offered to undergraduates

EXCLUSIVE



**JESS STAUFENBERG**  
**@STAUFENBERGJ**

The first teacher training route in which students get a degree without leaving the school site will encourage more teaching assistants and career changers into the profession, claim sector experts.

Eight undergraduates have started a three-year ITT course in which they gain a BA Hons in primary and early education, delivered by university lecturers who come to the school site.

The students at the Two Mile Ash ITT partnership are enrolled with Birmingham City University but don't need to spend a single day on campus, unlike the university-based Bachelor of Education. Despite not having degrees, they work with pupils towards qualified teacher status.

Three leading ITT experts claim the new "undergraduate QTS pathway" will appeal to teaching assistants who can work at the school, and career changers who don't wish to be surrounded by younger campus students.

It comes after teacher training recruitment targets were missed in all EBacc subjects except history this year. Non-Ebacc subjects were hit too, with design and technology reaching only 33 per cent of its recruitment target.

James Noble-Rogers, executive director of the Universities' Council for the Education of Teachers, said the Department for Education is "interested" in new undergraduate courses improving recruitment, particularly at

secondary level where fewer undergraduate programmes currently exist.

Emma Hollis, executive director of the National Association of School Based Teacher Trainers, who helped develop the Two Mile Ash model, claimed it could take off at secondary level because trainees would instead learn an academic subject in terms of how to teach it.

"Many headteachers find they've got someone with a degree in astrophysics, but they don't really know how to deliver the curriculum."

But one veteran ITT expert said trainees without an academic grasp of their subject may struggle to answer pupil questions not covered in the curriculum.

John Howson, founder of teacher vacancy website TeachVac, also queried why trainees should pay full tuition fees when they won't be accessing university facilities, adding: "The amount should be reduced."

Under the model, students pay £9,000 in tuition fees and either receive a salary from the school or must pay for the school's training – similar to the School Direct salaried and non-salaried model.

Students spend two days with pupils in school, one and a half days in study sessions with lecturers, and have one and a half days free to work in a job or study further.

Sam Twiselton, director of the Sheffield Institute of Education, said the course will benefit teaching assistants who can also work at the school on their free days.

The government approved a new teacher apprenticeship for graduates only last year, but critics say it differs little from a school-based ITT route.



## News

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# Munday takes up new role at Chartered College of Teaching

**ALIX ROBERTSON**  
**@ALIXROBERTSON4**

The Chartered College of Teaching's first president has vowed to boost the perception of the profession, which he hopes will help tackle problems with recruitment and retention.

*Schools Week* revealed on Saturday that Stephen Munday, principal of Comberton Village College and chief executive of The Cam Academy Trust, was elected president of the CCT.

Also elected were Professor Sam Twiselton, director of Sheffield Institute of Education, who is now the external vice president, and Vivienne Porritt, national leader of campaign group WomenEd, the internal vice president.

The college, launched last year as the professional body for teaching, held elections at its first annual general meeting at Westminster School, in London, where the full 21 council members were announced (see list).

The decision to allow non-teachers to stand for election has previously drawn criticism from some in the sector who feel the college should be primarily teacher-led.

Around two thirds of the college's 21 new council members are currently teaching, and have on average 16 years of teaching experience each from schools across the country, the CCT said.

Munday said the CCT wants "the profession leading the profession, shaping the system for the good of all and having a clear voice to do that".

"If all of us believe this is a wonderful and great profession, that education actually matters more than anything for now and



Stephen Munday



Vivienne Porritt

for the future, that probably is the greatest thing the Chartered College can bring."

Munday is in his 32nd year as a qualified teacher. He has worked on advisory bodies for the Department for Education, and in 2013 was awarded a CBE in recognition of his services to education.

He added: "I hope genuinely that I understand and can empathise with teachers, whatever stage of their career they might be, because that's been my journey over the past 30 odd years."

Targets he has set himself in the new role include continuing to build up the membership of the college and further developing the chartered teacher qualification, which is currently being piloted.

He also wants to work on strengthening professional development opportunities for all teachers and improving the perception of the profession, which he hopes will help tackle problems with recruitment and



Sam Twiselton

retention.

Twiselton said she was "honoured" to take up the role, which will entail talking at events and carry out advocacy activities.

The former teacher and now senior higher education leader said she can use her "influence and networks to be an advocate for the profession and for the college".

"I want to be an informed, positive but appropriately challenging conduit between those at the chalk face and the many stakeholders out there who seek to impact on it."

Porritt, who as internal vice president will focus more on governance within the organisation, said she wants to "put pride back into teaching".

The council will guide the work of the college to raise the status of the profession and support teachers to "deliver the best possible education for young people".

The elections came alongside the news that the CCT has now surpassed 25,000 members.

## CHARTERED COLLEGE OF TEACHING

### President

Stephen Munday

### Vice President (external)

Professor Sam Twiselton

### Vice President (internal)

Vivienne Porritt

### Treasurer

Marcus Richards

### Council Member (member)

Aimee Tinkler

Gethyn Jones

Will Grant

Rebecca Nobes

Stephanie Burke

Julie Hunter

Penny Barratt

Ben Ward

Paul Barber

### Council Member (fellow)

Wendy Pearmain

Nicola Faulkner

Gareth Alcott

Hannah Wilson

Helen Blake

Farah Ahmed

Joan Deslandes

David Weston



## News

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FREDDIE WHITTAKER | @FCDWHITTAKER

# Crisis looms as 1 in 4 pupils turned away from CAMHS

Pupils referred to mental health services by their schools are being turned away if they don't exhibit the same problems at home, a think tank has warned.

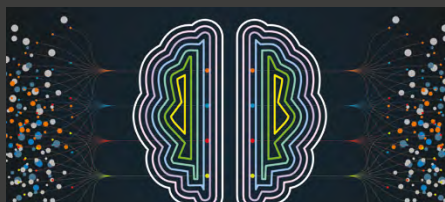
An Education Policy Institute report found that as many as 1 in 4 children referred to CAMHS (child and adolescent mental health services) in England are rejected, with the number of referrals increasing by a quarter in the last five years.

The EPI warned that difficulties faced by children and young people "often do not fit into clear diagnostic boxes" and therefore do not meet the criteria for access to mental health services.

For example, researchers found that children with anxiety or challenging behaviour referred by schools will only be accepted by mental health services in some areas if they display these difficulties in "multiple domains", like at both school and home.

The research also found that school nurses, counsellors and other staff are often deemed to be responsible for responding to children who engage in "mild to moderate self-harm as a coping strategy for strong emotions and difficult experiences" if that behaviour is not associated with an underlying mental health condition.

Whitney Crenna-Jennings, the report's author, said these children may find it "increasingly difficult to access any formal help at all" as a "significant number of local authorities [are] phasing out crucial services



that offer alternative support".

The government has announced proposals to improve mental health support in schools, including funding for clinicians to work in and with schools. However, the EPI stated it is not clear how this will be achieved alongside the health sector's "existing recruitment difficulties".

Anna Cole, an inclusion specialist at the Association of School and College Leaders, described the report as a "bleak picture", with teachers "frequently supporting and caring for young people in severe distress".

She added some teachers have even taken pupils to A&E because they have been "unable to access timely specialist support".

