

SCHOOLS WEEK

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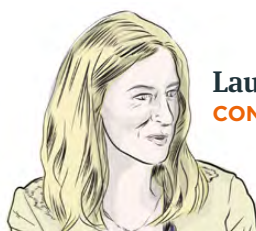
SCHOOLS WEEK

Meet the news team



John Dickens
EDITOR

@JOHNDICKENSSW
JOHN.DICKENS@SCHOOLSWEET.CO.UK



Laura McInerney
CONTRIBUTING EDITOR

@MISS_MCINERNEY
LAURA.MCINERNEY@SCHOOLSWEET.CO.UK



Cath Murray
COMMISSIONING EDITOR
& HEAD OF DIGITAL

@CATHMURRAY
CATH.MURRAY@SCHOOLSWEET.CO.UK



Freddie Whittaker
CHIEF REPORTER

@FCDWHITTAKER
FREDDIE.WHITTAKER@SCHOOLSWEET.CO.UK



Jess Staufenberg
SENIOR REPORTER

@STAUFENBERGJ
JESS.STAUFEENBERG@SCHOOLSWEET.CO.UK



Pippa Allen-Kinross
SENIOR REPORTER

@PIPPA_AK
PIPPA.ALLENKINROSS@SCHOOLSWEET.CO.UK



Shane Mann
MANAGING DIRECTOR

@SHANERMANN
SHANE.MANN@LSECT.COM

THE TEAM

Head designer:	Nicky Phillips
Designer:	Simon Kay
Photographer:	Ellis O'Brien
Financials:	Helen Neilly
Sales team leader:	Bridget Stockdale
Sales executive:	Clare Halliday
Administration:	Georgina Heath
PA to managing director:	Victoria Boyle

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The editor's top picks



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News

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Baker Clause school careers duty 'toothless'

PIPPA ALLEN-KINROSS

@PIPPA_AK

The Baker clause has been labelled a "law without teeth" after it emerged the government did not take any action against schools for non-compliance in the first year of its existence.

The Department for Education also admitted it only wrote to half of the trusts it originally claimed to have contacted in relation to non-compliance. Around two-thirds of secondary schools are thought to be breaking the law.

Introduced last January, the so-called Baker clause requires schools to publish a policy statement online to show how they ensure providers can access pupils to talk about technical education and apprenticeships, and details of their career programmes.

In response to a freedom of information request from *Schools Week*, the DfE confirmed "no action was taken against schools in England that failed to comply with the Baker clause" between January 2 2018 and January 2 2019.

It has also emerged that letters were sent to just five of the largest trusts last month to remind them of their duty, despite a claim by the DfE last month that skills minister Anne Milton would be writing to the 10 largest non-compliant trusts.

The department has now admitted this was an error, and only five were contacted. Although "appropriate action" can include direct intervention in schools, a spokesperson was unable to confirm what this involves.

Last month, the DfE said the letters were classed as a 'reminder' rather than an intervention.

Charles Parker, executive director of the Baker Dearing Trust, said there "doesn't seem to be much point in passing a law if you don't follow it up" and called the clause a "law without teeth".

"I'm afraid I don't think they can do much more. The law is pretty toothless. There isn't a sanction built into the way it's drafted," he said.

"The best we can hope for, frankly, is to get the government's weight behind its own law."

A report from the Institute for Public Policy Research warned last month that two-thirds of secondary schools are still not compliant.

Trust hopes PGCE 'franchise' will boost Russell Group grad recruitment

JESS STAUFENBERG

@STAUFENBERGJ

EXCLUSIVE

A trust is in talks to "franchise" a university's PGCE programme, allowing it to dodge UCAS recruitment and target more Russell Group graduates.

The STEP academy trust, which has 14 primary academies in south London and East Sussex, is finalising an agreement with the University of Buckingham to deliver its PGCE programme.

The arrangement is similar to a School Direct partnership, in which a teaching school and other schools deliver training in partnership with a university as the accredited provider.

As a franchise, however, the trust does not have to get accreditation to be a School Direct school, nor take graduates allocated to them through the central UCAS model.

Timothy Mills, director of teaching and learning at STEP, said this meant they could demand higher standards than UCAS.

The trust plans to only accept graduates who have a B or above in English and maths GCSE, and preferably those with a 2.1 from a Russell Group university.

Mills said many newly-qualified teachers from the usual initial teacher training (ITT) routes lacked the understanding of phonics and subject mastery preferred by the trust.

"We're deeply concerned about what some ITT institutions are turning out, particularly at primary," he said. "We're getting applicants who don't know how to teach reading and writing. That's fundamental."

The government currently requires would-be primary teachers to have Cs in English, maths and science at GCSE, and a 2.2 degree.

UCAS then allows graduates to apply for their preferred training route at a university-based PGCE, School Direct or SCITT provider.

Mills said the franchise would allow STEP

"complete control over who we get".

"We're basically looking for really smart people. The only real evidence of that is their education."

The trust will also be able to recruit until the summer, whereas UCAS closes once places are full.

But John Howson, an ITT expert and the founder of the jobs website Teach Vac, said the trust would need evidence to justify not accepting candidates with average GCSE grades.

"If this model is replicated across the country, it could turn away a lot of people."

The BBC reported this week that Nick Gibb, the schools minister, has hauled in teacher training providers to explain why they have rejected candidates.

The government has missed trainee teacher recruitment targets for six years in a row.

Howson said ITT could lose "national uniformity" if more trusts trained graduates in their own approaches. This could leave NQTs struggling in new jobs.

Teach First is the only other training route that does not use UCAS and sets its own application standards, usually requiring graduates to have a 2.1 degree and to pass an interview.

Mills said the trust would save £1,500 a graduate in annual tuition fees by using their own staff. At present fees are set at £7,000.

The trust would also pay trainees an unqualified teacher salary. Some School Direct and SCITTs cover the costs of training for graduates in certain subjects, but otherwise trainees have to pay to train.

The course will largely be delivered by trust staff who have completed a master's in leadership. The tuition costs cover some lectures at the university and two placements in other schools.

The University of Buckingham did not want to comment.



News

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Ofsted: Exclusions data is 'unhelpful'

FREDDIE WHITTAKER
@FCDWHITTAKER

The chief inspector of schools has backed calls for a shake-up of how exclusions are reported in national data, branding the current system "extremely unhelpful".

Amanda Spielman told the parliamentary education committee this week that it is "completely extraordinary" that the reason given for almost one in five permanent exclusions in official Department for Education statistics is simply "other".

Schools have a statutory duty to inform parents, governors and their local authority when they exclude a child, and give a reason for why the exclusion is made. However, national data is not as detailed.

According to the latest exclusions data, "other" was given by schools as the reason for 1,355 of the 7,720 permanent exclusions made in 2016-17, making it the second most common reason after "persistent disruptive behaviour".

DfE guidance states "other" should be "used sparingly", but *Schools Week* understands school administration staff may be resorting to the label because of a lack of communication from leaders about the reason for exclusions.

In response to Spielman's comments, the department pointed to its ongoing review of exclusions, off-rolling and the quality of alternative provision by former minister Edward Timpson, which was supposed to report by the end of last year.

Labour MP James Frith, who raised the issue with Spielman on Tuesday, said he had met with Timpson to discuss the 'other' category issue, but warned ministers against "folding in" every concern about pupil movement into an already-wide-ranging review.

"In the gaps between the labels there are going to be individual stories of kids not quite getting the second chance they deserve and schools not doing enough to ensure they get that chance," he told *Schools Week*.

Shaun Brown, from The Difference, a teacher training for the alternative provision sector, warned against relying on "accountability tweaks" to fix problems with children leaving school rolls.

"The dial is only going to shift if accountability is matched with support, and proper investment in spreading best practice in training for teachers and leaders," he said.

New free school applications reveal workload push

PIPPA ALLEN-KINROSS
@PIPPA_AK

The government has been accused of "unsubtly crow-barring" its need to reduce teacher workload into the new wave of free school applications.

In their initial bid applicants must now demonstrate "clear and specific plans" for managing workload, an extra requirement on top of proving the area has low educational standards and needs more school places, offering good value for money and a "new or innovative approach" to education.

Jonathan Simons, director at the policy specialist Public First and a former government adviser, said the requirement was "superficially attractive", but warned it would be a "regulatory burden" that advantaged established providers over parent groups.

Rather than a way for parent groups to open schools, the free schools programme was increasingly used by academy trusts wanting to expand.

"Given that the Department for Education's own workload challenge shows they don't really know what the answer is, it's a bit rich to ask free school groups for their plans," Simons said.

"This is an example of taking a current policy priority – albeit an important one – and unsubtly crow-barring it into all bits of DfE activity, however inappropriate."

Wave 14 opened on January 31. Providers must now demonstrate they have "concrete plans in place to manage and develop the workforce successfully, including ensuring that workloads are sustainable".

A spokesperson for the DfE said workload was integrated into the application guide as it was a "key part of our new recruitment and retention strategy and the new Ofsted framework will have a specific focus on reducing workload".

However free schools face several hurdles before they even get to the stage of looking at workload.

According to government data, 55 free schools, university technical colleges and studio schools have closed since the start of the programme in 2010. Of these, 15 have been rebrokered to new sponsors.

An update to the DfE's register of capital spending on free schools last month, which details acquisition and construction costs, shows almost £171 million has been spent on 46 of the closed or rebrokered schools.

A spokesperson for the National Association of Head Teachers said budget pressures and difficulties recruiting and retaining staff meant "even if potential free schools include work-life balance plans that seem credible in their application, it may not be possible to implement them".

However, Christine Bayliss, a former DfE civil servant and now education consultant, said it was "right" for applicants to show they had "planned ahead and mitigated for workload risks and issues".

"The question is why has it taken so long for the DfE to recognise the problem and test it in the application process?"

The guidance for wave 14 says applicants must address workload in three sections. Under the "vision" and "staffing" sections they must explain how they would "manage and develop the workforce to create a sustainable work-life balance for all staff".

Another section asks them to show the governing board requirements would not result in unnecessary workloads for all staff.

