

SCHOOLS WEEK

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

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KIDS FALLING UNDER
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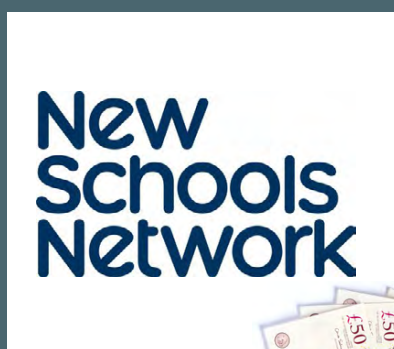
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finally reveals its funders**

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Research review: Why failure in education is a good thing



Knowing what hasn't worked is just as valuable as knowing what has, says Stuart Kime

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News: teacher training

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Physics and maths are hit hardest as teacher-training targets missed

FREDDIE WHITTAKER
@FCDWHITTAKER

The government has missed its own teacher-training targets in most EBacc subjects this year – with physics, maths and technology also falling to their “lowest points” in recent years.

Initial teacher training census data released yesterday (Thursday) shows the government only met its postgraduate trainee recruitment targets in biology, English and history. The target for primary teachers was also reached, but only just.

The government missed its targets in modern foreign languages, classics, geography, chemistry, computing, maths, physics and other non-EBacc subjects.

In physics, the government recruited just 47 per cent of its target number of trainees, while in maths, just 65 per cent of the target was met.

At the other end of the scale, the DfE recruited 153 per cent of the biology teachers needed and 110 per cent of the English teachers required.

The situation is a slight improvement on last year, when targets were missed in all EBacc subjects bar history.

Overall, 29,255 new postgraduate trainees were recruited this year, against a target of 32,226.

Luke Sibieta, a research fellow at the Education Policy Institute and Institute for Fiscal Studies, said increases in the number of trainees were driven by rises in biology, English, PE and geography, subjects “where current shortages are less acute”.

Numbers remain “broadly stable” across a range of “mostly smaller subjects”, Sibieta said, but he warned of “continuing falls seen in physics, maths and technology”, which are now at “their lowest points seen in [the] recent past”.

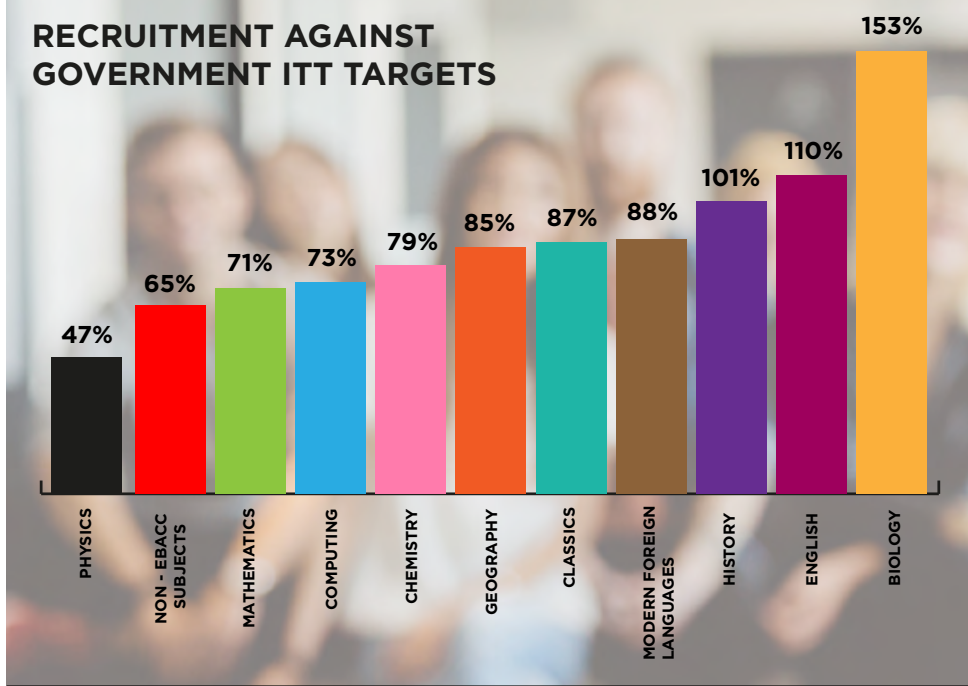
“Where are all the physics and maths teachers going to come from for the extra 400,000 pupils expected in secondary schools over the next five years?” he said.

Angela



Luke Sibieta

RECRUITMENT AGAINST GOVERNMENT ITT TARGETS



Rayner, the shadow education secretary, criticised the government for missing its teacher-training targets “six years in a row”.

James Noble-Rogers, from the Universities Council for the Education of Teachers, added: “These results are a great cause for concern.”

“The government has yet again missed its training targets, which will mean that schools will continue to struggle to recruit the teachers they need.”

“The DfE must as a matter of urgency develop a coherent recruitment and retention strategy, rather than continue with a series of piecemeal and ad hoc initiatives.”

He said the DfE should remove tuition fees for postgraduate initial teacher education students, replace the “badly administered” pre-entry skills test with on-programme assessments of literacy and numeracy, and “rationalise the way in which the different routes into teaching are marketed to potential teachers”.

The government should also invest more in teacher retention and give all new teachers

“an entitlement to fully funded, structured early professional development (ideally at

master’s degree level) that builds on and complements their initial training”, he said.

This week’s data also revealed just 90 people took up a place on the government’s new postgraduate teacher apprenticeship, launched last year and aimed to recruit 1,000 trainees

The number of new postgraduate trainees starting this academic year was 29,255, up from 27,145 last year, a rise of 8 per cent.

There were also 5,335 entrants to undergraduate initial teacher training this year, up from 4,765 last year.

Nick Gibb, the schools minister, highlighted that the overall number of new trainee teachers starting courses this year (34,500) was more than 2,600 higher than in 2017.

He said this shows teaching continues to be an “attractive career for able graduates” despite a “competitive labour market”.

“This includes the highest number of new postgraduates since 2011-12, and the quality of entrants remains high, with 19 per cent holding a first-class degree.”



Angela Rayner

News: marking

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New method of exams marking 'could transform teachers' workload'

JESS STAUFENBERG

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Grading exam essays using comparative judgment is "significantly" quicker and still as reliable as double-marking them, Ofqual has found.

On Tuesday the exams watchdog published findings from research it conducted over the past five years into improving the quality of examiner marking at GCSE, AS and A-levels.

It found paired comparison, also known as comparative judgment, in which examiners judge pairs of essays against one another until all are ranked and then graded, is as reliable and takes as long as traditional marking and another method called "rank ordering".

Rank ordering is simply where examiners use example essays provided by the exam board as "anchors" for the grade a paper should get, and is not the same as comparative judgment.

As well as being as reliable as traditional marking and rank ordering, Ofqual also found paired comparison is "significantly quicker" than

double marking, without losing any reliability.

"Paired comparison can match the predictive accuracy of double marking or two examiners rank ordering with significantly less time invested," said the Marking reliability studies 2017 report.

The report follows pledges from education secretary Damian Hinds to help teachers strip away workload tasks that don't "add value", including triple marking, in the face of a persistent teacher-retention crisis.

Daisy Christodoulou, director of education at No More Marking, which promotes comparative judgment in schools, said the new research proved the method could transform workload for teachers.

"This shows that comparative judgment is amazingly reliable and efficient," she said.

The method also allows for more "holistic" judgment about essays rather than trying to stick to a mark scheme which some teachers struggle with, she added.

However, the Ofqual report warned further research would be needed if paired comparison

was used on a mass scale, to find out the point at which the method "starts to deteriorate and the whole model fit starts to collapse".

Paula Goddard, a fellow of the Chartered Institute of Educational Assessors, warned paired comparison "may be faster" than double marking, but "it still hasn't been used for a full-sized examination cohort" of 10,000 entries.

Examiners only looked at 60 extended essays for AS history papers in Ofqual's research.

But if the paired comparison model could be made to work at scale, then Ofqual's finding could hold "great" possibilities for the marking system in future, said Goddard.

Ofqual's report concluded there is "scope to further investigate alternatives to marking".

It added careful thought would need to be given to ensuring "transparency" as to how the rank-order placing was determined for each individual candidate.



EXCLUSIVE

FREDDIE WHITTAKER | @FCDWHITTAKER

Exam board marking metrics still on shelf

Ofqual, the exams regulator, is still trying to find a way to publish data on how the quality of marking varies between exam boards, more than three years after the idea was floated.

Dame Glenys Stacey (pictured), the former chief regulator at Ofqual, announced in June 2015 that the organisation would publish metrics for exam marking quality in 2017.

However, only limited data was made available last year, and *Schools Week* understands the regulator is still trying to find a "sensible" way to make the published data work.

New documents published this week reveal Ofqual is concerned about the impact any more detailed data would have on the way marking is monitored.

Although the document, Marking consistency metrics: an update, reported for the first time on qualification-level metrics, it warned that future work with metrics "needs to proceed with some caution".

"This is to manage the risk that any use of

thresholds or benchmarks do not compromise the live online monitoring procedures and hence the actual quality of marking, which is the very thing we wish to improve."

Concerns were also raised in a January 2017 Ofqual board meeting. Minutes state that although the regulator was "now able to routinely create marking consistency metrics for GCSEs and A-levels", the metrics were based on data from exam boards' own quality control mechanisms.

"As we have previously discussed, publishing such metrics might have perverse consequences for the monitoring of live marking."

A set of marking reliability studies completed last year provided limited information about the quality of marking by exam boards. However, it is believed a method of regularly publishing quality metrics is still some way off.

The Joint Council for Qualifications, which represents the four exam boards which provide



GCSE and A-level exams in England, said its members "welcome any research into marking consistency.

"We are focused on implementing improvements to the quality of our marking. Our priority is, as it always has been, to give students the results they deserve for their performance in examinations."

News: Ofsted

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Delegate more on curriculum, Ofsted tells heads

JESS STAUFENBERG

@STAUFENBERGJ

Some headteachers are doing "all the thinking" about the school's curriculum when they should be delegating more responsibility to subject leads, according to a senior Ofsted figure.

Chris Jones, deputy director for research and evaluation at the inspectorate, said his team were "worried" by examples of schools in which heads had too much control over curriculum re-design.

He also promised Ofsted was conscious some schools are further behind on their curriculum design and the inspectorate was not planning to "downgrade" lots of them when the new framework is introduced in September.

The finding that heads should delegate more curriculum planning emerged from Ofsted's research into curriculum practice at 23 schools. It comes as the inspectorate prepares a new inspection framework for

next year that will have schools' curriculums at its core.

But Jones said in some schools his team observed it was "the headteacher who did all the thinking around vision and ethos, and how that translated into their curriculum intent".

"Obviously that's no good if the headteacher then leaves."

In addition the research found the "best curriculums" were those with proper input from subject specialists, he added.

"The strongest examples of the curriculum we found were those where you have a strong central vision...but then subject leads were given responsibility to then get on and implement the curriculum."

One delegate also warned schools might try to design their curriculum "in a summer holiday" given the new inspection framework will be published in summer 2019, leaving little time before term.

Jones said Ofsted was aware schools were "further behind" with their curriculum planning, but said the inspectorate was not

planning to "turn up in September and send out a bunch of inspectors to downgrade a bunch of schools".

"That's not the intention here," he added.

However one education expert has now warned that Ofsted's focus on curriculum risks being a tick-box exercise which doesn't find out whether pupils are actually learning.

Becky Allen, professor of education at University College London's Institute of Education, delivered her warning at an assessment panel event organised by research organisation Evidence Based Education on Thursday.

By emphasising curriculum while ignoring the "incredibly complex" issue of whether pupils are learning, Ofsted risks returning schools to "the age of just writing down curriculums as a set of tick statements".

"That is absolutely not the way we decide how a child's knowledge domain is being built up or mastered at all," said Allen.

Ofsted is due to publish a draft version of its new framework in the new year, before a consultation.



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Investigation

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Dwan trust gave brother rent-free premises

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

A failed academy trust gave the brother of its founder rent-free premises for ten years to run a private nursery on the site of one of its schools.

The Adventure Learning Academy Trust (ALAT), the sister-trust of the crisis-hit Bright Tribe Trust, signed a deal to let a nursery company owned by Andrew Dwan, brother of the Bright Tribe founder Michael, to move into a building at the Liskeard Hillfort Primary School in Cornwall.

The deal was not recorded in the trust's accounts where other related-party transactions are listed.

Both trusts are now being wound down and all of their schools rebrokered following financial and performance problems.

But the terms of the deal made two years ago under the previous leadership allows the 74-place Minibugs Nursery to continue to operate in rent-free premises until 2026, after which it will pay £5,000 a year.

The licence stipulates that the contract cannot be terminated until 2026 unless there has been a serious breach. The nursery is then entitled to two years' notice before it has to quit the site.

This deal means that ALAT, which charged £5,000 annual rent to the previous occupiers of the site, and any new trust will have missed out on an estimated £50,000 in revenue by the time Minibugs begins to pay rent.

The disclosure comes as police and government investigations into Bright Tribe are still ongoing. New government-appointed trustees are also carrying out investigations, which are expected to be completed by Christmas.

They will also look at allegations made by the BBC's Panorama that the trusts made repeated false claims for building and maintenance grants.

Michael Dwan stepped down as an academy sponsor from both trusts in September last year, expressing frustration with government scrutiny as concerns over the trusts' financial dealings and the



performance of its schools.

Both Michael and Andrew Dwan have denied any wrongdoing.

Asked whether there were plans to end the free lease now that Liskeard was being rebrokered to the Truro and Penwith Academies Trust, Andrew Dwan insisted the nursery's licence to occupy the site "is a legal agreement and should be honoured".

He told *Schools Week* that Minibugs Nurseries, which runs another nursery in Cornwall and one in Sheffield, spent more than £100,000 to refurbish the nursery.