The report concludes the government needs to ensure access to early intervention services "in all areas", combined with a "whole-school approach to well-being in all schools".

However, this requires a "well-staffed and experienced teaching and support workforce that can effectively address individual pupils' barriers to learning".

The research was based on analysis of responses from mental health services outside schools.

## Further delay for mental health data

ALIX ROBERTSON | @ALIXROBERTSON4

Schools will have to wait until the end of November to see new government data on the mental health of young people – information that hasn't been updated for 14 years.

The last research into the prevalence of mental health problems in children and young people in the UK was carried out in 2004 by the Office for National Statistics.

*Schools Week* was informed in June by NHS Digital that new data would finally come out in October. However a spokesperson for the organisation has now said this information was incorrect, and the data will not be revealed for another month.

In 2015, former health minister Norman Lamb told *Schools Week* he had secured funding for a new prevalence study on mental health issues in young people to be published in 2017.

The NHS has not given any explanation for the delays, and the Department for Health (DoH) would not respond to requests for comment.

A government green paper published last year included plans to spend £95 million for senior mental health leads in schools.

Another £215 million was announced for local support teams to work between schools and child and adolescent mental health services (CAMHS).

Universities will start offering education mental health practitioner courses in January. Arrangements for designated mental health leads in schools have yet to be confirmed.

## Schools don't report mental health spend

FREDDIE WHITTAKER | @FCDWHITTAKER

A lack of school spending data on mental health means it is not possible to plan support for pupils in need across the country, the government's spending watchdog has warned.

The National Audit Office found that schools' engagement with local health services "could be positive but was variable", and that cross-government working on the issue of child and adolescent mental health is limited by funding constraints and a "lack of data on expenditure and activity".

Most schools in England provide some form of mental health support to pupils.

According to a survey of 2,780 schools

conducted last year, 84 per cent of secondary schools and 56 per cent of primaries provide counselling services, while 71 per cent of secondary schools and 63 per cent of primaries provide some form of educational psychological support.

Further measures to help schools deal with pupil mental health problems are also being rolled out, including new mental health support teams set up to bridge the gap between education and health services, and funding for mental health leads in secondary schools.

However, in a report on improving children and young people's mental health services, the

NAO said the government must put in place mechanisms to "improve understanding of spend and activity on mental health support across the system, particularly in schools and local authorities".

A lack of data in this area "limits the government's ability to make informed decisions about the level of support offered to children in different areas of the country", the watchdog found.

The NAO also raised concerns about funding cuts, and found examples of where clinical commissioning groups are now funding services previously funded by local authorities or schools.

## EDITORIAL

DO YOU HAVE A STORY?  
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# Will Ofsted inspections become a matter of interpretation?

Worries from headteachers when asked about Ofsted's proposed framework changes is not around intentions, it's scepticism over how that intention is interpreted by inspectors on the ground.

Heads are worried the inspectorate's new proposals to focus on how schools plan their curriculum will actually end up with schools being marked based on the inspector-of-the-day's idea of a good curriculum.

It seems Ofsted has form. In Barnsley, school leaders were slapped on the wrist by Ofsted bosses for the region's sky-high exclusion rate.

But, just a month earlier, those inspectors on the ground had praised a school for its no-nonsense behaviour policy.

It turns out that school, on its own, accounts for nearly 40 per cent of temporary exclusions in the whole of Barnsley's 10 secondary schools.

Amanda Spielman might be barking up the right trees, but her inspectors appear to be in a different wood altogether.

At the same time it looks like the DfE has toughened up criteria by which pupils can be discounted from school performance data.

This seems fair enough. We have heard of one school that tried to remove almost a quarter of its year 11 cohort by saying they were persistently absent or unwell.

But that well-meaning intention seems to have gone slightly awry, too. Headteachers told us this week that extremely vulnerable pupils (kids they had taken on after they had been off-rolled from other schools) now have to stay in their performance data.

The school opened their arms to these pupils – to keep them in mainstream education – but are rewarded by progress scores which now hover dangerously close to the floor standard.

The DfE and Ofsted know there's a major problem with exclusions and off-rolling.

But are there really enough experts sitting in the DfE carefully reading 12 pages of evidence about each mentally unwell pupil, and making the right call about whether their exam results should count?

And are time-pressed inspectors really undertaking a deep investigation into a school?

Unlikely. It gets tiring saying it to ministers but less haste, more speed.

**SCHOOLS  
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# The school giving stolen bikes to its pupils

## Churchill Community College

CATH MURRAY

@CATHMURRAY\_

When Churchill Community College brought in three local employers to talk about career opportunities, some of the “most disaffected” boys thought they were lying, says David Baldwin, executive head of Churchill and Norham High School in Tyneside.

It was a disaster. The boys hated it. They learnt nothing from it. They were difficult. And at the end of it, we were really quite embarrassed for the speakers. So we spoke to the boys, and they went, ‘Well, it was just a waste of time, wasn’t it, because I don’t know what these people are talking about, they’re just making it up. We are not going to get a job there because it doesn’t exist.’”

That’s when the school changed tack, and took the boys on a tour to visit those same three people – this time in their place of work. To save costs, they did it on bicycles.

It was a huge help in terms of motivating students who had previously taken the attitude that “everything we were teaching in the curriculum was a waste of time, and they were never going to need it,” says Baldwin.

“Partly maybe, the boys were out of breath and were more compliant at that point,” he jokes, “but more importantly, you were actually in a real place and all of them were able to say, ‘So I can get here. I never even knew this existed.’”

Accenture talked to them about managing businesses; Capita showed them the civil and electrical engineering aspects of roadway design; and an engineering company on the banks of the Tyne opened their eyes to apprenticeship opportunities.

“The children came back saying, ‘I can get to these places. I’m still not agreeing that some of the stuff we do in school is what they necessarily want, but I’m now agreeing that I need that qualification.’”

There’s a level of disadvantage among some of the pupils, which means they have very restricted horizons, says Baldwin. “However streetwise our children come across, their view of the world is limited



Image: iStock

almost to the street they live, the journey they take to school, and the surrounding streets.

“So when we talk to the children about opportunities, they don’t see them in the same way that we do. They’ll say, ‘I don’t believe you,’ because it’s not on their doorstep. They cannot see it.”

Cycling proficiency is one part of the school’s remedy, with all year 7s given Bikeability training. Despite it being on the primary curriculum, poverty is still a barrier, says Baldwin. “You ask them what happened and it was, ‘Well, I didn’t have a bike so I didn’t turn up to school that day. No one’s ever taught me how to ride a bike.’”

Local organisations lend bikes to the school for the duration of the training. Year 10s who have passed their road safety training can then get access to unclaimed stolen bikes that the police need to find homes for. Community partners make sure the bikes are roadworthy, then pass them on at no cost.

If transport is one barrier to employability, parental awareness of opportunities is another. A number of parents are unemployed, explains Baldwin, and others have jobs that are “very localised”, so they

might not be aware of the business park that’s a 20-minute walk from the school, or the international businesses a short bus ride away on the banks of the river Tyne.

