

SCHOOLS WEEK

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INVESTIGATES

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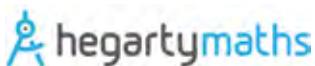
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News: Grammar schools

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It's game on for grammar schools, but it's not all it seems

FREDDIE WHITTAKER

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EXCLUSIVE

Plans by 16 grammar schools to open up access to poorer pupils in exchange for a share of an annual £50 million of expansion funding will still leave them "lagging behind" comprehensives, a *Schools Week* investigation has revealed.

Announcing the £200 million investment over four years on Monday, Damian Hinds, the education secretary, said that "countless more children from disadvantaged areas will benefit from places at outstanding schools".

But analysis by *Schools Week* shows that the targets set by each of these 16 grammars will still fall short of the percentage of disadvantaged pupils in their local authority.

Our investigation also reveals that most of the schools have already received capital funding handouts this year, and many have boosted pupil numbers since 2013 – one by more than a third. Only four are rated 'outstanding' by Ofsted.

Dr Mary Bousted, the joint general secretary of the National Education Union, said the expansion fund, launched after plans to scrap the ban on new grammar schools were shelved, was a "dishonest measure".

"The Conservatives are playing politics with children's education and parents will be dismayed that at a time when schools are sending round the begging bowl for basic equipment and school resources, some institutions are being singled out for favoured treatment, including some who have already received capital funds this year," she said.

The Department for Education named the first 16 successful bidders on Monday. They all have agreed to admit more disadvantaged pupils through recruitment targets, a lower 11-plus pass mark or both.

Disadvantaged admission targets still fall short

Analysis by *Schools Week* found that of the nine grammar schools that set specific recruitment targets for children eligible for the pupil premium, none are aiming to meet the average rate for its local authority.



Damian Hinds

For example, Wolverhampton Girls' High School, where 7.6 per cent of pupils receive the pupil premium, wants to increase that to 11 per cent. However, 41.6 per cent of pupils in Wolverhampton receive the premium.

Queen Mary's Grammar School and Queen Mary's High School in Walsall have a pupil premium rate of 8.6 per cent and 14.6 per cent respectively, and want to increase that to 30 per cent. But in Walsall more widely, 40.3 per cent of pupils are eligible for the premium.

Colchester County High School wants to increase its pupil premium rate from 3.4 per cent to 10 per cent, but that falls well short of the 22.4 per cent of pupils eligible in Essex.

"The idea that these grammar schools will turn into beacons of social mobility is absurd," said Dr Nuala Burgess, chair of the anti-selection campaign group Comprehensive Future.

"They've set themselves targets for disadvantaged pupils that still see them lagging far behind genuine community schools."

Trudi Young, the head

of Wolverhampton Girls, defended her school's plans, which she said went further than a recruitment target.

"We aim to open doors to our school by winning hearts and minds," she told *Schools Week*.

"In the past year we welcomed more than 500 pupils to our familiarisation sessions and outreach activities held on site. We are excited by the opportunities now presented to be able to extend this programme even further, offering a greater number of places to girls to join this outstanding school."

Just four actually rated "outstanding"

Despite Hinds' claims, only four of the 16 schools have up-to-date Ofsted inspection ratings. The remaining 12 are academies that have not been inspected since they converted up to seven years ago.

Despite not counting in public records, their previous inspection grade still informs when Ofsted will revisit schools; those rated outstanding are currently exempt from reinspection.

"Most of the schools



Dr Mary Bousted

PA

News: Grammar schools

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haven't been inspected for years, there seems to be an assumption the quality of education in these schools must be good, simply because these schools select pupils," Burgess said.

Nine of the schools have already received money to improve their sites this year.

Altrincham Grammar School for Boys, Colchester County High School, Colyton Grammar School, John Hampden Grammar School, Kendrick School, Lawrence Sheriff School, Queen Mary's Grammar School, Queen Mary's High School and Sir Thomas Rich's School all received money from the government's condition improvement fund (CIF) for 2018-19.

Grammars have in the past used CIF cash, which is mainly for keeping school buildings in an acceptable condition, to build whole new classrooms, *Schools Week* has previously reported.

In July, Nick Gibb, the schools minister, announced that grammar schools would no longer be allowed to use CIF funding to expand, although they could still get the cash to improve the condition of buildings or address overcrowding.

Grammars have already boosted numbers

Most of the schools have also increased

their pupil numbers over the past five years.

Queen Mary's Grammar School lifted its 730 roll in 2013 to 1,011 in 2018, an increase of 38.5 per cent. Pupil numbers at Wolverhampton Girls' High School increased by 19.7 per cent from 745 to 892 over the same period, while numbers at Colchester County High School increased by 17.5 per cent from 795 to 934.

Three of the schools, however, have fewer pupils than in 2013.

Jim Skinner, the chair of the Grammar School Heads' Association, said he hoped further increases in the proportion of pupil premium pupils at the selected schools would be achieved "over time".

"The key context here is the big gap, I'm afraid, in the overall achievement of pupil premium youngsters.

"Certainly by doing outreach work and lowering pass marks, the whole aim is to help address that problem, but there's a lot of other things that need to happen nationally to close the achievement gap."

It's easy to have a 'cheap pop' at grammars

Skinner also defended the investment in selective schools, adding that the CIF funding already awarded was a "separate

pot of money".

"If schools have got significant building condition problems, new boilers or whatever, it's appropriate that, whatever type, they have equal access.

"It's quite easy for people to have a cheap pop and say this is special money for grammar schools, but we, as much as anyone, are pushing hard for the general funding for schools to increase."

He said the £200 million funding was a "very small percentage" of the government's overall budget for creating new school places, and insisted it was "entirely appropriate" that "just like other good and outstanding schools, selective schools are funded to expand".

Hinds added: "I have always been clear that selective schools will only be able to expand if they meet the high bar we have set for increasing access for disadvantaged children, and all of these schools have done that."



Dr Nuala Burgess

ANALYSIS: WHAT DO WE KNOW ABOUT THE 16 SCHOOLS SELECTED TO EXPAND

		CURRENT PUPIL PREMIUM	TARGET PUPIL PREMIUM	LA PUPIL PREMIUM	PUPIL NUMBERS 2013	PUPIL NUMBERS 2018	OFSTED RATING
Altrincham Grammar School for Boys	Trafford	3.9%	15.0%	18.4%	1,250	1,274	No data
Bournemouth School	Bournemouth	6.3%		24.1%	1,090	1,022	Outstanding
Bournemouth School for Girls	Bournemouth	5.8%		24.1%	1,115	1,135	Outstanding
Chelmsford County High School	Essex	3.8%	16.0%	22.4%	890	925	No data
Colchester County High School	Essex	3.4%	10.0%	22.4%	795	934	No data
Colyton Grammar School	Devon	4.4%		21.7%	825	870	No data
John Hampden Grammar School	Buckinghamshire	4.6%		14.0%	1,065	1,048	No data
Kendrick School	Reading	2.7%	13.0%	25.5%	710	746	No data
Lawrence Sheriff School	Warwickshire	4.0%		19.0%	870	895	No data
Queen Mary's Grammar School	Walsall	8.6%	30.0%	40.3%	730	1,011	No data
Queen Mary's High School	Walsall	14.6%	30.0%	40.3%	665	756	No data
Sir Thomas Rich's School	Gloucestershire	3.9%		18.5%	890	1,008	No data
Sir William Borlase's Grammar School	Buckinghamshire	2.1%	6.0%	14.0%	1,030	1,080	Outstanding
St Michael's Catholic Grammar School	Barnet	7.1%	25.0%	28.4%	755	726	Outstanding
Rochester Grammar School	Medway	7.6%		25.7%	1,150	1,227	No data
Wolverhampton Girls High School	Wolverhampton	7.6%	11.0%	41.6%	745	892	No data

Harris teachers leave after SATs probe

JESS STAUFENBERG
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The headteacher and two staff members of a north London primary have left the school after an investigation found pupils had been "over-aided" in SATs tests.

An investigation by the Standards and Testing Agency at Harris Academy Philip Lane in north London concluded in summer that year 6 pupils had been helped too much in their English reading and maths reasoning, resulting in their scores being wiped in those papers.

It has emerged this week that a follow-up investigation by the Harris Federation, which runs the school, also found evidence of over-aiding. Emma Penzer, the head and two other staff members have now left the school, the trust said.

A Harris spokesperson said staff and pupils were interviewed as part of its investigation, with every test paper analysed.

"The evidence we were presented with was so serious that this was the only appropriate course of action. We have informed the STA of the outcome, as well as the families of pupils who were affected."

The trust has pledged to "put in place all the support needed to enable the academy to move on from this incident positively and successfully".

The school, previously known as Downhills primary school, joined Harris in 2012, despite opposition from parents and the council.

In June 2015, Nick Gibb, the schools minister, invited Dan Moynihan, the Harris boss, to describe at a public bill committee "the change in pupils' life chances, as a consequence of Harris taking [the school] over". Moynihan said they were better prepared for secondary school.

The trust is also investigating Harris Primary Academy Kent House in south London – which Ofsted has rated outstanding – after tests results were annulled.

The trust did not confirm which exam results were wiped by the STA at the school.

Domed: The free school facing funding axe

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EXCLUSIVE

A free school stuck in temporary accommodation – including running its canteen from an inflatable dome – for the past three years could have its funding terminated after Ofsted placed it in special measures.

King Solomon International Business School, an all-through Christian ethos school set up by a community group in Birmingham, moved into its permanent premises just two weeks before a damning Ofsted inspection in May found it to be inadequate.

A spokesperson for the school, which opened in temporary accommodation on its main site in September 2015, said building work was expected to finish within six months.

However, the project was hit by delays after a change of contractor and extra work to cladding, carried out after the Grenfell Tower fire. Pupils were taught in temporary classrooms in the school car park until a phased move into the main building was completed in April this year.

The school also had to use an "inflatable dome" for its dinner hall as the designated canteen area was split into classrooms.

The spokesperson said it was "unfortunate" the inspection "did not reflect the fact that for the past three years our students and staff were working in a less than ideal environment with limited space and educational facilities following the significant delays in the completion of our school building". It was a series of events, he said, that "adversely affected the overall performance of students and staff".

"There has been a constant upheaval as a result of the several unplanned moves that were outside our control, which had a negative impact on the school's overall performance."

Freedom of information figures obtained by the Local Schools Network show 106 free schools were in temporary accommodation in November. That's more than a fifth of the 516 free schools listed on Get Information About Schools.

Two schools have been in temporary accommodation for six years, the website reported: Tauheedul

Islam Boys' High School, in Blackburn, and Cobham Free School, Surrey.

The Ofsted inspection into the King Solomon school said trustees and governors were managing "significant building and refurbishment programmes".

But inspectors warned "unstable senior leadership" and "significant turbulence in staffing" had "hampered improvement". A new co-principal was appointed two weeks before Ofsted's visit.

Inspectors said "inadequate governance and uncertain strategic leadership" had led to low standards and a "loss of trust among a significant number of parents".

Particular concerns were expressed about key stage 3, with inspectors finding that pupils "do not receive enough good-quality teaching and are not always expected to do their best".

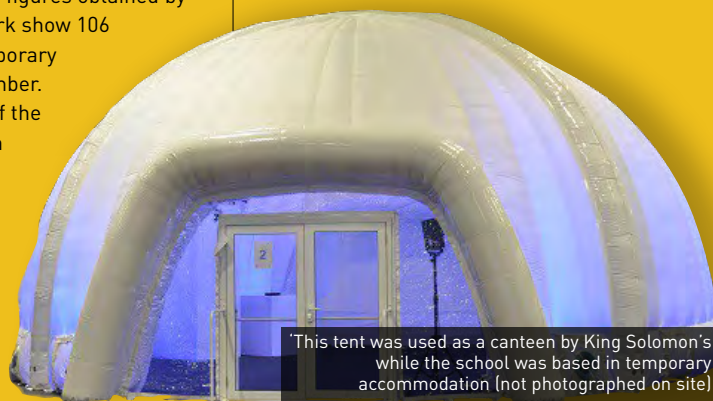
Christine Quinn, the regional schools commissioner for the West Midlands, warned that the government was "minded to terminate" the school's funding, meaning that it could be forcibly rebrokered.

In a letter, written on November 9 but published on Wednesday, Quinn said she "must be satisfied that the academy can achieve rapid and sustained improvement".

The school's spokesperson said the school had made "rapid improvement" and was "well on the way" to having the special measures notice rescinded.

King Solomon is the only school run by Excell3 Independent Schools, a charitable trust that includes the school's founder members. It is affiliated to the Woodard Schools Group, a family of Christian state and independent schools.

According to its website, King Solomon's curriculum has an "international business and enterprise focus" and offers the international baccalaureate at sixth form.



This tent was used as a canteen by King Solomon's while the school was based in temporary accommodation (not photographed on site)

Investigation: school funding

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Councils urged to claw back cash as 'excess' surpluses hit £580m

SCHOOLSWEEK REPORTER

@SCHOOLSWEEK

Councils are being urged to claw back cash from schools holding "excess" surpluses – as new figures show the total amount stored away by cash-rich schools was nearly £600 million last year.

Department for Education figures published yesterday (Thursday) show a worsening financial position for council-maintained schools – with more than three in ten secondary schools now in the red.

The average deficit posted by secondary schools last year also increased by nearly £70,000, to £484,000. The value of deficits across all council schools totalled £200 million, the figures show.

However, that was dwarfed by the £1.8 billion of surpluses posted by council schools last year.