Jack Worth, the school workforce lead at the National Foundation for Educational Research, said the requirement could be "beneficial" if it made applicants "think hard about how supporting workload and wellbeing will be ingrained into school policies from the outset – rather than simply being a box-ticking exercise".

A spokesperson for the New Schools Network said free schools were "well placed to place teacher welfare and retention at the heart of their school right from the outset, and ensure this continues as the school develops."



Pupils face £2 'fines' to get their phones back

JESS STAUFENBERG

@STAUFENBERGJ

EXCLUSIVE

A school has been accused of holding pupils' mobile phones to "ransom" after charging parents £2 to return confiscated devices.

South Wigston high school in Leicester bans mobile phones as it says the devices are a major tool for bullying and a distraction to learning.

However, its electronic device policy says that a £2 contribution to the school charity "will be required for return" of a confiscated phone.

Another policy published on the school's website, for "behaviour and rewards", describes the payment as an "administration charge".

One parent said it amounted to private property being "held ransom", with two lawyers claiming the single-school academy trust could be breaking the law.

Details of the policy emerged in the same week that Nick Gibb, the schools minister, said he believed schools "should ban" mobiles.

A parent of a pupil at South Wigston, who wanted to be known only as Andy, said other parents "treated it like a tax and just felt they had to pay it".

"Pupils should be able to have a phone, switched off, in their bag. Not held ransom by the school."

The electronic device policy of the school, rated as "requires improvement" by Ofsted, says mobiles may only be left in the school office at the start of the day "by parent request, for emergency reasons".

Andy said his daughter "needs a phone to and from school in order to be safe".

The school says that any phones found in school will be confiscated, kept in the school safe and returned only to parents. The policy document states: "A £2 contribution to the school's charity will be required for return."

When asked whether the payment was breaking rules, the Department for Education said parents could only be charged for items they bought from the school.

And schools could not levy compulsory charges unless they were for optional activities or items.

- Students caught with mobiles will be expected to hand over the device and it will be placed in the school safe. An adult will need to collect it and pay an administration charge of £2.
- Mobile phones found to be in school (unless with agreement as above) will be confiscated and returned to parents only. A £2 contribution to the school's charity will be required for return.

From South Wigston's website



Ramona Derbyshire, a partner at Thrings law firm, said schools could confiscate phones, but could not "impose a charge as a disciplinary process".

Even though the charge was classed as a charitable contribution, Derbyshire said it had to "be clear that there is no obligation to make any contribution and parents must not be made to feel pressurised into paying as it is voluntary and not compulsory.

"The school in question is walking a thin line – the charity contribution is clearly not voluntary, it is expressly 'required'."

An education lawyer, who did not wish to be named, said that schools could not impose fines, except for term-time holidays. A mandatory £2 "contribution" to get the phone back amounted to a fine, he said.

Micon Metcalfe, a fellow of the Institute of School Business Leadership, suggested the school re-word its behaviour policy to make clear the £2 was a voluntary contribution.

But Ross McGill, founder of Teacher Toolkit, said the policy could penalise disadvantaged families who "need to text

their eldest child to run and collect their siblings from primary school".

The school has 13.4 per cent of pupils eligible for free school meals, which is just below the national average.

Schools Week could not find evidence of similar charges in other schools. However, a survey by Teacher Tapp suggests that 70 per cent of primary schools collect phones and return them at the end of the day, while 17 per cent ban them completely.

Drayton Park primary in north London bans phones during the school day, but allows pupils to hand them into the office in the morning.

"Our policy is to discourage children from bringing phones to school at all," says its website.

Only 4 per cent of secondaries ban phones. None allows its pupils to use phones freely, but a third do allow their use during breaks.

Several private schools have also introduced bans, such as Latymer Upper School in west London, which extended its ban up to GCSE-age pupils last year. West Buckland School in Somerset also introduced "invisibility" policies where phones have to be switched off and out of sight at all times.

Damian Hinds, the education secretary, speaking at a conference yesterday, said he had "absolutely no reluctance about banning mobile phones in schools".

"Headteachers make these decisions. And as it happens, the great majority of them have made the decision either to ban mobile phones or restrict their use in some way, and I fully support them in doing that. I don't want kids using mobile phones when they're in school, clearly."

South Wigston refused to comment, despite repeated attempts by *Schools Week*.

Investigation: SEND funding

JUDGE CONDEMNS 'EVISCERATED' CARE PLAN

JESS STAUFENBERG

@STAUFENBERGJ

INVESTIGATES

An eight-year-old autistic boy with severe learning needs was denied specialist schooling for at least four months after a council unlawfully "eviscerated" his plan for provision.

The high court ruled Medway council was "irrational and unlawful" when it stripped requirements for specialist provision from the boy's education, health and care plan (EHCP), forcing a mainstream primary to admit him.

Lawyers said the landmark ruling, issued on Monday, hands schools more power to challenge council pupil placements.

Medway now faces paying legal costs of at least £40,000, the same amount requested by the school in extra funds to meet the pupils' needs before it took legal action.

The school feared for the boy's safety if it had to admit him because it did not have the required provision, such as a sensory room.

Medway instead produced a new EHCP with a chunk of provision taken out – including the requirement for a sensory room and workstation – which compelled the school to admit the pupil.

After the Department for Education refused to help, the school's academy trust risked tens of thousands of pounds in legal

"This is a shocking example that shows the heartbreak that lots of families are going through as a result of the crisis in SEND funding"

costs to challenge Medway under a judicial review.

The pupil, who has severe communication and sensory difficulties and was not named in the ruling, was left without a school place for months. The council has refused to confirm if he is now in school.

Paul Whiteman, general secretary of school leaders' union NAHT, said: "This is a shocking example that shows the heartbreak that lots of families with pupils with additional needs are going through as a result of the crisis in SEND funding.

"Until we've got sufficient funding to meet the needs of all those pupils, either in mainstream settings or in specialist provision, families like this will continue to face months and even years of needless anxiety."

Last year the government announced £350 million of extra SEND funding for councils.

However, that additional cash is being used to plug budget shortfalls. In Wolverhampton, for example, the additional £632,000 it received pales in comparison with this year's £1 million forecast overspend, forcing the council to "borrow forward" against future years' high needs funding.

Medway council is facing a £2.7 million overspend on its high needs funding this year.

But Garry Freeman, a special needs co-ordinator, said: "Councils say they haven't got the funding. But they've spent a fortune on fighting these legal cases."

Figures obtained by The Times show councils have spent £100 million fighting parents over support for their disabled children over four years, although they have lost nine in ten appeals.

Freeman said he had attended EHCP meetings where education psychologists' recommendations were left out of the final plan because, by law, the council was required to fund any provision they included.

Sabrina Hobbs, the principal of Severndale specialist academy in Shropshire, said pupils were being "moved from pillar to post, not feeling valued or welcome in the system".

Schools Week has obtained a copy of the Medway judgment, which is yet to

Continued on next page

Investigation: SEND funding

be published.

In April last year, the boy and his parents moved from Greenwich, south London, where he was educated at a mainstream primary with a specialist resource unit, to Medway in Kent.

Medway proposed to retain the Greenwich plan and asked a local school to admit the pupil. However, the school pointed out that the pupil's EHCP said he needed to use a sensory room for one hour a day, yet it had no space for one.

No teacher knew how to use a picture exchange communication system and the school had also never delivered a P-level curriculum for pupils working below national curriculum assessments.

The school "feared" for the boy's "personal safety" as the environment was not adapted to his needs.

It costed up a plan to provide extra provision at more than £40,000. But Medway offered little more than half that.

Rather than looking elsewhere for "at least temporary schooling", Medway "decided to amend the Greenwich plan and name the school", said the judgment.

The school still refused to take the pupil and asked Damian Hinds as secretary of state to intervene.

But the government agreed with Medway's argument that the SEND code of practice demanded councils work on the "presumption of mainstream" provision for high needs pupils.

The court ruled it was likely the school was unsuitable and quashed the Medway plan. The pupil's original EHCP will remain in place and an alternative appropriate school found until it is properly reviewed.

Judge Philip Mott QC said Medway had "no proper basis for explaining and justifying its decision".

The ruling said the deletions were "considerate and deliberate", adding: "I am bound to conclude that Medway's removal of so much, without any change in the evidence, was irrational and unlawful."

Ed Duff, the lawyer at HCB Solicitors who won the case, said the judgment showed councils must make a "detailed consideration of all available mainstream schools" rather than just one.

He added the school took a "very serious



Garry Freeman



Sabrina Hobbs

risk – all because it was so worried about the impact on the child", but judicial reviews were "clearly a viable option".

It is estimated costs for the case were at least £40,000.

A spokesperson for Medway Council said: "We will be reviewing the outcome of the judgment."

SEND cash crisis exposed

1 FUNDRAISING TARGET MET FOR COURT ACTION AGAINST HINDS

Families representing two pupils have successfully crowdfunded the initial legal costs of more than £12,000 to lodge a judicial review against the government, according to the campaign group backing them, SEND Family Action. The families want to prove that high needs cuts overseen by education secretary Damian Hinds and chancellor Philip Hammond are unlawful. They have also secured legal aid.

The parents, from North Yorkshire and East Sussex, believe government grants are leaving councils unable to fulfil legal obligations to pupils with disabilities. Anne-Marie Irwin, a lawyer at Irwin Mitchell representing SEND Family Action, has previously said campaigners believe "thousands of children across the UK with special educational needs are currently unable to receive the support that they need".

2 COUNCILS FACE FRESH WAVE OF JUDICIAL REVIEWS

In August, the High Court ruled that Bristol city council's £5 million funding cuts to the SEND budget were unlawful – spurring other families to attempt similar judicial reviews. Now they are waiting to hear the outcomes of two judicial reviews against councils heard in October. Surrey council was taken to the High Court over planned SEND cuts of more than £20 million, and Hackney council over plans to split SEND funding into five bands and reduce the amount available in each band by five per cent. Neither outcomes have been announced.

Similar judicial reviews are being planned against Gloucestershire and North Somerset local authorities, but these are in "early stages," said SEND Family Action. There are also plans for judicial reviews against Richmond, Leicestershire and Hampshire over council cuts to SEND pupils' transport.