“We think poverty means that they don’t know how to find their way to navigate through the systems that they’re facing, through the opportunities and choices they could make in their life, to get them to

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**“Well, I didn’t have a bike so I didn’t turn up to school that day”**

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achieve their aspirations. So it’s a poverty of understanding of how you do these things. So you talk to the children, you talk to the parents, they talk highly about what they would like to do or what they’d like their children to do, but they have absolutely no idea what the steps are.”

This is why the school has introduced “parent safaris”, an idea they borrowed from the SCHOOLS Northeast network, which last



# The school giving stolen bikes to its pupils



Image: iStock

year took a group of school leaders on a tour of local businesses. Churchill Community College sent an invitation to every year 8 parent, 190 in total.

Despite just 20 signing up, it was a huge success in terms of impact. "Parents were clearly saying to us at that point, 'I didn't realise the places were there.' And, 'Actually, this is really interesting because I'm looking for a job as well.' So there's a huge untapped market out there."

Baldwin says that being part of the Gatsby careers pilot – which was run through the north east LEP in 2015-17 – made them reconsider what they'd thought of as decent careers provision. "We knew that we weren't doing a good enough job," admits Baldwin. "Although I have to say, I did think we were doing a better job than zero." He's referring to the Gatsby benchmarks, in which the school initially scored zero out of eight.

There are two parts of Gatsby that commonly catch schools out: the requirement for every single pupil to hit the requisite number of careers "encounters", and the requirement that each encounter be "meaningful".

Baldwin was keen that their self-analysis be rigorous. "It's like anything that you

benchmark yourself against," he says. "You can easily say, 'Do you know what? I'm going to count that assembly we've just done because that was all the children in year 10.' Great, tick. But actually, if you take it seriously it wasn't meaningful at all."

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## “However streetwise our children come across, their view of the world is limited”

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They took it so seriously that they used their funds from the pilot to commission Northumbria University to help them understand what "meaningful" encounters actually look like. "We spent the first year talking about the concept of meaningful. We didn't know what it meant," Baldwin admits, echoing a common concern among teachers.

On reflection, the leadership team also realised that the more disadvantaged young people were getting less value from their

placements. The ones that didn't have the family contacts to help them find a placement would generally be sent back to their primary schools for a week. "We thought, 'Job done. Tick.' Week's work experience," says Baldwin. "But were we actually teaching any of these children anything? Probably not, in the sense that we weren't putting them out of their comfort zone."

Based on the research, they've come up with a model where they split the year into groups of four or five, link each group with a company and give them two tasks: the first is to find out how the company makes a profit, and the second is set by the company. So printer.com set the question, "Can you tell us how effective you think our approach to staff wellbeing is?" The students combine desktop research with a day or two in the company before giving a presentation on their findings. "That is an amazing experience for them, because they've really had to work hard. They don't just walk into something and go, 'What should I do? I'll make you cup of coffee.'"

Baldwin is clear that convincing companies to get involved is about having the right person as the school's careers lead. Marie Jobson is employed full-time as the school's "leader of guidance". "If she were sitting here right now, by now she would have made a connection with you and already investigated the possibilities for you to work with our students," Baldwin grins. "I have the most amazing person working on careers."



David Baldwin, executive head,  
Churchill Community College and  
Norham High School

# Opinion



SAM  
HENSON

Head of information, National  
Governance Association

## What is the role of local governing bodies in MATs?

**There can be confusion about the roles of the various governing bodies in academy trusts. Sam Henson is on a mission to clear it up.**

Governance determines who has the power, who makes the decisions, how other players make their voice heard and how account is rendered.

In a multi-academy trust, the board of trustees is legally accountable for the decisions made in all its academies. However, this does not mean the board is required to make them all itself; it can delegate decisions to the executive and to the non-executive – those volunteering to govern schools.

Governing at academy level within a MAT has become known as local governance, and can take many forms. Although widely referred to as “local governing bodies”, NGA prefers the term “academy committee”, to differentiate them from the governing bodies of maintained schools. This term reinforces the notion that the trustees remain responsible for the whole organisation and decide what to delegate to their academy

committees, which is something many academy committees have failed to understand, particularly at the point of transition.

Based on NGA's extensive work with MATs, it is apparent that getting local governance right poses a unique challenge, and many are struggling to make it work well for everyone concerned.

MATs are different in so many ways: size, sometimes also phase, geographical spread, communities

served, school improvement challenges, values and cultures and visions for growth. There is more than one model that can work. What is delegated must be set out by the board of trusts in a scheme of delegation (fondly known as SoDs) of which NGA has developed several templates.

The trust board is not restricted to sticking with any one particular

model of local governance over time. Instead, it should create a flexible model, able to adapt to changing contexts and MAT growth. There is nothing wrong with accepting that what is delegated to local governance in the beginning may not necessarily be right in two years' time. However we know that this can be disconcerting for those governing at academy level who thought that they had joined a MAT on a particular understanding. If a major change in the SoD is being contemplated by the board, the views of the academy committees should of course be sought.

At present many MATs have adopted a similar model: 80% of trustees of MATs in our 2018 annual governance survey told us they have academy committees for every school in their trust. We shall return to those that don't in a future article. Responses of both MAT trustees

budget, and 57% for headteacher appraisal.

Academy committees are well placed to assess whether the school is working within agreed policies, meeting agreed targets and managing its finances well. NGA's case studies revealed that academy committees have the ability to scrutinise delegated areas in greater depth than the trust board and to ‘feed’ information up to the trustees in a timely and succinct manner. We do however come across some volunteers who do not think that their skills are being well used by governing at academy level. This may be because, although they have a monitoring and scrutiny role, they do not have any significant decision-making powers, and simply referring information to the board is not fully satisfying.

Also, there is often a role in terms of representing the trust and consulting with others outside of the MAT, being both an ambassador for the trust but also engaging with stakeholders. Given that academy committee members are embedded within their local contexts, they are well situated to engage with pupils, parents, school staff and the wider school community. That “eyes and ears” role is a critical one that the trust needs to take seriously in order to discharge the governance responsibilities of ensuring voices are heard and account is rendered.

“ The ‘eyes and ears’ role is a critical one ”

and academy committee members suggested that the majority of academy committees have significant delegated responsibilities: 91% said they were responsible for monitoring pupil progress and attainment, 71% for monitoring key strategic priorities, 66% for stakeholder engagement, 63% for determining school-level policies, 60% for managing the school's



# Opinion



KIT  
THORNE

Chair of the Parkwood E-ACT Academy's  
Ambassadorial Advisory Group

## Why we replaced all our local governing bodies

**As Ofsted demands around accountability have tightened, shifting that responsibility to professionals takes the weight off governors' shoulders says Kit Thorne.**

I don't care whether I'm called a school governor or an academy ambassador. Having experienced both set ups, it's clear to me that all that matters is ensuring that our young people are getting the best possible education at our schools and academies.

In 2011, I became a local authority governor for Parkwood E-ACT Academy in Sheffield under what we might describe today as the classic governance model. In 2016, however, E-ACT decided to do something quite radical: to disband the local governing body at every one of its academies and replace them with Ambassadorial Advisory Groups (AAG).