A deeper dive into the data also shows that the value of the "excess surplus" – anything above five per cent of a secondary school's total income or eight per cent for primaries – held by schools was £580 million.

Government guidance states councils are able to claw back any excess surpluses, which then goes back into the main school-funding pot. But it appears the use of this is patchy.

Jon Andrews, director for school system and performance at the Education Policy Institute, said a way to "ease the pressure" on some schools would be to "recirculate some of the money that is sitting in surplus balance".

This week's figures show that, of the schools posting a surplus, more than four in ten had an "excess" surplus – suggesting clawback isn't being used widely.

St Helens council, for instance, has a clawback mechanism in



INVESTIGATES

place, but has not used it for around six years. The decision on whether to use it is down to the council's strategic director.

According to the St Helens Star, a school governor called on the council to implement the scheme during a schools forum meeting in October.

Frank Taylor, governor at Eccleston Lane Ends Primary School, was reported as saying: "There are schools there that are literally on the bones of their backside and they're being encouraged to balance the books when there are other schools that are serial surplus hoarders."

But, even if the council had used the clawback, *Schools Week* understands just £100,000 would have been recouped. This is because the mechanism – which has to be agreed by the schools forum – only recoups a small percentage.

Lancashire county council claws back 50 per cent of any balances above 12 per cent. However, a £60,000 minimum-balance threshold is applied. Where schools post a surplus over more than 12 per cent of their income for two or more

years, the council recoups 100 per cent.

Shropshire council uses the government's thresholds for recouping excess surpluses, but schools have to have posted surpluses above the thresholds for the past three consecutive years.

However, one council officer, who didn't want to be named, told *Schools Week* the DfE had always insisted councils shouldn't interfere too much in their schools' budgets.

Matthew Clements-Wheeler, chair of the Institute of School Business Leadership, said there is "no appetite" among school leaders for schools that fall victim to financial mismanagement to be handed cash from "better-run" schools.

But he said schools holding "large sums" of money needed to explain why, adding that uncertainty over government funding for pay rises or increased pension costs, or for capital funding, are good reasons to hold extra cash.

"There's a lot of uncertainty over funding, and schools will have been holding sums to

ensure they are viable."

Government guidance on schemes for financing schools for local authorities, published in March, reveals that council controls "may contain" a clawback mechanism.

But it states any controls should "have regard to the principle that schools should be moving towards greater autonomy". It says the schemes should focus on "only those schools which have built up significant excessive uncommitted balances".

Andrews, who plans to publish a deeper analysis of the figures in the coming weeks, said his research could explore which areas seem to be clawing back cash.

A DfE spokesperson said: "To end historical unfair funding for schools we have introduced the national funding formula – directing money to where it is most needed, based on schools' and pupils' needs and characteristics – but giving each local authority some flexibility to adjust funding to meet local needs."

Investigation:

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High-profile trust tops suspension charts

JESS STAUFENBERG

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EXCLUSIVE

An academy trust praised by ministers tops the fixed-term exclusions tables in four authorities that concern Ofsted.

Exclusions divide education. The government's Timpson Review is currently looking at the practice and earlier this year Ofsted wrote to schools in ten local authorities about their high fixed-term exclusion rates.

Six of those ten have provided figures for the past three years to Schools Week after a freedom of information request.

They show that schools run by the Outwood Grange Academies Trust (OGAT) last year had the highest proportion of fixed-term exclusions in four areas – Barnsley, North Lincolnshire, Redcar and Cleveland and Sheffield.

The trust does not run schools in the other two areas, Knowsley and Rotherham.

Lord Nash, the former academies minister once called OGAT "one of our most successfully performing academy trusts", while Nicky Morgan, the former education secretary, described it as a "top-performing" sponsor.

Following the letters, Ofsted last week warned in its annual report that "temporary exclusions are too high" in some struggling schools.

However, Mark Lehain, director of Parents and Teachers for Excellence, said the inspectorate should not offer a "strong view" because each suspension or exclusion had particular circumstances.

"The only message getting out is high exclusions are bad and low exclusions are good, which is unjustifiable."

He said schools were confused about what to do – whether cutting or increasing suspension rates was the most effective way to improve after an inadequate Ofsted grade.

Schools Week has previously reported that two OGAT schools in Barnsley, Outwood Academy Shafton and Outwood Academy Carlton, suspended 35 per cent of the pupils sent home in that authority in 2017-18.

The figures also show that 30 per cent of the pupils suspended in North Lincolnshire last year were sent home by two OGAT schools, Outwood Academy Brumby and Outwood

THE SCHOOLS THAT SUSPENDED THE HIGHEST PROPORTION OF STUDENTS IN THEIR AUTHORITY, 2017-18

LOCAL AUTHORITY	ACADEMY/LA SCHOOL	% PUPILS SUSPENDED IN LA	NUMBER OF SCHOOLS IN LA
Barnsley	Outwood Academy Shafton	20%	10
Redcar and Cleveland	Outwood Academy Redcar and Hillsview Academy (AET)	22%	11
Sheffield	Outwood Academy City	11%	26
North Lincolnshire	Outwood Academy Brumby	16%	13



Academy Foxhills.

Meanwhile in Sheffield, Outwood Academy City topped the list for suspensions at 11 per cent, a three-percentage point increase on two years earlier. The local-authority run Westfield School had the second highest rate last year with 7 per cent.

Martyn Oliver, the chief executive of OGAT, said the standards the trust demanded "are the standards all good schools would want". He said his schools were popular with parents again.

The Chaucer school, run by the Tipton Academy Trust, had the third highest suspension rate in Sheffield. It now wanted to reduce its suspensions to improve behaviour and pull it out of special measures imposed in 2016, said David Dennis, the trust's chief executive.

He said it had developed a programme called LINC – learning inclusion support – in which teachers, social workers and therapists intervened rapidly with pupils at risk of suspension.

As a result suspensions reduced this year and "fewer pupils are disrupting lessons", he said.

In Redcar and Cleveland, 22 per cent of suspended pupils in the authority were from Outwood Academy Redcar, which is in special measures, and a further 22 per cent from Academies Enterprise Trust's Hillsview Academy,

also in special measures. A spokesperson for AET said a new principal in place since summer at Hillsview had ensured attendance had risen and suspensions had fallen.

The third highest rate was for St Peter's Catholic voluntary academy in Middlesbrough, with 13 per cent last year, a huge increase on the two years before when it accounted for just 1.7 per cent and 2.4 per cent of suspensions.

Ofsted placed the school in special measures in February last year, pointing to its poor progress rate. Since then it has joined the Nicholas Postgate Catholic academy trust and inspectors have praised the school's improvement plan.

Hugh Hegarty, the trust's chief executive, said the school had implemented "robust strategies" to improve teaching and learning that "set out clear and high expectations of our staff and pupils".

Dave Whitaker, executive principal at Springwell Learning Community, an alternative provision school in Barnsley, has urged Ofsted to examine how budget cuts affect exclusion rates. The inspectorate had "identified the symptoms but not the causes" of high exclusions, he said.

The Timpson Review is due to report early next year.

See page 9 for the full interview with Martyn Oliver

Investigation:

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'The standards we ask for are ones that all good schools would want'

JESS STAUFENBERG

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EXCLUSIVE

The boss of an academy trust under the spotlight for high rates of temporary exclusions has insisted strict behaviour expectations "prevent chaos" in its challenging schools.

The Outwood Grange Academies Trust (OGAT) has been the focus of several articles this year for some of the highest rates of fixed-term exclusions across the country. As revealed this week, the trust's schools suspended the highest proportions of pupils across four of ten areas that received letters from Ofsted (see page 8).

But Martyn Oliver, who became chief executive of the trust in 2016, said the figures were a combination of taking over schools that had been failing for years, and diligently recording all suspensions.

Speaking exclusively to *Schools Week*, he said: "They are about setting a reasonable level of behaviour in turnaround schools, to prevent chaos."

He said suspensions, which he described as a better word for fixed-term exclusions to stop any conflation with permanent exclusions, were a "measure of what a school is willing to accept".

Sending a pupil home for refusing to follow a teacher's instructions and after other interventions have failed, or following a serious one-off incident, helped to change the behaviour culture in a school.

In "almost all cases" pupils were suspended for no more than a day, and only up to five days in exceptional cases.

But there has been controversy over its approach. An article in *The Guardian* in August quoted parents who said their children had been suspended for having a toilet break that was deemed "too long", refusing to wear a Cancer Research UK badge, and for wearing socks with a logo. One pupil was said to have been suspended 43 times in a year.

Oliver said school leaders had to deal with a "massive set of dynamics" when the trust took over schools in special measures. "It's a much more nuanced decision than people make out."

He said "parental confidence" had gone "way back up". "The children who have been subject to a suspension are performing better across the whole school before we turned up, in most cases."

Oliver also pointed to the trust's Ofsted



record. Outwood Academy Brumby and Outwood Academy Foxhills moved from inadequate before the trust took over to good a few years after.

Twelve of the trust's 31 schools were in special measures when it took them over; of those, 11 were now good or outstanding.

But are the most vulnerable pupils left behind under OGAT's approach to behaviour?

Oliver said many of his schools had particularly challenging intakes. For instance, schools in Middlesbrough took in many pupils from a



primary pupil referral unit.

"This is about social mobility. The standards we ask for are the standards that all good schools would want, and expect. This is about allowing transformational social mobility."

His schools also used "personalised learning centres" to support such pupils.

The trust has said that as the "aspirations and culture" of its schools changed, the number of exclusions would fall.

Oliver said many schools did not record their half-day suspensions as diligently as OGAT, and did not receive the same level of scrutiny.

He said he was also irked by the confusion over "off-rolling", where pupils were illegally removed from schools.

"Suspensions are not off-rolling, but people sometimes treat us like they are."

One of his first acts as chief executive was to change trust rules so that evidence of off-rolling, which he called "abhorrent", would result in immediate disciplinary action.

And in September OGAT introduced a new behaviour policy after leaders were challenged to reduce suspensions without "affecting standards".

While the new policy still emphasised "high standards", it provided "even greater options for students to choose to correct their behaviour" before facing exclusion.



Martyn Oliver

News

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Medway school mulls single-gender primary

FREDDIE WHITTAKER
@FCDWHITTAKER

A girls' secondary school in Kent wants to add single-gender primary provision on its site.

If the move goes ahead, Rainham School for Girls will become only the sixth school nationally to provide girls-only education to primary age pupils, and only the tenth nationally to provide single-gender schooling to younger pupils.

The Medway school, which is part of The Kemnal Academies Trust, is consulting on plans to change its age range from 11-18 to 4-18. The aim is to admit the first cohort of reception pupils in 2020.

In a consultation document, the school describes the concept of single-gender primary provision as "an exciting prospect that will enable us to not only focus on the best learning strategies for girls, but will ensure that they have the chance to explore all aspects of learning, challenging stereotypes".

The change would allow pupils to move from primary to secondary education "more fluidly", and "significantly increase a pupil's progress path", the school said.

Part of the school's site would be refurbished and "designed to specifically cater" for primary pupils.

According to government records, five schools currently offer girls'-only primary education in England, including two Jewish schools in London, two all-through schools and Winterbourne Junior Girls' School, a community school in Thornton Heath, Surrey.

Four schools offer boys'-only primary education. Three are Jewish schools, the other is Winterbourne Boys' Academy, also in Thornton Heath.

But Peter Read, from the Kent Independent Education Advice website, said the school offered "little rationale" for extending the age range, and warned the supposed benefits of all-through provision "offers nothing to the over 80 per cent of year 7 girls who would be joining Rainham Girls from other schools".

Read also pointed to existing pupil vacancies at nearby primary schools.

"There may be a case to be made for additional girls' primary provision in Rainham, but I don't consider this is it, and I very much doubt if it would convince government either," he said.

The trust referred us to their consultation.



GCSE reforms prompt a delay in resits for tens of thousands of pupils

FREDDIE WHITTAKER
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Tens of thousands of sixth form pupils had to wait an extra year before resitting their English and maths GCSEs because of reforms to the qualifications, it has been revealed.

Data published this week shows 47,010 pupils in year 13 or above sat a GCSE maths or English exam in November this year, up from 24,250 last year.

Ofqual said this was in part down to the year 13 pupils who failed their English or maths GCSEs during the last year of the old qualifications in 2016 having had to "complete a full year of study" before resitting the exams.

The knock-on effect of the reforms prompted a staggering 94 per cent rise in November entries among that year group, the figures show.

November entries give schools an opportunity to enter sixth form pupils who failed their English or maths for resits.

Bill Watkin, chief executive of the Sixth Form Colleges Association, said his members had "anticipated this rise", which he said was "likely to be a temporary effect of the introduction of the new GCSEs".

"Sixth form colleges enjoy significant success in helping their students to pass their resits, though the need to do so represents a big challenge: in addition to teaching costs, finding enough accommodation and invigilators can make the exam days very busy and very expensive.

"If the government is going to press ahead with this requirement, it must be sure to fund

all students, not just those doing T Levels, for their resits, so that all young people have the best opportunity to reach these vital thresholds in English and maths."

Since August 2015, full-time students who don't achieve a grade C (now a grade 4) or above in their English language and maths GCSEs have had to continue studying the subjects to meet post-16 funding requirements. However, it is up to schools when they enter their pupils for resits.

Despite the significant rise in resits among year 13 pupils this year, which mirrors a similar rise in 2016, the year before the new tougher exams and 9 to 1 grading system came into force, year 12 remains the most popular year for retakes.