Meanwhile a parent in Portsmouth is raising £6,000 for the legal costs of a judicial review against planned SEND cuts of almost half a million pounds, according to their crowdfunding page.

Hampshire could also face a judicial review after it made post-16 SEND transport costs of £1,300 "chargeable" to them.

3 LOCAL AUTHORITIES CONTINUE TO CUT BACK ON FUNDING

South Gloucestershire is changing the way it does EHCP assessments to reduce a £12.5 million deficit in its schools' budget, the BBC reported on Tuesday. It is facing a £3 million shortfall in funding for special educational needs, largely because of the cost of sending more SEND pupils to expensive private institutions. The decision came after headteachers rejected the council's proposal to divert money from the schools block to the high needs block. Parents have called the changes "immoral".

Wiltshire council is proposing plans to replace three special schools with one new facility in a £20 million restructure, the BBC also reported in November. The council said it needs an additional 220 places for SEND pupils over the next decade but current schools cannot expand. But the local MP has raised concerns about the extra travel time for pupils.



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News

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Schools will face character 'benchmarks'

FREDDIE WHITTAKER

@FCDWHITTAKER

The government will develop new "benchmarks" for character education, against which schools will be required to assess themselves.

On Thursday Damian Hinds, the education secretary, said he was assembling an "advisory group" to draw up recommendations for developing "character and resilience" in pupils and new character benchmarks to measure the performance of schools.

He wants the new benchmarks to be "similar" and to "do the same job" as Gatsby benchmarks for careers guidance.

Schools have to use the mandatory Gatsby benchmarks to rate their own work on careers – but the government does not take action against those that do not comply.

Schools Week understands the new benchmarks will help schools to interpret new Ofsted requirements to develop pupils' character, including resilience, confidence and independence.

However, Hinds insisted he was "not piling



Damian Hinds

on extra chores to a school's to-do list".

Addressing the Church of England's Foundation for Educational Leadership conference, he said he expected the advisory group to report its recommendations in September, "with a view to implementing next year".

Hinds said character and resilience were "the qualities, the inner resources that we call on to get us through the frustrations and setbacks that are part and parcel of life".

But he added: "This is not about a DfE plan for building character. It has to be about schools learning from other schools, it's

about business pitching in when it can, it's about community groups speaking up and inviting schools in.

"It's about adults volunteering. All of us need to work together using the wide range of resources and experts that there are out there."

The advisory group will be led by Ian Bauckham, an academy chief who has already led major government reviews on sex education and languages.

Hinds also announced plans to reintroduce the government's national character awards, which were set up by Nicky Morgan, but shelved in 2017 by Justine Greening.

The education secretary also set out his ambition for pupils to have access to activities from "five foundations for building character" – sport, creativity, performing, volunteering and membership and the world of work.

But when pressed about how he had come up with the five foundations, he said they were based on "what I hear all the time from schools, teachers, headteachers, mums and dads, and kids".

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Trusts get second warning over CEO pay

JOHN DICKENS

@JOHNDICKENSSW

INVESTIGATES

A single-academy trust has been ordered by the government for a second time to justify the £260,000 annual pay for its head – although the Department for Education admits that it's powerless to intervene.

Lord Agnew, the academies minister, has written to 28 academy trust boards in his crackdown on excessive chief executive pay, urging them again to justify salaries.

The list includes the one-school Holland Park trust, which *Schools Week* revealed last month was paying its head Colin Hall £260,000. His salary has doubled in seven years.

Another two trusts paid bosses more than £200,000, including the Knole Academy Trust, another one-school trust. Adrian Reed, chief executive of the Boston Witham Academies Federation, earns at least £230,000.

In his letter, Agnew said that chief executive pay remained a "divisive" issue that was "diverting financial resources that are more effectively deployed to the front line of education".

However the DfE has confirmed the government had no powers to intervene. The Education and Skills Funding Agency is only able to "challenge" inappropriate pay.

Tom Richmond, a senior research fellow at the Policy Exchange think tank, said: "The department is clearly hoping that leaning heavily on academy trusts will bring about the desired result, not least because they know that if an academy refuses to comply then there is little ministers can do about it."

He said academy pay freedom was "one of the main tenets of the whole academisation movement" intended to provide flexibility to recruit staff in shortage subjects or attract them to remote regions.

But paying more than £200,000 to leaders who run a single school was "placing enormous strain on the idea that someone's salary should be a fair reflection of their level of responsibility."

"This friction between academies' freedoms and executive pay is not going away any time soon."



Colin Hall

Sir David Carter, the former national schools commissioner, said Agnew had "soft power" to ensure compliance.

If a trust wanted to expand, for instance, Carter said the government could make it reduce pay as a condition of taking on new schools.

"It's a soft power, admittedly, but one that makes a difference to a negotiation," he said. Sending out public letters "keeps the pressure up".

Agnew has demanded that boards provide details about their chief executives' pay, including any bonuses, salary sacrifice arrangements, and non-taxable benefits "available only to senior members of staff".

As previously revealed by *Schools Week*, he has targeted smaller trusts where bosses are paid more than £150,000, highlighting the per-pupil measure and results as a way to judge high pay.

Schools Week revealed last month how Holland Park pays its head the equivalent of £186 for each of its 1,400 pupils.

Reed's salary at the eight-academy Boston Witham works out at nearly £75 for every pupil. In 2017 his pay rose from between the £220,000 to £230,000 bracket.

Meanwhile Mary Boyle, who retired as chief executive of Knole late last year, was paid at least £205,000 – or just over £155 a pupil.

Jay Altman, currently chief executive of Firstline Schools, which operates charter schools in New Orleans, said there was a "constant challenge" to "balance autonomy with appropriate oversight".

The former director of education at Ark, who talked about similar issues before the

The trusts warned AGAIN over high pay

Alpha Academies Trust (previously the College Academies Trust)

Ashmole Academy Trust

Carshalton Boys Sports College

Chingford Academies Trust

Cranford Community College

Gateway Learning Community

Guru Nanak Sikh Academy

Hartismere Family of Schools

Hatton Academies Trust

Holland Park School

Inspirational Learning Academies Trust

Joseph Leckie Academy Trust

Knole Academy Trust

Lime Trust

Lion Academy Trust

New River Trust

PA Community Trust

RMET

Southfields Multi-Academy Trust (previously Southfields Academy)

Southmoor Academy

Swakeleys School for Girls

The Boston Witham Academies Federation

The BRIT School

The Hoddesdon School Trust

The John Wallis Church of England Academy, Ashford

The Rosedale Hewens Academy Trust

The Sabden Multi-Academy Trust

University Schools Trust, east London

education select committee in 2014, said charter schools in US states that had little accountability or were over-regulated did not do well.

"Because these policy debates can become highly politicised you end up getting the pendulum swinging wildly one way and the other. When you have over-regulation the schools don't evolve towards effectiveness, they evolve towards compliance. You have to strike the right balance between accountability and autonomy."

But Agnew said with greater autonomy came greater accountability and transparency. "Just because we are advocates of the academies programme doesn't mean we won't call a trust out where we believe they are not acting responsibly," he said.

'Systematic failure' lifts trust's deficit to £2.4m

FREDDIE WHITTAKER

@FCDWHITTAKER

An academy trust in charge of schools for excluded and vulnerable pupils unknowingly racked up a £2.4 million deficit because of a "systematic" failure in its financial systems.

Annual accounts for 2017-18, published last week, have revealed the full extent of financial mismanagement at the TBAP Multi-Academy Trust.

Leaders at the trust, which runs 11 alternative provision academies, claim they only found a £758,000 deficit reported by staff for 2016-17 was in reality three times higher when a financial recovery plan failed to make a dent on the deficit.

The trust said a subsequent investigation found that funding for alternative provision places at TBAP schools from local councils had been reported for the wrong year.

Emergency government loans totalling nearly £1 million bailed out the trust last year.

Seamus Oates, TBAP's chief executive, has now taken a cut to his salary and benefits of at least £45,000 after the government issued the trust with a financial notice to improve (FNTI).

Speaking to Schools Week, Oates said he was "shocked and disappointed" to discover the accounting error, which he claims is down to inadequate internal systems and "a level of incompetence" among trust staff.

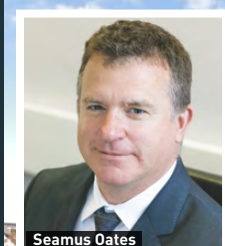
"It's been probably one of the hardest years of my working life," he said.

"Obviously we looked really hard for accountability, and I have to take responsibility for us going to that position at some point. But myself and the board are all still in place, because we could demonstrate really clearly that we were operating only with the numbers we were given and they weren't correct."

Oates said TBAP's investigation found advance funding from councils was reported in the wrong year and masked a deficit in 2015-16, when leaders believed they had run a surplus.

This had a knock-on effect, leading to a large understatement of the deficit in 2016-17 and the need for a government emergency loan.

Oates blames "a combination of a lack of experience in the team, [and] the fact that as a trust we'd grown very quickly over that year", and said he wouldn't have expanded the chain so rapidly if he'd known about the potential for issues.



Seamus Oates



The Bridge AP Academy, west London

The finance team has since left, he said.

The trust was being lined up to take over two more schools and open three new free schools before the deficit was discovered.

"The minute we recognised that we put a halt on further expansion," Oates said.

"At that time we felt we had a business plan, which stated we should be heading towards 14 to 15 AP academies, and at the time it felt like the right thing to do. Looking back on it, we would've gone a bit more slowly."

The new accounts show that seven of the trust's schools posted deficits last year.

Although Oates, who received a CBE for services to education two years ago, received a £30,000 pay rise in September 2017, he said this was agreed before the problems emerged.

His salary and pension package has now dropped from between £220,000 and £230,000 a year to £175,000. The decrease was "agreed" during a performance management session last September and he will not get another pay rise until the FNTI is lifted.

"You have to recognise that at that time we were exceeding all targets. I had built the trust up to a potential 14 schools, we had excellent exam results, we were being encouraged to grow in the northwest, we had lots and lots of projects on."