For me it was a really positive change. Under the old system, there was a danger of governors becoming very data driven and forgetting that you're talking about real children and real families. Furthermore, having worked with some fantastic governing bodies over the years, as the demands around accountability, financial

probity and Ofsted have become tighter (especially around data), I can think of many examples where otherwise excellent governors have been at sea when confronted by such topics. The notion of shifting that responsibility over to the professional while keeping that important community voice with the AAGs made absolute sense.

**“ We're able to own decision-making jointly**

### Genuine local accountability?

One of the worries that governors had when we moved over to the AAG system was that we wouldn't be able to effect any real change and that there was no accountability. However, we have been able to continue contributing in a meaningful way by meeting with, and offering genuine challenges, to academy leadership through six weekly Raising Achievement Boards (RAB). Through RABs we can see the strengths and weaknesses of the academy and we can work with academy leadership to help address issues.



Furthermore, through regular full and frank discussions with trustees, we're able to own decision-making jointly. We also have a designated an AAG representative trustee who is our voice on the board, and someone who we as AAG chairs can work with closely to evolve and further develop the AAG structure.

The term advisory does not preclude challenge – we are the 'critical friend' (to pick up a term

is evolving and is being refined. What still needs to be improved will vary from academy to academy. Some AAGs have lacked solid direction in the past, either through an inability to appoint a chair right away or because of unforeseen changes in leadership within the group. In my experience, AAGs that have overcome this particular challenge normally have a core group of ambassadors in place with strong parental representation and a good working relationship with the headteacher and trust leadership.

Another challenge is convincing (some) people that the AAG model is the right way to go, particularly when they've only ever known the classic governance model. It is therefore vitally important to engage and interact with all academy stakeholders at every opportunity to share AAG impact, and to ensure that the AAG is seen as being part of the very fabric of the academy.

Two years on – there's a real feeling of ownership. Whether we are called governors or ambassadors is irrelevant: underpinning it all is improving the life chances our students.

from the old governor model) and we're here to listen, to ask questions and to support. Trust is key, and academy staff have to feel that ambassadors are presenting challenges for the right reasons. It's not so much as saying, 'I don't like this – change it'. It's more, 'are we sure this is right? Are we all happy with this? Let's together find a way to make it better'. It's a co-construction approach to ensure that we are doing all we can for our students.

### The challenges that some AAGs face

Just two years in the AAG model



# Opinion

DO YOU HAVE A STORY?  
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**Ofsted's new curriculum framework has the potential to transform workload and bring education back to where it should be says Nick Hudson.**

Exam grades and test results are hugely important – they are a mark of knowledge and achievement that young people can use as the collateral to win university places, secure apprenticeships and get great jobs. Yet our education system is so heavily weighted on results that they drive everything.

The essence of what happens in every school every day, and what leads to knowledge and understanding, is the curriculum. Ofsted's focus on this is contributing to a re-balancing of our system and it has huge potential to reduce workload. To deliver on that, the framework to follow in 2019 must be implemented properly.

Many schools, often achieving stellar results, already have broad curricula that foster a love of learning, a wonder of books, a deep understanding of numbers and the principles of mathematics, a cherishing of the arts and an enthusiasm for sport. I believe that not only do they have nothing to fear from the new framework but that – with the proviso that Ofsted gets this right – they will continue to flourish.

But in schools with more challenging intakes – including many of Ormiston's academies in post-industrial or coastal towns – teachers are under results-driven pressure. A teacher's job in these circumstances is hard enough. We don't want them obsessing over data. We want our brilliant teachers to be supported to



NICK HUDSON

Chief Executive Officer, Ormiston Academies Trust

## The new framework has the potential to transform workload

teach the subjects in which they are specialists.

But it is the system's focus on fine-grain data that makes teachers less inclined to teach with freedom and much more likely to do "the extra stuff" that adds hours to their days in the hope that it will shift the results dial. The tyranny of the numbers is dispiriting.

One of the products of Ofsted's new

Re-designing a curriculum also demands much time, capacity and expertise. If schools or academy trusts have the capacity and enthusiasm for this, they should be free to do so. But it isn't something to be picked up in the minutes in and around the timetable.

The system as a whole should also be enthusiastic about adopting curricula that already exist. As with a number of other trusts, Ormiston Academies

“Supplementing the inspector workforce with subject specialists will be crucial

focus is that it has the potential to challenge an unspoken assumption of many years: that it is the classroom teacher who does curriculum on the side. This is hugely problematic for workload. We would not expect teachers to create new data systems, even though many of them could do aspects of this work and should be involved in getting it right. We recognise the labour involved in this kind of technical work.

Trust is trialling Ark's Mastery programmes in English and maths, and they are looking very positive. With Ofsted turning the dial, I believe that adoption rather than creation will become increasingly commonplace.

Will Ofsted rule that Ark's curriculum, or other curricula, are "preferred"? I don't believe they should, or will, make that judgement at all. Instead they should look at whether a curriculum has a clear

rationale showing coherence and sequence, and whether it delivers knowledge, skills and understanding. There are many, widely different curricula available which meet those criteria. Where curricula are narrow and weak, inspectors should be able to say so, because young people are not being imparted with the required breadth of knowledge.

Test and exam results will still, rightly, remain critically important – the performance tables will continue to be published, and young people will still open their results in August.

But what all schools, and especially those in challenging positions, need from the inspectorate is a framework that moves away from data-driven accountability and teaching to the test, which increases teacher workload, and moves towards the evaluation of clear curricula built on sound principles.

Developing the framework will be difficult – turning something complex into something simple enough for inspection risks losing the nuances and identifying a crude set of principles to judge it by. Supplementing the inspector workforce with subject specialists will be crucial – inspectors, like the rest of the sector, have been raised within a data-driven culture.

But the new framework has the potential to transform workload and bring education back to where it should be. Ofsted needs to get this right.

# Opinion



MEGAN  
SIM

Senior analyst at RAND Europe

## Schools need more guidance on how to close the gap

**Many schools are looking to close the disadvantage gap in their communities, but they need more evidence about what actually works, say researchers Megan Sim and Julie Belanger**

Children are affected by socio-economic disadvantage from an early age. We see differences between disadvantaged children and their peers not only in early educational outcomes such as reading and language, but also in social and economic outcomes later in life.

The news is not all bad. There is some evidence that high quality early years education may go some way in mitigating the gap in children's outcomes associated with socio-economic disadvantage. With the recent announcement of a multi-million pound fund to support projects targeted at disadvantaged children and their families, and the extension of the free education and childcare offer to the most disadvantaged two-year-olds in England in 2013, the UK government has indicated a commitment to closing the gap between disadvantaged children and their peers.

We hear reports of primary and

all-through schools attempting to address this problem, by extending their provision either to include literacy support in their nurseries, or through work in the wider community. What is not clear, however is how schools wishing to set up early-intervention projects can best use their resources (and government funding) to maximise the impact for these children. Is it possible to ensure the funding is spent on projects and childcare practices that would most benefit



physical outcomes. In particular, we looked for programmes that might be especially beneficial for children who are at greater risk of falling behind.