This year, the number of year 12 pupils sitting maths and English GCSEs in November grew by a third, with 57,650 taking the exams compared with 43,480 last year.

Overall, GCSE entries in November increased by 55 per cent.

Data released this week also revealed that reforms to GCSEs and A-levels could be preventing pupils from being eligible to receive special consideration when they miss exams.

The number of approved qualification award requests for pupils who were absent from exams for good reason dropped by a third, from 24,685 in 2017 to 16,960 this summer.

Ofqual said recent changes to exams, which have resulted in fewer qualifications using coursework, could have prompted the decrease in the number of approved qualification award requests, which make up a small proportion of approved requests.

News: donations

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Top rated schools and grammars 'outstanding' at picking up parents' cash

PIPPA ALLEN-KINROSS

@PIPPA_AK

'Outstanding'-rated schools raise almost twice as much money through parental donations as those rated 'inadequate', while grammar schools pick up five times more than their non-selective neighbours, it has been revealed.

New figures lay bare the stark discrepancies between how much state schools can raise from parent donations to pay for essentials, including new equipment and building maintenance.

The data reveals grammar schools receive five times more in voluntary contributions than non-academically selective schools, and faith schools receive almost twice the donations of those with no religious character.

Schools rated 'inadequate' by Ofsted raised almost 97 per cent less than their 'outstanding' peers.

It follows a revelation by *Schools Week* in May that schools have resorted to using Amazon wishlists to ask parents to purchase toys, books and stationery, prompting warnings from unions that budgets have reached breaking point.

Although it is illegal for state schools to ask for compulsory donations, many are now recommending monthly or annual amounts to parents. Schools contacted by *Schools Week* said the donations pay for things including minibuses, furniture, new buildings and school trips.

The figures, obtained by The Good Schools Guide and shared exclusively with *Schools Week*, are based on the responses of 258 state schools to a freedom of information request. Of these, 123 received donations from parents between 2012-13 and 2016-17. A sample of 450 schools were originally approached.

Elizabeth Coatman, state education consultant at The Good Schools Guide, said the data shows funding cuts "are really biting now".

"Schools that were just about keeping in the black are now facing the prospect of going into the red," she said. "Now heads are far more commonly writing to parents asking for contributions that could be used on essentials.

"The real responsibility lies with the obdurate refusal of this government to



recognise that schools genuinely need more funding."

St Gregory's Catholic School in Kent, which raised £150,705 over five years, said parent donations contributed to the cost of new facilities including the sixth-form centre, IT suites and the building of an all-weather 3G sports facility, as well as refurbishing existing facilities such as the dining hall and school chapel.

A spokesperson said the school budget had faced "massive pressures" over the past few years, and the school "continues to face difficulties" in maintaining and providing

"Contributions from parents help but do not resolve this problem"

new equipment and school buildings.

"Contributions from parents help but do not resolve this problem," she said. "Whilst we would prefer not to have to ask parents for a donation, there are many who are able and willing to do so and we are desperate for funding."

Twyford Church of England High School in Ealing raised £644,439.00 and has a recommended donation of £20 per child per month.

A spokesperson for the school said the funds were used to contribute to "enhancements" of the premises and facilities.

"Without the donations, only basic facilities would be provided," he said.

Jamie Anderson, deputy headteacher of boys' grammar school Bournemouth School, said parents who cannot afford to donate are discouraged from paying the

school's recommended contribution of £15 a month. It raised £201,339 over five years.

He said the funds had been used to buy a minibus and 3D printers for the technology department, but the school expected donations to decrease in the coming years as it is "actively encouraging more students from disadvantaged backgrounds to apply".

Grammar schools received an average donation of £154,795 over five years, compared with just £31,381 at schools with no academic selection. Similarly, faith schools received an average of £62,866, compared with non-faith schools receiving £38,001.

Schools with an 'outstanding' rating received considerably more than their peers, averaging £85,002, while those rated 'inadequate' raised just £2,690.

Nansi Ellis, assistant general secretary at the National Education Union, said a lack of funding is "pushing schools" into situations "that would have been unthinkable a few years ago".

"It is now commonplace for parents and carers to be asked for donations to cover the basics. For schools in poorer areas, though, this is clearly not an option.

"This is no way to be running an education system. Young people and their parents deserve and expect better."

Julie McCulloch, director of policy at the Association of School and College Leaders, said: "Schools have always asked for donations for going on trips, but now they are having to really use donations for things like capital projects and curriculum provision. It all goes back to funding."

A spokesperson for the Department for Education said parents are not "required" to make financial contributions to a school, and all schools must be clear that any requests for donations are voluntary.

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News: Ofsted's annual report

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Ofsted chief: More money needed for 'limbo' schools

PIPPA ALLEN-KINROSS
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Amanda Spielman, the chief inspector, wants the government to give more money to the best schools to persuade them to become academies and sponsor those "left in limbo".

In a damning assessment of government policy, Spielman warned this week that a dearth of good sponsors could flatten the Department for Education's "ambition to support failing schools".

Her second annual report, published on Tuesday, warned too many inadequate schools were left "in limbo" for too long before a suitable sponsor was found.

Her report said the current "half-way house whereby all inadequate schools become academies and require a sponsor, but where there is a severe lack of capacity to sponsor them, has led to a mismatch in available support".

A *Schools Week* investigation in September revealed that complex legal issues, often involving building issues such as hefty private finance initiative contracts, were thwarting the takeovers of failing schools. The Hanson School, Bradford, has been waiting seven years to become an academy.

Speaking at the launch of the report on Tuesday, Spielman said that matching inadequate schools to sponsor trusts had



"led to some substantial improvements", but warned the current system of academisation "is not working".

"For that reason, there is a case to reinstate some of the incentives to encourage the best schools to become academies and to use their expertise and to sponsor."

According to the Get Information About Schools website, there are 2,224 outstanding local authority schools. However, just 142 are listed as secondaries – suggesting most have already become academies. The rest are primaries yet to academise.

Spielman said "cash incentives" during the early days of the academies programme had been effective in encouraging sponsorship, but the policy had now "gone the other way".

But Sir David Carter, the former national schools commissioner, said academy trusts needed to get better at persuading more outstanding schools to join their ranks to boost improvement.

He said it would be a "simple policy shift"

for the government to give good schools incentives to join trusts as "capacity givers" and help to support failing isolated schools.

More time reassuring trust boards about the risks and more focus on creating "the next cohort of great school leaders" would also increase sponsor numbers, he said.

James Toop, the chief executive of Ambition School Leadership, said there were enough sponsors to take over failing schools, but not enough support for them to take the "financial, operational and reputational" risks of doing so.

"There's definitely a moral imperative to go in and turn around these schools, but the incentives need to be right."

Stephen Rollett, the curriculum and inspections specialist at the Association of School and College Leaders, said the "simple solution" would be to "drop the requirement" for compulsory academisation.

"This approach would have the benefit of unblocking the current logjam in the system and make it less likely that schools that most need support are left in limbo," he said.

But a spokesperson for the DfE said more than half a million pupils were in previously underperforming schools that had been turned around after becoming sponsored academies. An annual total of £2.4 billion was invested "specifically to help disadvantaged pupils".

FREDDIE WHITTAKER | @FCDWHITTAKER

New inspection regime for MATs approved

Ofsted will now inspect groups of schools in the same academy trust over two terms – rather than over a week – and will also look at high-performing chains.

The new "multi-academy trust summary evaluations" were revealed in the watchdog's annual report this week and will launch later this month.

Schools Week understands only trusts with six or more individual schools up for inspection over the next 12 months will immediately be eligible for reviews. But Ofsted will also look at piloting approaches to

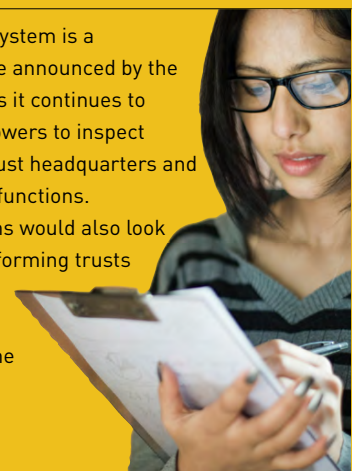
smaller trusts.

At the moment, Ofsted carries out focused inspections of groups of schools over a single week to assess how well their sponsors are doing. But that will change with schools inspected over one or two terms.

The new regime will also allow inspectors to meet trust leaders after the school inspection reports are published, allowing them to get a "better handle" on quality across a trust. This also offered "more time to draw out common themes and give MAT leaders opportunity for reflection".

The new system is a compromise announced by the watchdog as it continues to press for powers to inspect academy trust headquarters and back office functions.

Evaluations would also look at high-performing trusts to provide a "balanced picture of the sector".



News: Ofsted's annual report

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'There will be no Ofsted curriculum'

FREDDIE WHITTAKER

@FCDWHITTAKER

There would be no "Ofsted curriculum", the chief inspector of schools pledged as she urged school leaders to avoid "quick fixes or superficial solutions" to please inspectors.

Amanda Spielman (pictured) reassured worried leaders the inspectorate's new framework next year would not prescribe a specific curriculum.

Instead, inspectors would be interested in "the coherence, the sequencing and construction, the implementation of the curriculum, how it is being taught and how well children and young people are progressing in it."

"The very last thing I want for this framework is to see anyone dashing off to a consultant who promises to sell them the 'Ofsted curriculum,'" she said. "Because there is and will be no Ofsted curriculum."

The inspectorate's new-found interest in curriculum has prompted concerns that schools will be forced to conform of an Ofsted-approved



way of working.

Dame Rachel de Souza, the chief executive of the Inspiration Trust and a proponent of a knowledge-rich curriculum, said: "It's reassuring that Ofsted is scotching rumours that the new inspection framework will favour any particular

curriculum approach.

"It's important that a diversity of approaches is preserved, and that schools and trusts are able to reflect their contexts."

Spielman also spoke of Ofsted's future approach to assessing the work of schools at different key stages, explaining that the next framework would expect key stages 2 and 3 to be "broad and deep", while EBacc subjects would be the foundation of key stage 4.

In the past the chief inspector has voiced her concerns about the number of schools starting to teach GCSEs in year 9, cutting key stage 3 short and depriving pupils of a broad curriculum in their third year of secondary school.

A recent survey by Teacher Tapp found that 56 per cent of schools now started GCSE courses at the beginning of or part-way through year 9, compared with 41 per cent that started in year 10. The survey also found that schools in the poorest areas were particularly likely to start GCSEs early.

Ofsted's national director of education Sean Harford said Ofsted would not look for such a broad curriculum at key stage 1.

PIPPA ALLEN-KINROSS | @PIPPA_AK

Inspectors double down on 'outstanding' exemption

Ofsted has criticised the government for not doing enough to remove the controversial inspection exemption for outstanding schools.

Sean Harford, the inspectorate's national director of education, said it was "really important" that Ofsted was allowed to check on the highest rated schools more regularly than every ten years.

On Monday, Nick Gibb, the schools minister, wrote to chief inspector Amanda Spielman to ask her to ensure that 10 per cent of "outstanding" schools and colleges were inspected over the coming year, but said the exemption itself would remain in place.

Outstanding schools have been exempt from routine inspection since 2012, but Ofsted can inspect where its risk assessment identifies concerns such as safeguarding or where data suggests worsening pupil outcomes.

Schools Week understands the government expected this would amount to about 10 per cent of outstanding schools being inspected

each year.

However, just 3 per cent of these schools were identified last year. In his letter issued a day before Ofsted's annual report, Gibb said it was "right that we take stock of the policy and ensure that Ofsted is able to provide appropriate assurances about these providers."

"This is a recognition that the current arrangements are identifying too few schools and colleges to give parents the assurances they need," he wrote. "This is also in line with the expectation agreed in parliament when the exemption was introduced."

Speaking at the launch of the annual report on Tuesday, Harford told Schools Week that Ofsted was continuing to ask for the exemption to be lifted.

"We don't think it's enough because there are things we don't know if we don't go in," he said.

"We've been really public with that. And they're listening."

Harford raised particular concerns that some



outstanding-rated primary schools might be narrowing the curriculum to focus on English and maths to maintain good test scores and "keep us away from inspecting them".

"In essence it's important for the confidence in the grade that we can say 'that truly is an outstanding primary school'. Because at the moment it just may not be."

Gibb said the 10 per cent of inspections should also include institutions where "best practice is likely to be found".

A DfE spokesperson said the government had "a responsibility to ensure that inspection arrangements are proportionate and give our highest-performing schools more autonomy so they can get on with what matters most, providing an excellent education".

News: Ofsted's annual report

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Practise what you preach on SEND, Ofsted told

JESS STAUFENBERG

@STAUFENBERGJ

A literacy charity has praised Ofsted for its “unprecedented” intervention on behalf of pupils with special educational needs and disabilities – but warned that its words “must be turned into action”.

In its annual report published on Tuesday, the inspectorate was critical of the high exclusion rates of SEND pupils in mainstream schools, refusals by councils to assess their needs, and the disappearance of year 11 SEND pupils from the education system.

Amanda Spielman, the chief inspector, devoted a significant chunk of her speech that accompanied the report to the 1.3 million (15 per cent) of pupils with special educational needs – she said the challenges facing them were getting “steeper, not shallower”.

Her comments came as two families launched legal action against Somerset council for cuts to SEND services, making it the fourth local authority to face a court challenge on the issue.