"Minibugs is disappointed that there appears to be an attempt to allege wrongdoing of some sort, when the facts are that Minibugs invested substantial money and effort in establishing this nursery, which only enhances the opportunities for reception recruitment and an expansion of facilities at the school," he said.

"We understand that other commercial operators were not interested in this premises, which required significant investment and refurbishment and where the previous operator had failed to attract viable children numbers."

Andrew Dwan said he personally "appointed and paid for" the contractors to work on the nursery, but refused to comment on whether the works were undertaken by Blue Support Services, a facilities management company run by the brothers.

However, posts on the company's Facebook page ranging from July 2016 until November 2017 boast of being the "proud partner" of Minibugs Nurseries and describe its workers as having been "busy

bugs" at Liskeard.

Minibugs was officially incorporated as a company on November 15, 2015, with its 100 shares belonging to Blue Support Services.

But documents at Companies House show that on March 2, 2016, all the nursery's shares transferred to Andrew Dwan.

The contract that allowed the free rental was signed off in September 2016 by Kathy Kirkham, the then Bright Tribe operating officer, but it's not clear from public documents when the decision to award the contract was made.

However, minutes from a meeting of the joint ALAT and Bright Tribe trust board on March 17, 2016, involved an update from Kirkham, a former head of free schools at the DfE, on "nursery provision in Cornwall impacting on ALAT academies".

The minutes read that directors noted "the Minibugs Liskeard Ofsted registration will be completed by April 2016 and a nursery manager has been recently appointed".

The minutes list Michael Dwan as present and say "no potential conflicts of interests were declared relative to published agenda items".

In relation to the shares, Andrew Dwan said this was the result of a "communication error on establishment of the Minibugs company and was corrected once realised" and he should have always owned the shares. He said the transfer took place "pre-trading before any lease agreement was entered into".

A spokesperson for Michael Dwan insisted that he "took no part in any discussion or negotiation on behalf of the trust with Minibugs", but would not confirm if he had been present in trust meetings that discussed the deal or that he had absented himself due to the conflict of interest.

A spokesperson for ALAT said Minibugs Nursery is operating within the school site under a licence to occupy agreed by the previous leadership of the trust. They added: "Liskeard Hillfort Primary is due to join a strong new trust next year, marking a fresh and exciting new start for the school."

A Department for Education spokesperson said they will investigate any allegations of financial wrongdoing and take "quick and decisive action where substantiated".

News: Academies

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Agnew 'nails' excessive pay – but Moynihan gets the OK

EXCLUSIVE



FREDDIE WHITTAKER

@FCDWHITTAKER

A minister who claims to have “declared war” on excessive executive pay in academies has ruled that the £440,000 annual salary of England’s highest-paid academy chief is “reasonable”.

Lord Agnew, who is leading the Department for Education’s clampdown on largesse in academy pay, told *Schools Week* he had spoken to the Harris Federation about the pay of Sir Dan Moynihan, its chief executive, and deemed it appropriate because of the size of the trust, its financial situation and outcomes for pupils.

Harris’s accounts show Moynihan earned between £440,000 and £445,000 and received between £50,000 and £55,000 in employer pension contributions in the year to August 31, 2017. He received a £20,000 pay rise last year.

Agnew, appointed as minister for the school system last September, wrote to academy trusts earlier this year warning them they were “not being rigorous enough” in curbing excessive pay.

In an exclusive interview with *Schools Week* this week, Agnew said he had “declared war” on excessive pay and that officials had had “very stiff conversations” with some trusts.

“We’re nailing them. I’m after them,” he said.

He revealed he had convinced a further 11 trusts to cut the pay of their highest-paid employees, on top of the 43 that have already done so.

He said he had “personally” spoken to Lord Harris, the founder of the Harris Federation, but had ruled that Moynihan’s pay was “reasonable”.

“You have to take the cost per pupil and the

educational outcomes of the trust,” he said.

“So if you split the 40,000, or however many kids Harris has got, against the salary Sir Dan is being paid, and you look at the educational outcomes, I think it is reasonable.

“The problem we have had is that weak governance of other trusts have seen this big headline figure and they’ve kind of, in a rather complacent way, said ‘oh, he’s being paid half a million a year, therefore it’s probably OK’. That was a huge mistake, and that’s what I’m seeking to undo now.”

Analysis by *Schools Week* in the spring revealed that Moynihan is paid the equivalent of £10,000 for each of Harris’s 44 schools, and the equivalent of £13.75 a pupil.

Agnew said Harris had “done an incredible job”, adding: “It is an extraordinary thing. How many other trusts are as good as that?”

“What gets my goat is mediocre trusts who are paying large sums of money; that’s where my energy is deployed.”

Official records show that between his appointment last September and June of this year, Agnew met with two academy trust chairs about executive pay, including Alan Winn of the four-school Rodillian Multi-Academy Trust. It paid Andy Goulty, its chief executive, at least £220,000 last year, equivalent to £55,000 a school or £70.20 a pupil.

The trust confirmed that, “following that meeting, discussions took place between the trustees and Andy Goulty who agreed to a pay reduction”, but would not say what his salary now was.

Agnew also met David Johnson, the chair of the four-school City Learning Trust, which paid its chief executive Carl Ward between £195,000 and £200,000 last year. The trust did not respond to requests for comment.

Bright Tribe probe ‘will be published’, vows academies minister

FREDDIE WHITTAKER

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EXCLUSIVE

An investigation by the Education and Skills Funding Agency into allegations of wrongdoing at the doomed Bright Tribe trust will be made public after all of the chain’s schools have moved to new sponsors, the academies minister has pledged.

In an exclusive interview with *Schools Week*, Lord Agnew said the under-fire trust had been “too ambitious” in taking on “too many really, really difficult schools too quickly”, and admitted the Department for Education “probably wasn’t tough enough in restricting that”.

He also spoke of his sadness at the collapse of the trust, which ran 10 schools.

“We don’t take these things likely,” he said. “I hate these things. It’s really upsetting when these things go wrong.”

The government is in the process of rebrokering all of the schools run by Bright Tribe and its sister trust the Adventure Learning Academy Trust, after a long-running dispute over the condition and performance of a number of their schools came to a head earlier this year.

Several investigations are being carried out by the interim leadership team sent in by the Department for Education to wind up the trusts, while other issues are being considered by the ESFA itself.

This week, Agnew revealed the ESFA was investigating claims made by BBC Panorama of repeated false claims for building and maintenance grants.

The programme claimed Bright Tribe received public money for building work, lighting upgrades and fire safety improvements that were either not finished or never started in the first place.

Agnew confirmed the government had invoiced the trust for some of the money, and pointed to “an ongoing ESFA report”.

“They’ll publish it after the schools have all gone,” he said.

The minister said Bright Tribe had grown too quickly and was “badly set geographically”. The trust ran 10 schools in the north-east, north-west and east of England, while its sister trust ALAT only had five schools in Cornwall.

“When you take on these schools, you’ve got to have capacity from somewhere. And if you take on a bunch of failing schools simultaneously, it is an incredibly difficult job,” Agnew concluded.

Exclusive interview: Lord Agnew

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'I've got to stir up a bit of controversy'

FREDDIE WHITTAKER

@FCDWHITTAKER

The academies minister is frustrated that schools aren't listening to him.

In the 14 months since his appointment, Lord Agnew of Oulton has made it his personal mission to encourage schools to make more savings on their back-office functions, and attracted his fair share of ire from headteachers as a result.

And the venture capitalist-turned-academy trust founder-turned-minister for the school system was ridiculed again last week, when he told the Schools and Academies Show in Birmingham that he'd bet any headteacher a bottle of champagne that he could find more savings in their schools.

His comments were labelled as "crass" and "wrong" by headteachers, but Agnew tells me he felt he needed to court controversy because his guidance on cost-saving was being ignored.

"It wasn't done off the cuff," he says. "I thought: 'I've got to stir up a bit of controversy here,' because no-one is listening. It wasn't a flippant remark. If schools genuinely need help in terms of how to look at their budgets, we have now created an infrastructure here that is in place to do that.

"We live in a vigorous democracy, and people can be as rude to me as they like. If I'm not being listened to, I have to up the amperage. That is my response to that criticism."

Although he agrees with education secretary Damian Hinds's view that "funding is tight and we're asking schools to do more", Agnew says he gets frustrated when schools don't listen.

In particular, he's annoyed about the take-up of new government "deals", cost-saving initiatives negotiated by the government on behalf of schools in areas like energy.

"When I arrived, within a month of me arriving last year I wrote out to 1,300 trusts, give or take, and in the letter I said 'if our deals are no good, please tell me', because only with the feedback can we improve them. Do you know how many replies I got? None.

"That's what's so frustrating. If they said 'no,



this is a really pointless deal, we can do it far better', then I'd be on it. I genuinely, absolutely, do not understand."

To Agnew, this lack of engagement is a sign that schools aren't taking the issue of cost-savings seriously, rather than a signal – as headteachers have warned – that there is simply nothing left to cut.

I ask him if he believes schools have enough money to function.

"I think it depends," he says. "I'm not going to sit here blindly and say every school has got enough money, because there are pressures. I know there are pressures on high needs. I know there are pressures on small remote rural [schools], particularly primaries.

"There are pressures in the system. It's not that I'm not listening."

The minister is also bullish when challenged about alleged special treatment given to his own trust, Inspiration, since he became a minister.

In May, *Schools Week* revealed that Cobholm Primary Academy, one of the trust's schools, received a second, softened report from Ofsted after inspectors returned just four months after a damning inspection, prompting claims the school got a "rehearsal before the real deal".

And last week the Department for Education was accused again of giving special treatment to Inspiration after it emerged that the trust was not forced to share documents relating to

important decisions made by its bosses, while another chain, Bright Tribe, was made to do so.

Agnew tells me he initially struck a deal to remain on the trust's board as long as he stood down as chair and avoided decisions about the trust or nearby organisations, but he subsequently decided to cut all ties to avoid further allegations.

"The deal I reached with the head of ethics at the Cabinet Office was that although I would remain on the board I would obviously step down as the chair, and any decision relating to Inspiration never went near me and indeed any decision [about] a multi-academy trust or single-academy trust based in Norfolk would never go anywhere near me.

"So I can unreservedly assure you there's been absolutely no favouritism at all. Indeed, I think they've been given a harder time, probably, because officials are so paranoid about the perception that there's some sweetheart deal going on. There really hasn't been."

Agnew has now resigned from the trust's board and is going through "quite a palaver" to stand down as a controlling member of the trust.

"I've been absolutely meticulous to step aside, because it just creates another load of pointless noise, frankly."

Academics question new surveillance product

SCHOOLS WEEK REPORTER
@SCHOOLSWEEK

Academics are concerned safeguarding software that allow firms to keep watch on pupils' activity on computers is "normalising extreme authoritarian approaches" in schools - with worries parents might not know about the "snooping".

It follows tech firm Smoothwall launching a new partnership with company Safeguard Software to provide a service that scoops up data from pupils' activity on school devices to check for safeguarding concerns, and allows teachers to log incidents to create a digital profile for every pupil.

In an interview with *Schools Week*, Douglas Hanley, the chief technology officer at Smoothwall, said thousands of schools already used his firm's services - which also includes Radar, a product that searched for key words on pupils' own phones if they were logged on to the school wifi.

Company figures show that in one week Smoothwall's surveillance detected nearly 2,500 threats for vulnerable people, nearly 1,500 for a terrorist category and 884 for cybersexing.

When safeguarding alerts are flagged, the school is either emailed or called - but in some cases emergency services have been called.

Hanley, who would not say how much his company products cost, said schools used them to comply with obligations under the Keeping Children Safe guidance that "obligates schools to introduce appropriate levels of web monitoring".

But Sandra Leaton-Gray, a senior lecturer in education at the UCL Institute of Education and author of *Invisibly Blighted: The Digital Erosion of Childhood*, told *Schools Week* that digital surveillance systems "normalise quite extreme authoritarian approaches to discipline in schools".

"There's a risk this makes the adults in the school overly reliant on tech to judge children's situations - and that human relationships become secondary."

When asked about such concerns, Hanley



INVESTIGATES

said there is "sufficiently strong legislative pressure" in this country to "obligate schools" to do this that it "becomes a moot conversation for me, and for other companies selling this kind of product".

Keeping Children Safe says that governing bodies should ensure "appropriate policies and procedures in place" were in place to safeguard pupils.

This should include an effective child protection policy that was available publicly on school websites, for example.

When asked if parents would be aware that schools used such software, Hanley said he was "not sure how visible it would be".

A survey of 1,004 parents in March by Defend Digital Me, the data privacy campaign group, found that 28 per cent knew their child's school used internet monitoring software, but didn't know how it was used.

Leaton-Gray said schools should also be wary of such data collection under new general data protection regulations (GDPR)

While schools could retain data they needed strictly for operational purposes, it could not be a data-gathering "free-for-all like before".

She added the "classroom mantra" should be: "Is this data really necessary?"

Hanley said the law allowed schools to collect and hold personal data when it was necessary to comply with legal obligations.

He said if a parent wanted their child's data to be erased under GDPR, then "we

would have to do that". But no teacher or parent had ever made such a request.

An article in *The Times* in April found that a classroom app used by schools - ClassDojo - held data in the US which, under its terms, may be shared with 22 third-party service providers, including Facebook and Google.

Hanley said Smoothwall did not share safeguarding information with other people "outside those that provide the managed service".

He said the company provided web filtering to 30 per cent of the education market, a position that was cemented after it bought the digital safeguarding company Future Digital in June.

The new partnership combines Smoothwall's Visigo product (which monitors the text on school computers) with the service from Safeguard Software.

The latter allows teachers to record incidents in the classroom or playground into a digital record, which they can track.

"The majority of schools simply have a ledger, journal, Excel spreadsheet - but safeguarding software provides convenient digitisation of that task," Hanley said.