Across almost 100 individual studies, we found relatively little research examining the specific impact of programmes for at-risk groups of children. Although many programmes were targeted at disadvantaged children, few studies tested variation in the impacts for different groups. This means

to their peers, researchers have to ensure that they include sufficiently large numbers of children in their study – more children than if they were simply trying to understand the impact of the intervention on children in general. This comes with associated logistical and cost barriers. But these obstacles are not insurmountable. In England, for instance, evaluations of interventions for school-age pupils funded by the Education Endowment Foundation typically examine findings not only for all pupils involved in the intervention, but also specifically for disadvantaged pupils eligible for free school meals.

Research that helps policymakers and practitioners understand how early years interventions can promote equity and close the disadvantage gap is needed. With the UK government committed to improving the outcomes of disadvantaged children, the time is ripe for researchers – and schools – to address this gap in the evidence base.

Co-authored by Dr Julie Belanger, former research leader at RAND Europe.

“ These obstacles are not insurmountable

disadvantaged children?

Commissioned by the Early Intervention Foundation, our recently published review looked at a range of academic literature on the areas of early years childcare and identified where the main evidence gaps are. We focussed on studies of early years programmes that used rigorous experimental designs to examine the impact on children's outcomes, including language and literacy, maths and numeracy, and socio-emotional and

that there is limited evidence on which programmes might benefit disadvantaged children most. This major evidence gap limits the ability of policymakers and practitioners to target interventions at children who are most at risk.

We acknowledge that designing and conducting research studies that can contribute to this evidence gap can be challenging. In order to draw robust conclusions about the impact of an intervention on disadvantaged children compared

# Reviews

## BOOK REVIEW



### Lessons Learned? A life in education

By Brian Lightman

Reviewed by Martin Matthews, National leader of governance

Published by John Catt Educational Ltd

It's with trepidation that I agreed to review Brian Lightman's book *Lessons Learned?*, so conscious was I that this book is the distilled experience of a lifetime.

Lightman's early life has shades of Michael Rosen's: lives interrupted by the war and an emphasis on professional skills, the portable asset. With such a background, Lightman could have joined a variety of professions. Whether by chance or design, however, he appears to have found his vocation, judging by his frank assessment of the prevailing attitude in the late 1970s: "Teaching was seen as a second-rate career by so many people who had not understood the magic."

Many of the book's sections contain clear and useful advice. The underlying principles are those that we see repackaged by successive generations of education consultants. "Consult fully with your team" is always worthwhile.

Lightman does a good job of acknowledging the link between senior leaders and teaching, stating that senior leadership is not "an escape from the classroom" – an attitude sure to maintain credibility with staff.

The "Lessons learned for aspiring school leaders" section lays out the core of how to apply for senior leadership. If you are looking for promotion it's worth reading the book for this chapter alone. Also sound is Lightman's suggestion to withdraw from the selection process if you feel unsuited to the job – neither the person nor the school wants a

square peg in a round hole. As Lightman explains: "School leadership is all about walking and talking the ethos."

The section on how to establish yourself as a new leader is well explained. Perhaps the most contentious assertion, that "School leadership is not about sitting in an office", is the truest. Leadership is about being a visible leader, accessible to all.

Some issues in education still bear the glow of being too hot to handle, but Lightman pulls no punches on how we have got to where we are today – he states with authority that "some policymakers have been utterly disingenuous in their misuse of research". This is crucial to the development of education, and we must not see the same fads and issues come full circle.

The policymaker chapters are almost a 101 for policy wonks or SPADs, and the thorny issue of autonomy under local management of schools and academisation is explored well. Lightman articulates well the rarely heard but important voice of senior leaders who state they have more individual school autonomy as maintained schools than as academies. Lightman can't be clearer when he dismisses as "complete myth" the idea that local authorities used to "control" schools.

The lessons learned about heads and

governance is a good starting point for any new head. However I would take issue with Lightman's view that governors should be able to set their own meeting schedule. Headteachers have much better things to do with their time than manage governors' timetables.

Knowing and managing relations with the community is of tremendous importance and Lightman offers an effective blueprint for any senior leadership team. It takes a long time to develop a good reputation and little time for it to be destroyed.

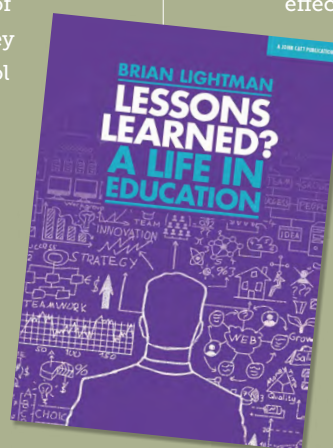
Lightman's years leading the Association of School and College Leaders makes for a good read. Suffice to say this chapter could lay a great foundation for an education version of "The Thick of It".

Fitting all this into one book is a squeeze, however, and it could easily have been split into two: one excellent practical book on career progression, and another offering an insider view of national policy.

Nevertheless, *Lessons Learned?* is rare in that it combines the collective memory of education at national level with real, effective advice for people at

different stages of their career. This makes it useful to many audiences. I'd recommend it particularly for middle and senior leaders.

On the other hand, if you are a policy wonk, please don't read it and get any more ideas about how to change the system!





# Research

Every month Harry Fletcher-Wood reviews the evidence on a school-related theme. Contact him on Twitter @HFletcherWood if you have a topic you would like him to cover.

## The power of feedback and how students can interpret it

**Harry Fletcher-Wood, associate dean at the Institute for Teaching**

A recent *Schools Week* story reported a survey which claimed that three in five teachers are still conducting deep or triple marking. At the risk of flogging a scrawny horse a few steps further, this seemed a worthwhile prompt to highlight a few critical papers on marking and feedback.

My first stop is *A Marked Improvement?*, the EEF's review of the evidence on marking, which found that "No high-quality studies appear to have evaluated the impact of triple impact marking" and, indeed, noted a "striking disparity between the enormous amount of effort invested in marking books, and the very small number of robust studies that have been completed to date." Most of the evidence comes from universities or English as a Foreign Language teaching. Most focuses on short-term impact; much of it investigates how students feel about the feedback rather than how much they learn as a result of it. The review found an absence of evidence about the effect of marking, rather than evidence of an absence of its effects, but it may at least encourage us to consider how worthwhile deep or triple marking is.

[Elliott, V., Baird, J., Hopfenbeck, T., Ingram, J., Richardson J., Coleman, R., Thompson, I., Usher, N. and Zantout, M. \(2016\) \*A marked improvement? A review of the evidence on written marking\*. Education Endowment Fund.](#)

So, if we're unsure about marking, how can we help students improve? Marking is just one kind of feedback. Perhaps we should ask, 'How have students used the information I provide to reach the goals I've set?' rather than registering how many times we've marked it or how dense our comments are. The literature on feedback is broad, dense and often contradictory, but an authoritative review comes



from John Hattie and Helen Timperley. Entitled *The Power of Feedback*, it invites us to consider three types of information we might provide students:

- What students' goals are: "Where am I going?"
- What students have achieved: "How am I doing?"
- What changes are needed: "Where next?"