Karen Wespieser, director of operations at literacy charity Driver Youth Trust, said the focus on SEND was “unprecedented and encouraging”.

In a blog she noted SEND was mentioned 28 times in Ofsted's report this year, compared with eight in Spielman's 2017 report and two in Sir Michael Wilshaw's report the year before.

But she warned: “These words must be turned into action, both in the new Ofsted framework and by inspectors on the ground.”

In particular the new inspection framework, which will be published in summer, must be changed so no school could be outstanding unless it was inclusive, she said.

Adam Boddison, the chief executive of the National Association of Special Educational Needs, suggested Ofsted should only grade a school outstanding if it met certain “inclusivity standards”.

Boddison, who was speaking at a Westminster education forum, said a school without a special educational needs



INVESTIGATES

coordinator (SENco) for five years had achieved Ofsted's top grade.

He also said Ofsted did not mention the SEND pupils who, he claimed, were “excluded before they even set foot in a school” because they were encouraged to apply elsewhere.

Of the 149 outstanding primary and secondary schools inspected this year, 67 per cent lost the top grade. The annual report said that pupils with SEND were “particularly poorly catered for in these schools”.

Spielman also highlighted how families trying to get more tailored support for their

children were “going to extreme lengths” to secure an EHCP, which replaced statements in 2014 and which are supposed to carry more funding for pupils.

Demand for councils to undertake EHCP assessments has increased by more than 50 per cent since 2015, but refusals from local authorities to carry out those assessments has also shot up, this time by a third.

The Local Government Association has said there is a £536 million funding gap in SEND budgets this year as a result of growing demand – more than double last year's shortfall.

THE SEND RISKS, ACCORDING TO OFSTED

- Pupils with SEN support are five times more likely to have a permanent exclusion
- 27 per cent of pupils with SEN got a fixed-term exclusion (suspension) last year
- Thirty per cent of the 19,000 pupils who left school rolls between year 10 and 11 had SEND – Ofsted said some of them “may have been off-rolled”
- Demand for councils to undertake EHCP assessments has increased by more than 50 per cent since 2015
- Refusals from councils to undertake such assessments has also shot up by a third since 2015, to 14,600 last year
- Pupils with SEND in mainstream secondary schools can “struggle to access good-quality education”
- The number of dedicated SEN units in mainstream schools has fallen from 1,524 last year to 1,392, raising concerns about access to medical and therapeutic support, and specialist equipment for those pupils.

News: Ofsted's annual report

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Ofsted annual report: What you might have missed

Schools Week has gone through Ofsted's annual report with a fine-tooth comb to pull out all the other findings and statistics that may have been missed in the mania...

1 Two-thirds of re-inspected 'outstanding' schools lost top grade

Last year, 67 per cent of the 149 'outstanding' primary and secondary schools whose poor performance data triggered an inspection lost their top grade.

Of those that had the inspection converted to a full inspection: ten fell into special measures, 35 into 'requires improvement' and 55 dropped to 'good'. Only seven kept their original grade.

This is "not surprising because most of the exempt schools inspected were those whose performance appeared to be declining," said the report.

However, this situation also means Ofsted will not know about "curriculum narrowing, gaming and poor safeguarding practices" in those schools. The inspectorate wants the exemption to be dropped.



2 "Stuck" schools are more likely to have white British kids

Ofsted repeated findings it released earlier this year that there are 490 schools "stuck" in a cycle of poor performance that appear to be "intractable".

However, further analysis in this week's report revealed five per cent of "stuck" secondary schools have been graded 'inadequate', 'satisfactory' or 'requires improvement' for 13 years (since 2005).

Eight out of 10 stuck schools have moved back and forth between 'inadequate', 'satisfactory' and 'requires improvement' over that time.

Meanwhile the proportion of free school meal pupils, particularly those who are white British, is well above the national average in those schools.



3 Ofsted won't "name and shame" the 300 off-rolling schools

Ofsted analysis shows 300 schools had "exceptional levels" of pupils leaving between years 10 and 11 (a figure first published in June).

The watchdog suggested these schools could be off-rolling pupils – a practice where pupils are removed from schools without a formal, permanent exclusion.

The analysis found that 19,000 pupils dropped off school rolls between years 10 and 11 between 2016 and 2017, and around half did not reappear at another state-funded school.

But the watchdog said this week it won't name and shame those schools. Instead, its proposed new framework will allow inspectors to report on such schools.



4 Ratings of alternative provision have fallen

As of August 2018, 82 per cent of all state-funded PRUs and alternative provision academies were judged good or outstanding, which was down from 84 per cent in August 2017.

Ofsted inspected 350 state-funded APs, two thirds of which are PRUs run by councils and a third are academies, including 40 free schools.

Together they educate 16,600 pupils, 40 per cent of whom are eligible for free school meals.

The report also found that one in five pupils of the 19,000 who leave their school in year 10 then moves into state-funded alternative provision.



5 Illegal schools playing "cat and mouse" with inspectors

Ofsted's unregistered schools taskforce, which launched in January 2016, has received referrals of around 480 suspected cases of settings operating full-time without being properly registered.

The inspectorate has inspected around 240 settings where there was "reasonable cause" to believe an unregistered school was operating.

The report also warned the lack of definition around what constitutes "full-time" education allows providers to "engage in a game of cat and mouse with our inspectors, and to continue running these potentially dangerous institutions".

Buildings used by such settings are often "squalid", Ofsted added.



6 Lack of regulation of private schools

Ofsted said many small private schools "do not have the capacity to improve" and even where they do improve, many "fall back" into worse performance again later.

Since September 2015, 88 non-association private schools have declined to inadequate, while 12 retained their inadequate rating.

But the DfE's current timescales for taking regulatory or enforcement action against private schools are too long, "allowing for repeated cycles of inspections [...] before action is taken".

Ofsted also repeated Amanda Spielman's request last month for her inspectors to have more powers to check on private school inspectorates.



News

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Apprenticeships to count in league tables

FREDDIE WHITTAKER
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The government will start including the number of pupils sent on to higher-level apprenticeships in school league tables in a bid to tackle "snobbery" over technical education, Damian Hinds has said.

The education secretary announced a change to performance tables so that apprenticeships at level 4 or above count towards a school's score for the proportion of pupils who go on to higher education after their A-levels.

The measure will be published in league tables from January 2020.

Julie McCullough, director of policy at the Association of School and College Leaders, said her organisation agreed with Hinds about the importance of technical education, but warned his government's strategy was "deeply disjointed", with the focus on academia through the

EBacc pushing technical and vocational qualifications "to the margins of the curriculum".

"If the government is serious about promoting technical and vocational education it needs to put its money where its mouth is and fund schools and colleges properly, and it must review performance measures that are heavily weighted towards academic subjects."

At present, data on pupil destinations in online league tables shows the number and proportion who go on to higher education at university, but not via an apprenticeship.

Data on apprenticeships is presented separately, and doesn't differentiate between lower-level –levels 2 and 3 – and higher-level technical qualifications, which are equivalent to foundation, bachelor's and master's degrees.

From 2020 a school will get an overall percentage score for the proportion of pupils taking up higher education – at university or via an apprenticeship – and

a breakdown of the types of institution or course they go on to.

Speaking to business leaders on Thursday, Hinds warned that the nation had become "technical education snobs".

"Why has this has been tolerated for so long? I think the reason is the 'OPC' problem. For so many opinion formers, commentators and, yes, politicians, vocational courses are for 'other people's children'."

David Robinson, from the Education Policy Institute think tank, welcomed the announcement.

"The government is right to broaden the way that it measures the destinations of school-leavers, to consider the level, rather than just the type of institution, that young people go on to study at," he said.

"It should go further by developing these measures to also take into account the ability of each school's intake, so that meaningful comparisons can be made between schools."



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News

DO YOU HAVE A STORY?
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'fails' SEND pupilsFREDDIE WHITTAKER
@FCDWHITTAKER

A Steiner free school in Devon that failed to ensure the safety and wellbeing of its pupils and "disproportionately" excluded those with special educational needs now faces being rebrokered.

Steiner Academy Exeter, one of a handful of state schools in England where learning is based on the teachings of Rudolf Steiner, has received a termination warning notice from Lisa Mannall, the regional schools commissioner for the south west of England.

The warning follows the release of a damning Ofsted report, which branded the school inadequate and warned of "significant lapses" in safeguarding practice, dysfunctional leadership at all levels and a failure to identify and support SEND pupils.

Inspectors also criticised inadequate teaching and low attendance, particularly among SEND pupils, and said governors "failed in their duty of care" to adults and pupils. Governors, inspectors said, "failed to take swift action to address known safety issues".

SEND pupils were "disproportionately excluded from school" and additional funding for disadvantaged pupils was misspent and had "no impact on their achievement".

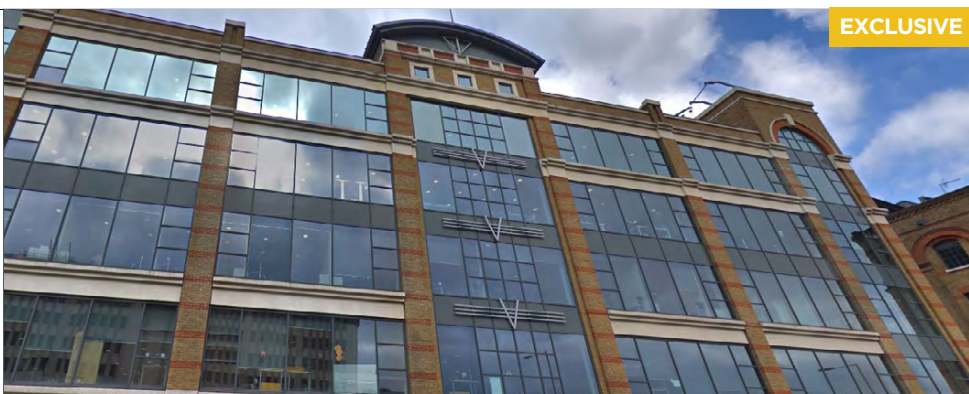
Schools Week reported in October that Steiner Academy Exeter was forced to close temporarily following the inspection to "focus on learning lessons from this week's inspection and ensure a safe environment for all pupils".

A new leadership team was subsequently appointed, with Paul Hougham, the acting principal, hailing a "new era in excellence". The school is also being supported by the Ted Wrapp Trust.

Companies House records show that 12 trustees had their appointments terminated on October 15 and 16.

Mannall said she was issuing the warning notice, sent on November 23 but published this week, because she did not "have confidence that the trust is able to rapidly and sustainably improve the academy's systems of governance and management, and educational standards".

In a statement, Hougham told *Schools Week*: "Robust measures to improve the school were already in place before the notification from the Department for Education and we are in regular contact with DfE officials to demonstrate the progress that has been made over the past two months."



EXCLUSIVE

National Citizen Service's rising rent spend slammed

JESS STAUFENBERG
@STAUFENBERG

The government's flagship National Citizen Service trust has been slammed after its rent ballooned by more than ten-fold to over £1 million last year, following a move to new offices in west Kensington.

The trust, set up by former prime minister David Cameron as part of his "Big Society" agenda in 2011, also missed more than half of its key performance indicators last year – despite receiving £181 million from the government, annual accounts reveal.

Last year the NCS, whose providers promote four-week activity programmes to schools, was criticised by MPs for lax spending controls and poor management.

Now Meg Hillier, chair of the public accounts committee, has slammed the trust, stating it "didn't need to be based in such an expensive part of London".

West Kensington is one of the most exclusive postcodes in London, where the average house price is £1.5 million. This is nearly 150 per cent above the £600,000 average house price in London, according to the Foxton's estate agency.

The NCS was renting school premises in north Kensington for £103,000 in 2016-17, until the school needed them back, said a spokesperson.

Its rental costs shot up to £1.1 million, according to the accounts published last month, which the trust said was down to moving to "larger premises in west Kensington". It also now leases an office in Exeter to directly manage the NCS south west programme. But the spokesperson didn't reveal how much was spent on each site.

The trust needed to minimise attrition of staff "by choosing a location as close as possible to our previous office," said the spokesperson. The premises were negotiated below market value and were bigger because more staff were employed, they added.

But Hillier said: "That's unbelievable. They could be based anywhere."

Schools were told last year to "embed" promotion of the NCS in PSHE and citizenship lessons, amid fears it will continue to miss targets.

The programme was founded on a blueprint partly designed by Jon Yates, who is now special advisor to education secretary Damian Hinds. He headed The Challenge Network, one of NCS's major providers, before joining the Department for Education this year.

Annual accounts for the year ending March 31 showed the trust missed five of the six targets under its first objective – to increase demand to fill places and improve retention of participants.

The target for filled places was missed by 1,821, with 98,808 places filled. Only 92 per cent of participants completed the programme – a percentage point below target – and 19 per cent of signed-up pupils didn't participate in the programme – three percentage points below.

Overall, 12 out of 22 key performance indicators were missed, albeit by slim margins.

However, the NCS met its unit cost for the programme. Set at £1,773, it came in at £1,692.

Accounts showed the number of staff rose from 104 in 2017 to 183 in 2018. The number paid more than £60,000 also rose from 18 to 48.

Kate Wood, the chief people officer, was the top-earner, being paid in the £140-145,000 bracket.

MP James Frith, who sits on the education select committee, called for greater scrutiny of its spending on staff and premises given the failure to meet participation KPIs, and in light of the fact other youth provision is being "gutted".

An NCS spokesperson added that while they "were disappointed to narrowly miss certain targets, we were pleased to have met many including ethnic mix and special educational needs and the impact NCS has on social mobility".