However, Andy Phippen, professor of social responsibility in IT at Plymouth Business School, said: "Are we forgetting that children have rights to privacy? And does this really keep them safe anyway? A surveilled individual is one who will modify their behaviour because they know they are being watched."

New Schools Network finally reveals who funds it

FREDDIE WHITTAKER

@FCDWHITTAKER

The foundation of a controversial oil tycoon was among the donors to the New Schools Network this year, new documents show.

In what appears to be a first, accounts published by the NSN this week reveal the names of two donors, the Garfield Weston Foundation and the Blavatnik Family Foundation.

Set up by government to promote and help set up free schools, the NSN receives more than £2 million a year from the Department for Education, but also takes in hundreds of thousands of pounds in donations and legacies.

In previous years, the charity's annual accounts have revealed little about the donations beyond the amounts given by its own trustees. However, this year, the NSN thanked the two foundations in its accounts – though it did not reveal how much each one gave.

The Blavatnik Family Foundation was founded by Sir Leonard Blavatnik, a Ukraine-born businessman who made a decent chunk of his fortune by selling his stake in the Russian oil company TNK-BP for \$7 billion in 2013.

Blavatnik's support for educational institutions has been controversial in the past. In 2010, the businessman gave the University of Oxford £75 million to found the Blavatnik School of Government, which admitted its first students in 2012.

Last year, Bo Rothstein resigned as the school's professor of government and public policy in protest after it emerged Blavatnik had given money to Donald Trump's inaugural committee.

Founded in 1958 by Canadian businessman Willard Garfield Weston, the Garfield Weston Foundation was rapped by the Charity Commission in 2010 over donations of more than £1 million to the Conservative Party.

The Times reported at the time how the regulator had found that some family members who ran

the foundation allowed an investment company it controlled to make the donations between 1993 and 1999.

The Garfield Weston Foundation supports a number of other education causes, including the Baker Dearing Trust, which was set up to promote University Technical Colleges.

It is not known why the NSN opted to name the donors this year. It is also not known for how long they have supported the charity, though Schools Week understands they have given money in previous years.

A spokesperson for the NSN said: "We have a wide range of donors, both individuals and organisations, and we are grateful for their support."

Accounts also reveal that the David Ross Foundation, the charity of Carphone Warehouse founder and NSN chair David Ross, gave the NSN £25,000 this year. A further £116,000 was donated by trustees or "related entities on which no conditions were attached".

FREDDIE WHITTAKER | @FCDWHITTAKER

Schools charity gave Toby Young £55k payoff

The New Schools Network handed its former director Toby Young (pictured) a £55,000 payoff when he resigned earlier this year, according to the charity's accounts.

Documents published yesterday (Thursday) show Young was paid in the £150,000 to £160,000 band in the 2017-18 financial year, much more than the former salary of £90,000 to £100,000 for the role.

The NSN said that the higher amount was down to a £55,000 lump sum handed to Young as part of his departure from the charity in March.

Schools Week understands the sum was paid in lieu of salary for Young's six-month notice period, and was paid-for with donations received by the NSN, not government funding.

Young's departure followed criticism of his appointment in January to the board of the new universities regulator, the Office for Students, in the light of numerous comments he had made on social media, as well as his views on some education issues.

These included multiple tweets about the

size of women's breasts, and one in which he refers to a gay celebrity as "queer as a coot". It then emerged that Young had deleted tens of thousands of his tweets. He subsequently resigned from the OfS board, claiming he wants to focus on his schools work.

The charity, which is partly funded by the government to support free schools, announced in March that Young, a journalist and free-school founder, was leaving his role as director.

Trustees said Young, who founded the West London Free School seven years ago, had decided "that the media attention his continuing presence at the helm of NSN is attracting has become a distraction from the vital work".

"The accounts show that the £150,000 to £160,000 band

included £55,000 of restructuring costs," an NSN spokesperson said. "The role of director has always been paid in the region of £90,000 to £100,000, which is also the band that we anticipate for the next director."

Young was approached for comment.

NSN continues its hunt for a new director following interim boss Mark Lehain stepping down.

Lehain, the founder of Bedford Free School and director of education-reform lobbyists Parents and

Teachers for Excellence, had been in post since March when he took over in the wake of Young's departure.

But he stood down after the NSN board turned down his proposal to merge the charity with PTE.



Behind every success, there is aspiration



Farnborough Academy who received a special mention in the 2018 Aspiration Awards for their commitment to learner success

Success looks different to different people, and young people face all kinds of challenges and barriers to being successful. It's not always easy and progress isn't always linear.

The Aspiration Awards encourage schools and teachers to nominate learners who have demonstrated their own particular brand of success whilst studying an NCFE or CACHE qualification at school. We understand that achievement is more than just getting the best marks in exams, so the Aspiration Awards will ask schools and teachers to consider a range of criteria, including achievement rates, innovative work and overcoming personal challenges, when nominating a Learner of the Year.

Last year, we received some amazing entries and we were able to decide on an overall winner, as well as some special commendations.

In 2018, Emma Owen, a learner from Everton Free School, was announced as 2018's Learner of the Year. After a tough start and expulsions from 2 previous schools, Emma reengaged with education, showing qualities of resilience, determination and personal growth and development, which has set her on course for a very bright future. Her commitment to her V Cert in Health & Fitness saw her achieve a Distinction* in her coursework which, along with her other grades, helped her achieve a place at Birkenhead Sixth Form College.

Emma and her mum enjoyed a trip to London to visit the Queen Elizabeth Olympic



Nicholas overcame his struggles with particular foods due to his autism to achieve great marks in his Food and Cookery V Cert

Park and watch a West End show. She also received a hamper of health and fitness products to help her in her further studies.

Due to the amount of worthy entries, NCFE also decided to award two other learners as highly commended, Joe Armstrong from North Chadderton Schools and Nicholas Earl-Phillipps from Bitterne Park School, and to recognise the commitment of teachers at Farnborough Academy in Nottingham who go above and beyond for their pupils. Each received a prize of £200 towards learning resources or an experience.

Stewart Foster, Managing Director at NCFE said:



Joe received a commendation in the Aspiration Awards after he made time for his school work even though he was struggling with a serious illness

"We were incredibly moved by the entries we received last year so we're delighted to open up the submission process for schools and teachers to help us recognise inspiring learners once again. We understand that it's not easy growing up and there's a lot of pressure on young people and that it's not always about getting the best marks, it's about having the imagination to dream big and the determination to see it through.

Find out more about the awards and submit your entries at ncfe.org.uk/aspirationawards.

Investigation

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INVESTIGATES



The pupils who are missing out

Councils have told MPs that the country is “close to a national crisis” on SEND funding. They warn of a £536 million funding gap and say the whole system will “implode” unless there’s more money. *Schools Week* investigates...

JESS STAUFENBERG
@STAUFENBERGJ

Council bosses say pressure on their SEND budgets leaves them at risk of not being able to deliver core services – which would result in the government imposing emergency spending controls.

Dave Hill, executive director of children, families and learning at Surrey County Council, this week told the education select committee that councils have been inundated with requests for assessments of pupils, but have no money to spend on early intervention.

They have been forced to plug the funding gap by top-slicing from their school budget.

But headteachers are now fighting back – with one group refusing to accept its council’s proposals to take more cash from its school budget.

Parents are also taking councils to court over planned cuts to SEND budgets. Meanwhile, the country’s most vulnerable pupils are missing out and waiting longer for the extra support they are entitled to – with schools left to pick up the pieces.

What’s going wrong: the council view

Councils point to sweeping SEND reforms under the 2014 Children and Families Act.

The act replaced statements with Education, Health and Care Plans (EHCPs) and extended the right to provision from age 19 to 25. Families were to be at the heart of decision-making and education, health and social care would work together.

But local authorities say the funding didn’t match up.

The Local Government Association warned this month of a £536 million funding gap in SEND budgets this year as a result of growing demand – more than double last year’s shortfall.

It also warned that by 2020 councils would have lost 60 per cent of their funding compared with 2010.

At the same time, the number of pupils diagnosed with SEND has shot up. Sector experts point to slashed early intervention, such as Sure Start centres, and the increasing number of babies surviving premature births.

Government statistics show that between January last year and this year, 32,000 more pupils were added to the SEN register, rising to 14.6 per

cent of all pupils this year, from 14.4 per cent in 2017. There are now about 254,000 pupils with EHCPs and about 1 million not on a plan but requiring “SEN support”.

But as *Schools Week* revealed last year, state-funded special schools are full, forcing councils to commission more expensive places for pupils in private special schools.

To ease this extra pressure on their high needs funding – which pays for special schools and mainstream top-up funding – councils are raiding schools’ block funding.

On Monday local authorities across Yorkshire and the Humber revealed they had top-sliced £10 million this year. Overall last year, 80 local authorities transferred £118 million from the schools block to the high needs block.

Faced with their own funding pressures, however, schools are fighting back. Headteachers in South Gloucestershire have rejected their county council’s plans to move £3 million this year.

The South Gloucestershire primary headteachers’ executive and local National Association of Head Teachers’ branch told councillors they

“approve none of the options” for moving the money over. They want the council to raise the lack of funding “with the education secretary as a matter of urgency”.

The situation is likely to deteriorate next year because the government has capped how much money can be moved into the high needs budget.

For 2018-19, councils will be able to move up to 0.5 per cent from the schools block if they have the approval of their local schools forum. The secretary of state must approve any amount larger than 0.5 per cent.

Recent figures show just 13 local authorities got approval to move more than 0.5 per cent.

What’s going wrong: the school view

Mainstream schools face a variety of obligations towards their pupils with special needs.

Special educational needs coordinators (SENCOs) in mainstream schools must assess pupils for additional needs and, if necessary, assign them “SEN support” or recommend an EHCP assessment. Under the SEND code of practice, schools must support their SEND pupils.

Investigation

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However, heads say the government's guidance that mainstream schools meet the first £6,000 of additional costs for each child is unrealistic.

Esther Brooks, head at Chestnut Park primary school in Croydon, south London, said she regularly had to spend more than £6,000 on her SEN support pupils and had to fundraise to avoid a deficit.

This included choosing to spend the money she earned from working one day a week for the national charity Whole School SEND on pupils.

Ofsted singled out the school's "effective support" for SEND pupils and graded the school "outstanding" across the board, which Brooks said was welcome recognition.

But Laxmi Patel, a SEND lawyer at the law firm Boyes Turner, said that many other schools might be discouraged from labelling a child "SEN support" because they could not find the £6,000.

This blocked the pupil from being eligible for an EHCP assessment, which could trigger more funding.

"Schools are caught in a loop of no funding," she said.

Last year Ofsted warned that pupils with SEN support did not achieve as well as those with a legally binding EHCP because they were more likely to have their needs overlooked and be excluded.

But even if a pupil did qualify for an EHCP assessment, they then faced the "huge issue" of too few educational psychologists, said Anne Heavey, the national director of Whole School SEND. The psychologists contribute to the assessments.

This summer Kent county council said its few remaining educational psychologists were so tied up with assessments they could not support pupils with learning difficulties.

"Educational psychologists are not doing the early intervention work that they used to be able to do," Heavey said.

Cash-strapped councils are also turning down many assessment requests. They are then drawn into costly appeals tribunals while

1 MILLION

PUPILS ON SEN
SUPPORT

253,680

PUPILS WITH EHCPs

14.6%

PUPILS ON THE SEN
REGISTER

£118 MILLION

HOW MUCH 80
COUNCILS MOVED OUT
OF THE SCHOOLS BLOCK
INTO THE HIGH NEEDS
BLOCK LAST YEAR

schools wait for funding. Hill told the education select committee that Surrey has spent £500,000 on the tribunals process alone.

Even if an EHCP is returned, there is no guarantee the provision outlined in the plan will be carried out.

Antony Witheyman, head at Weedon Bec primary school in Northamptonshire, said one pupil's EHCP placed him in specialist provision, but the county council said no special school places were left.

The Conservative-controlled council declared itself effectively bankrupt earlier this year.

Witheyman said he was "horrified" the pupil couldn't access the right provision, and warned he was now spending £80,000 on just 10 pupils with special educational needs.

Ofsted's report also found SEND pupils fare better in special schools than in mainstream.

Special schools, however, also face funding uncertainty. Councils have to fund the first £10,000 of all special needs school places, but top-up funding varied "wildly" between authorities, according to a special school head who did not wish to be named.

"If my school was in a neighbouring authority, I'd be better off to the tune of £750,000 at least. It's a postcode lottery of funding."

Simon Knights, joint head at Frank Wise special school in Oxfordshire,



UP TO £6,000

HOW MUCH THE
GOVERNMENT EXPECTS
MAINSTREAM SCHOOLS
TO FUND PER SEND PUPIL

£10,000

THE MINIMUM FUNDING
THAT SPECIAL SCHOOLS
RECEIVE PER PUPIL

added that special schools had less flexibility than mainstream schools to cut down on staff as they had to guarantee the safety of pupils with complex needs.

Who's trying to find a solution?

The education select committee is running a SEND inquiry and has had two hearings so far, in which funding has been repeatedly raised.

Ofsted has published 71 local area SEND reports, 32 of which resulted in written statements of action.

The government has also announced a SEND "support network" led by eight regional leaders, which will reach 10,000 schools by 2020. Whole School SEND, which is helping lead the project, said a "SEND Index report" looking at regional variations in provision will be published in January.