It also suggests thinking about levels of feedback, beginning with feedback about the current task: this is the most common form of feedback, the most powerful way of helping students improve the current task, but it is likely to limit students to improving the current task only – they won't know how to apply the feedback to other tasks. There is also feedback about the processing of the task: helping students gain a deeper understanding of what they are doing; and feedback about self-regulation: helping students improve their learning behaviours. All of the above can be productive, particularly if they are combined (for example, if we offer feedback about the task itself and how to improve as a learner). Conversely, Hattie and Timperley suggest avoiding feedback about the self as a person – "Good girl!" or "Good

boy", for example – and note that, while students like praise, it does not help them improve since it does not contain information about how to improve.

[Hattie, J. and Timperley, H. \(2007\). \*The Power of Feedback\*. Review of Educational Research, 77\(1\), pp.81-112.](#)

Hattie and Timperley emphasise that "How students interpret feedback is critical." Another recent review (Winstone et al., 2017) asked how teachers can encourage students to embrace and respond to feedback, not just act as "passive recipients." Various factors can make this harder: poor communication by the donor, limited willingness to receive it and the 'communication channel' chosen (spoken, written and so on). Although the review concurred with the EEF's findings – there is a limited amount of valid evidence in the field – it suggested ways to help students appraise their current skill, regulate themselves and understand the assessment process. These included offering exemplar work, encouraging redrafting and helping students plan how to react to feedback.

[Winstone, N., Nash, R., Parker, M., and Rowntree, J. \(2017\) \*Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy of Recipience Processes\*. Educational Psychologist, 52\(1\), pp.17-37.](#)

Finally, in one intriguing example of encouraging students to embrace feedback, the teacher conveyed their high standards – and their belief that students could meet those standards – by adding a note which said: "I'm giving you these comments because I have high expectations and I know you can reach them." Students who received these messages were more likely to redraft their work voluntarily and were more likely to improve their grades as a result.

[Yeager, D., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W., Williams, M. and Cohen, G. \(2014\). \*Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide\*. Journal of Experimental Psychology: General, 143\(2\), pp.804-824.](#)



# Reviews



Hannah Wilson is headteacher and founding member of WomenEd

@THEHOPEFULHT

As this is my inaugural review of the week's blogs I am going to focus on new voices. We held our 4th #WomenEd Unconference this weekend and challenged our community to be #10%braver. We already have several who have risen to the challenge, and I would like to do shout outs for their first blogs!

## My Day of Firsts

@JEM\_Science

Inspired to write her first blog, following her first workshop facilitation, Jess reflects on the power of networking and the friendships she has made in the community since she was invited to a #WomenEd event in January.

Jess considers what it is like to be a headteacher in the spotlight, and poses questions about how our headteachers are looked after by the media. She goes on to reflect on how she shared her personal and professional journey with those who attended her workshop: "The stumbling blocks, the emotional turmoil and the need to adjust my personal life to ensure I was happy at work and home".

Jess is a great example of a middle leader who is finding her feet on the school career ladder, and who is now determined to find her voice in the education blogging world.

## TOP BLOGS of the week



## Collaboration

@lenabellina

In Lena's most recent blog, she shares her thoughts on her first #womened unconference, with her daughter in tow. She is a much-loved presence on Twitter, and we often forget that she is tucked away in Scotland and not in the room as she contributes so much to our Twitter educhats.

Lena captures the emotions of being at an event and meeting people in real life for the first time. Weaving together each voice, each session, she reflects on the power of these connections and the possibilities of these collaborations: "The power of us working together to change the world." Her provocation to the naysayers is profound and powerful in its simplicity: "How and why do we collaborate in a time of ambiguity? Because we need to make sure that the world works for everyone."

## Yesterday's #WomenEd Unconference

@deb\_outhwaite

In Dr Deb's first blog on her personal site (rather than for academic circles), she contributes to the creation of "a counter narrative to the doom and gloom in education".

She reflects on the need for grassroots movements, in this case for #WomenEd to "go beyond Twitter ... because the army of educators who are too busy to engage

in Twitter, or too fearful (understandably enough in our current culture), are missing out on something that is powerful and helpful in restoring the positive picture to education that is so often not discussed...". Her blog is a call to arms to get involved, to participate, to be the change our school system needs. She reminds us that everything we do as educators should be about creating a "better education system for all children" but that we can also improve conditions for our teachers too.

## Collaboration's Heart is Communication

@bectully

Reflecting on her leadership of oracy through her passion for literacy, Bec weaves her first blog together as an act of self-actualisation. She models her focus on enabling others to "fluently express themselves" in the process of finding her own voice.

Using Sinek's Start with Why model, she deconstructs oracy into the Why, the How and the What of classroom dialogue. Bec shares her research, professional learning and whole-school strategy for oracy teaching. I wholeheartedly agree with her when she says that:

"Oracy is a culture-based programme

- A community is defined by the way that it communicates
- At the heart of real collaboration is real communication
- No voice can be lost in a community that truly makes EVERY PERSON MATTER".

## Is Coaching for Me?

@Naomi7444

Naomi reflects on the impact of Powerful Conversations. The blog deconstructs a number of "assumptions" and counters each with a "truth". The micro learning opportunities punctuate her reflections as she encourages women in education to take advantage of the Teaching Schools Council's Women Leading In Education coaching pledge.



### The debate: Should Ofsted be abolished?

**@MrsSpiky**

We've just had an inspection and it was ALL about results.

**@Notenoughlove1**

Ofsted needs to toughen up with immediate changes. No pre-warning to schools about their visit, and to actively choose children who are likely to be subjected to the worst of the system and monitor their progress.

### Music 'at risk of disappearing' from schools, research finds

**@MrSRFoster**

Still waiting for Nick Gibb to publish his evidence that the EBacc is increasing uptake in creative arts subjects.

**@fawwon1**

That is a damn shame. We would all be hollow without music.

### Trust boss demands crackdown on SATs cheating

**John Connor**

Secondary schools know nothing about how primary schools work. They frequently ignore transition information and condemn pupils to repeat chunks of work already covered in upper KS2. Leaving aside the nightmare of the logistical demands, this is patronising, fanciful and deeply unhelpful.

**M Bradbury**

Patronising in the extreme. Typical misunderstanding and underestimation of the professionalism of primary staff. Of course, secondary schools have never been involved in maladministration... such as teaching to A-levels that they have helped set!

I wish some people would stop treating primary staff like second-class citizens and give them the respect they deserve.

### Local governing bodies in academies shouldn't hold trustees to account, says sector expert

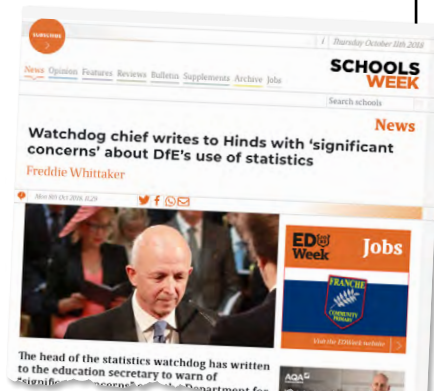
**AssemblyTube**

If you agree to the school being part of a multi-academy trust you have not only signed away your role as a governor of that school but have given away, forever, the right of any other local person to be a governor of that school. Any guarantees that your views

### REPLY OF THE WEEK **Paul Hopkins @hopkinsmmi**

## Watchdog chief writes to Hinds with 'significant concerns' about DfE's use of statistics

Anyone else using data like this to mislead would have been sacked. Nick Gibb does not care and will continue to do this, for example his repeated use of the 1.9 million more children being in good or outstanding schools, which has also been discredited.