Following a restructure, including more than 20 voluntary redundancies, the trust expects to be able to pay its emergency loan back to the government by November next year and achieve a budget surplus in 2021.

But Oates, a former member of the North-West London and South-Central England headteacher board, said he was mindful of the "constant pressure" on local authority high needs funding, which might lead to a reduction in the number of places commissioned at schools such as his, and therefore more financial problems.

He also urged other chief executives to "get their hands all over finance, rather than leaving it in the hands of operating officers and finance officers".

TIMELINE

SEPTEMBER 2017

TBAP eyes five new schools, Seamus Oates' pay reaches £195,000 to £200,000 after £30,000 rise

DECEMBER 2017

Leaders discover unknown deficit after accounting problems

JANUARY 2018

TBAP makes first request for £300,000 emergency funding. Government issues finance warning

MARCH 2018

TBAP requests more emergency funding

AUGUST 2018

ESFA provides a further £650,000, and places TBAP on a financial notice to improve

SEPTEMBER 2018

Oates agrees to take a pay cut and have his salary frozen until FNTI is lifted

FEBRUARY 2019

Accounts reveal deficit of £2.4m was three times larger than expected



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News



Two schools identified in 'off-rolling' reports

SCHOOLS WEEK REPORTER

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The sponsor of one of two schools identified by Ofsted as potentially having off-rolled pupils insists that a light must be "shone on these matters".

Amanda Spielman, the chief inspector, told MPs this week that two inspection reports had flagged off-rolling issues, with a further report "in the pipeline".

It was revealed in November that Harrop Fold, the Salford secondary that featured in the TV documentary *Educating Greater Manchester*, was put in special measures. Inspectors had found year 11 pupils were "deleted from the roll" shortly before the school's census.

It has now emerged the second school was Shenley Academy, in Birmingham, which was also put in special measures after an inspection in October.

Inspectors found leaders removed eight year 11 pupils on the same day in the autumn term in 2017 and were "not able to give a valid explanation as to why this happened". Four of the pupils had special needs.

"This practice suggests 'off-rolling'," the report said.

The findings come in the same week that a report by the children's commissioner called for stronger measures to tackle off-rolling as the number of home-educated pupils rises.

Anne Longfield has now pledged to publish figures for every school to show how many of their pupils withdraw to be home-educated.

Ofsted has also identified about 300 schools with high levels of pupil movement in year 11 – suggesting they could be off-rolling.

However, the schools have not been named publicly, instead the data "flags" to inspectors where there may be an issue.

Speaking to MPs on the education select committee on Tuesday, Spielman said: "We have also come across schools with high levels

of departures following deep and probing conversations around parent mobility and people wanting to avoid prosecution.

"We have to have those conversations to get to a human judgment whether integrity has disappeared."

David Moran, the chief executive of the E-ACT academy trust, which runs Shenley, said off-rolling was "completely unacceptable".

"Whilst we were obviously disappointed by the Ofsted report at Shenley, it is important that a light is shone on these matters – right across the sector."

He added the trust took a "zero-tolerance approach to the practice". The headteacher at the time of the inspection had "moved on as a result".

"Our whole purpose at E-ACT is to support young people from disadvantaged backgrounds and to give them the best education possible – sometimes that brings some real challenges.

"But in the face of those challenges, the answer is not to move children on, but to find a way to work with them to switch them back on to education."

Drew Povey, the former headteacher of Harrop Fold, has previously insisted the findings related to two or three pupils who had been missed off records following "administrative errors".

However, Ofsted said that meant the exam results of pupils taken off roll temporarily did not appear in school performance tables.

Inspectors said that pupils' safeguarding had also been "compromised by the inappropriate and informal exclusion of pupils and by the deliberate misrecording of attendance".

The government is still to publish the findings of the Timpson review into exclusions, which has also looked at off-rolling.

The Department for Education is also due to respond to a call for evidence on proposals to introduce a compulsory register for families who home-educate children.

Lack of music should 'impact' Ofsted rating

JESS STAUFENBERG

@STAUFENBERGJ

Failing to provide high-quality music education should have an "adverse impact" on a school's Ofsted rating, says an influential parliamentary committee.

The all-party parliamentary group (APPG) for music education said inspectors should "make it clear" that delivering only the academic subjects prescribed under EBacc would affect inspection outcomes.

The cross-party group of MPs and peers also called for a "culture of singing" to be encouraged in all schools, and said the government should include a "sixth pillar" in the EBacc, requiring pupils to take at least one creative subject.

Department for Education statistics show a 17 per cent drop in the number of entries to GCSE music since 2014. The number of secondary music teachers in schools fell by 1,000 in the same period.

The APPG's report, which is backed by the Incorporated Society of Musicians and University of Sussex, also urges the government to be clearer about the responsibilities of its music hubs and find "more effective ways" of measuring their impact.

It comes after the government appointed an expert panel to develop a model music curriculum for schools and educationists warned that access to a good music education had become patchy.

The new report is extremely critical of the impact of the EBacc, a GCSE accountability measure focused on five "core" academic subjects, and on the status of music in school curricula. It makes a number of recommendations, particularly for Ofsted.

The inspectorate's draft inspection framework, which is out for consultation, says it will check what schools are doing to "prepare" to meet the government's goal for 75 per cent of pupils to sit the EBacc suite of subjects by 2022. Ministers want 90 per cent of pupils to sit the subjects by 2025.

The APPG report urged Ofsted to "drop" that proposal, warning the "failing" EBacc policy was causing "untold damage" to music and other creative subjects in schools.

Instead, the inspectorate should mark schools down for having too narrow a focus on the EBacc, and look for evidence of "sustained and high-quality" music learning at all key stages.

Expert, page 23

Special school breached funding rules, review finds

PIPPA ALLEN-KINROSS

@PIPPA_AK

A special school has been rapped by the government for paying hundreds of thousands of pounds to consultants, including one who served as its chair of trustees and chief finance officer.

Woodfield School, a standalone academy in Brent, northwest London, contravened funding rules through lack of transparency, conflicts of interest, a breach of procurement requirements and failing to ensure work by related parties was carried out at cost.

An Education and Skills Funding Agency review in June last year found that more than £400,000 was paid to two consultancy firms without written contracts. Multiple purchase orders were also missing.

One of the consultants, Greg Foley, was chair of trustees between 2015 and 2017. However, the payments were not reported as related-party transactions in the 2016-17 accounts and the services were not provided at cost, the review found.

Foley also served as chief finance officer from December 2015 until June 2018, working off-payroll. The ESFA ruled he should have been on the payroll, and criticised the trust for not ensuring payroll arrangements "fully meet their tax obligations".

He was also a member of the trust's resources committee, which scrutinises financial decisions.

The review only says that Woodfield paid £311,500 to one consultancy, employed since 2013-14, although this included reimbursing another school – Preston Manor School – for the time of its employees.

The second had received £92,610 since 2014-15. The names of both companies were redacted from the report.

The trust published "amended" 2016-17 accounts in September, which show that Foley received payments for consultancy work through his company Schools Business Strategic Services Limited.

He received £92,708 in 2016-17, £96,744 the year before and an additional £41,076 in "preceding accounting periods".

It is not clear if these are related to the payments described by the ESFA.

The school is still due to join The Village School, another special school in Brent, and become a multi-academy trust next month. Both schools are rated outstanding by Ofsted.

Kay Charles, acting executive headteacher of Woodfield and The Village, said the school no longer worked with either consultancy, adding that the trust would continue to "work hard to address the issues".



Home Office delays migrant pupils' free school meal checks

FREDDIE WHITTAKER

@FCDWHITTAKER

The Home Office prioritised checks on pupils' immigration status over helping schools to identify migrant pupils in need of free school meals, an independent review has found.

A report by David Bolt, the Independent Chief Inspector of Borders and Immigration, on data-sharing between government departments found that communication problems between the Department for Education and Home Office led to "delays and uncertainty" in the free school meals eligibility checking process.

The review comes after campaigners successfully challenged the department over the data collection by schools of pupil nationality and country of birth.

Bolt's report reveals that although the Home Office was "ready to invest in making the relationship work" when it was the main beneficiary of data-sharing deals, collaboration did not work

"as effectively" when it was schools that stood to benefit.

Jen Persson, director of the digital privacy campaign group, Defend Digital Me, said the "poisonous policies" of the Home Office "have spilled into every aspect of the public sector".

"It is shameful that we have a government that would rather query if hungry children have the right papers than feed them," she said. "The DfE must rebuild public trust in the use of these systems."

The report said that responses to requests from the Home Office for data from the DfE were "normally received" within a few days, whereas the Home Office "could sometimes take more than a week to respond" to the "relatively low" number of enquiries about free school meal eligibility.

In contrast, DfE staff reported that Operation BORTZ, which matched data from the national

pupil database with details of migrant children with whom immigration officials had lost contact, was "well-managed".

"Where the Home Office was the main beneficiary...[immigration enforcement] was ready to invest in making the relationship work, including agreeing objectives and processes, documenting, reviewing and revising them, and ensuring that the DfE's needs were met alongside its own," Bolt said.

"Where the DfE, or its stakeholders (schools and local education authorities), stood to benefit more, as with entitlement to state-funded education and free school meals checks, the collaboration was not working as effectively.

"Here, protocols and processes had not been formally agreed, there were inconsistencies and breakdowns in communication, the fault for which appeared to lie mostly with the Home Office."

The report found that as of November 2016, the Home Office had shared 2,403 records of "illegal" child migrants with the DfE, resulting in 498 matches against the national pupil database.

This allowed the Home Office to obtain 150 new contact addresses for migrant families, leading to 238 enforcement notices or other interventions by immigration officials.

BORTZ was eventually replaced with a system that allows the Home Office to request monthly data on migrant pupils, although it is restricted to 300 requests in each period.

The DfE's requirement for schools to collect pupil nationality and country of birth data was scrapped last year in the face of legal action and a successful boycott by parents and schools. Address details, however, are still passed to the Home Office.

A joint statement from the DfE and Home Office said they "work together tirelessly towards this shared goal and have an excellent relationship".