THE COURT CASES:

Bristol The High Court ruled plans for £5 million in planned SEND cuts "unlawful" in the first case of its kind

Hackney and Surrey Families have brought a similar case against these councils for planned budget cuts and are awaiting outcomes

The government Campaign group SEND Family Action is crowdfunding a legal challenge against ministers for SEND funding cuts and has hit £12,397, and is aiming for £15,000

THE COUNCIL BUDGET CUTS:

Derbyshire Consultation ongoing for £70 million savings over the next five years

Richmond Consultation closed on Sunday after shortfall rose from £8 million to £13 million next year

Surrey SEND strategy consultation ongoing to shift more resources to early intervention

Rochdale Budget cuts consultation closed in September to make £9.3 million savings by 2021

South Gloucestershire Budget consultation to move £3 million into high needs block

News

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It's the thought that counts at Christmas (apparently)

PIPPA ALLEN-KINROSS

@PIPPA_AK

INVESTIGATES

A prestigious private girls' school has written to parents urging them to cap the value of Christmas gifts for teachers to avoid "awkward" situations.

St Helen and St Katharine school in Abingdon, Oxfordshire, which charges £16,470 a year, has warned parents that its policy on giving and receiving gifts sets out a "number of restrictions" on what teachers can accept.

The rules say that staff cannot accept any cash gifts, gifts with a value of more than £50 from an individual pupil, or vouchers or gift certificates worth more than £100 from a group of students.

However, they can accept gifts worth more than £100 from a group of students, such as a form group, as long as it is not cash or gift certificates.

The letter, sent on November 23 and signed by school's bursar David Eley, said: "We appreciate your understanding in this matter, which will avoid placing staff in an awkward position."

In a statement, Eley said the school was a charitable organisation and "obliged to have a policy in this area to ensure strong governance". It was not in response to "any particular issues we have had in the past".

"We have issued this letter to parents to provide clarity and to prevent placing staff or parents in an awkward position," he said.

"We have a great relationship with our parent body and a powerful sense of community that is built on this kind of transparency/clarity."

However, Janita Gray, a senior editor at the Good Schools Guide, described the letter as "particularly joyless" and a "bureaucratic killjoy", and warned a £50 baseline could make parents feel pressured to spend that much.

"All teachers, whether in a private or state school, put in so much hard work that it's natural for parents to want to recognise that, particularly at this time of year," she said.

"The implication is that it's some kind of bribe, but what realistically would you hope to achieve by that?

"But you might thank a teacher who has gone above and beyond for your child. It may be genuine and a one-off. The context is important."

She added that some parents "go too far", which contributed to an "escalation" as parents tried to out-do each other.

Gray said she knew of teachers receiving a wide range of gifts, spanning from designer handbags, a brace of pheasants or dinner at a Michelin starred restaurant, to cuddly toys and used toiletries.

However, the author Katherine Pathak said she would welcome letters of guidance from schools advising parents about acceptable levels of gift-giving.

At her son's primary school in north Essex, parents donate £10 through PayPal to buy Christmas presents for their child's teacher.

"My feeling has always been that it isn't the spirit of a thank you from the student. It's about the value of a gift, not a personal message," she said.

However, the name of pupils whose parents who would not or could not donate were not included on the present or card handed over in a presentation at the end of term.

"The children of parents who can't afford to take part must feel affected. I wish our school would issue such a letter, it would calm things down a little."

A spokesperson for the National Association of Head Teachers said a "small gift" at Christmas was a "perfectly acceptable way for pupils and families to show their appreciation".

"But anything excessive, even if well-intentioned, would probably make staff feel quite awkward and is best avoided."



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College-run academy trusts in trouble

PIPPA ALLEN-KINROSS

@PIPPA_AK

INVESTIGATES

A trust run by a further education provider has been warned it will be stripped of its only school if standards don't improve – the latest in a string of college-run trusts falling into trouble.

The Burton and South Derbyshire Education Trust – set up by Burton and South Derbyshire College – was warned the Kingfisher Academy could be rebrokered unless standards improved.

In a minded to terminate notice, published last week and sent in October, the government highlighted the school's 'inadequate' Ofsted rating, after its first inspection in September 2017.

Although a monitoring visit in June found leaders were taking effective action to make improvements, the government has asked for further information to ensure progress is being made. The trust has since said they have provided this information, and claimed closing the school had now been taken off the table.

Among the other college-run academy trusts to face problems is the Salford Academy Trust, founded by Salford City College, the University of Salford and Salford City Council. In June it confirmed that it would give up all four of its schools and close.

Salford City College retained 75 per cent

control over the trust, which, according to accounts published in February, had been identified as "high risk" by the Department for Education after a review of one school identified "serious weaknesses".

And in March the multi-academy trust Marine Academy Plymouth, sponsored by the University of Plymouth, Cornwall College and the Plymouth local authority, was warned its namesake school could be transferred to another trust after being put into special measures in November last year.

Kevin Courtney, joint general secretary of the National Education Union, said colleges are "very good" at providing post-16 education, but warned that "does not qualify them to run schools or manage academy trusts".

He said: "The government was wrong to assume that a college provider could simply take over schools and run them successfully."

According to DfE statistics, 21 colleges are listed as the main sponsors of academy trusts, with a total of 57 academies between them. They range from having between one and up to 13 schools.

Schools Week analysis found just one of these academies is rated as 'outstanding': Heath Lane Academy run by The Midland Academies Trust, which is sponsored by North Warwickshire and South Leicestershire College.

However, the trust's three other schools

are rated 'requires improvement'. Three more of its academies, including two studio schools, have closed.

In total, 13 college-run academies are rated as 'good', nine as 'requires improvement' and five as 'inadequate'. The rest have not yet been inspected by Ofsted.

Julian Gravatt, deputy chief executive at the Association of Colleges, said it was important to note that colleges "mainly" sponsor trusts with schools that were previously failing, or which run ventures like university technical colleges or alternative-provision academies.

He said there have been "many successes" in college-run trusts, but added: "Colleges don't have deep pockets like some sponsors do, and the different legal structure of academies has been an unhelpful obstacle."

The obstacles he referred to include that colleges have a different financial year end, and that colleges can't recover VAT, while schools can.

Kevin Gilmartin, post-16 and colleges specialist at the Association of School and College Leaders, said colleges can bring "great benefits" to trusts because of their "close links to employers and their expertise in vocational and technical education".

He added the biggest challenges to education are inadequate government funding and teacher shortages.

FREDDIE WHITTAKER | @FCDWHITTAKER

Free PDP for teachers in struggling schools

Schools can now apply for a free professional development programme for their early-career teachers under a £4.3 million government-funded scheme.

Accelerate, a programme developed by the Education Development Trust (EDT) and Chartered College of Teaching (CCT) for those in the first five years of teaching, will start in January next year and last for four terms.

The project, funded with money from the Department for Education's teaching and leadership innovation fund, will target

schools graded "requires improvement" or "inadequate" by Ofsted in the government's 12 opportunity areas and other priority locations.

Teachers taking part will learn how to manage some of the common challenges faced by the profession, including workload, behaviour, assessment and feedback. The project will explore how, with professional support, teachers can "grow in their roles and sustain a long-term career in teaching".

Matt Davis from EDT said: "We know that good professional support at the beginning

of a teaching career can create a virtuous circle: new teachers are better able to overcome common challenges, success improves their motivation, and in the longer term it means teachers are less likely to leave the profession."

Professor Dame Alison Peacock, CCT's chief executive, said Accelerate "will provide sustained support for early-career teachers, empowering them to deliver the best possible education for disadvantaged pupils".

Schools and teachers can register at accelerate-teaching.co.uk.

News

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Ex-government advisor Simons joins Public First

FREDDIE WHITTAKER

@FCDWHITTAKER

Former government adviser and Policy Exchange head of education Jonathan Simons has joined the policy and PR consultancy Public First.

Simons will lead education and social policy work at the firm, which was set up by former Department for Education chief spin doctor James Frayne and New Schools Network founder Rachel Wolf.

The move marks a return to UK public policy for Simons, who served as director of policy and research at global charity the Varkey Foundation for most of the past two years. Prior to that he was head of education at Policy Exchange, a right-leaning think tank founded by Michael Gove.

Simons told *Schools Week* it was too early to confirm which areas he will focus on, but said he'll help education organisations navigate government policy and to shape their own policy work.

He was attracted to Public First because



"it's an agency that builds on the best elements of a serious think tank.

"Many agencies produce so-called 'thought leadership' but Public First's team produces high-quality public policy research, which helps clients to truly shape the policy space they operate in."

In his new role Simons will be reunited with a number of former colleagues. Frayne was a director of Policy Exchange before he left to set up Public First in 2016, while Wolf is also a former government adviser who worked for David Cameron. Gabriel Milland, a partner at Public First, served as head of communications at the DfE under Gove.

Husband and wife team Frayne and Wolf

were involved in founding Parents and Teachers for Excellence too. This claims to be a grassroots campaign set up to lobby for education reform, including a knowledge-based curriculum, rigorous assessment and strict behaviour policies.

However *Schools Week* has previously reported how many of the group's members have political links, mostly to the Conservative party and to Michael Gove in particular.

In a statement issued by Public First, Wolf said: "Anyone that has worked in the education policy world in the last decade will know of Jonathan's exceptional work in the field and we're looking forward to him strengthening our rapidly growing policy team."

Schools Week was told the organisation is funded by client contracts.

Simons became a policy adviser to the Treasury in 2003, before moving to the Number 10 strategy unit and spending more than three years as a senior policy adviser and head of education to prime ministers Gordon Brown and David Cameron.

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One in three A-level pupils gets 'unconditional' uni offer

FREDDIE WHITTAKER
@FCDWHITTAKER

More than one in three school pupils who applied to university this year received some kind of unconditional offer, new analysis from the Universities and Colleges Admissions Service shows.

UCAS, which presides over university applications in England, Wales and Northern Ireland, has revised its figures for the number of pupils given an offer with some kind of unconditional element to almost 90,000 in 2018, 20,000 more than first thought.

The service's latest research also seems to support schools' fears that these offers – which promise university places regardless of A-level grades – result in pupils making less effort in their final year.

It found that 67 per cent of pupils with unconditional offers missed their predicted A-level grades by two or more points, compared with 56 per cent of those with conditional offers.

Last week, a group of university bosses, private school heads and academy trust leaders said pupils should not be "compelled" to accept unconditional offers until after their A-levels.

They used a public letter to outline how they would change the system.

Education secretary Damian Hinds said the steep rise is "not in the long-term interest of students" and said they "shouldn't be used by universities just to get people through the door".

He added: "Universities should use them responsibly and if they don't the Office for Students will take action."

Sir Peter Lampl, the founder of the social mobility charity, The Sutton Trust, said universities are likely to put more weight on students' predicted grades, which "disadvantaged students are more likely to have

under-predicted".

"Instead of increasing the rate of unconditional offers even more, we want to move to a post-qualification applications system where students apply only after they have received their A-level results."

The number of unconditional offers to 18-year-olds has risen by more than 2,000 per cent since 2013.

In July, UCAS revealed that 67,915 unconditional offers had been made for places starting in September 2018, up from 51,615 in 2017 and just 2,983 in 2013.

However, the latest research looked for the first time at the prevalence of so-called "conditional unconditional" offers, whereby a university initially requires pupils to meet certain entry criteria to gain a place, but then drops those conditions once a pupil names the university as their first choice.

Once these are considered, the number of pupils who received an offer "that could be considered conditional" for 2018 entry was 87,540 this year, equivalent to 34.4 per cent of 18-year-old applicants in England, Wales and Northern Ireland.

Clare Marchant, UCAS's chief executive, said it was "clear that the use of unconditional offers is not a binary issue".

"They're used in a variety of ways to enable students to progress on to undergraduate courses, and while students are broadly supportive of them, the link with their A-level attainment can't be ignored.

"The analysis needs to continue though, and many universities and colleges are already tracking the progress of students admitted with unconditional offers. I encourage this evidence to be shared, enabling nuanced debate for the benefit of students, their teachers, and universities."

Schools investigated for SATs problems

FREDDIE WHITTAKER
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The Standards and Testing Agency investigated almost 600 primary tests last year.

The agency, responsible for developing and delivering statutory assessments, investigated 599 cases of maladministration of key stage 1 and 2 tests in 2017, up from 524 in 2016.

The agency looked at 73 key stage 1 tests, down from 77 in 2016, and 466 key stage 2, up from 430.

That equated to 0.4 per cent of schools that participated in KS1, down from 0.5 per cent in 2016. Investigations into KS2 tests were carried out in 2.9 per cent of schools, up from 2.7 per cent.

The number of investigations into the phonics screening check also rose from 17 (0.1 per cent of schools) in 2016 to 60 (0.4 per cent) last year.

Meanwhile, 14.3 per cent of KS1 cases last year resulted in an amendment or annulment of results, up from 2.1 per cent in 2016. At KS2, 16.7 per cent of cases resulted in amendments or annulments, up from 15.1 per cent.

Schools self-report most possible maladministration cases for both KS1 and KS2 (26.2 per cent), with councils reporting 21 per cent.

At both key stages, the most common allegation was over test or check administrators helping pupils too much.

Schools Week reported last month that the exams regulator Ofqual urged the STA to strengthen its guidance so it was "more of an expectation" that key stage 2 tests were independently observed.

This would further support the "verification of the integrity of test administration", said the regulator, which added that the STA is currently "considering" the language it uses around test observers.

The STA currently recommends schools "should" arrange for the tests to be independently observed.

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Save top grade for 'excellent' arts and technical schools

FREDDIE WHITTAKER
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Ofsted should save its coveted 'outstanding' rating for schools which excel in creative and technical teaching in an effort to stop arts subjects being squeezed out, a charity has said.

The Edge Foundation wants the watchdog to limit the top inspection grade to schools "that are able to demonstrate excellence in creative and technical teaching as well as for traditional academic subjects".

It follows calls from Lucy Noble, the artistic and commercial director of the Royal Albert Hall, for the creative arts to be compulsory at GCSE. Damian Hinds, the education secretary, has defended the government's approach, claiming the arts are "a key part of a broad and balanced curriculum".

It also comes after entries to GCSEs in performing or expressive arts subjects nosedived by 40 per cent since 2010.