THE REPLY OF THE WEEK WINS A SCHOOLS WEEK MUG. CONTACT US AT [NEWS@SCHOOLS WEEK.CO.UK](mailto:NEWS@SCHOOLS WEEK.CO.UK) TO CLAIM

will be taken into account are meaningless. You will be a committee member not a governor. You will be totally wasting your time at committee meetings.

**Tim Delaney**

If MATs are secretive and appear to be engaged in wrongdoing as in the case of Bright Tribe, why shouldn't LGBs make enquiries? They've as much right as any other taxpayer and a more specific interest.

### Chartered College of Teaching elects first president and council

**Sir John Townsley**

The appointment of Stephen Munday to this role is inspired. He is a brilliant leader and an inspirational figure within the education sector. Most importantly, he brings a set of values to the position which will make the work of others better.

### May repeats dubious funding claim days after stats watchdog slapdown

**@WMSciaran**

Trumpism. Continue to lie and keep lying until the problem moves on or the people are convinced. It's scary that people with this lack of integrity lead nations.

### 'Leave our kids alone,' Hinds to tell Labour in speech

**Rachel**

Will Hinds give equal say to parents who wish their school to be returned to LA control because it's gone downhill under forced academisation...? What does he propose to those whose children are having to travel because the LA isn't allowed to open a suitable school?



# WEEK IN WESTMINSTER

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

## FRIDAY

Figures published by the very, very cash-strapped Ofsted today show the inspectorate spent more than £3,300 on taxis for its top officials last year.

That included a £140 taxi for chief inspector Amanda Spielman, while she was visiting Malta for a conference (interestingly, the flights only cost a couple of quid more).

Alas, Ofsted assured us Spielman's claim was actually for three separate taxi journeys to and from the airport when "no other transport was available". For instance, one taxi ride was from Gatwick airport to Spielman's home after her flight was delayed and landed after midnight.



The inspectorate assured us that taxis can only be reimbursed when no other public transport is available, if saving officials' time is important, or they have heavy baggage.

## MONDAY

The Department for Education chose a great time to start tweeting about how the UK's spending on education compares to that of other countries in the OECD.

Just hours after the DfE was handed a humiliating slapdown by the UK Statistics Authority over that very issue, the department's twitter account was awash with tweets about how favourably we compare to our international rivals.

It's not clear whether the tweets were scheduled earlier, or whether someone in the communications team simply thought that doubling-down on the matter was a good idea, but either way it raised a lot of eyebrows.

## TUESDAY

Busy getting our facts straight, unlike the DfE.

## WEDNESDAY

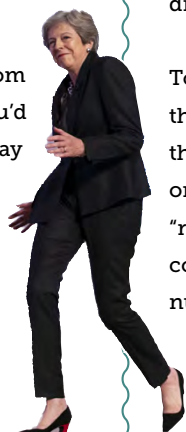
Given the size of the slap on the wrist handed down to the DfE from the stats watchdog this week, you'd think ministers would want to play things safe, lie low for a while, until the controversy dissipates.

Not Theresa May.

The prime minister came out all guns blazing when she was called out on school funding by opposition leader Jeremy Corbyn at prime minister's questions, insisting that school funding is at a "record high".

Asked by Corbyn if she would end austerity for teachers and give them all the 3.5 per cent pay rise, recommended by the School Teachers Review Body, May said: "He knows the announcement that's been made in relation to the teachers' pay award, but I might just remind him that school funding this year is at a record high."

The DfE has been warned about its claims over funding, which do not take into account rising pupil numbers or some additional cost pressures faced by schools.



The government's credibility over funding statistics may have gone down the pan, but the PM would do well to remember that just earlier this year, a school in her own constituency had to beg parents to pay for toilet rolls.

## THURSDAY

Lord Agnew, the academies minister, appears to have a new mission – personally going after councils that displease him.

The Inspiration Trust founder-turned-Tory politician told the House of Lords that he has always aimed to ensure the expansion of pupil places in good or outstanding schools, and that he "regularly berates any local authority considering increasing pupil place numbers in poor schools".

He was responding to criticism of the government's use of statistics about education and in particular, defending the use of the claim that 1.9 million more children are in good or outstanding schools.

He denied that any "inappropriate pressure" has been put on civil servants to use misleading statistics, adding: "We have never endeavoured to mislead".

"To take one area about which people were concerned—the statement on the number of children in good or outstanding schools—the figure of 1.9 million is correct, but it is also correct that 600,000 of those relate to the increased pupil population over the past few years."

Finally, some context!



## Director roles commencing in January 2019 at Sydney's benchmark Montessori school.

Inner Sydney Montessori School, established in 1981 and well located in Inner Sydney, is recognised as one of the leading Montessori schools in Australia, yet maintains an enviable small school reputation as a friendly and dynamic Pre-Primary and Primary School with students at the centre of everything we do.

ISMS Principal, Zoe Ezzard welcomes contact from potential applicants to discuss why you should join this growing team. We would love to hear from you!

We are looking for passionate educators with an embedded understanding and appreciation of the Montessori philosophy. You will have a reputable 6-12 Montessori Diploma and hold a relevant teaching qualification. You will also be required to attain NSW Education Standards Authority accreditation.

You will have a Working with Children Check number and a First-Aid qualification.

### You will demonstrate:

- A passion for Montessori education and a strong desire to work within a collaborative, authentic Montessori environment;
- The ability to promote a positive and supportive ethos for pupils where all are valued, encouraged and challenged to achieve the best they can;
- Excellent interpersonal skills.

Respect, collaboration and supportive relationships are at the heart of our School culture resulting in an environment where staff feel valued, supported and inspired. We work collaboratively to create nurturing classrooms where each child develops a healthy self-concept, positive values, strong skills, a deep academic understanding and a curiosity and appreciation of nature and the world around them. Our child focused Pre-Primary and Primary School is at enrollment capacity with around 300 students between the ages of 3-12.

In addition, around 100 students are enrolled per term in our esteemed Infant Community Program for 0-3 year olds.

We are very proud of our School & encourage you to learn more about us at [www.isms.nsw.edu.au](http://www.isms.nsw.edu.au) and follow us at [facebook.com/InnerSydneyMontessori](https://facebook.com/InnerSydneyMontessori)

**Meet with Principal, Zoe Ezzard in London this September!**

### How to Apply

Please forward applications by including a cover letter and CV to [principal@isms.nsw.edu.au](mailto:principal@isms.nsw.edu.au)

*ISMS is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The position is subject to satisfactory references, police clearances, a Working with Children Check and comply with the requirements of NES.*



## STEM EDUCATION CONTENT MANAGER

**Do you love writing educational content?  
Are you STEM-focused? If yes, this role is for you!**

**Salary: £30-35k**

**Location: London, SE1**

**Permanent | December 2018 / January 2019 start**

We believe in 'Building Brilliant Futures' for Young People, our Clients, our Colleagues and our Communities. We are a youth engagement agency that exists to help brands, charities and government organisations connect with the dynamic world of under 25s. We help our clients to maximise the impact of all their engagement with young people with core expertise in creating Education, Brand, Talent and Social impacts.