News

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Boarding schools offer cut-price places to vulnerable

PIPPA ALLEN-KINROSS
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A leading fostering charity says that a government-backed scheme to place looked-after children in boarding schools is neither "sustainable nor desirable".

Boarding schools, including Eton and Harrow, will offer cut-price places to children in care or at risk of going into care.

Sixty-five now offer bursaries as part of the Boarding School Partnerships service. The schools will offer a 40 per cent discount on full fees, with the local authority paying the rest.

This week the Department for Education also launched a mentor scheme that will allow "gifted" looked-after children access to support and facilities at private schools through a network of 10 regional hubs.

It is hoped 1,000 independent schools will participate in the scheme, but a spokesperson for the DfE said it was not yet known where the hubs would be or how much funding they would receive. A tender would be launched in the new year.

However, a leading fostering charity says a boarding school might not be the best place for vulnerable children.

Jackie Sanders, the director of communications and public affairs at The Fostering Network, said the charity did "not believe that offering boarding



Colin Morrison

school places is a sustainable nor desirable long-term strategy for raising educational outcomes of looked-after children".

She said it was concerned that boarding schools could not replicate the "loving, stable family environment" provided by foster carers, or offer the "ongoing therapeutic input" needed by many looked-after children.

"It is crucial that systems are put in place to ensure they still have the essential support of a foster family, especially at weekends and during the holidays, and for teacher meetings and other involvement that parents and carers have in school life."

Colin Morrison, the chair of Boarding School Partnerships, insisted that most boarding schools had "good pastoral care, special needs help and counselling services" 24 hours a day, but he recognised that boarding "will never be appropriate

for all young people, whether vulnerable or not".

Norfolk County Council, which has placed vulnerable children in boarding schools for the past ten years, has claimed GCSE outcomes have improved as a result. However, *Schools Week* reported in May there were questions about the accuracy of this data.

The government has previously denied the scheme was a cost-saving measure. Boarding fees range from £25,000 to £39,000 a year if paid in full, but can be lower if bursaries or scholarships are applied, while a residential care placement costs well over £100,000.

But Morrison added: "There isn't a local authority in England and Wales that doesn't have budgetary problems when it comes to dealing with sometimes very pressing problems with children in care.

"People are realising that boarding schools can be an effective social resource. It's a really bipartisan issue and most people understand that now."

Sally Kelly, the chair of the National Association of Virtual School Heads, which has been working with the DfE and Boarding School Partnerships on the scheme, said it was a "fantastic" opportunity that could stop children from going into care or rescue struggling placements.

But she added: "I want to be really clear that this isn't going to be a panacea."

FREDDIE WHITTAKER | @FCDWHITTAKER

Eight schools dominate Oxbridge admissions

Eight top schools, including Eton, Westminster and St Paul's School for boys, had the same number of pupils accepted to Oxbridge as three quarters of all other schools put together, new research has found.

At the other end of the scale, in some areas of the country just two or fewer pupils were accepted by the universities between 2015 and 2017.

New analysis of UCAS data published by the Sutton Trust today found that the eight schools or colleges with the highest number

of Oxbridge acceptances had 1,310 between them over a three-year period. Meanwhile the 2,894 schools and colleges with two or fewer acceptances had just 1,220 acceptances between them.

The research also identified ten areas of the country where almost no state school pupils were accepted. In Halton, Knowsley, Lincolnshire, North Lincolnshire, Portsmouth, Rochdale, Rutland, Salford, Southampton and Thurrock there were two or fewer acceptances in all three years included in the study.

The trust said universities should make greater use of contextual data in admissions and be more transparent about how such data was used. Pupils should receive a "guaranteed level of careers advice" from impartial advisers, and such advice should happen earlier.

The charity also called for a geographic element to be included in future university access agreements, including a focus on peripheral areas.

News

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DfE seeks 'comparative judgment' partner for KS2 writing

JESS STAUFENBERG
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Schools have welcomed the government's search for a comparative judgment model to replace teacher assessments of writing, saying it will cut back on gaming and "tick-box teaching".

The government put out a tender last week for companies specialising in comparative judgment to create a "new approach" to assessments of writing in key stage 2.

Comparative judgment is an alternative to traditional marking, in which teachers judge two pieces of writing against each other until all are ranked and then graded using an algorithm. Supporters say it will solve workload issues.

The contract, which is in the "open early engagement" stage, follows Ofqual research last week showing comparative judgment is as reliable as double-marking and significantly faster. However, it warned the model had not been tested at mass scale.

School leaders said the method was preferable to current teacher assessment frameworks that could be easily "gamed".

Jon Hutchinson, head of curriculum development at Reach Academy Feltham in west London, said the frameworks fell into the "same traps" as key stage 2 "levels", which were replaced in 2014 after



ministers said they were too vague.

The frameworks require teachers to find evidence in pupils' books of "independent" work that meets certain descriptors, such as using the passive voice, thereby demonstrating they are working at the "expected standard". Local authorities then moderate the evidence provided by schools.

But this resulted in "tick-box" teaching where pupils were repeatedly drilled on certain writing techniques. In comparative judgment, assessors made a "holistic" decision and teachers were less able to over-prepare pupils, Hutchinson said.

Meanwhile, the government's lack of definition of "independent" work has allowed some schools to pass off teacher-aided work as pupils' own, he said. In comparative judgment pupils write spontaneously on a topic, so reducing the possibility of cheating.

"It's an open secret the current system is a sham," said Hutchinson, adding that

secondary schools paid "little attention" to key stage 2 writing scores as a result.

Clare Sealy, headteacher at St Matthias School in east London, said: "At the moment teachers check every feature of children's writing to justify their findings, and it's time-consuming."

However, she added that ideally writing would not be nationally assessed because it was always too subjective. In her experience, pupils with poor handwriting also tended to perform less well than they should under comparative judgment.

Julie McCulloch, the director of policy at the Association of School and College Leaders, welcomed the contract, but said that comparative judgment models could suffer under "high-stakes" accountability and the government needed to minimise "perverse incentives" to game any new model.

In a response to a primary assessment consultation last year, Ofqual warned that "any review of alternative approaches [to writing], including comparative judgment, should identify threats to validity" and tight controls would be needed.

Controls would be required around what tasks comparative judgment was applied to, the environment in which work was produced and exactly how it would be judged.

This week it said further research would be needed to find out the point at which the "whole model fit starts to collapse".

FREDDIE WHITTAKER | @FCDWHITTAKER

Most school leaders use free time to work

Seven in ten school leaders work in their free time every day, and almost two thirds of teachers think their job is not valued, according to new Ofsted research.

Interim findings from the inspectorate's teacher wellbeing and workload survey, which is based on 25 school and college visits and a poll of 680 school and 213 further education staff, found that 48 per cent of teachers and 70 per cent of senior leaders worked in their free time every day.

Ofsted's survey is part of a specific focus on workload enacted by Amanda Spielman, the

chief inspector.

Overall, 28 per cent of respondents to the survey reported low wellbeing at work, while 26 per cent reported medium. However, leaders are less likely to report low wellbeing, at 18 per cent compared with 31 per cent among teachers.

Twenty-five per cent said they had been absent from work due to health problems "caused or made worse by work, excluding accidents", and 76 per cent said their job negatively affected their mental health. Sixty-two per cent believed that teaching was "not

valued by society".

Factors negatively impacting well-being included behaviour – pupils and colleagues – workload, and marking.

Further findings will be published early next year.



EDITORIAL

DO YOU HAVE A STORY?
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Orphan schools need help, but what's the plan?

Kudos to chief inspector Amanda Spielman for highlighting the orphan schools left in limbo by a lack of good sponsors.

Not only did Spielman raise the issue, she delivered a real stinging blow: the dearth of good sponsors is threatening to derail the government's ambition to support failing schools. Zing.

However her suggestion to throw more cash at getting schools to convert seems unrealistic. If more cash is pumped into the system - surely school budgets are top priority?

We should also be wary about recreating the murky rebroker system where various perks are handed out by the DfE for trusts to take on failing academies, all done behind closed doors.

David Carter, the national schools commissioner, offered some food for thought. He suggested shifting capacity funding towards enticing good schools to join good MATs. They would act as "capacity givers" and help trusts build hubs in hard to reach areas.

Either way, pushing the problem higher up the agenda is a welcome start.

Grammars expansion plan adds insult to injury

It's hard to believe we're still talking about grammar schools after the government's humiliating U-turn on its plans to lift the ban on new selective schools following last year's general election flop.

But at a time of political uncertainty, the £200 million grammar school expansion fund is a gift to politicians dead-set on living in the past.

As Comprehensive Future said earlier this week, this is an evidence-free policy. Nudging a handful of selective schools towards fairer admissions will do nothing for the vast majority of pupils in this country.

To add insult to injury, our analysis reveals that not one of the grammars selected for this cash boost has plans to match their admissions of disadvantaged pupils to the level seen across the areas they represent.

GSHA chair Jim Skinner has a point: the achievement gap must be addressed earlier. However, we won't do that by throwing money at vanity projects.



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Profile

JOHN DICKENS | @JOHNDICKENSSW



“We know state schools in Birmingham are now safer”

Colin Diamond, professor of educational leadership, University of Birmingham

As we stroll through the bustling Edgbaston campus of the University of Birmingham, Colin Diamond talks effusively of the city that he now calls home – but it wasn’t always this way.

“I was a spy in the camp,” he says with a wry smile as he stops to point out “Old Joe” – the world’s tallest freestanding clock tower at the centre of the campus – which, he explains, is named after Birmingham’s first chancellor, Joseph Chamberlain.

Parachuted in by the government as deputy education commissioner in the heat of the Trojan Horse affair in 2014, when a group of school governors allegedly tried to infiltrate schools and alter curriculum to strict Islamic ethos, Diamond’s job was to push improvement at the affected academies.

An enemy behind the lines? Not quite. People were cautious, but they essentially just wanted to know what was going on, he says.

“It was very tense. But I instantly felt at home . . . Birmingham doesn’t do bullshit.

“I started to hit it off with the heads, and after I got out of the Trojan schools, I was blown away. It was the best practice I’d ever seen in England; the commitment of staff was quite extraordinary.”

Just a year after arriving, the Liverpoolian – brought up in a “secure working-class family” in Toxteth, overlooking Liverpool’s docks – was put in charge of the council’s education department.

“I don’t think I went ‘native’, but once we got going on the improvement journey, I didn’t want to stop it.”

He hasn’t gone far since he left the council earlier this year. His new gig is working three days a week at the university’s school

of education, heading an educational leadership academy.

“I’ve got a blank sheet of paper. I’ve been networking like mad. In three years I want us to be your first call for leadership development.”

He’s focused on urban leadership, where he thinks the university lags behind. “We need some of the features of an MBA – business nous, budgets, marketing. It may seem like you’ve sold out, but that’s the real world now. To some degree, the marketisation of education.”

My brief history of the town over, we sit down for posh sandwiches in a bar at the Edgbaston Park Hotel.

What does he think about Trojan Horse, now he’s away from the frontline. Diamond, whose accent flits between Scouse and Brummie, talks carefully, but deliberately.

“The way things were handled was disproportionate – it was slightly panicky.”

Profile: Colin Diamond

But the academies programme was the flagship programme, and it was hugely embarrassing politically."

Diamond is critical of the appointment of Peter Clarke, the Metropolitan Police's former national head of counter terrorism, to lead the government investigation. "That was regrettable – are you saying we're all terrorists?"

Another gripe is the disciplinary cases against teachers said to have been involved in the saga, which collapsed after the government failed to disclose crucial witness statements.

Diamond says this "didn't do anyone any favours", as it gave fresh impetus to claims that it was all a set-up.

"I get irritated when people talk about the hoax. The letter [which was leaked to the press, outlining the allegations] may well have been fabricated, but it ultimately did Birmingham a big favour in exposing what had been going on in schools for a long time."

He describes the defining feature as "entryism – infiltrating governing bodies and undermining headteachers to introduce a more Islam-focused curriculum".

That stopped "overnight", he says, as the council and government overhauled governance procedures.

But there have been unintended consequences, something that he calls a "deflection away from the mainstream" that includes a growth in elective home education and a move towards smaller independent schools and illegal settings.

"While we know state schools are now safer, if it results in alienation in the eyes of some parents and communities from state schools, that's going to contribute in the longer term to community fragmentation, and that's not what we want."

He describes an Ofsted inspection of an unregistered school that happened after his arrival in Birmingham. Inspectors were stood at the front of the building, while girls taught in the "school" were ushered out the back. "It's impossible to track those schools, but [as a council] you have a duty of care for those pupils."

Other "schools" didn't have proper toilets, nor fire escapes.

The Department for Education recently



Diamond visits pupils at Merritts Brook school (top) and Colmers School (below) from his Birmingham City Council days



“Zero-tolerance? It makes schools more like a prison”

won the first prosecution against an unregistered school – using evidence collected by Ofsted inspectors. But such action has taken too long, Diamond says.

"I can think of schools in the city that were put on warning, just managed to get their act together but stayed open, despite Ofsted and the council flagging risks."

Diamond said the DfE's "disposition is based on an old-fashioned, rose-tinted view" of independent schools. "I've never sensed they are geared up to deal with the

relatively new type of independent schools you'll find in the back streets of many of our cities."

Birmingham has put a lot of resources into helping those youngsters, he says, including setting up a forum for all private schools, offering places for pupils to take exams and handing out safeguarding guidance. However, this could be threatened by budget cuts.