The Ofsted recommendation from Edge was made in the charity's Skills Shortages bulletin.

The charity is particularly worried about the decline of creative and technical subjects in the wake of the introduction of the EBacc, a school-performance measure which favours academic subjects over the arts and vocational courses. Entries to design and technology GCSE, for example, have fallen by 57 per cent since 2010.

The report also recommends that the government restores creative subjects "back into the heart of the curriculum", and says higher and further education institutions must be "properly resourced to deliver creative courses".

It also calls for the apprenticeship levy – a scheme whereby employers pay into a central funding pot and can then reclaim money to train apprentices – to be "tailored to industry needs".

An Ofsted spokesperson said: "We have often said that pupils deserve to benefit from a broad and rich curriculum, and that schools should not teach to the test. Our education inspection framework, which will go out to consultation in January, will focus on the substance of education when it takes effect in September 2019.

"We will propose new criteria for outstanding as part of that consultation."

TV documentary school put in special measures

FREDDIE WHITTAKER
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Harrop Fold, the Salford secondary school that featured in the Channel 4 documentary *Educating Greater Manchester*, has been placed in special measures by Ofsted.

The Ofsted report, which has not yet been released by the watchdog but published on the school's website, found "significant and wide-ranging weaknesses" that require "urgent improvement".

The school, which will now become an academy, was rated as inadequate across every category.

It follows the suspension and subsequent resignation of Drew Povey (pictured), the school's headteacher, amid an ongoing investigation by Salford council into suspected "off-rolling" of pupils from the school.

Upon resigning in September, Povey accused the council of a "heavy-handed" approach and of pursuing a "personal vendetta" against him. He and three other members of staff were suspended in July.

The Ofsted report stated the school had "failed its pupils in far too many ways", adding: "It has let down its pupils in the past and, despite very recent changes, continues to do so with those pupils who currently attend the school."

Evidence from the inspection, which took place on October 31 and November 1, found year 11 pupils had been "deleted from the school roll shortly before the date of the DfE January annual census, to be readmitted at a later date".

This "type of action means that the examination results of pupils taken off roll temporarily do not appear in school performance tables", the report stated.

Inspectors also found that attendance records were "inaccurate" because pupils who were known to be absent "had their register mark deliberately changed so that they appeared to be present".

Furthermore, pupils were "sent home or allowed to leave the school premises (both with and without parents' knowledge) without

proper recording or appropriate process for exclusions".

The report stated that pupils' safeguarding had been "compromised by the inappropriate and informal exclusion of pupils and by the deliberate misrecording of attendance".

However, Salford council insisted that the school has "ensured such practices no longer take place" since September.

John Merry, Salford's deputy mayor, said Ofsted inspectors identified unsafe historic practices at the school, along with poor performance and achievement.

"This has potentially compromised the safeguarding of pupils as leaders and staff have not been in a position to ensure that they are safe."

Merry said the Greater Manchester Learning Trust, which currently provides interim leadership at the school, is "committed to working alongside a new academy sponsor to provide stability and support for as long as needed".

He added: "There has been a lot of speculation in the community regarding hidden agendas. Once again, I want to reaffirm to everyone that the school, governors and local authority all want the same thing – for Harrop Fold pupils to be happy, safe and achieve their best."

The inspection is due to be published by Ofsted in the coming days.

However Povey said the description in the report was "unrecognisable" from the school he left in July.

He said it was "easy" for a new team and the council to "point the finger" and take "little responsibility for the current situation, when in truth it is of their making".

"From the TV cameras in school that have captured the brilliance of the students and staff, through to the numerous senior leaders, from both public and private sectors, that have visited and fallen in love with team Harrop – they can't all be wrong, and they can't all have been fooled."

Channel 4 will decide on the future of the show after the council has finished its investigation.



News

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DfE launches consultation on terrorist attack guidance

PIPPA ALLEN-KINROSS

@PIPPA_AK

Schools are being advised to consider establishing emergency lockdown protocols in their classrooms to counter potential terrorist attacks under proposed new government guidance.

The government launched a consultation this week on school security guidance, warning "no school can afford to ignore the potential threat and impact of security issues".

The proposed guidance, which is non-statutory, recommends working with police and other local security networks to draw up individual security plans for schools, as well as stating all school staff should get "appropriate" security training.

Staff are also advised to have "an awareness" of relevant security networks so they can "evaluate and assess" the impact of any new initiatives on the school's security policy.

The Department for Education is looking to update its security guidance because the existing material "does not provide schools with the information needed to draw up effective school security policies and plans".

In cases where "significant risk" is identified, a school "may wish to review its invacuation/evacuation procedures and consider whether to introduce dynamic lockdown procedures in order to help manage an increased level of risk".

Regarding preventative measures for terrorist attacks, the guidance suggests "effective building controls", which includes the ability "to lockdown parts of the school" and minimising direct access to school buildings with speed bumps and barriers for vehicle blocking.

Other suggestions include "effective screening of staff, pupils and visitors to school for prohibited items", and installing voice alarm systems to enable direct communication to pupils, staff and intruders.

According to the guidance, terrorist attacks in schools are most likely to take the form of improvised explosive devices, gun or knife attacks, or using a vehicle as a weapon. Less likely forms are listed as postal devices and the use of chemical substances.

The guidance also addresses how schools deal with the aftermath of a distressing incident, urging them to develop a business continuity plan that explains how they will handle the "emotional impact" of such an event, including planning how to deal with "extensive social media and press interest".

The consultation runs until February 18, 2019.



Move to ban isolation booths divides teachers

JESS STAUFENBERG

@STAUFENBERGJ

A behaviour specialist's campaign to ban isolation booths from schools has divided teachers.

Paul Dix, chair of the alternative provision TBAP trust, which has 11 schools across the southeast, launched his Ban the Booths petition on Tuesday.

He said hundreds of teachers have backed his campaign, which also demanded schools record any pupil isolated for more than half a day and find alternatives to booths.

It comes after a *Schools Week* investigation in October revealed more than two thirds of the country's largest academy trusts have isolation spaces, including for pupils as young as five.

Our investigation highlighted that government guidance was patchy – particularly over whether schools should track the number of pupils put into isolation – and that there was a lack of evidence over their effectiveness.

But some teachers have challenged the new campaign.

They say that temporarily moving pupils who cannot meet behaviour standards out of the mainstream classroom setting is appropriate. It allows them to reflect on their behaviour and stops the disruption of other pupils' learning.

Geoff Barton, general secretary of the Association of School and College Leaders, said isolation was an alternative to suspension, removed disruptive pupils and allowed them to "work quietly".

He said he was aware of the campaign "but we would remind those involved of the

importance of good behaviour".

Mark Lehair, director at the Parents and Teachers for Excellence education reform lobbying group, said a blanket ban on booths "completely denies the professionalism of teachers" to use them appropriately.

"Some pupils will thrive in the serenity" of a booth while other pupils who disliked the experience would behave better, he told *Schools Week*.

Research commissioned by the Department for Education in October found more than half of secondary schools used "internal inclusion units", but few had evidence they changed behaviour.

Dix, who is also a behaviour consultant, told *Schools Week* he had seen "far too many isolation rooms where children are left with a worksheet staring at a wall for days" and that booths were "overused".

His campaign website added that the use of booths was a breach of the UN charter on the rights of the child.

"The confinement booths have no dignity," he said, adding that "skilled teachers doing fabulous work to calm down anxious and angry children can do so without booths".

Dorothy Trussell, head of Flixton Girls' School near Manchester, said getting rid of internal exclusion spaces at her school had saved £46,000 in senior staff time and allowed for more relationship-building with pupils.

Behaviour guidance from the DfE says schools must ensure pupils can leave isolation rooms of their own free will, must mention them in behaviour policies and not keep pupils in them "longer than is necessary".

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Duvet days boost retention, says academy trust CEO

JESS STAUFENBERG

@STAUFENBERGJ

EXCLUSIVE

An academy boss has warned that "machismo" leadership teams are thwarting the wider use of "wellbeing days" – claiming his policy to allow staff days off "for whatever they need" has reduced turnover.

Dan Morrow, chief executive of the Woodland Academy Trust, which has four schools in south London and Kent, has introduced three wellbeing days a year into the employment contracts of all his 250 staff, including lunchtime supervisors.

Morrow said that since implementing the policy last September, which allows staff to take a day off without reason, the proportion leaving the trust fell from 40 per cent to just six per cent.

Meanwhile staff absence has more than halved and the trust has saved more than £100,000 on recruitment costs, he said.

The disclosure follows a row over the use of flexible working policies after a national newspaper reported this week a school had

given teachers a "Christmas shopping day" during termtime.

St Paul's Church of England primary in Kent gives staff the day off as part of a wellbeing initiative, but traditionalists claimed it set a bad example to pupils.

However Morrow believes the "idea that teachers can only live and be human beings in non-termtime is ludicrous".

"There's also a martyr-like mentality about teachers," he added. "Yes, we have an important profession and it's transformational, but it does not mean teachers should be sacrificing their personal lives.

"A lot of this goes back to egotistical leadership that is a bit machismo."

Morrow said he's alone in offering all staff three wellbeing days every year.

Schools offering more flexible working has long been touted as a potential solution to teacher retention problems.

Schools leaders say they can't implement such flexible arrangements because of the perceived increase in costs and management time.

Morrow denied it adds further costs to staffing, as either heads or deputy heads cover the time off.

"This is our way of saying thank you to the staff," he said. "As a chief executive my role is [serve] the community – but it is also to safeguard the happiness and hopes of my staff."

Former education secretary Justine Greening launched a flurry of pilot projects around flexible working in October last year, wishing to update guidelines and "dispel" common myths.

While it has not been updated yet, guidance issued in February last year states school employees have a legal right to request flexible working.

Employers must deal with requests in a "reasonable manner" and can only refuse if they have a good business reason for doing so. Reasonable grounds for refusal include the burden of additional costs, not being able to cover work through other staff, or performance suffering as a result.

A flexible-working research project started in August, and is due to report in early 2020.

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You are warmly invited to the BAMEed Network second anniversary conference:

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This year's theme 'Owning your professional identity' will feature practical workshops intended to raise awareness of the issues for BAME educators, to support your practice, and enhance your professional development and career progression.

Delegates are invited from all backgrounds, including people working in the education sector who do not identify as Black, Asian or Ethnic Minority. All those committed to anti-racist practice, equality, diversity and inclusion are welcome.

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EDITORIAL

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Agnew's winning the CEO pay battle, but not the war

Lord Agnew claims he's "gone to war" on excessive pay in academy trusts, but his backing of Harris over Sir Dan Moynihan's £440k paycheck sends mixed signals.

It makes sense for the minister to concentrate his energy on trusts that combine poor performance and large pay packets for leaders.

Agnew said the pay of Moynihan is justified because of his pay-per-pupil, and also the trust's performance. Fair enough.

But rather than the current approach of whether pay is "reasonable" based on Agnew's opinions, shouldn't a system-wide approach be taken?

While we don't doubt the minister's desire to enact change or his energy in pursuing this, the government's overall approach to dealing with this issue still smacks of back-of-a-fag-packet-style planning.

If the government insists on micro-managing CEO pay, maybe it could consider some sort of benchmark so it's transparent on what they think is justified - be it a per-pupil cap, or a cap linked to the pay of the lowest-paid employee?

Time to get tough on the academy scandals

The government has talked tough on acting against academy trusts that flout the rules.

But their own action hasn't so far lived up to the hype.

High-profile academy scandals such as the ongoing Bright Tribe and ALAT case are causing people to, unfairly, lose faith with the academies system.

The scandals aren't representative of a sector where the vast majority of leaders are doing brilliant things for their pupils.

One way to fix this is to make sure those found to be breaking rules are held to account.

As our story shows this week, there are still ways trusts can swerve reporting rules over related-party transactions.

The government has some way to go to ensure it has water-tight procedures in place to monitor wrongdoing at every single trust.

But it can provide a big deterrent to others by properly investigating, and publishing, the actions of wrongdoers. We will be watching with interest.

SCHOOLS WEEK



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The MAT branching into family services

ACE Schools Multi Academy Trust



Sarah Gillett

CATH MURRAY

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ACE Schools Multi Academy Trust, an alternative provision trust in Devon, is developing a new way to provide wraparound family support to get children out of the "downward spiral" of those who've fallen under the radar

If you've read the recent stories in the media, you'd be forgiven for thinking that alternative provision is a terrifying underworld of knife crime and drug runners. I'm on a whirlwind tour of the southwest's largest AP provider to test this assumption first-hand.

From a converter pupil referral unit in 2010, ACE Schools Trust now runs 14 sites around Plymouth for children who've been excluded and/or have special educational needs. It's contracted to do home visits to all those identified by Plymouth City Council as being home-schooled, and it provides

wraparound education packages to pupils with complex special needs across Devon and Cornwall.

It has also just had a free school approved, but Sarah Gillett, its chief executive, is

"You put on your big girl pants and get on with it"

more occupied with how to provide more wraparound family support to get children out of what Amanda Spielman, the chief inspector, has called the "downward spiral" of those who've fallen under the radar. The work has to start at family level, "because nobody gives a toss about the French Revolution if they've had to clear up their mother's substance abuse from the night before".

To do this, the trust is planning to set up a not-for-profit subsidiary company, ACE Family, to provide complex family support and intervention. "We will be commissioned at cost, it's not designed to turn a book, we're all paid by taxpayers' money," she says. With Edward Timpson's review of alternative provision due next year, this could be a model to consider.

Gillett and Paul Winterton, her director of school improvement, have picked me up from Plymouth station and I'm leaning forward in the BMW X3, trying to keep up with what they're saying over the noise of the engine and the lashing rain. "It's a vehicle for delivery of a wraparound care element for families and to get the kid back in school, back attending and back achieving. That should always be the common denominator of every family that we deal with." Gillett strikes me as the kind of woman who would battle a gale-force wind and emerge unfazed.