Data sharing would only take place where the Home Office had "clear evidence a child may be at risk or there is evidence of illegal activity".

EDITORIAL

DO YOU HAVE A STORY?
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It's time to act on the SEND funding crisis - this can't go on

Our front page story this week tells the heart-wrenching story of an eight-year-old boy with severe learning needs who has missed out on the specialist schooling he is entitled to under law because nobody can afford to provide for his needs.

As one commentator has pointed out, it's a shocking example of the heartbreak families of youngsters with additional needs are increasingly going through as a result of a chronic shortage of funding, which schools and councils have shouted about for years.

We've now got to the point where a council is deleting chunks of a youngster's care plan in a desperate attempt to find the boy a school place.

A school was also willing to take the council to judicial review, facing the possibility of shelling out tens of thousands of pounds in legal costs if they lost. The school said it was so poorly-equipped to provide the support the boy needed, they genuinely feared for his safety.

Meanwhile, as the fight over funding reached the high court, the vulnerable youngster is losing out on precious education.

It's soul-destroyingly ironic that the council now faces paying legal costs of at least

£40,000, the same amount it refused to pay the school so it could provide the additional resources the pupil needed.

Medway is just one of a number of cash-strapped councils facing judicial reviews over cuts to SEND funding.

The obvious solution is more funding. But what happens if the Treasury is unwilling to provide it in the spending review?

One idea is to hand funding for alternative provision directly to schools, instead of local authorities.

The Centre for Social Justice think tank says this will give schools additional resources to build support for pupils with complex needs.

But that would almost certainly require a wider shake-up of alternative provision, as proposed by Nicky Morgan in 2015.

Her white paper wanted to make school responsible for commissioning and accountable for education outcomes of pupils who left for alternative provision.

If money isn't forthcoming, for the sake of schools and councils, the government needs to be honest and tell parents there's a limit on how much they can afford to provide for SEND pupils.

What a sorry state of affairs.

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Profile

CATH MURRAY | @CATHMURRAY_



“Education is important, but learning is a gift”

Navdeep Sanghara, executive headteacher, Inspire Partnership

Navdeep Sanghara is the only interviewee ever to have interpreted my question about what makes a great gift as something other than a birthday present.

“A book” – the most common response – would have been an easy choice for Sanghara, who waxes lyrical about how her five-school southeast London primary trust has designed a “global curriculum” around quality children’s literature. We’ve just toured Rockcliffe Manor, chatting to children about books such as *The Other Side of*

Truth by Beverley Naidoo, which raises themes of refugees and press freedom.

Instead she chooses learning, pointing out that ‘Sikh’ – her religious identity – means learner. “My grandma wasn’t educated, but she taught me a lot through her stories and interactions and experiences.

“She couldn’t speak English, but she learned that when the milkman came, if she wrote “ss” he’d leave sausages and if she wrote “gs” he’d leave eggs. She learned these little tricks.

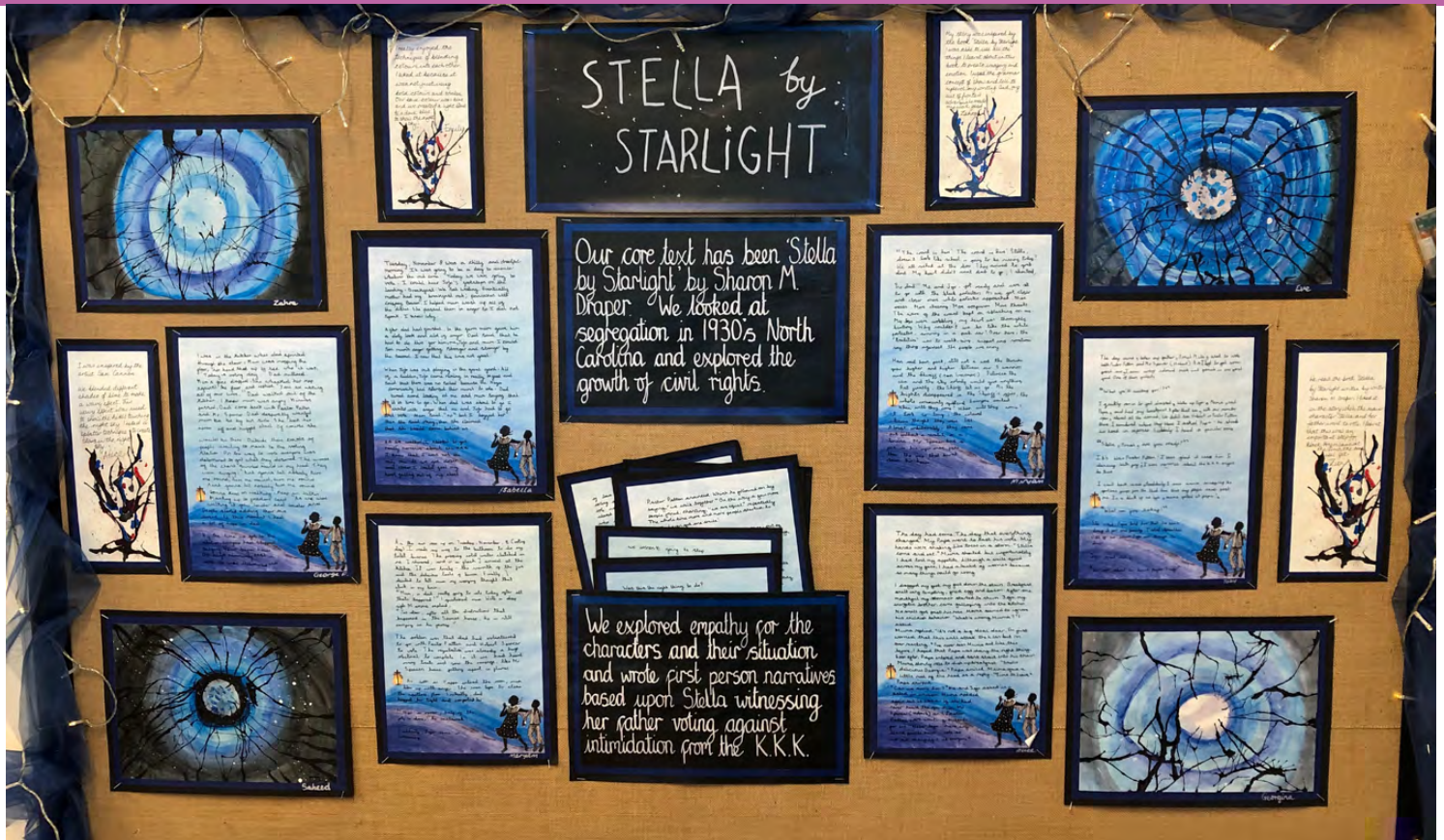
“Education for my family was always the big thing. That was why they moved from India to Africa; my grandparents felt that my parents

would get a better education at the British schools in Kenya, which they did. Then my parents moved here, probably for that same reason.

“For me it’s come almost full circle, because while I do feel that education is important, learning is a gift. It doesn’t have to be academic. It can be through connections, storytelling, knowledge, reading. But you pass that gift on through the next generation.”

Sanghara’s family has come up repeatedly in our conversation – when I ask about her role models for becoming a school leader, she talks about her mum, a receptionist.

Profile: Navdeep Sanghara



"She was a strong role model in terms of the love and believing in you, whatever. So her kindness has come in when I'm leading people – I try to connect with them as humans first."

I'm surprised, because the chief executive of her MAT, Rob Carpenter, has recently written a good book on leadership and I'd expected her to talk about him.

She'd been teaching for six years when she was promoted to head of school at Rockliffe Manor. Carpenter had been brought in as executive head after the school had been rated good in two successive Ofsted inspections, but its leadership grade had stagnated at satisfactory. So what was it that Carpenter saw in her? "She had ways of navigating difficult conversations" with colleagues, he says. "She's also very skilled at assessing what teachers need to do to improve. She's a natural coach."

He also praises her "ability to lead through relationships".

Sanghara says Carpenter was the first person she felt professionally aligned with in terms of "vision and values and serving the community".

But they are very different, and emulating his leadership style didn't work for her. "By that point he was on his journey where he'd found his

authentic self. But it wasn't...my style."

Now that she's worked it out Sanghara talks a lot about authentic leadership when she mentors emerging leaders. "As I've developed I've realised, that's what people connect with – who you are.

"I love going out and listening to grime music"

So give a bit more of yourself. Show who you are as a person.

"My kind of authentic self is the fact that I've grown up in southeast London. I love going out in Peckham and listening to grime music. But the next day, I can lead an Inset day in front of 300 people, and that's a good thing. That duality is a good thing. You don't have to fit into one box of what you need to be like."

Part of managing that duality is knowing how to act the part, admits the 37-year-old, who would have loved to act professionally. "You have to

exude confidence and certainty, because it makes people feel psychologically safe. And if you're that figurehead of a community, people want to feel... OK, she knows what she's doing. Let's follow."

She recalls an incident at the University of Portsmouth where she studied psychology. She was clubbing with fellow students who didn't want to stay in the R&B room because there weren't any other white people, which made them uncomfortable. "I was so cross, I didn't know how to say it, 'So how do you think I feel every day of my life?'"

She does less bending and flexing to accommodate others these days. "I don't have to navigate myself through every social situation to make other people feel more comfortable. I will just be me, and then you can take me or leave me. It's fine, but it's been a journey."

After graduating, Sanghara returned to her home community of Woolwich, where she had lots of friends and family, and she's been there since.

"I feel like that has made me even more passionate about what I do. Because you're serving the community that gave you that opportunity. Through education, I've been given choices. That's what I want for our children."

Profile: Navdeep Sanghara



In *Born to Fail?* the academic Sonia Blandford argues that the idea of social mobility as educating bright working-class individuals to abandon their home communities for a middle-class existence is problematic.

Sanghara hasn't heard of the book but she takes a note of it. "There's nothing wrong with the fact that I was pupil premium or that my parents were immigrants... all of that has made me who I am. Let's stop the labels and the boxes and actually think about... not social mobility, but social equity. And let's give people options, but not play down or be dismissive or judgmental about where their starting point has been."