"Education [in council spending] has been relatively protected compared with others – libraries, cultural, youth services – but that has a knock-on in schools."

The squeeze on school funding also bothers him, especially as it's "eroding a number of facets of school life", such as music provision. "That vital cultural enrichment for pupils who wouldn't otherwise get it, that's all in jeopardy."

He may look like a rocker with his grizzled,

Profile: Colin Diamond

“Heads are not crying wolf about cuts. Things are serious”

grey-tinged beard and bald head, but Diamond was a keen keyboard player in a blues band while working in the south west. Arts education is close to his heart.

“I’ve never known the leadership of the profession to be so concerned and worried and say to me ‘we’ve removed everything we consider non-essential, but still heading for deficit. We don’t know how we can keep going’. It’s not crying wolf, it’s incredibly serious.”

The father of three has had a colourful career that includes chef, part-time youth worker and special educational needs adviser. His varied career in education ranges from nine years teaching at the former Sir William Collins School in Camden, north London, to director of education at North Somerset Council for eight years until 2009.

After joining the DfE in 2011, he led the free school and academies team, where he managed a group of advisers responsible for quality-assuring the new schools.

“There was an ideological assumption you would automatically be good,” he says. It took a “huge argument” to get his advisers into the independent schools that had chosen to convert to state, but they immediately found



Diamond and his father, Jack, at the trophy room in Anfield



At a scouts camp, aged 14



Watching Liverpool FC at Anfield with his son Ciaran

some poor quality provision.

His tenure also coincided with the rapid expansion and “quite painful” falling over of trusts such as AET and E-ACT. He also oversaw the turning around of the Al-Madinah school in Derby, which he called the “forerunner” to Trojan Horse, and the start of academy rebrokerages.

Academies have not proved to be the promised “nirvana”, he says wryly as he recalls spending hours poring over charts with statisticians “desperate” to find evidence academies were doing better than maintained schools overall. It didn’t exist.

Rather than focusing on school structures, he thinks the “holy grail”, especially to avoid marginalisation of working-class kids, is for a “really inclusive school”. Diamond gives short shrift to the zero-tolerance approach of no talking in corridors and isolation booths, which strike him as “more like a prison”. He would prefer the focus to be on creating environments that are “culturally rich – those magic ingredients lead to

improved outcomes, the hard outcomes everyone seeks. It can be done!”

Sandwiches polished off, I ask if he has anything to add. “You have to talk about the Reds,” he beams.

While his education career has taken him across half the country, his love for Liverpool Football Club has remained constant.

His Twitter handle of AnfieldExile is homage to the years he was working in the far-flung southwest, but he now regularly gets to games – calling the Kop his “spiritual home”. It looks like he’s found another home in Birmingham too.

CV

- 2018** Professor of educational leadership, University of Birmingham
- 2016** Awarded a CBE in the Queen’s 90th birthday honours
- 2015-18** Director for education, Birmingham City Council
- 2011-15** Head of education advisers for academies and free schools, Department for Education
- 2001-9** Director of education children services, North Somerset Council
- 1978-87** Assistant teacher, Sir William Collins School, Camden, north London

Opinion

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TONY BRESLIN

Chair of governors, Bushey Primary
Education Federation

The death of autonomy in schools risks becoming education's mis-selling scandal, says Tony Breslin

Headship is changing fast. The growth of federations and multi-academy trusts, and the concurrent emergence of executive and multi-school leadership, threatens to break the promise of autonomy that has been central not just to the substance of headship (and governorship), but to its ideology – the basis on which it has been sold.

This broken promise risks becoming education's own mis-selling scandal and, if left unacknowledged, will have a profound short-term impact on the recruitment and retention of heads.

Multi-school grouping, usually MAT-based, but not necessarily locally rooted, is rapidly becoming the new normal. The early academies were specific responses to particular circumstances, a group of shiny new schools with new freedoms to address old, entrenched inequalities. Today, two thirds of our secondary schools are academies, increasingly within MATs, and primary schools are clustering in similar ways, especially where local authority business models have fallen over or been stripped back.

For headship, this means five things:

- the emergence of executive leaders;
- this tier creates a further career move for a minority of heads, although these executive leaders are not necessarily educationists. The skill-set required to run a large MAT is arguably very different to that required for a single school;
- school-based leadership has been recast as a line-managed role,

The broken promise of autonomy headship in multi-school leadership

sometimes distinguished by the title of head of school;

- new reporting lines to governance, crystallised In an up-streaming of legal governance responsibilities to trust boards;
- new practical challenges for heads, executive leaders and boards, based around the challenge of aligning practice between schools across the group – an alignment that might relate to a plethora of issues:

anything but autonomy. It is line-managed and bound by group rules that can drill deep into the identity and independence of individual schools.

Much of this could be positive. It might produce an emergent model of school leadership that is less isolated and more supportive and collaborative, one that is attractive to a much wider range of candidates. But for those who are currently heads,

“ New-world headship is line-managed and bound by group rules

curriculum, behaviour, uniform, budget caps, branding, mission, vision and values.

In short, new-world headship in multi-school settings is about

or about to cross the threshold into headship, this has never been the deal. New-world headship, coupled with upstreamed governance (to the MAT board), breaks a promise of autonomy



that is as old as the system itself. The local authority school improvement adviser is just that, an adviser; the regional director in a MAT is a line manager to school-based leaders in a quite different way and, their (usual) status as a senior professional within a formalised management structure brings a directness that is not typically there in the relationship between a head and a chair of governors.

This is a profound substantive and cultural change. The new executive roles are often poorly defined, resulting in frustration and neatly summarised in the comment of one experienced MAT-based principal: “if we are to be line-managed, we need to be line-managed by those who can offer something to our headship – are those who line-manage us prepared for the role, are they adequately trained, or did they just get lucky, or did they just get out?”

Recent data about the turnover of heads in MAT settings (NFER, 2017) would suggest that these issues are already impacting on retention. And here's the problem: if our existing cohort of heads and aspiring heads – lamenting their lost autonomy and questioning the legitimacy and competence of the new executive leaders they report to depart before a generation of leaders, to whom no such promise of autonomy is being made, are ready to take their place, it will accentuate a situation where heads are already hard to attract and harder to keep hold of.

Opinion

DO YOU HAVE A STORY?
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Some multi-academy trusts encourage autonomy, says Claire-Louise West. She ought to know: she works in one...

It's almost been accepted as truth that schools within multi-academy trusts have less autonomy than maintained schools. But it's not the case for all MATs.

I work for GLF, a MAT whose founding principle is to encourage autonomy. In fact it's almost the modus operandi of school leaders in the trust. The reason is simple: GLF values the diversity of its schools, the vast range of contexts, communities and demographics. Each school is truly celebrated for being individual.

It advocates a self-improving system in which every staff member has a part to play. The leadership of school improvement is distributed; all staff are encouraged to take part, to lean in, stimulated by the concept that "together we are stronger".

The central education team, led by the director of education, works alongside leaders and their teams to improve the quality of learning and teaching. The word alongside is key; positive relationships drive school improvement. There is no preferred scheme, style or methodology endorsed by the trust. Heads are free to design their own curriculum, one that is appropriate for their context, their children, their families.

There is no forced, centralised purchasing of edtech or curriculum-related products, although economies of scale happen when schools voluntarily come together to buy into certain schemes, for example, supporting maths and English learning. The MAT may recommend particular programmes of study,



CLAIRE-LOUISE WEST

Executive headteacher of Cordwalles, Pine Ridge and Lorraine Schools, and Pine Ridge Children's Centre

My trust values the diversity of its schools

but there is freedom as to whether or not your school utilises them. The education team will coach, mentor and guide heads as appropriate, and collaborate with staff at all levels to bring about improvements.

We are encouraged to be part of this group, to become involved with school improvement work that, in turn, develops strong peer relationships

refreshingly different.

Similarly, professional development at GLF differs from other trusts that I have been involved with. Training development has been created by stakeholders for stakeholders; from apprentice to executive leadership. The offer is delivered by GLF employees, amongst them heads, special needs coordinators, HR,

“ Heads are free to design their own curriculum

and offers the chance to learn from meaningful, professional dialogue. We create our own system leaders. It's this shared approach to school improvement that has the greatest impact; simple, but effective and

recruitment, classroom teachers, subject specialists, middle/senior leaders, as well as central team practitioners. This is an example of strong system leadership; training developed and delivered by



practitioners who are "doing the job on the ground". It provides a meaningful experience and, as a result, builds respected relationships. It is also free, which allows heads to provide their staff with regular, relevant and up to date training, so helping the retention agenda alongside strategically supporting budget forecasting.

With teacher recruitment in a vulnerable state, the trust encourages a forward-thinking strategy whereby clusters of schools, up to five or six in a geographical region, have a shared approach. Applicants are inspired to work in any of these schools, rather than just one. This can ensure that schools are well-staffed and that excellent practice is retained. Providing secondments, offering exchanges and sharing staff across a wider area, mean that multiple schools share the cost of one member of staff and are all part of the wider financial, recruitment and retention strategy.

As Jon Chaloner, our chief executive, has said: "Schools are complex communities. They are not a business, we do not have clients or customers nor a product, we have people. People with all their ups and downs, their hopes and fears, their bad days and good days."

This was the USP for me when joining GLF as a headteacher in 2016; the concept of working within "a family of schools". The network of support, sharing of practice and, crucially, trust, is at the heart of our work.

Opinion

DO YOU HAVE A STORY?
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The weakest schools will continue to fail unless we have MATs and leaders with the moral purpose ready to take them on, writes Sir David Carter

The debate about whether or not there are enough academy sponsors to lead the weakest schools to a position where their outcomes for children are better is one that has run for a number of years.

In her second annual report, Amanda Spielman, Ofsted's chief inspector, rightly raises the question again and asks what more the Department for Education could do to incentivise sponsors to take on the most challenging schools.

In my time as national schools commissioner, I saw numerous examples of great MATs with great chief executives take on and improve the weakest schools.

When I last checked, Ofsted had rated more than 60 per cent of sponsored academies to be "good" or better, a transformational and historical shift.

Virtually every one was not rated good when it became an academy, and many had never been more than satisfactory, needed a notice to improve or required special measures. So why is this still a debate, and what should we do about it?

If you believe, as I do, that the multi-academy trust is the best model for improving schools that have failed for many years, then we need more of them to be the best version of themselves in new areas of the country.

The challenge back from MATs is, however, a fair one.

They do not want to take on a single



SIR DAVID CARTER

Executive director of system leadership, Ambition School Leadership and the Institute of Teaching

Here's how we can find more great sponsors

school in a community where the nearest MAT academy is 100 miles away. Why would they? They need to be able to build hubs and regional families of schools to achieve the kind of capacity from the classroom up that will make the difference.

The challenge here is that schools that are not in trouble and doing well

levers to make change happen quickly. Sometimes this works, but more often than not it does not.

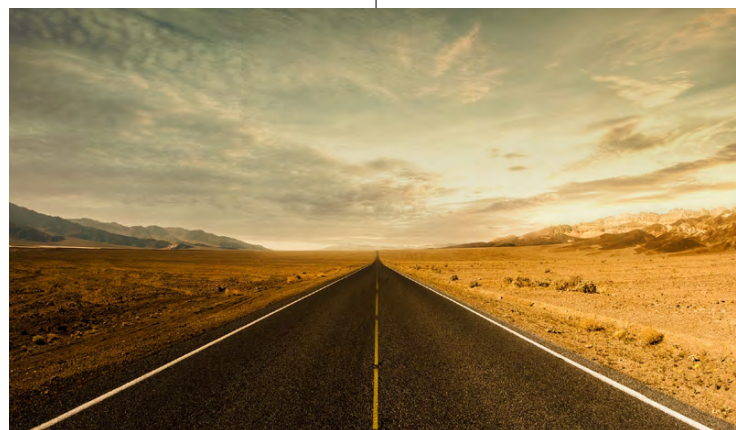
MATs need to build a better narrative about why good schools should join them, and the DfE needs to incentivise good schools to be "capacity givers" to a MAT that would otherwise not take on the risk of a

“ MATs need to build a better narrative about why good schools should join them

cannot be mandated to join a MAT as an academy, so the very schools that could do more to help often resort to being a soft improvement partner with a local school, but without the

single, isolated school.

Investment in the support and the capacity of good schools to join MATs would be a simple shift in policy thinking.



Second, the DfE has become more focused in the last year on audit and compliance.

The consequence of this is that the focus on managing risk filters down more than ever to MAT boards.

Boards rightly seek reassurance about the quality and safety of the buildings they will inherit, often after years of neglect by the local authority. They look for comfort that they will not be disadvantaged by the funding lag that comes with a school funded on census data, but where pupils are joining the school every week as it improves.

In my time, the DfE worked hard to achieve this support for trusts taking on failing schools, but I suspect it may become harder in the future as the funding challenge grips government departments as well as schools.

Third, we need to continue to work hard to build the next cohort of great school leaders who want to work in the toughest schools and play a role in system improvement in a MAT.

The irony of Ofsted calling out the DfE for a lack of sponsor capacity at a time when it is clear that teachers and leaders are thinking twice about moving to tough schools is not lost on many of us in the system.

Unless we have a cadre of talent ready and prepared, and armed with more than a bucket-load of moral purpose, then the weakest schools will continue to fail as the leaders who, in another era, would have craved these appointments, look elsewhere.