The trust's longer-term aim is to add children's homes to the mix, although legal

The MAT branching into family services



Frankie-Jo and Henry with sensory therapeutic aids at Dover Road specialist base



Sam Maguire, Outreach lead at Courtlands School, running an assembly

But it does make judicious use of the criminal justice system. "If you do swing at somebody maliciously and you do hurt them, then there is going to be a consequence. That is life," says the 44-year-old CEO, who has, over a long career in pupil referral units and high-risk residential settings, been stabbed twice and had her ribs, collarbone, and eye socket broken.

"I'm no bleeding heart," is one of her stock phrases. She is someone who cares deeply – something that is shown by the way she talks to and about the children in her care, and by the way they speak about their provision.

Part of the trust leadership strategy is that everyone spends at least a couple of days every term "on the shop floor". Gillett worked as a teaching assistant on a school trip last summer: "I loved it – probably more than doing the political stuff. It's not about being super pious but, from a leadership point of view, it's really important to remain connected with your staff and the young people and their stories."

She's no victim, either. "And neither are my staff," she insists. "If you get hurt, it's normally because you're trying to get the young person to go somewhere where they don't want to go and because they're in such a state of heightened anxiety they are flitting through the building ready to do something – or you are trying to break up a fight and you put yourself in harm's way."

It's usually the youngest children who lash out, while teenagers are filled with remorse when they realise they've hurt a staff member.

"I've been doing this for 20-odd years, and I've worked with some really, really acutely violent young people, specifically when I was back in residential," Gillett says. "Very few young people are born with the propensity to enjoy violence. It's conditioned as a behaviour for defence."

The trust operates a triage-on-entry system that splits them into 11 different categories. One of the distinctions is between those who are "acting out" and those who are "turning on themselves", with the latter educated at Dover Road, a specialist mental health base.

Fifteen-year-old Frankie-Jo has been at Dover Road for more than two years. She chats at length about how the school feels like a big family, and how lucky she feels to have been able to stay for so long.

restrictions could make this problematic. Subsidiaries of academy trusts cannot borrow money without the consent of the education secretary, and the default position is currently to refuse, says Antony Power, a partner at Michelmores, the law firm helping to set up ACE Family. This

prevents academy trusts from following the model of social housing providers, which typically use trading subsidiaries to develop private housing then gift-aid any profit back to the main provider.

ACE Schools Trust never turns away a child, and it never permanently excludes.

The MAT branching into family services



Lee Earnshaw, headteacher, Courtlands School

Generally young people come and go, as the school works hard to place them back in mainstream. Frankie-Jo, who suffers from psychotic episodes and does regular residential stays in a mental health hospital, arrived in year 9 and will stay through her GCSEs. She's doing English, science, maths, history, geography, PE and citizenship and wants to be a mental health nurse.

She struggled in mainstream, saying that some teachers lacked patience when she couldn't concentrate, and pupils made jokes about mental health and suicide. "I didn't take it well and I got put in isolation. I was in there for months on end, because I was just dangerous, apparently." Despite her obvious emotion as she tells me her story, she never holds back. Her honesty is disarming.

Teaching resilience is a big part of the job.

"Parents don't want to risk their children going back to mainstream"

"One of the main common denominators across all of our young people," Gillett says, "whether they are with us for mental health issues, teenage parents, kids who are in hospital and are suffering from life-limiting illnesses, is a lack of personal resilience, a lack of self-reliance. I manage what, £15 million, 300-odd people, and a lot of risks. Sometimes I don't feel like getting out of bed, but you know what? I do. Because you

have a word to yourself, put your big girl pants on and get on with it."

The tough love doesn't stop here. What the trust staff also teach – which is often true for the children that end up in their care – is that they can't wait for others to sort out their life: they need to learn to rely on themselves. "The first time you try it, you feel a little braver than last time and a little more able to cope," she says, tiger-mum fashion.

Henry went to six secondary schools before he arrived at Dover Road. He was often agitated in class and would become disruptive, and his mum would get regular calls from schools wanting to send him home.

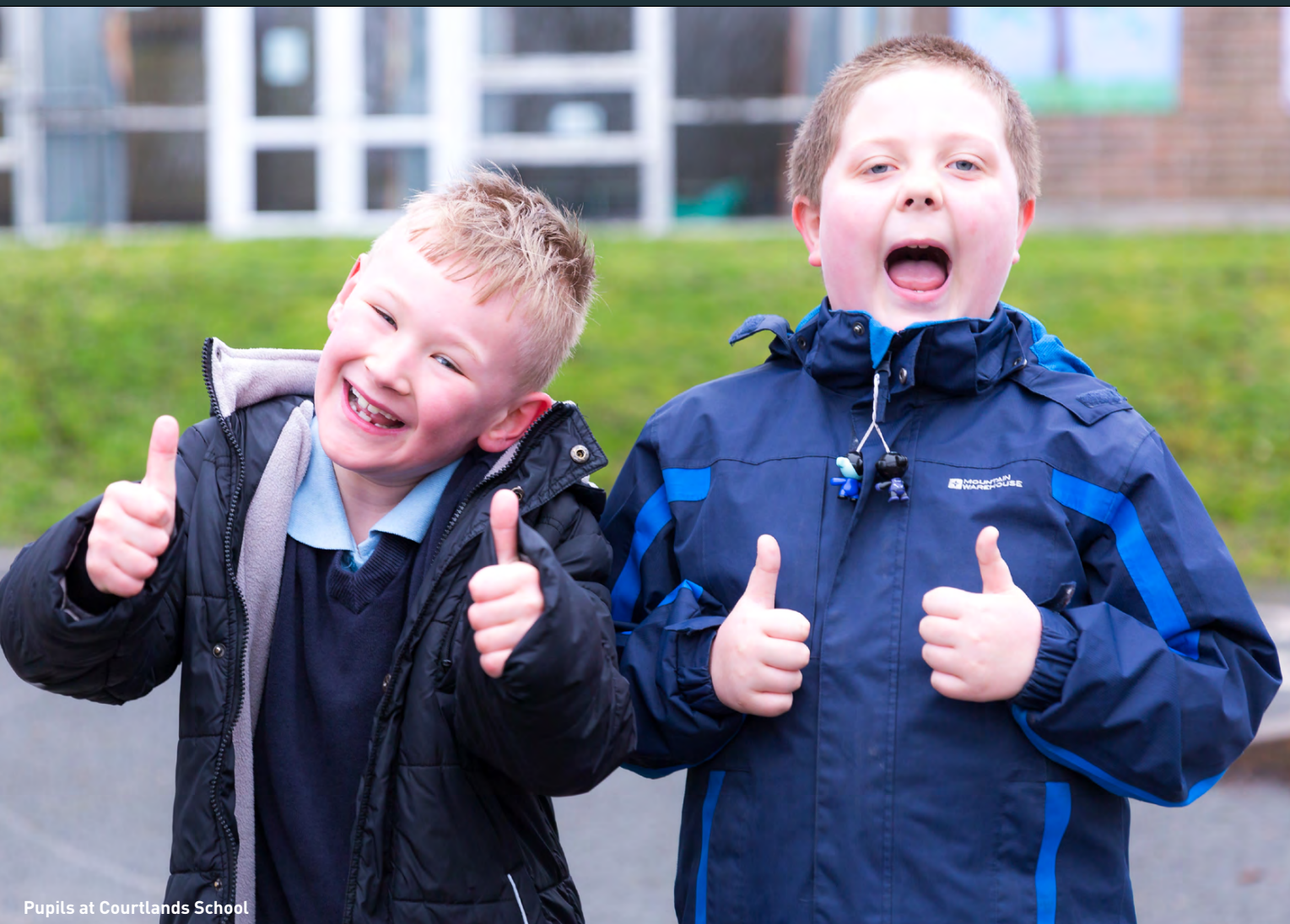
He's now going through a diagnostic assessment for ASD and has developed a five-point scale to help him to self-identify when his risk of disruptive behaviour is increasing. At four, the teacher will allow him to step outside the classroom to do a lap of the courtyard or to massage a squishy. "This is the best school I've probably ever been in," says the year 9 pupil, whose enunciation and sentence structure belie his age. "It's definitely relieved a lot of stress on my whole family. I wasn't in full-time education for about 18 months."

Part of the preparation for returning to mainstream – which Henry is determined to do – is learning that life isn't always fair, that sometimes you just have to lump it. "A teacher can be just as unreasonable as anybody else," says Winterton as he weaves through Plymouth traffic to deliver me to the trust's primary special school. "How do you cope with the teacher who's being unreasonable about why you're late for the lesson? You don't argue about it because you're not going to win."

Gillett adds: "Sometimes you'll hear young people say, 'They didn't treat me with respect so I didn't show it to them.' Well, what's the truth of the matter? You're 13. They're in a position of responsibility. You talk like that to a policeman, what do you think is going to happen? So, what would be a better way forward?"

Emphasising "choices and consequences" rather than a "tariff system" with transgressions linked to specific sanctions, gives the practitioners flexibility when debriefing incidents, Winterton says. "We talk about recovering your behaviour. Yes,

The MAT branching into family services



Pupils at Courtlands School

you've lost your temper, now get it right."

For some kids, a zero tolerance policy, with strict firm parameters and transparency, is "absolutely the language they speak", Gillett says. "But the complexities of support around the social emotional need don't always readily fit into zero tolerance."

A child with Asperger's, for example, might struggle with the inflexibility of a zero tolerance policy "just because they are trying to do what they have literally been told".

It's not just kids with autism, though – it's also about allowing enough flex in the system to give the young people a chance to make amends. "When you apply a rigidity to any practice, what it does is disavow you from coming back to use anything else."

With 85 per cent of the children referred to ACE's primary AP base progressing to a special school, it's natural to wonder

whether there isn't something scandalous about the number of children with special education needs who are excluded.

Lee Earnshaw, headteacher at Courtlands, the trust's primary special school for pupils with social, emotional, mental health (SEMH) needs and moderate learning difficulties, seems to agree, but the waters soon become muddled.

Every child who arrives at ACE Primary is eventually diagnosed with an SEMH need. Some of these needs can be worked through and should not necessarily be considered permanent conditions, Earnshaw says. However, once there's been a diagnosis, "it's a protected characteristic, it's a disability", he says.

It's that age-old problem of the fuzzy boundaries between SEMH and SEND.

The problem in getting any child to reintegrate into mainstream is that the

special school feels like a safe space. Most pupils will progress from Courtlands to special secondary schools rather than mainstream. "The parents don't want to risk it," Earnshaw says - and he doesn't blame them. The trust does have an outreach team, however, that sends specialists into local mainstream schools to work on behaviour and help to prevent the exclusions in the first place.

With ACE Family, that same support will soon be extended to parents. "It's not rocket science, when we know that social disaffection is generational. It's the gift that keeps on giving, isn't it?" Gillett says. "Quite a lot of parents have had really disruptive and really poor experiences of education, and we really try to turn that on its head. My staff are very personable, and we train them to be like that, because we should have our door open, we serve the community."

Opinion

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

Schools paying into the apprenticeship levy need advice on how to access it so they can reap its benefits for staff training, argues David Cobb

At a time when the headlines are awash with schools' struggles for funding, since May 2017 some £225 million has been taken from schools in the shape of the apprenticeship levy, with very little for those schools to show for it. In the main, this is due to a shocking lack of information available to schools about how to access the levy and what it can be used for.

It's only fair to point out that this is just the start of the apprenticeship journey for schools. There are few providers and more are needed. The apprenticeship standards are bedding in, with many only recently approved. The rhythm of the apprenticeship levy leaving schools' budgets and moving into general taxation from April 2019 has yet to be established.

So for Ofsted and a training provider to effectively throw schools and headteachers under the bus recently by blaming them for providing insufficient support to apprentices seems a little disingenuous, particularly when we know that schools are dealing with significant curriculum change, not to mention a new inspection framework looming.

So, it's perhaps worth highlighting some headline facts about the apprenticeship levy.

First, any school that is part of a multi-academy trust or local authority where salaries are collectively more than £3 million annually is paying into the levy about



DAVE
COBB

CEO, National College of Education,
an apprenticeship training provider

Schools need more support to take on apprentices

0.5 per cent of salary costs.

Second, that levy can be used for training new or existing staff across a range of apprenticeships, including technical, managerial and leadership apprenticeships. The levy cannot be used to pay wages.

Third, once a levy account has been spent, schools, MATs and LAs can use the co-investment model, accessing

Education as an organisation pays about £1.2 million per year into the apprenticeship levy. Through "levy transfer" it could transfer 25 per cent of its contributions to schools not within LAs or MATs, who don't currently pay into the levy.

Forward-thinking schools can effect a paradigm shift in the way professional learning happens in their

“ For Ofsted to blame schools for providing insufficient support to apprentices seems a little disingenuous

levy funds that have been contributed from across the economy. In this model, schools contribute just 10 per cent of the cost of training (to become 5 per cent from April 2019) beyond their existing levy contributions.

Fourth, unspent levy contributions from the financial year 2018-19 will expire in April 2019 and will disappear from the school account at the rate they were contributed. Nationally, this is estimated to be £11.5 million a month from school budgets.

And fifth, the Department for

schools. But for that to work across the system as a whole a number of things need to happen:

- 1) Headteachers need explicit advice about how to use the levy – tailored to whether they are an academy or maintained school.
- 2) Heads also need examples of how apprenticeships can work in schools.
- 3) Local authority procurement processes should be simplified and levy funds put into the hands of the

heads and providers, to develop their staff.

4) Apprenticeship content delivery must be placed within a school context – schools should be signposted to those apprentice providers who deliver school-based programmes.

5) Apprenticeships should be part of a whole-school professional learning plan for teaching and non-teaching staff.