We are seeking a creative STEM-focused education professional to work in a dynamic client-facing role. The right person will be instrumental in creating high impact content across the Primary/Secondary areas for our client, in one of the UK's biggest profile education programmes.

**For further information and to apply, please visit our jobs page at:**  
<https://wearefutures.com/jobs/stem-education-content/>



## Vacancies

**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 supporting schools with an award-winning curriculum and support to build their students' essential skills – from 3- to 18-year-olds. We are leading the Skills Builder Partnership, which includes 350 schools, 30 skills-building organisations and 130 top employers.

**We are recruiting three roles: London, North and North East of England.**

We are looking for self-starters with an entrepreneurial approach, comfortable working with students and presenting to school leaders, and with a passion for education.

You will be dedicated to building and maintaining a network of schools and partners and supporting them to deliver our programmes with outstanding impact.

Please visit [www.skillsbuilder.org/jobs](http://www.skillsbuilder.org/jobs) to apply online

This round of applications ends at **9am on 22nd October 2018** with interviews taking place on **Friday 26th October**.

Applicants are encouraged to explore our work at [www.skillsbuilder.org](http://www.skillsbuilder.org) before applying.

*Enabling Enterprise is an equal opportunities employer, and actively encourages applications from all qualified individuals.*

## TEACHER ADVISOR BIG PICTURE DONCASTER

**BIG  
PICTURE  
LEARNING** UK

**Job Role:** Teacher Advisor, Big Picture Doncaster  
**Organisation Type:** Secondary, Alternative Provision  
**Start date:** January 2019  
**Salary:** £25,000 - £35,000+  
**Applications by: Midnight Sunday 14th October 2018**  
**(interviews in Doncaster 18th October)**

### The Teacher Advisor Role

We are seeking to appoint up to three Teacher Advisors who are inspired by the opportunity offered by the UK's first Big Picture Learning school. We are seeking someone who is passionate about the potential of all young people to succeed regardless of prior learning histories/personal circumstances.

Teacher Advisors are more than teachers, although they need to be highly capable designers of learning (and thoroughly grounded in curriculum, assessment and safeguarding requirements of the English school system). Teacher Advisors will form deep relationships with young people and their families, supporting personal learning plans, acting as coach and advocate.

Each Teacher Advisor will be a true learner who enjoys the challenges of new approaches to pedagogy and education, seeking professional and personal

growth as a part of a community committed to the success of all students, whilst taking joy in immersive new experiences and contexts.

### 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 school, which is independently funded, is actively supported by local partners, including Doncaster Council.

### Big Picture

Big Picture Learning has supported thousands of students in the US and Australia to succeed against the odds. Providing a different approach to schooling and learning, family partnerships, community-based internships and personalized learning are features of the design. More information: <https://www.innovationunit.org/projects/big-picture-learning-in-doncaster/>.

Details and full job description:

<https://www.innovationunit.org/thoughts/big-picture-learning-is-hiring/>.

Please submit applications to **Claire Adsley** ([Claire.adsley@smartpasupport.com](mailto:Claire.adsley@smartpasupport.com)) by **midnight on 18th October 2018**.



The Shared Learning Trust  
**THE STOCKWOOD  
PARK ACADEMY**

The Stockwood Park Academy have an excellent opportunity for an Assistant Headteacher to join their senior leadership team. We wish to appoint someone who is looking to support school improvement at a senior level and develop their skills in preparation for future Vice Principalship / Deputy Headship. The person appointed will be expected to contribute to the strategic development of the school and most likely lead on one or more of the following key areas: **sixth form provision, teaching and learning, strategic lead of ICT, pastoral, data and performance**. We would like to hear which of these areas most interests you.

### KEY DUTIES:

- Accountability for strategic leadership and operational management of aspects of the ADP (Annual Development Plan) and whole school areas of responsibility
- Significant contribution to the collaborative work of the Senior Leadership Team.
- Accountability for leading and line managing other staff
- Accountability for delivering a range of other academy responsibilities

## ASSISTANT HEADTEACHER

### THE SUCCESSFUL CANDIDATE WILL HAVE:

- Be a qualified teacher
- Have at least two years' experience at middle or senior leadership level
- Have an understanding of current educational issues
- Have a passion for outstanding learning
- Have a clear vision for raising standards

### JOB SPECIFICS:

- **Start Date:** January 2019 or April 2019
- **Salary:** Leadership Scale 11 - 15 - £51,234 - £56,434
- **Job Role:** Full time, Permanent

**Closing date:** Monday 15th October 2018 at 9am.

**Interviews held on 18th and 19th October 2018.**

Apply via our career's page:

<https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

Or for more information, contact **Katherine Anderson**, Recruitment Officer on **01582 211 226** or [k.anderson@thesharedlearningtrust.org.uk](mailto:k.anderson@thesharedlearningtrust.org.uk)





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## Deputy Headteacher (Secondary)

Salary circa £72,000 (negotiable commensurate with a post with this level of challenge) To start January 2019.

### DO YOU SHARE OUR PASSION TO INSPIRE EVERY YOUNG PERSON TO REACH THEIR POTENTIAL?

An exciting opportunity has arisen for an inspirational and aspirational leader to join the Cumbria Education Trust (CET) Leadership Team as Deputy Headteacher. With a clear vision for improving education and a passion for learning, the successful candidate will be committed to improving the life chances of the young people who attend CET's schools. They will play a key role in developing and driving the academic provision and shaping the learning. In return, CET can offer a competitive salary, training & support and opportunities for career progression within the Trust.

CET is a growing multi academy trust based in Cumbria. CET is committed to creating outstanding, innovate and exciting learning environments for our schools and their communities. The successful candidate will be joining CET at an exciting time, as we continue to build on our successes and move forward on our journey to establish ourselves as one of the highest performing MAT's in the North of England.

If you have the qualities required, along with the passion and aspirations to contribute to CET's success, then we would welcome an application from you.

This post may involve working in any of the CET schools, however the first deployment will be at The Whitehaven Academy.

**Please Note: The Cumbria Education Trust does not accept CV's. If you wish to apply for this post please complete an application form which can be found along with the job description and recruitment pack on the Trust's website at <http://www.cumbriaeducationtrust.org/vacancies> please send to [applications@cumbriaeducationtrust.org](mailto:applications@cumbriaeducationtrust.org).**

Remember to include a supporting letter and ensure that you give contact telephone numbers (daytime and evening) and contact numbers and email addresses for your referees.

**Closing Date:** Monday 15 October 2018 at midday, Invite to interviews will go out on Tuesday, 16 October.

**Interviews:** Friday, 19 October 2018

For an informal discussion or to arrange a visit to CET please contact **Maria Graham (PA to CEO) 016977 45367.**

**The Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff members are required to complete an enhanced DBS disclosure.**

Cumbria Education Trust, Longtown Road, Brampton,  
Cumbria CA8 1AR Tel: 016977 45300  
Email: [office@cumbriaeducationtrust.org](mailto:office@cumbriaeducationtrust.org)

[www.cumbriaeducationtrust.org](http://www.cumbriaeducationtrust.org)

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