Education has to be about "nurturing children's interests and strengths, and giving them skills that will make them more rounded citizens. Maybe for some of them it will be cutting the grass on Gilbourne estate [the social housing estate next to Rockcliffe], and there's nothing wrong with that. That isn't lacking aspiration, because for some children that will be them pushing their limits. It's not for us to judge, or put on the children that if you're not a teacher, doctor or lawyer you haven't made it. That is really key."

Her father worked as a carpenter, despite having top A-level grades. He moved from Kenya

on his own at 16. "He was going to college in the day, working 12 hours in a bakery at night to get money to be able to live – just that level of tenacity and drive – and then he didn't even end up going to university, even though he got three As: pure maths, applied maths, physics." This was because he was classified as an international student and couldn't afford the tuition fees. "So he worked on a building site as a carpenter. Just

**"Let's think about...
not social mobility,
but social equity"**

before he died, he oversaw the building of the athletes' village for the 2012 Olympics, so he ended up being a project manager."

"Work hard, be kind, and stay humble," was always her dad's advice.

Developing character is a guiding principle of her trust's curriculum and the books they choose for the termly topics reflect this. "We've got a

curriculum map and you might have a global theme, a core text that's linked to it, and then the characteristics that we want to develop in the children."

Making sure her pupils can connect emotionally with what they're studying is important to Sanghara. One term they chose *The Boy in the Tower* by Polly Ho-Yen because one of the trust's schools was affected by an urban regeneration project. "It was about the community kind of disintegrating because they were pulling down all the tower blocks, but alongside it, it had themes of mental health."

Just as important, however, is the strength of the writing. "We've tried to keep the core text strong in terms of the conventions of writing that it's modelling. You don't want to just pick something because it fits a theme."

Sanghara sees her duty as a school leader as developing global citizens. "We're doing our part now, because I feel like if our children go off into secondary school, actually what we've given them here is a good starting point in terms of empathy and their own identity and their connection to the wider world and gender equality."

Profile: Navdeep Sanghara

It's a personal thing

What's your favourite book?

A Fine Balance by Rohinton Mistry. I read it when I was on holiday in my twenties and remember not wanting it to end. I was literally saving each paragraph because I was so emotionally invested in the characters. It's about India and Partition. It was the tiny stories and interactions that were really powerful.

Which teacher most influenced you?

My English teacher at secondary school, Mr Hayes. He was such a character. In our first lesson he didn't talk. Then after about 20 minutes he suddenly ran to the window and said, "It's a beautiful day!" and we all burst out laughing. I remember that feeling – he did it to create anticipation.

He was great at pushing me to do more than I thought I could. When I left school, in the leaving book, he wrote "Dear Navdeep, don't ever lose that fire in your belly." I remember thinking, what's he talking about? I didn't see it in myself. Now as an educator, I understand. He probably saw it for lots of children, but it made it feel like it was only me.

If you could escape anywhere for a month, where would you go?

India. My parents were born in Kenya, and they have never been. My mum is 60, there's a [Sikh] pilgrimage this year and I'm trying to encourage her to go, saying she can do a prayer for my dad and take some of his things there.

I went once, but I was much younger. I'd like to go back and maybe do some sort of retreat and take it in more, digest it. I think it helps you to know where your journey began.

What slogan would you put on a billboard?

There's one that I like for leadership: "A leader is best when people barely know she exists and when her work is done, they will say 'we did it ourselves'." Then there's one I always come back to when times are tough and I need some inner strength: "No matter how you feel, get up, dress up, show up and never give up."



CV

2018	Headteachers Roundtable member
2016	Awarded national leader of education
2016-present	Executive headteacher, Inspire Partnership
2015-16	Executive headteacher, Rockcliffe Manor and Woodhill primary schools
2013-15	Headteacher Rockcliffe Manor
2012	NPQH, Institute of Education, UCL
2011-12	Head of school, Rockcliffe Manor
2011	Deputy head, Rockcliffe Manor
2007-11	Class teacher, subject leader, phase leader, Rockcliffe Manor
2005-07	NQT Mulgrave primary school
2004	PGCE, Goldsmiths, University of London
2003	Teaching assistant, Deptford Park primary school
1999-2002	Psychology BSc, University of Portsmouth



Opinion

DO YOU HAVE A STORY?
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EMILY CROWHURST

Head of 4-18 music, School21,
east London

Sorry Mr Gibb, but you're hitting the wrong notes here

The school minister's plans for music will not come close to resolving the real issues surrounding the subject, says Emily Crowhurst

Last week I asked a year 11 music student what he thought our school's music curriculum was about. He wrote... "School21's music curriculum is about everyone having the opportunity to create music no matter how experienced you are. Our school's annual concerts are always filled with a range of abilities and types of music, and every student will perform in front of a massive audience."

The student talked about the culture our curriculum has created within the school, rather than a list of stuff he has done or learnt.

This is powerful feedback. Sure, we could ask him some more probing questions (or test him) and we'll get to the specific knowledge and skills he has developed over five years, but curricula represent much more than this. They contribute to the identity of your school and the role of your subject within it. This means they must be rich not only in knowledge, but in

values, culture, knowing (which is wider than knowledge) and experience.

This bigger, deeper thinking for our curricula means going beyond a list of content that must be covered, or backwards planning from national markers such as SATs or GCSEs.

Our 4-18 music curriculum at

“ We must move away from paint-by-numbers lesson plans

School21 is guided by five “big ideas”: ensemble, community, mastery, creativity and flow. They are the values and practice-led principles that we choose to value in music education and have been teased out through process and experience.

The ideas can be understood and experienced by a four-year-old, but continually re-understood exploring music up to the age of 18. They are not the end of the conversation on our music curriculum, but the start of a better one.

Thinking about our curricula in



this way is powerful for teachers, because it is not about prescribing a one size fits all model based on the latest ideological rhetoric. Teachers, from a starting point of respect and trust, should be challenged supportively and developmentally to craft and deliver these rich curricula. This is, after all, part of

our job.

In contrast, a “detailed year-by-year template for study” is what Nick Gibb, the schools minister, is designing for teachers of music, with more subjects to follow. If I dig deep then I can just about see that this is a well-intentioned document for a conversation about curriculum design. However, it will not come close to resolving the real issues surrounding music education and is painfully wide of the mark in terms of what type of support the profession needs long-term.

Rich curricula need thinking

teachers who want to remain in the profession beyond five years. They also need the necessary funding to make them a reality.

What is Gibb's solution for this? A model music curriculum (or any other subject) designed in the abstract for schools – whether compulsory or not – is at best a starting point for refinement and, at worst, complicit in the act of underestimating the capabilities of teachers. This is hardly a helpful subtext when we are trying to recruit and, retain “the best and brightest”. We are, or should be, a thinking and a doing profession. Indeed, more of the former leads to better execution of the latter.

If we are to develop rich curricula and create a thinking culture in schools, there must be commitment from leaders to move away from paint-by-numbers lesson plans and model curriculum packages, and actually develop our teachers.

A “looking outward” day as part of a purposeful CPD programme is a good first move. Recently I visited a school on the other side of London, with a polar opposite ideology to my own school. I observed, we shared, we talked, I listened. He listened. And most importantly, it got me thinking. Hard. There are no shortcuts to a truly rich curriculum, just as there are no shortcuts to becoming a great teacher, or a stronger, more empowered profession. But think harder about this journey, we must.

Opinion

DO YOU HAVE A STORY?
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Parents and teachers value the character development of young people more than exam results, but may need support to recognise that they share this priority, says Rachael Hunter



RACHAEL HUNTER

Research fellow, Jubilee Centre for Character & Virtues

Character or attainment: which would you choose?

The inclusion of character education in the draft Ofsted framework for inspection of schools was another significant step towards ensuring children receive an education that prioritises academic ability and life skills. Under the heading of personal development, inspectors will be looking for evidence that “the curriculum and the school’s wider work support pupils to develop character”.

Character, according to Ofsted and the Jubilee Centre for Character and Virtues, is defined as “the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others”. Its importance was reinforced by Damian Hinds when he set out his “five foundations” for character education at this week’s Church of England’s Foundation for Educational Leadership conference.

This policy consensus on the importance of character education, and the role of schools, seems to be shared by teachers – evidenced by the results of a Department for Education survey of 880 schools in 2017 that showed that 97 per cent of schools surveyed sought to promote desirable character traits among their students.

It’s not a job that schools can do alone, however. Parents are widely

accepted as the primary educators of children’s character, and parental involvement is typically accepted as an important part of character education programmes. However, while there is an abundance of research on parental engagement in education broadly, there is little empirical research on how parents and teachers can best work together

69 per cent of parents and 72 per cent of teachers chose character. However, there was a significant disconnect from what they thought the “other” group valued. For example, 75 per cent of teachers believed that parents valued good GCSE grades over character and 81 per cent of parents believed that teachers valued good GCSE

“ Character education is not a job that schools can do alone

on character education.

A new research project by the Jubilee Centre seeks to address this. The initial phase of the Parent-Teacher Partnerships project used a questionnaire (376 parents of secondary school pupils and 137 secondary school teachers) to scrutinise their attitudes to character education, and explore whether they have an accurate understanding of each other’s priorities.

Responses revealed that both believed that character was more important than attainment for young people. For example, when asked if they would prioritise good GCSE results or good character,

results over character. So although teachers and parents have the same priorities, they do not recognise this commonality – a misperception that will, undoubtedly, have an impact on the effectiveness of character education initiatives.

The questionnaire also sought to identify potential barriers and enablers to effective communication between schools and parents around character education. “Lack of time” was most commonly cited by both groups while “only being contacted when my child misbehaves” was the second most often-cited barrier for parents, with 28 per cent of respondents in agreement. Both groups chose “quality of



communication” as the most important enabler of an effective relationship.

It seems clear, then, that both groups may need support to recognise that they have a mutual aspiration (the character development of young people) and to communicate more effectively in this area.