6) MATs should be given guidance on promoting apprenticeships to existing and prospective staff – as a way of boosting retention and recruitment.

7) More apprentice providers should be encouraged to support schools, including the 64 teaching schools who were allowed on to the register of apprenticeship training providers this year.

8) And finally, the DfE should take a lead and offer its 25 per cent as levy transfer to smaller schools who can't access the levy. This could easily pay for 24 schools to train a teaching assistant or team leader within their current staff teams.

The apprenticeship levy is hugely misunderstood in our sector. It provides an unprecedented opportunity to transform talent management and CPD in schools. Let's hope that the sector sees it for what it is and takes full advantage of the opportunities that it presents.

More information on apprenticeships that are suitable for schools can be found here:
<http://bit.ly/WhitePaperNCE>

Opinion

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

Leora Cruddas explores ethical and legal implications of removing unsuitable trustees

On Wednesday last week, the Public Accounts Committee held its second session into academy finances. The themes explored were wide-ranging. One of these was the proposed “banning” of trustees who are found to misuse public money.

It is absolutely right that the Education and Skills Funding Agency (ESFA) explores its powers to restrict and sanction trustees who are found wanting. Trustees should commit themselves to the highest standards of public life. Where they fall short of these standards, and in particular where there is misuse of public money, it is right that they are prevented from being trustees in future.

Academies are run by non-profit-making charitable trusts. Anyone involved in the governance of an academy trust (for example, members, sponsors and trustees) is not allowed to make a profit from their involvement with it.

Academy trusts are, in fact, “exempt charities”. The same is also true of sixth-form colleges, voluntary-aided, voluntary-controlled and foundation trust schools. Such organisations are not registered or directly regulated by the Charity Commission.

They are instead monitored by a “principal regulator”, the secretary of state for education.

It is important to note that “exempt” charities must still comply with charity and company law.



LEORA
CRUDDAS

Chief executive,
Confederation of School Trusts

Falling short: how academy trustees can be banned

What powers does the secretary of state have as the principal regulator?

Typically, principal regulators must promote exempt charities' compliance with charity law. They usually have no powers of enforcement. However, academy trusts are accountable to the secretary of state through their funding agreement. The latter also includes details about the financial information a trust must produce.

Powers of direction

In specific circumstances, the secretary of state also has the power to prevent an individual from taking part in academy-trust management. This could prevent an individual from acting as a member, trustee or executive leader.

The circumstances are set out in regulations, but can include where the individual is subject to a caution or conviction or has engaged in

“ Trustees should commit themselves to the highest standards of public life

Financial notice to improve

The education secretary can take enforcement action if an academy trust breaches its funding agreement. This usually takes the form of a financial notice to improve.

The ESFA, acting with the delegated authority of the secretary of state, has the power to issue a financial notice to improve usually where there is an actual or projected deficit, cash-flow problems, risk of insolvency, irregular use of public funds, or inadequate governance and management, including weak oversight by trustees.

poor conduct, and the secretary of state considers, that because of that caution, conviction or conduct, the individual is unsuitable to take part in the management of a school.

A principal regulator would normally refer to the Charity Commission if a serious failure to comply with charity law is found.

Referral to the Charity Commission and the power to remove or disband a trustee

In cases of a serious failure to comply with charity law, the Charity Commission has a range of

enforcement powers.

These powers include (among others):

- suspending or removing a trustee;
- appointing additional trustees;
- appointing an interim manager.

The power to remove a trustee is exercised through a disqualification order, which will state whether the person is disqualified in relation to all charities, specific charities or a class of charities, such as academy trusts. The period of disqualification depends on the seriousness of the case and can be for a maximum of 15 years.

The bar for disqualification is relatively high. For example, people disqualified from being a trustee or director are usually under restrictions from bankruptcy or a debt relief order. Other types of “unfit conduct” include:

- not keeping proper company accounting records;
- not sending accounts and returns to Companies House;
- not paying tax owed by the company;
- and using company money or assets for personal benefit.

While the ultimate sanction – the power to suspend or remove trustees – is very important, we really want all trustees of academy trusts to be committed to the principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. Very little can go wrong where trustees individually, and the trust board collectively, observes these principles.

Opinion

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

It's an uncomfortable subject for many, but a recent court case has highlighted the need for schools to have robust guidelines in place that address the problem of sexual abuse perpetrated by young children, says Emma Bannister Dean



EMMA
BANISTER DEAN

Partner, education team,
Royds Withy King solicitors

The risk of pupil-on-pupil sexual assault cannot be ignored

With Barnardo's reporting to the House of Commons science and technology committee that children as young as five are perpetrating sexual abuse on their peers, and this week's reports of a high settlement paid to parents of an abused pupil, it's important for schools to know how to protect themselves and their pupils.

Sexual assault on children is an emotive and highly charged issue. When that assault is committed by another child, adults often shy away. With the recovery of the victim being so strongly linked to the way in which these incidents are dealt with, schools need to ensure the availability of adequate training, sanctions and counselling. This is particularly the case in primary schools, where the perpetrators are below the age of criminal responsibility and the school may be the only organisation that is able to send a strong signal about the acceptability of behaviour among its community.

The increasing use of social media and the internet by primary-school children unfortunately results in some children becoming sexualised or learning sexual behaviours at a very young age. Safeguarding policies and procedures are often designed to protect children from adults. While behaviour policies might cover allegations of sexual assault, they often do not deal with allegations

where the perpetrator and the victim are both pupils.

In my experience, both when advising on these situations and when dealing with them as a governor, schools can feel so conflicted by their obligations to both parties that they are unable to make clear and timely decisions. Preparation is the key to protecting all parties.

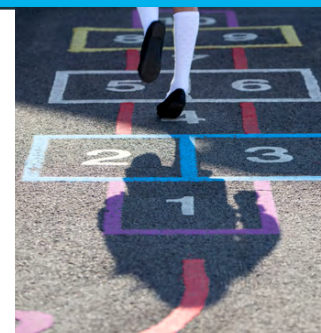
- protecting the school's reputation.
- Engage early with professional advisers who can provide you with the toolkit to interact with parents and pupils.
- If you don't get it right, what are the risks?
- The most serious risk is to the victim and their recovery.
- In the current reported case of

“ Schools can feel so conflicted by their obligations to both parties that they are unable to make clear decisions

To minimise the fallout:

- Adapt behaviour policies to deal with situations where both parties are pupils.
- Train staff in how to identify and challenge risky behaviour.
- Enable staff to understand when to escalate and report concerns.
- If the worst does happen, follow your adapted policies and procedures. They provide you with a clear decision path and justify your actions.
- Don't assume that waiting for it to go away will be the best way of

the girl known as Bella, who was repeatedly sexually assaulted at her primary school by two fellow pupils when she was aged six, staff had witnessed inappropriate sexual behaviour by the boys towards Bella but failed to report their concerns or to intervene. They had also failed to notify her parents. When the abuse did come to light and Bella's parents asked for counselling to help their daughter, they were told that she was not entitled to counselling because she did not come within the "child in need" criteria.



We all find the idea of hyper-sexualised primary-school children an uncomfortable one. With prevention and adequate responses to assaults being so critical, the lack of training, counselling and robust enforcement of behaviour policies cannot continue. Staff need adequate training to enable them to fulfil their safeguarding role and we all need to put our discomfort aside and tackle these issues.

There is an understanding among parents that schools take on an implied duty of care for their children while on school premises. It was in response to a claim by Bella's parents for breach of that duty that the primary school in question paid a large settlement. The press reported this case as the first example of a settlement being paid in these circumstances. Those of us advising schools know that unfortunately this was not the first.

Evidence of what the school has done to minimise the risk of such assaults and to maximise the victim's chances of recovery will all help to protect the school as well as potential victims. The messages sent to pupils will also contribute to making the school community a safer space.

Reviews

BOOK REVIEW



The Learning Imperative

Authors: Mark Burns and Andy Griffith

Reviewed by: Helena Marsh, executive principal, Chilford Hundred Education Trust, and principal, Linton Village College

Publisher: Crown House

As a self-confessed educational-leadership-book junkie, I was interested to see how effectively *The Learning Imperative*, which focuses on a range of workplaces rather than schools per se, would get to the nub of professional development: learning.

I encourage readers who, like me, might be initially put off by the endorsement of “progressive management”, the lack of capital letters in the cover title, the proliferation of the adjective “outstanding” in relation to the authors’ previous publications, the bite-size structure and the plethora of grids and acronyms within the book to reserve judgment.

It achieves exactly what it promises on the cover; this is a “practical, well-constructed reference book for leaders”. I am confident that both experienced and novice leaders will take some theoretical gems and practical activities from it. It provides useful affirmation of tacit knowledge, helpful summaries of theoretical concepts and a range of strategies for reviewing adults’ learning and performance.

The Learning Imperative delivers substance as well as style. The authors, Mark Burns and Andy Griffith, successfully weave in a digest of relevant research. The book touches upon a significant number of influential thinkers and concepts, including: Kirschner’s theory of instruction; Maslow’s hierarchy of needs; Csikszentmihalyi’s “flow”; Sweller’s cognitive load theory; Covey’s effective habits; Rogers’ unconditional positive regard; Coleman’s emotional intelligence; Hattie’s visible learning; Berger’s ethic of excellence; Syed’s

“bounce” and Pink’s theory of motivation, among others (is there a lack of female writers in this field?). It also offers suggested further reading.

Its digestible chunks of contextualised knowledge achieve its ambition to “deliver a highly practical guide to develop performance through effective learning”. It is an easy read, but encourages its readers to engage in consideration and action throughout with its regular reflection questions and case studies.

A strength of the book is its focus on psychological characteristics that underpin professional learning. I particularly enjoyed the sections on relational trust, processing overload and perception gaps. They helped me to consider my own professional learning limitations and provide a vehicle to examine team dynamics and individual behaviours.

It includes models that are introduced and revisited throughout the chapters to identify, analyse and address potential barriers to professional learning and performance; the learning-performance matrix and Kaplan workload management method are useful. The techniques serve to examine the root causes of negative and resistant responses to professional learning such as complacency, defensiveness, delusion and helplessness.

Sharing scenarios taken from lots of different industry examples, including retail and

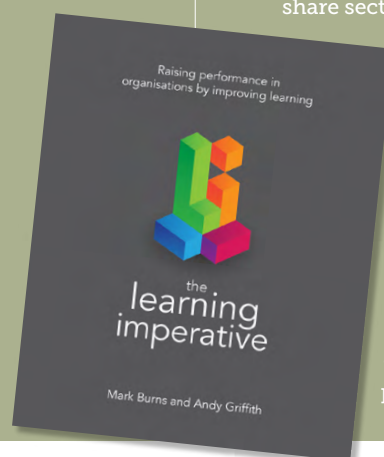
manufacturing, as well as education, enables the reader to make connections with their own experiences. These useful vignettes help us consider individuals’ responses and potential approaches to untap professional potential, address underperformance and recognise behaviours symptomatic of imposter syndrome or its opposite (the Dunning-Kruger effect) within ourselves and our colleagues.

The Learning Imperative is the equivalent of training delivered by wise, respected and experienced leadership role-models through the medium of skilful coaching and mentoring. The book walks the reader through logical steps to consider, diagnose, plan, deliver and reflect on professional learning. Its rich professional advice, helpful stories, metaphors, images and tools make it memorable; the book exemplifies the very essence of its own subject matter.

It is a leadership manual that I wish I had possessed when I started out as a head of department many years ago. Alongside plentiful nuggets of wisdom, there are takeaway materials that can be used in team meetings. I found myself folding down pages and adding Post-it notes to share sections with colleagues, and I

have already made use of several of the models in senior team and staff meetings to prompt discussion.

I recommend this book to anyone responsible for, or aspiring to, lead a team; it is essential reading for those responsible for organising and delivering professional learning.



Research

Every month Stuart Kime trawls through his greatest research hits to offer practical implementation tips for using evidence in practice

If we don't know we've failed, we can't do better!

**Stuart Kime, director of education,
Evidence Based Education**

The English education system has a pretty strange – perhaps dysfunctional – relationship with evaluation, although I don't think that we're unique in this. We talk about it a lot, we seem to think it's important, and we don't make the most of what it can offer us. As such, most educational initiatives and innovations, given sufficient enthusiasm and buzz, are doomed to success.

How can evaluation help schools?

Evaluation methods are not a panacea, but they can help teachers, school leaders and policymakers be more effective and efficient by:

- helping improve a programme or practice as it's being developed;
- helping decide if we should amend, continue or cease a programme or practice;
- informing the decision to scale up a programme or practice;
- identifying inefficient aspects of a programme or practice's delivery;
- communicating accurately the impact of programmes and practices;
- influencing policy.

Evaluation can help us stop doing so many good things, so that – as Dylan Wiliam would put it – we can focus on even better things. But until we have an increased awareness, knowledge and understanding of evaluation in our education system, I'm afraid this is a pipe dream. And the ramifications are clear for a workforce trying hard to eradicate ineffective programmes and practices.

Teachers' and school leaders' occupational self-regulation – in other words, their ability effectively to budget their personal resources in the professional context of education – is a critical feature of effective teaching. As one study by Kunter et al on the



professional competence of teachers puts it: "People with strong self-regulatory skills demonstrate a level of occupational engagement that is commensurate with the challenges of the teaching profession while at the same time maintaining a healthy distance from work concerns and conserving their personal resources."

Robust evaluation can help teachers and school leaders figure out how best to expend their personal resources in the professional context.

Having worked in schools, in the civil service and in research, I am confident in saying that I don't think I've ever met someone who thought that evaluation was a bad idea. It's hard to argue against it, really. So, given its potential benefits and public enthusiasm for it, why is it not a core component of every government policy decision? Why is it not at the heart of CPD providers' development and delivery processes? Why do we not heed John Hattie's plea to "know thy impact"?

While the answers to these questions often include a lack of time, money, training and tools, one fact sits above all: done well, evaluation may reveal that something didn't work.