Reviews

BOOK REVIEW



How to Explain Absolutely Anything to Absolutely Anyone

Author: Andy Tharby

Reviewed by: Lucy Lyon, English teacher

Publisher: Crown House

Explanations are our stock in trade and we tend to think we are pretty good at them.

Just a few pages into Andy Tharby's *How To Explain Absolutely Anything To Absolutely Anyone*, however, it quickly becomes clear that there is more to it than you may have imagined. And if you've ever thought you've had everything covered after a careful explanation of a tricky concept, only to be greeted by a chorus of, "Miss, I don't get it!" then maybe – like me – you are already looking for a helping hand.

An English teacher, Tharby is the co-author of the award-winning *Making Every Lesson Count* and anyone who has read that book will know his evidence-informed approach.

Mixing a wealth of experience and empirical evidence, *How To Explain Absolutely Anything To Absolutely Anyone* not only serves as food for thought about the science behind successful explanation, but also offers practical advice and guidance about classroom practice.

It is divided into seven key principles, each of which has its own chapter. These include concepts such as using our pre-wired ability to learn from storytelling and explanation design, which Tharby suggests should largely be built around the idea that "slow but steady wins the race". Backed up with relevant scholarly research, of course.

Delving into the first chapter, I found myself nodding along in recognition with a lament that students' subject knowledge has been reduced to such a point that it is now indistinguishable from the exam. Tharby's sound advice

is that each teacher must answer two questions: what is the value of the subject I teach? And how can I help my students appreciate and value that subject? He then gives practical prompts and strategies to not only fill students with enthusiasm, but also to avoid death by subject knowledge overload.

This struck home as I am very familiar

“
New thinking about
how to explain
Shakespearean
language is always
welcome

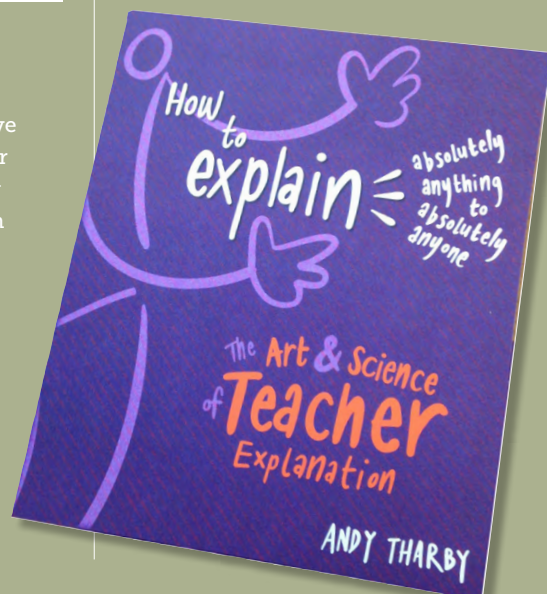
with the groans of despair that can often greet an introduction to *Macbeth*: "But, Miss, why do we have to study it anyway? When will I ever need this in my life?" New thinking and strategies about how to explain Shakespearean language and the bard's relevance today are always welcome.

The exploration of examples in the concepts, examples and misconceptions chapter also struck a chord. We all use examples in our teaching every day, but Tharby's examination of just how we present them

and how we expect students to respond to them has definitely had an impact on me.

He welcomes the shift away from child-centred learning to teacher instruction, saying: "It is essential that teachers feel confident enough to stand up at the front and teach such world-changing content [as Einstein or Shakespeare] without the accusation of being didactic or overly dominating." Student exploration should happen, he says, "towards the end of a sequence of learning, not at the beginning. In most cases, teachers should first provide answers and then open the space for interrogation."

This book is easy to read and includes a balanced mix of anecdote, research and persuasion. Having read it all over a few nights, I found that not only did it make me examine my own explanation practice but, while planning, I have already returned to earmarked pages for simple techniques and clear guidance.



Research

Every month the Research Schools Network – run by the Education Endowment Foundation and Institute for Effective Education – shares some advice from a research-based initiative it has implemented

Beware: it can be a numbers game

Jonathan Haslam, director, Institute for Effective Education

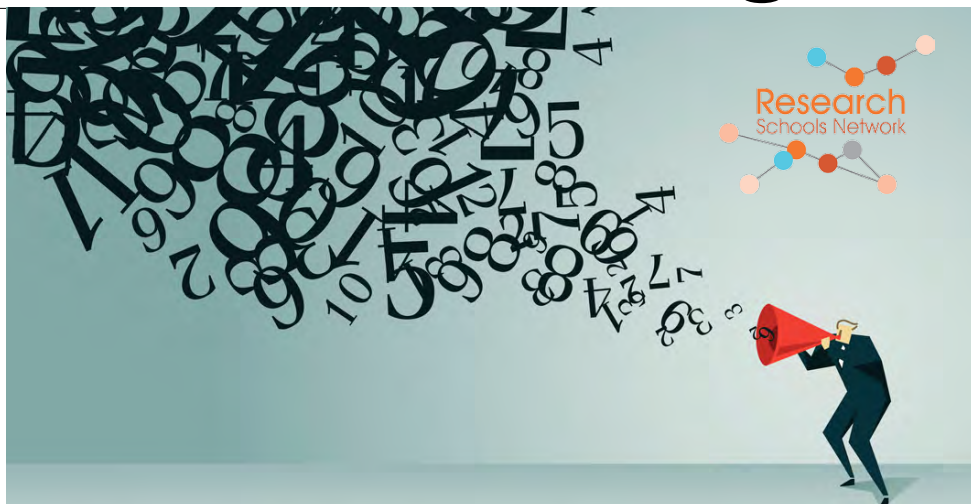
I've learned a lot from these three numbers: +0.76, +0.11 and +0.26.

They are all effect sizes from trials run by the Education Endowment Foundation. An effect size is a way of quantifying the difference between two groups, so, in these cases, a measure of the impact of an intervention.

The first (+0.76) comes from a trial of self-regulated learning and was the largest ever seen in an EEF project. A scale-up trial was understandably commissioned, and after years of waiting the results were published earlier this month. It shows a much lower impact, an effect size of +0.11.

The intervention is based on self-regulated strategy development (SRSD), put together in the US in the Nineties. This is a writing process model in which pupils are encouraged to plan, draft, edit, and revise their writing and is summarised in the project's name, IPEELL, which stands for introduction, point, explain, ending, links, and language. The strategy provides a clear structure to assist writers and can be used for most genres, including narrative writing. The intervention also involves "memorable experiences" to act as a stimulus for pupils' writing.

However, there were important differences between the original trial and the scale-up. The latest trial was bigger (more than 2,500 pupils as against just over 250) and larger trials generally have smaller effects. In this latest trial, the intervention used teacher trainers who had never seen IPEELL delivered, whereas the trainer in the original trial was an SRSD developer from the US. The second trial also measured the average impact on all pupils, while the first looked only at pupils with low prior attainment. This seems to be important: in this latest trial, pupils with low prior attainment who used IPEELL for two years



made more progress in writing (that third effect size, +0.26) than pupils who did not.

What does it all mean? Does the IPEELL intervention "work" or not?

The original trial showed that the approach can have a big impact on children who are struggling with their writing. The study was robust and well-structured. The second suggests that how you implement the approach can affect its effectiveness – it is effective if you have read about the approach and then use it in the classroom, but not as effective as if you have been coached by experts. And it doesn't seem to make as much impact with higher-achieving pupils. In the latest trial, there is also a concern that concentrating on writing negatively affected pupil performance in reading, spelling and maths; a warning to take care with implementation and make sure it's not taking the focus away from other areas.

More generally, these numbers reiterate the importance of looking beyond the headline figures of effect sizes. Posts on social media for "high-impact educational strategies to use today" – "collective teacher efficacy – effect size +1.57" are unhelpful. That leap forward is as much as students improve in the whole of secondary school. It seems, to say the least, unlikely that there is a simple strategy that you can start using "today" that will have such an incredible

impact. Only by looking at what happened in the studies that obtained these enormous effect sizes (with whom, where, how many, for how long, etc) might you begin to understand whether that impact is achievable in real life (spoiler: still probably not!).

What does this mean for schools trying to implement approaches that have research evidence to support them?

Don't take the magnitude of effect sizes at face value. Huge effect sizes (more than +1.00) are most likely the results of poor experiments, but a small size (+0.10) from a large, well-run trial might still be educationally important. Compare like with like.

Delve into the details. Do the results come from schools like yours and for pupils like yours? Who delivered the approach – developers, researchers, or teachers – and could you replicate it?

Focus on implementation. Whatever approach you select, what do you need to do to give it the best chance of success?

Evaluate for yourself. Look into ways of obtaining objective measures of impact, and reflect on how well the implementation went.

Those three numbers helped me to go behind the headline findings and gain a deeper understanding of the potential of the approach, and of the way that research can help to support improvement in schools.

Reviews



Amir Arezoo is vice principal of Horizon Community College in Barnsley

@WORKEDGECHAOS

Festina Lente

@ijstock

This blogger is apprehensive about the emphasis on the economic utility of education – framed against university education, but then contextualised in secondary terms. It's a pertinent debate in a context where Ofsted appears to be looking beyond data as the measure of a school's effectiveness. As this blog rightly suggests, "the real experience of learning can neither be hurried . . . nor packaged and sold in such limited terms". The classical tradition of education as a means of making sense of the world, and making a contribution to it that is not purely economic, seems to be coming into vogue.

My Best Teacher

@DavidDidau

My best teacher, Neville Parker (a sage if there ever was one – unicycling, piano-playing and lectures on handwriting were highlights of his lessons), shares many traits with Roy Birch, David Didau's favourite. Straight-talking, passionate about his subject, willing to look past the "front" that many students put on and relentless about getting the best from them – a

TOP BLOGS of the week

balance of the necessary personality and initiative that all of us in the profession could and should learn from. Didau's ode to Mr Birch is heart-warming and overwhelming, and a great opportunity to reflect on those that started the fire for our own career.

Make more of your mornings

@nwmaths

I wholeheartedly agree with Jack Campbell that a great morning routine is golden. The stressful start that many people generate by leaving the alarm to the last minute before crashing out of the door with a slice of toast in one hand and a coffee in the other cannot be sustainable. Instead, as this article suggests, get a routine. A decent amount of sleep and a (relatively) leisurely start to the day is essential for mental and physical health. I particularly concur with the line: "Initially you will miss days. That is fine. Stick with it and avoid the temptation to tell yourself 'I've missed one day, now I might as well not bother', that's akin to slashing your three good tyres when one gets a flat."

How to teach using booklets and a visualiser

@bennewmark

Consider the humble mini-whiteboard. For all that (insert your favourite interactive assessment-for-learning app here) has

made inroads into the classroom, teachers often need look no further than what is essentially, the modern version of the slate and chalk.

Ben Newmark argues for another simple set-up: the visualiser and booklet combination, describing the practice that seems to have developed organically in his school: "In most lessons this now means the teacher places their own copy of the booklet the class is working from under the visualiser and reads, or asks pupils to read, from the text. The teacher then highlights key passages and annotates them to illuminate and add further layers of meaning and understanding, while talking through their thought processes. Pupils follow along, adding their teacher's annotations if they are helpful and their own if there is something else they think worth noting down."

Whatever your mode of exposition in the classroom (slideshows are not a bad thing in my opinion), I agree with the narrative that modelling of practice should take precedence over the medium by which it is carried out.

Six retrieval practice strategies to use every day

Robbie Russell

Robbie Russell gives some starting points to make retrieval practice work in your setting, without the jargon and reference to evidence bases that (while important) can switch off more cynical colleagues. I like how he sets out the conditions for approaches such as brain dumps, quizzing and discussions to be most effective. Anyone who has seen a classroom "discussion" that settles very quickly into a talking shop, without any relevance to the matter at hand, can attest to the importance of training students in effective techniques. Preparing students in the routines of a particular practice can be just as important as the content itself. It is exciting to see cognitive science become an accepted part of the educational canon, and it will be interesting to see how this develops.



The government is inviting companies offering comparative judgment assessment to design an alternative to the current key stage 2 writing test

@JPembroke

Nothing against comparative judgement – many schools really value it – but I’m concerned about impact of high stakes. Perhaps we need to finally admit that we can’t use subjective assessment for accountability purposes. Assess writing, yes, but stop using data in key measures.

Lord Agnew vows to ‘nail’ poor trusts over excessive CEO pay, but says Sir Dan Moynihan’s £440k paycheck is ‘reasonable’

@Carter6D

The argument about high performance + number of children equates to salary is a more transparent argument than it is for CEO getting 200K with less schools and worse outcomes. Agnew spot on to challenge this and make the argument.

What if behaviour not workload makes teachers leave?

LM

My Friday afternoon lesson is complete Bedlam. I could spend my weekend berating myself but I deal with it by knowing in advance what it will be. One day Ofsted may come but until then...What does concern me after 20+ years is simply how to complete all my work with 4.5 hours of non-contact time? It just can’t be done. One day I will be found out but in the meantime I am counting down my last 3.5 years until my pension lump sum will pay off my mortgage. A shame really as I love being with my students and do genuinely endeavour to do my best for them. Teaching could be a great job. It’s just so sad.

Should home education have mandatory monitoring?