In the next stage of the research, researchers will facilitate after-school workshops with parents and teachers to discuss issues such as social media and body image, money and fake news. It is hoped that by creating space to discuss moral dilemmas that have implications for home and schools, parents and teachers can begin to strengthen their partnership and dialogue around character education.

This is only a starting point. At the Jubilee Centre, we believe that effective character education is fundamental for the flourishing of young people individually and society as a whole. For this to happen, schools must find ways to communicate their vision for their pupils, outside of academic attainment, so they can work together with parents to nurture the well-rounded adults of tomorrow.

Opinion

DO YOU HAVE A STORY?
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TIM
CAIN

Professor in education, Edge Hill University

How teachers are really using research

Not all research is top-down from senior teams, says Tim Cain. Teachers are finding out for themselves how research can influence what they think about and how they think

From the Department for Education, Ofsted, the Chartered College of Teaching and beyond, the message is clear: teachers should use research evidence to inform their decisions.

This has been the message, at least since the Goldacre report somewhat patronisingly claimed: “We all expect doctors to be able to make informed decisions ... using the best currently available evidence; I think teachers could one day be in the same position.”

Details are set out in the Education Endowment Foundation’s (EEF) guide, *Putting Evidence to Work*, which says schools should “identify a tight and specific area of focus ... Determine a programme of activity based on existing evidence ... Examine the fit and feasibility of interventions to the school context ... Create a clear, logical, and well-specified implementation plan” and so on.

Research should be used, primarily

by school leaders, to inform the planning and delivery of a “programme of activity”, including training for the teachers who will implement the programme, and monitoring to ensure that they do this properly. The EEF’s model is linear, logical and focused. It is also very top-down: Leaders use research to decide what to do, and

class teachers do it.

In contrast, research that I’ve done with my colleagues found a very different model. Based on 153 interviews and observations in 85 schools and colleges, we found that teachers use research to expand their “teaching mindsets”. In other words, research influences the general approach of teachers, particularly when teaching.

Typically, the process starts when teachers encounter research findings or theory that challenges their existing thinking. Sometimes this happens through professional development, but also through reading newspapers, magazines,

websites or blogs. Twitter is a common source of research ideas. Teachers then ask themselves, possibly subconsciously, questions such as, “Is this credible?” “Does it match my experience?” and “Should I change what I am doing?” In general, the first of these questions is the most crucial; if the research is not credible, teachers tend to dismiss it (although there is also some evidence that colleagues can persuade them to revise their opinions).

Engaging with research texts can influence teachers’ thinking in two ways. First, research can influence what they think about. Research texts can provide focuses for challenging their own practice and can also encourage teachers to undertake their own practitioner inquiry.

Research can also influence how teachers think. It can encourage

permission to do this. She told me, “it’s helped me to be a better teacher”.

School leaders understand this way of using research. Many schools we studied are generating engagement with research amongst all their teachers, not only senior leaders. Some fund (or part-fund) staff to undertake postgraduate study, some organise action research projects; some create informal research reading groups. Some hold an annual research conference, typically involving external speakers and teacher researchers. One school has a research seminar series and another employs a “researcher in residence”, a university tutor who works regularly within the school.

Schools also fund teachers to attend external conferences and discover new ideas. These activities are underpinned by a desire to develop the school as what one headteacher referred to as “a thinking school”.

Often, when teachers engage with research findings, they also undertake formal or informal enquiry into their own practice: they try out ideas from research and monitor the effect of these ideas on pupils. They also use research when training student teachers.

The EEF’s top-down approach to using research is certainly not the only one. Using research to expand “teaching mindsets” can complement its use as a decision-making tool; it can help professionalise teaching and potentially allow all teachers to have agency over their own practice.

“ Twitter is a common source of research ideas

them to experiment, trying out ideas from the research. Discussing it with colleagues, they become more critical of the research they read, and less likely to accept research at face value. They develop their understanding of evidence, including evidence from pupils’ test scores, and they can develop an awareness of ethical issues in their teaching.

As a consequence, research-engaged teachers develop their teaching in general ways. For example, one teacher said that she had been reluctant to pose challenging questions to a class, but that research had given her

Reviews

BOOK REVIEW



Being the CEO: the six dimensions of organisational leadership

By Michael Pain

Publisher John Catt

Reviewed by Leora Cruddas

chief executive of the Confederation of School Trusts

Michael Pain, the founder of the consultancy business Forum Strategy, has written a coherent and accessible book aimed at new chief executives of multi-academy trusts.

It begins with what he proposes are the four foundations of the role: knowing what business you are in; contextual wisdom and knowing your "outside"; a legacy mindset; and ethics and values. These foundations are loosely based on an article by A G Lafley, the former CEO of Procter & Gamble, published in the *Harvard Business Review* ten years ago.

The first chapter offers an explanation of these four foundations and concludes with a fifth: understanding the changing nature of the role, which, rather curiously, does not appear in his schematic framework.

The next eight chapters deal with what Pain calls the six dimensions of the role:

1. Translating the vision into a compelling leadership narrative
2. Building an open, transparent and constructive relationship with the board
3. Being the chief talent officer and the culture maker
4. Enabling improvement and innovation as an "organisational habit"
5. Securing organisational sustainability and compliance
6. Fostering key relationships, building social and professional capital

The book concludes with a summary chapter on being the CEO, which is a series of declarative statements drawn from the earlier chapters.

I found chapter three, in which Pain talks about translating vision into a leadership narrative, the most compelling. I really like the way he talks about vision that harnesses the power of storytelling. He argues that the CEO's role is to translate the board's vision into narrative and that the CEO's ownership of the narrative really matters.

The opening pages of the book give us the analogy of the CEO as farmer. While I could see what Pain is attempting to achieve through the analogy, I did not fully appreciate it until the third chapter.

Pain writes: "More often than not when asked to describe their trusts, a CEO will revert to the number of schools they have and the Ofsted grades of those schools. Their leadership narrative, to go back to the farming analogy, is quickly eclipsed by today's weather and the resources at our disposal. However, this is far from of interest to those they lead or serve; their staff, parents or pupils. The end-users do not care about the weather today or the resources... They care about who you are, why you do what you do, and how you relate to them. They want and need to connect with their leaders."

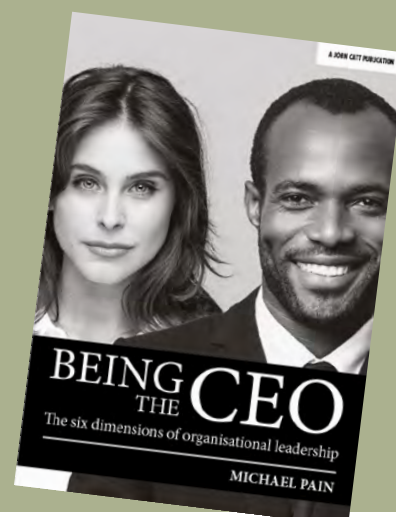
This is perhaps Pain's most important message – the importance of a leadership narrative that speaks directly to the end-user. Pain writes about curiosity as being essential to

developing the leadership narrative and to creating an engaged and collaborative organisation.

I was slightly less persuaded by chapter six on the theme of enabling improvement. I personally believe that the CEO is the driver and enabler of improvement in a multi-academy trust.

This is a book that brings a range of perspectives from leadership literatures outside education to bear on the CEO role in a MAT, although it perhaps over-relies on the *Harvard Business Review*. Chapter four on the relationship between the CEO and the board has some helpful points about reporting and accountability.

There is much that is useful in this book, particularly for the new CEO. It reminds the reader of the pitfalls and bear traps of leadership. The shaded boxes and questions scattered throughout are helpful reflective prompts. And Pain tells a good story. It is an easy read and a useful addition to the literature of leadership in education.



Research

Every month Laura McInerney shares some insights from polls of people working in schools, conducted via the Teacher Tapp app.

So, how many hours did you *really* work last Monday?

Laura McInerney, co-founder, Teacher Tapp

As a psychology A-level teacher, one of my favourite teaching topics was the fallibility of witness testimony. A classic study, devised by Loftus and Palmer in 1974, had 45 students watch films of different traffic accidents and answer questions about it afterwards. The psychologists discovered that the way a question was phrased changed the answers. If participants were asked to guess how fast the cars were going when they "hit" they gave a lower speed than when asked about their speed when they "smashed" or "collided".

Not only can we be manipulated, but our memories also rapidly fade. If I ask what you had for dinner last night, you can probably remember (go on, think harder). But if I asked what you had on the same day last week, it probably will be more difficult to remember, given that so many other meals have been eaten since then. Psychologists call this "interference" and it happens when trying to ask people about phenomenon that happen over and over again.

Teachers are not immune to this problem. The daily routine of the classroom is, on the one hand, reasonably monotonous. Playground line-ups, registers, writing the date on the board; many aspects of the school day are repetitive, even if they are interspersed with the zanier moments of Jamil wearing socks on his head or Ava showing off her latest Little Mix interpretative dance. Having teachers think back and remember what they did over a long period is therefore at risk of interference because it's hard to keep track of precisely which thing happened at any given time.

At Teacher Tapp we were particularly interested in this phenomenon because we're trying to quantify teacher workload, but we have no idea how accurately



teachers can recollect the amount of hours they have worked.

We therefore created a test. For seven days, including the weekend, we asked teachers "how many hours in total did you work yesterday?" Then we waited a day, before asking

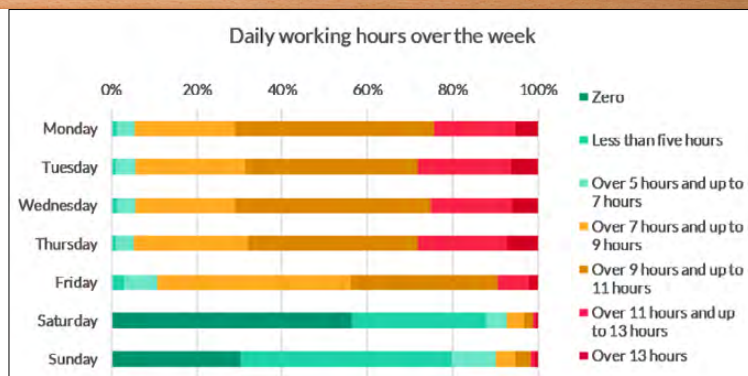
"how many hours do you think you worked last week?" In total, 854 teachers who work full-time answered all of the questions. How did they do?