Personally, I see this as a good thing – knowing what hasn't worked is just as valuable as knowing what has – but I also recognise that teachers and leaders invest their time, effort and energy in

interventions and initiatives, and CPD providers have organisations built on the success of their products and services; the threats to reputation and self-esteem can be very high for all.

At a policymaking level, consider the attraction of evaluation: knowing the impact of public funds invested in a new initiative would enable better policy decisions. But consider also the political fallout for the minister responsible when we find that the initiative has no effect (or is worse than doing nothing at all). And consider that in the context of a fractured minority government with a working majority of precisely 0.

There are arguments against evaluation – too costly, too slow, too hard – but none is sufficient to persuade me that it's not worth persevering with. To help schools develop in-house evaluation capacity, the Education Endowment Foundation published *The DIY Evaluation Guide* in 2013. Take a look!

Kunter, M., Baumert, J., Blum, W., Klusmann, U., Krauss, S., & Neubrand, M. (Eds.). (2013). *Cognitive activation in the mathematics classroom and professional competence of teachers: Results from the COACTIV project*. Springer Science & Business Media.

[Coe, R., Kime, S., Nevill, C., & Coleman, R. \(2013\). *The DIY Evaluation Guide*. London: The Education Endowment Foundation.](#)



Reviews



Hannah Wilson is a headteacher and founding member of WomenEd

@THEHOPEFULHT

RIP performance management

@ChrisMoyse

All the blogs I reviewed this week chimed with me and my core values because they were full of heart and made me stop and think, but more importantly empathise with our fellow professionals. First up is Chris Moyse, a reflective leader who challenges the system's traditional practices. We know we need to appraise our school staff and support them to develop and perform to their potential, but he questions our methodology in doing this. Chris frames his argument by considering the concerns about recruitment and retention across our profession, and reflects on managing workloads and wellbeing. He proposes a solution-focused approach, underpinned by a set of values that underpin the culture and ethos of where he works.

ResearchSEND conference

@shahina_j

A career changer who blogs about being a trainee teacher with a focus on inclusion, Shahina Patel's writes as both a mother

TOP BLOGS of the week

and a teacher. In this post, she reports on attending a @ResearchSEND conference session, where she learns from a parent what her daughter's experience of being failed by the system was like. In an emotional response to this talk, Shahina considers her own upbringing and experience of "otherness", and encourages us to question why we label "difference" and do not celebrate "diversity".

The quiet return of the inner voice

@Illwriteitdown

Another trainee teacher blog caught my attention this week. Ele reflects on her SCITT placement breakdown and taking some time out from her training to recalibrate. She digs deep to make sense of what went wrong, why she needed to walk away from a fantastic job offer, and how she found the resilience to reapply for teaching roles and restart her PGCE. I have the utmost respect for her honest reflections and am happy to hear she has found the right role, in the right school, with the right support.

The murmuring: a generational crisis in our schools

@Oldprimaryhead1

Brian Walton, a headteacher in the southwest, uses the metaphor of nature to reflect on the state of our educational landscape. Evoking autumnal leaf fall, the "murmur of starlings" and a "murder of crows", he pays homage to James Pope, the latest headteacher casualty in our system, as depicted in episode three of *School*. The much debated show has captured the stark, gritty reality of our broken system. Prompted to muse about life and death by this blog, I was left with the image of roadkill. Our schools are the innocent victims of our politicians' dangerous driving.

Lost Words Event

@MrEFinch

I had the privilege of hearing Ed Finch read this blog live at The Lost Words event in Oxford on Friday night. Health warning: make a cuppa and get the tissues out before you read this one as I sobbed when I heard it and cried again when I read it. The whole evening was a profound artistic experience. First, Robert Macfarlane and Jackie Morris conjured up spells from their highly praised book *The Lost Words*, punctuating the readings and discussions with live art as Jackie brought nature to life before our eyes. We also listened to beautiful contributions from cancer patients, their families and their carers, each an exploration of life, love and light. Ed closed the event with a love letter to his late wife Diane. The Sheldonian Theatre was lifted as the song she wrote and performed in her music therapy sessions at Sobell House hospice filled the room.



Schools told to consider lockdown protocols to counter terrorist attacks

@LJ_Finch

I joined a new school and asked them what their lockdown procedure was. I was told that you had to barricade yourself in your classroom until someone came by, ringing the break bell and shouting "squirrel".

Should home education be monitored?

Helena Barron

I assumed that home ed was monitored? Shocked to hear that this isn't the case.

@EdWelfareMan

This debate ignores the fact that LAs have been cut to the bone. There's no-one left to do the monitoring and registering even if it does become a requirement.

@drleatongray

My position is on this that home schooling families should be able to apply for small equipment and material grants (say £250 a child), which would be a benign nudge towards volunteering for registration without the long arm of the state reaching into private homes too much.

'The whole system will implode': Council bosses warn of SEND funding crisis

@nourishedschool

School leaders, teachers, support staff, children and families feel sad and indignant about the current SEND funding realities in our schools. Getting this right will say much about our society, about our values.

@katgrey34

This is so disturbing. How can we help? What can we do? I have two children with SEN. Our children matter too. A court found our school guilty of discrimination. What will happen when there are even less funds? Schools won't be able to support children with SEN.

REPLY OF THE WEEK

@peterbellswfc

Big-hitters stripped of special status as their schools struggle

My issue with NLGs is the selection criteria. As a chair of governors I've helped lift two schools out of special measure measures, dealing with lots of issues along the way. When I apply to be an NLG I get turned down, but I could be chair of governors in an outstanding school and a 'yes man' to the Head and get NLG status :-)



THE REPLY OF THE WEEK WINS A SCHOOLS WEEK MUG. CONTACT US AT NEWS@SCHOOLSWEEK.CO.UK TO CLAIM

@FamilySend

It was there before (as we all knew) but now it's out in the open, which is good in many ways, though there are negative consequences (our children constantly being presented as a burden). We need to work together to systemically evidence what's happening.

Exclusive: New data reveals pupils from poor postcodes are more likely to be taught by a non-specialist. Is that fair?

@davidjones3525

Totally unfair. You can be a great practitioner but you have to have a depth of knowledge and passion for the subject. I have seen it many times.

@alisonclarke14

Been told of a primary school where 70% of teachers are unqualified or NQTs, again in an area of deprivation, how can that help social mobility?

DfE dishes out £10m to recruit 600 more career changers

Karl Peter

Fund education properly. Honour the pay recommendations (like they did for themselves). Reduce the scrutiny. Then you won't need £10 million for 'persuaders'.

Laura Wood

Give the schools the money to fund support staff! Excellent support staff means teachers will stay!

Andy Lawton

If they looked after the teachers who already teach a lot better, some excellent teachers would return to a teaching career. Government just don't get it, not just about money... many of us took a pay drop to leave the profession.

WEEK IN WESTMINSTER

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

MONDAY

Still sleeping off the weekend. Is it Christmas yet?

TUESDAY

Recent tales of failure in the academies sector appear to have irked Lord Agnew, the minister for the school system.

During an interview with this newspaper, the Tory peer ranted at our reporter about the lack of "heartwarming" stories about academy success.

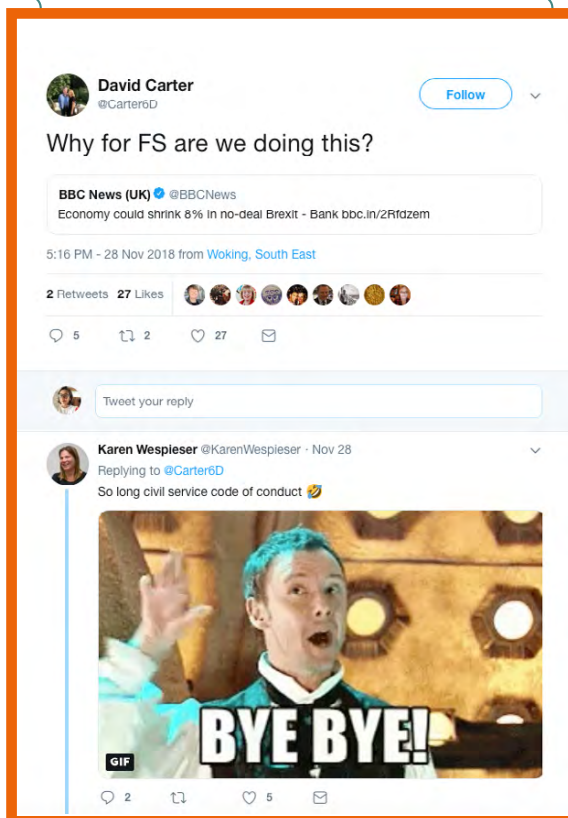
"I know you hate positive stories, but we've opened 1,700 sponsored academies," he said. "Only one in ten were good or outstanding before they converted, compared to seven in ten having become academies and been inspected.

"So that's half a million more children, and these were often in areas of often great deprivation. I mean, the change to the lives of these children, having been educated in a special measures school to being educated in a good or outstanding school, it is life-changing."

"I just think you ought to give a little bit of juice to us, occasionally. I mean, the people doing this are heroes. They're not easy jobs. I've been in the front line with these people. I know what it takes out of them. Energy and stamina."

If that isn't a pitch for a guest editorship, we don't know what is!

P.S. We're sure Agnew will read with interest our four-page feature highlighting the life-changing work of the Ace trust, the academy boss saying his trust is beating the retention crisis by offering all staff three wellbeing days (page 23)!



WEDNESDAY

The Guildford Conservative Association has been forced to cancel an event due to feature Damian Hinds as the keynote speaker because of poor ticket sales.

According to Surrey Live, the education secretary had been due to speak at the Guildford Tories' annual dinner, but the party pulled the plug after fewer than 50 tickets sold. Members were being asked to pay £60 a head to hear Hinds speak in the constituency of his fellow education minister Anne Milton.

In an email seen by local journalists, Sallie Barker, the association's deputy chair of membership and fundraising, said: "A turnout of less than 50 to the Secretary of State for Education – who

is of course the senior minister in our own MP's department – risks reflecting poorly on our organisation."

To add insult to injury, Surrey Live's tweet about the story even got a passive aggressive "like" from DfE minister Sam Gyimah. What larks!

If he wants to attract a bigger crowd, Hinds should take a leaf from the book of former national schools commissioner Sir David Carter, who seems to be enjoying his newfound freedom to say what's on his mind.

Freed from the shackles of the civil service code of conduct, Sir David reacted with incredulity to the news that no-deal Brexit will shrink our economy by eight per cent.

"Why for FS are we doing this?" he tweeted.

For those not savvy with Carter's modern vocabulary, "for FS" means "for fuck's sake".

It's a brave new world.

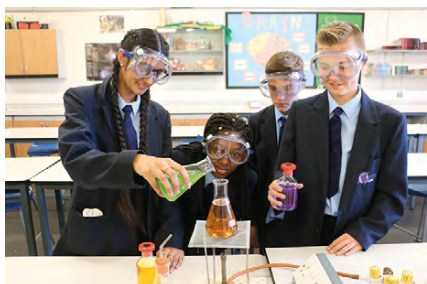
THURSDAY

The government's vaunted new postgraduate apprenticeship route into teaching has really lived up to expectations (it hasn't).

New ITT census figures released this week show just 90 trainees chose the route this year, a 9 per cent recruitment rate against a target of 1,000.

It remains to be explained why the route is having teething problems, but we suspect it would have been much more popular if ministers hadn't stubbornly blocked attempts to open it up to non-grads too.

Nick Gibb strikes again!



Trust Headteacher

This is an exciting new role for an experienced Headteacher to work directly with the Trust Executive to offer school improvement capacity across our 6 Schools. Candidates will ideally have experience in both primary and secondary contexts and will certainly have a track record in school improvement. The role will involve working directly with each of the schools and leading a specialist network of high performing subject leaders.

Though not a named Headteacher role initially, this post could involve stepping in as an interim Headteacher as required to meet the needs of a growing Trust.

Following the shortlisting of applicants, if you are selected to attend an interview you will be contacted by CORE Education Trust by email.

For further enquiries please contact Emma Chapman on **0121 389 2824**.

Position: Trust Headteacher

Apply by: 12 noon Monday 3rd December

Interview Date: Tuesday 11th December

Job Start: ASAP

To apply visit; www.core-education.co.uk/jobs-with-us/

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ASSOCIATE DEAN - LEARNING DESIGN (MATERNITY COVER)

London, Manchester, Birmingham, Newcastle, Leeds

Salary: £54,000 - £59,000 + £3,000 LWA

(if applicable)

Interview date; Week commencing

10 December 2018

Hours; 37.5 hours

Closing date; Dec. 9, 2018, 11:59 p.m.

ASSOCIATE DEAN - LEARNING DESIGN

London, Manchester, Birmingham, Newcastle, Leeds

Salary: £54,000 - £59,000 + £3,000 LWA

(if applicable)

Interview date; Week commencing

10 December 2018

Hours; 37.5 hours

Closing date ; Dec. 9, 2018, 11:59 p.m.

Ambition School Leadership has merged with the Institute for Teaching to become a new organisation dedicated to supporting teachers and school leaders to keep getting better. We legally merged in September 2018, but will launch publicly as the new organisation in early 2019.

We know that great teaching and school leadership are the most powerful levers for transforming children's outcomes. Effective leaders set the culture and create the conditions for improvements in teacher expertise, and expert teachers can close the attainment gap. Yet too much professional development for teachers and school leaders is low-quality, generic and fragmented.

Our new organisation, launching in Spring 2019, will have a single focus: to help teachers and school leaders to keep getting better. We think that this is the best way to make sure that every pupil, regardless of their background, gets a great education.

To apply for any of our vacancies please visit
<https://www.ambitionschoolleadership.org.uk/work-us/>

For any questions or queries please email us at
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