Carol

If you want to crack the problem of off-rolling and poor SEN provisions in schools, forcing your way into people’s houses to question them and their children is not a logical solution, especially as many will not have had that problem at all. The parents of children who have experienced that particular issue are shouting loud and clear long before they de-register,

REPLY OF THE WEEK **Emma Williamson**

Don’t neglect curriculum content for pupils with severe learning difficulties

The curriculum in schools should be broad and balanced and based on making sure all activities and experiences that allow cognition and engagement to happen are delivered by experienced



teachers. The progress pupils make against those activities is irrelevant as the fundamental skills of the pre-subject specific learning are those that should be identified as important and as the thing to measure. In our school we have developed a broad and balanced curriculum but we measure progress against targets that all professionals and parents involved with the pupil have identified as being the most important targets, those are the ones that are on the EHCP. I can show you a balanced curriculum and individuals making good or outstanding progress against the most important targets that have been set for them.

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

with complaints to teachers, schools, local newspapers, local government ombudsmen, MPs, etc. so the evidence is there, not in someone’s home. Statutory monitoring as a way to deal with it is a waste of resources and will mean even less money for essential services like proper SEN provision in the first place. It’s also a massive invasion of the right to a private family life.

‘I’ve got to stir up a bit of controversy here’: Agnew defends Champagne wager comments

Nicola Jack, comment

I counted the word ‘deal’ used five times in this article. I don’t know whether that reflects Lord Agnew’s speech patterns, but in the context of a state education service it makes uncomfortable reading.

WEEK IN WESTMINSTER

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

SATURDAY

Three cheers to the Local Schools Network, which caught Nick Gibb up to his old tricks in the House of Commons last week.

The charity points out that Harris Academy Philip Lane, praised by the schools minister in Parliament on Thursday for its test scores, actually had its test results declared void this year after teachers were found to have over-aided pupils.

Philip Lane is run by the Harris Federation, founded and chaired by Tory peer Lord Harris.

The LSN also points out that during the same debate, Gibb also praised Great Yarmouth Charter Academy, a school now run by the Inspiration Trust, which was founded by his ministerial colleague Lord Agnew.

Back-pats all round!

MONDAY

Still resting.

TUESDAY

Readers of the London Evening Standard were kept informed of the latest news from Ofsted's annual report in Tuesday's edition, but a quirk of the paper's layout meant that

accompanying the story was a picture not of the chief inspector Amanda Spielman, but of model Stella Maxwell.

The framing of the article caused a few readers to double-

take, but we have it on good authority that Spielman remains in-post, and that Maxwell's picture had simply spilled over from a glitzy event spread on the opposite page.

The same day, shadow schools minister Mike Kane found himself in a spot of bother over some statistics used during a parliamentary debate last week.

The Labour MP and former primary school teacher told the Commons that "more than 100 free schools that opened only in the last couple of years have now closed".

In fact, official statistics show that 52 mainstream free schools, studio schools and UTCs have closed, and even if you count the 44 that never opened in the first place, Kane's numbers still don't add up.

The government, still bruised from a number of referrals to the UK Stats Authority over their outlandish education claims this year, must have been rubbing its hands following Kane's own-goal.

WEDNESDAY

Amanda Spielman's mettle was tested at the SSAT conference dinner in Birmingham, which she spent

sandwiched in between singer Charlotte Church and Church's partner.

As one would hope from the chief inspector of schools, she refrained from passing comment on any aspect

of pedagogy – opting instead for an expression of polite bemusement, as Church expounded her vision for reforming the country's education system – which includes giving children an equal voice in how they want to learn, and teaching all 14-year-olds for a year uniquely through live-action role-play.

Confusion over free school closures continued to reign supreme in Parliament on Wednesday.

This time it was Nick Gibb's turn to muddy the water, when he exclaimed that 13 free schools, seven UTCs and 21 studio schools have closed since the projects began.

Not so, according to the DfE's own Get Information About Schools website, which details 17 free school closures, 13 UTCs and (as Gibb said) 21 studio schools.

Either Gibb was wrong or his website was. Either way, it's not a good look.

THURSDAY

Damian Hinds was in fine voice when he delivered a speech about the importance of technical education during a speech to business leaders.

The education secretary delivered the address at the iconic former Battersea Power Station.

But he missed a trick as he espoused the virtues of technical routes into careers – he should have told would-be apprentices that not going to university would give them a healthy head-start in their race to raise the £800,000 needed for a studio flat in the redeveloped coal power station.

Bargain.





Bradon Forest School

Challenge and aspire to achieve beyond expectations



The Trustees of the Athelstan Trust wish to appoint an excellent teacher and school leader to the post of Headteacher at Bradon Forest School.

The Athelstan Trust is a Multi-Academy Trust formed in 2015 consisting of three secondary Schools (Malmesbury School, Bradon Forest School and The Dean Academy) in Wiltshire and Gloucestershire.

Bradon Forest is a successful and popular 11-16 school with approximately 1,000 students on roll in the rural village of Purton, surrounded by stunning Wiltshire countryside with easy access to the M4. Bradon Forest School was inspected in April 2016 and judged Good in all areas. All the schools share a deep commitment to delivering an excellent comprehensive education to all the students in the Trust.

At Bradon Forest, we continue to update and develop our attractive site following the construction of our new state of the

art sports hall in 2016, adding a new food and textiles block in the spring of 2018. Our mix of modern and traditional learning environments gives our school a unique, individual feel that is welcomed by students and parents alike. We provide a friendly, caring, creative and purposeful environment. Students are encouraged to take every opportunity given to them both academically and in extra-curricular activities. We strive to develop confident young adults who show both respect and resilience and who have high aspirations for their futures.

This is a very exciting time to be joining the Trust where we all work together to raise standards in all our schools. This post offers a talented and ambitious school leader a wonderful opportunity to work in a supportive Trust that is committed to high quality Professional Development for its staff. We are in the early stages of developing a new joint sixth form with Malmesbury School.



The Athelstan Trust

We wish to appoint a Headteacher from September 2019

Closing Date: 12 noon on Monday 7th January 2019 – Interviews on 17th and 18th January 2019.

Interested applicants are invited to send a letter of application, no more than two sides of A4, outlining how your skills and experience make you a suitable candidate for this post. An application pack is available on the school's website. Please send your completed application form and letter to Jo Cummings at the email address below.

Further information:

<https://www.bradonforest.org.uk>

Jo Cummings Athelstan Trust - Company Secretary admin@theathelstantrust.org
Bradon Forest School, The Peak, Purton, Swindon, Wiltshire SN5 4AT.



HEADTEACHER Witham, Essex

Salary: L16-L22 (£57,934 - £67,008 per annum)
Start Date: April 2019
Closing Date: 11th January 2019 at noon
Interviews: 29th January 2019

Howbridge C of E Junior School is a three-form entry junior school with strong links to the Parish of St Nicolas, Witham and part of the Diocese of Chelmsford Vine Schools Trust. We are a caring school, built on Christian Values, where every child is a happy, confident and successful learner.

We are looking for an inspirational and committed leader with the vision, confidence and skills to lead our school forward into its next exciting stage of development. We embrace the future with optimism and with a passion to deliver the very best education for every child.

For more information and to apply, please visit;
<http://www.vineschoolstrust.co.uk/vacancies>.

Visits to the school are encouraged and welcomed. Please contact **Elizabeth Williams** on **01245 294496** to arrange a visit.



HEADTEACHER, Great Clacton, Essex

Salary: L15-L21 (£56,434 - £65,384 per annum)
Start Date: April 2019
Closing Date: 11th January 2019 at noon
Interviews: 28th January 2019

Great Clacton C of E Junior School is a two-form entry junior school with strong links to the local Churches of St John's and St Mark's, Clacton and part of the Diocese of Chelmsford Vine Schools Trust. A caring school, built on Christian Values, where every child is encouraged to Learn, Believe and Achieve.

We are looking for an inspirational and committed leader with the vision, confidence and skills to lead us into the next exciting stage of development, as we embrace the future with a passion to deliver the very best education for every child.

For more information and to apply, please visit;
<http://www.vineschoolstrust.co.uk/vacancies>.

Visits to the school are encouraged and welcomed. Please contact **Elizabeth Williams** on **01245 294496** to arrange a visit.



SQA SEEKING QUALIFIED TEACHERS TO ACT AS TEST ADMINISTRATORS

SQA is looking to recruit Test Administrators to manage the administration process within schools during the Key Stage 1 Technical Pre-test. SQA has been commissioned by the Standards and Testing Agency to conduct a Technical Pre-test from 23 April – 3 May 2019. The work is on an occasional basis and involves visiting schools to administer tests that are of a particularly confidential nature.

The rates of pay vary dependent upon the nature and scale of the work. Fees and expenses will be paid for all work undertaken as well as full training provided.

The main duties of a Test Administrator are:

- Ensure that all aspects of the test administration is carried out meticulously and to the set instructions

- Communicate with various SQA/Schools/STA within agreed timescales set out by SQA
- Receive test materials and ensure secure storage and management of them
- Visit participating schools to administer the tests in accordance with SQA standards

Applicants must have Qualified Teacher Status (QTS) and key stage 1 and/or 2 experience. If you would like to be considered for this role, please visit our website www.sqa.org.uk/testadministrator. Application closing date is Sunday 20 January 2019.

If you have any queries regarding this role, please email adminbank@sqa.org.uk or telephone 0345 278 8080.

Customer Success Manager



Why

Access to a website does not change children's lives. Helping teachers deeply embed a great learning system into the everyday habits of school life can. Join us at HegartyMaths to help our teachers and schools improve students' life chances.

Role

All of our 1,000+ partner schools have been trained by the founders so that implementation of HegartyMaths and service to our schools are central to our approach. We now want to build a team of Customer Success Managers to take this vital function forward and ensure our service and onboarding is exceptional and that HegartyMaths is always making a significant positive difference.

This is an office-based role in our Harrow (London) office. You will be responsible for

1. Delivering engaging online webinar training sessions for each new school so they get the best start possible;

2. Pro-actively engaging with our existing schools to ensure they are looked after, using our platform well and have the support they need;
3. Providing first-line customer support to our schools;
4. Creating on-boarding resources to ensure teachers have the tools to help themselves.

Characteristics

We are not looking for Glengarry Glen Ross ("ABC") style sales professionals. We want candidates to offer a more consultative and training-based approach. Key characteristics include:

1. Experience teaching maths and working in schools;
2. Empathy with maths teachers;
3. Taking pride in delivering fantastic service;
4. Being a great listener;
5. Having a personable and friendly demeanour.

Benefits

1. Salary will be competitive and can vary dependent on experience and skill set;
2. 27 days of annual leave plus 8 public holidays.

How to apply

1. Please send a cover letter and CV to jobs@hegartymaths.com.
2. Interviews will be conducted early in the new year and we are looking to employ soon after interview.





HEAD OF PROGRAMME, ALTERNATIVE EDUCATION

THE ORGANISATION

Established in 2004, the Centre for Social Justice is an independent think tank that studies the root causes of Britain's acute social problems, and aims to address them through recommending to government practical, workable policy interventions. The CSJ's vision is to give people in the UK who are experiencing the worst multiple disadvantage and issues of injustice, every possible opportunity to reach their full potential.

The majority of the CSJ's policy work is organised around five pathways to poverty, first identified in our ground-breaking 2007 report, Breakthrough Britain. These are: family breakdown; educational failure; economic dependency and worklessness; addiction to drugs and alcohol; severe personal debt. In March 2013, the CSJ report It Happens Here, shone a light on the horrific reality of human trafficking and modern slavery in the UK. This report led to the passing of the Modern Slavery Act, which gained Royal Assent in March 2015.

THE ROLE

The Centre for Social Justice is looking for a bright, driven individual to lead a brand-new team of school exclusion/alternative education policy specialists.

The successful candidate will build on the findings and recommendations of our recent report "Providing the Alternative", which exposed several deeply concerning realities regarding the nature of exclusions and the support that exists beyond.

The purpose of the role is to spearhead a major research/policy drive in this area, with a view to informing systemic change in our education system - both to eliminate avoidable exclusions and improve the quality of alternative provision.

THE PERSON

- Ability to analyse, understand and synthesise qualitative/quantitative information, and to present these findings in a concise and engaging way (essential).
- Excellent team-building/managerial skills (essential).
- Excellent drafting skills, including the ability to tailor to different audiences (essential).
- A sharp communicator (essential).

- Excellent project management skills (essential).
- Background in one or more of the following: research, policy or education (essential).
- A commitment to the CSJ's vision, mission and values (essential).
- Experience of engaging with policy experts (desirable).
- Experience of managing pupils with complex needs (desirable).

MAIN RESPONSIBILITIES

Reporting to the Head of Education, responsibilities for this post will include, but will not necessarily be limited to:

- Leading a high-profile policy programme to stop avoidable school exclusions and improve alternative provision in England.
- Managing and developing a team of three exclusions/alternative education policy specialists to meet programme goals.
- These goals relate to several initiatives aimed at further understanding the drivers of school exclusion, the geographical spread and quality of alternative provision, and the nature of successful early intervention.
- Drawing on existing and new evidence to refine and develop public policy solutions.
- Supporting organisational initiatives to embed exclusions/AP in the mainstream policy lexicon, build support from MPs for our proposals, and sustain public interest in this policy area.
- Managing working relationships with external partners and other key stakeholders.

Other duties that may arise from time to time.

TO APPLY

Please send your CV and cover letter to:

recruitment@centreforsocialjustice.org.uk
www.centreforsocialjustice.org.uk | @csjthinktank

"On behalf of everyone in our country, let me be the first to thank you for all you are doing to tackle the social challenges we face... your innovation and commitment is helping to make Britain a country that truly does work for everyone."

The Rt Hon Theresa May MP, Prime Minister, March 2018

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