On the daily logs, the average reported hours were 53.5 hours.

On the weekly logs, the average reported hours were 56.1 hours.

Why the difference? Well, most teachers are reasonably accurate when looking back over a week. Four out of five estimated a weekly figure in roughly the same ball park as their daily scores added together. But one in five were some way off when estimating their weekly versus daily responses, and almost all over-estimated their hours across the week, compared with what they had reported on a daily basis.

Is this because teachers are trying to make themselves seem busier than they are? We think there's a simpler reason. Unlike most professionals, the hours teachers are told they must work in a classroom amounts



to only about half their total working hours. And, unlike in other professions, there is no concept of overtime, so they don't have to log their additional hours.

Work therefore leaks into "personal" time. For example, should we count lunch hours in teacher working hours? If you're sitting in the staffroom having a snooze, then probably not. But if you're on lunch duty, running an extra-curricular club, or setting up your room for an afternoon activity, then it's probably right to keep them in.

What about the fact that on any given night about 40 per cent of teachers tell us they are marking exercise books in front of the television? Does that count as work time? (And does all of it count? Even the bit when you put down your pen to gawp at *Winterwatch*).

No matter how we ask, getting an accurate view of teacher workload is going to be difficult, but one thing is for certain – at even 53 hours a week, term times are a long slog.



Reviews



Amir Arezoo is vice principal of Horizon Community College, Barnsley

@WORKEDGECHAOS

Core and hinterland

@adamboxer1

Given the refocusing on the EBacc subjects of science, languages, history and geography, teachers understand that students must be grounded in the broad knowledge base that these subjects hold. But what knowledge actually matters in school? As a maths teacher, is it enough for me to teach students the Pythagorean theorem detached from the context in which it was born?

Adam Boxer takes as his example the Haber process – which artificially synthesises ammonia – from the GCSE chemistry syllabus. He describes the chemical process as “core” knowledge, but describes the dramatic socioeconomic context of early 20th-century Germany as a useful “hinterland” to make the core knowledge more memorable.

Paul Bambrick-Santoyo, the US educationist, would call Boxer’s “core” knowledge the “necessary but insufficient” knowledge that we can assess to see if students are learning what we teach. As Boxer indicates here, it is difficult to distinguish between the core and the hinterland. I would argue that a clinical distinction risks losing the heart of a subject, leaving students purely as retainers of facts, rather than students of a discipline.

TOP BLOGS of the week



Upgrade vs the perils of cognitive strain

@musicatmonkton

Expertise in a field is more than merely knowing “stuff”: I can tell you a worrying amount about the early Holy Roman Empire. Am I an expert in the roots of the German nation? Of course not. Neither am I an expert on reading or playing music (I often demonstrate the fine motor coordination of a toddler). Hence some of the terminology in this was a little beyond me.

The underlying theme, however, struck a chord: the process of becoming expert comes through recognising patterns, and being able to use those patterns and other themes and models as tools in their own right. As George Bevan demonstrates, seeing students make this transition is akin to witnessing them getting an upgrade – many the time I have witnessed students who battle with a concept – only to suddenly wield it with the dexterity of Picasso.

I exaggerate, but for me, Bevan’s point remains. It is not the “stuff” that creates the expert, it is the underlying schema.

Get used to not pleasing everyone

@richard_bruford

As a leader, it is the supreme ideal to please everyone. In reality, this is difficult.

The differing drivers and interests of those we aim to support in realising our vision generate conflicting views by default. It is common, then, to take a utilitarian approach to leadership: here Richard Bruford succinctly lays out the consequences of this sometimes necessary take on trying to harness the best outcome in any circumstance.

It’s not (just) what teachers know, it’s who teachers know

@profbeckyallen

Is it better to know your subject well or your students well? Becky Allen demonstrates that the trade-offs between the two are more important to consider than we often realise. She reflects on the impact on relationships of prioritising subject expertise, particularly in secondary education. This in comparison with those of a primary teacher, who likely teaches a single class for most of their week, and thus knows the drives of individual students and how they contribute to the classroom dynamic.

Allen rightly wonders about the origins of the current model of a sudden shift from one generalist teacher to mass subject specialisation at the age of 11. Whether we have capacity to introduce (or, in the case of the middle school, re-introduce), a more graduated approach to the transition is a question that I would be interested to hear answers to.

Winning teams

@shaun_allison

This reminded me of the “Inches” speech by Al Pacino in the (admittedly questionable) film *Any Given Sunday*, but it’s a good post. Centred on the work of Humphrey Walters and his recent Durrington talk, Shaun Allison summarises his 12 key messages about leadership. The statement “Do 100 things 1 per cent better” particularly resonated. “Rather than trying to make big changes, focus on doing the basics that little bit better.”



Children shouldn't be able to skip RE

Gary May

While I broadly agree with your sentiment, I believe that you are chasing the wrong rabbit... Far greater numbers of students are missing out on the "opportunity to develop understanding, tolerance and respect for religious and non-religious beliefs, practices and viewpoints" because of the continued absence of religious studies from the EBacc element of the P8 accountability measure. P8 constraints leave little room for key stage 4 RE. As debate returns to the curriculum the time is right to look again at placing religious studies alongside geography and history within the EBacc group of subjects. And that is the rabbit that we should be chasing if what really is desired is wider, deeper and sustained access to RE.

Jonathan Bennett

I can't help wondering if the RE teaching community didn't miss a trick by not presenting their subject as one of the humanities. If its critical approach to knowledge and philosophical ideas clearly puts it in the same EBacc category as history and geography, it would be much easier to establish credibility with those parents who disparage it compared with English and maths.

(I don't have a solution, though, for those blinkered parents who want their children only to be exposed to their own prescribed religious dogma without the possibility of critical discussion, but if any group can establish successful dialogue with them it ought to be RE specialists.)

Ark schools moves into curriculum market

Assembly Tube

Ark has created curriculum resources, paid for by the public purse in salaries of state-funded Ark teachers. These are going to be sold to other state schools who don't have sugar daddies in the background. Hmmm! Maybe the hedge fund managers could pay for these resources and make them available free to every school. Now that would be real philanthropy!

@ashleyeducator

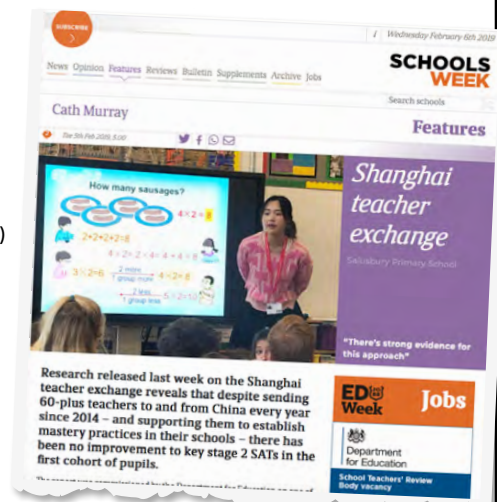
Our taxes are paying the teachers to produce the materials and then paying a second time for other schools to purchase them. Funny, I thought we already had a (national) curriculum. Is this a clue that it's being discontinued?

REPLY OF THE WEEK Janet Downs, comment

The Shanghai Teacher Exchange – was it worth it?

The problem with Shanghai maths (aka Teaching for Mastery, Mastery Maths) is not the method which has much to commend it (mixed attainment teaching; an emphasis on

concrete-pictorial-academic). It's because ministers like Nick Gibb cherry-pick the bits that fit his prejudices (eg textbook use), but ignore other aspects such as the lower-class contact hours enjoyed by Shanghai teachers.



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

@jonathansimons

I certainly hope and expect that everyone sceptical of Ark has also criticised the provision of local authority-traded services for schools which a quick google shows that, yep, they all do (for academies and maintained schools) ... And I do hope that no one criticising these practices has been a consultant. Or offered CPD. Or run any event or service that ever charged schools. Else you're all part of the same neoliberal privatisation problem.

Ofsted handed power to inspect all Steiner schools following failures

Fred Ehresmann

Asking "Do the underlying principles of Steiner education explain the widespread failures of safeguarding and education found in schools based on that philosophy?" – a closed and clearly loaded question – arguably reveals a bias against these principles and certainly reveals an ignorance of asking effective and constructive questions. Surely a more useful question might be something along the lines of "What explains the pattern of Ofsted inspection reports of Steiner schools?" Do have a robust inquiry, but let's have it be fair and conducted along the lines of good research practice. We wouldn't want people to be thinking that there's some sort of agenda, would we?

WEEK IN WESTMINSTER

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

MONDAY

When it comes to the longevity of ministers, the Department for Education has a mixed record.

Nick Gibb has served as schools minister since before time itself began, but the department can't seem to hold down a universities minister for more than a couple of years — at most.

Cue Labour's mocking of Chris Skidmore, appointed following Sam Gyimah's shortlived tenure last year, during education questions this week.

"I believe he is a scholar of Tudor England, which I suspect will serve him well considering how long higher education ministers last in this government—it is about the same as Henry VIII's wives," said Angela Rayner, the shadow education secretary

It's good to know that even as the world crumbles around them, politicians can maintain a sense of humour.

We also learned that the government is STILL testing delivery models for the healthy foods rating scheme, an excuse given by the DfE last June when *Schools Week* last enquired about its progress.

The scheme was supposed to be in place by September 2017.

TUESDAY

Following the announcement that he will take the reins at the New Schools Network, Luke Tryl has already started polishing his death-stare (perfect for those who dare to have a bad word to



say about free schools).

The former adviser to Nicky Morgan-turned-Ofsted director of strategy gave us a taste of what's to come when a phone went off during a grilling of his boss Amanda Spielman by the parliamentary education committee.

Any guesses on where Tryl (pictured) stands on the issue of banning mobile phones in schools?

THURSDAY

After scoring a significant victory with his recruitment and retention strategy, Damian Hinds went back to making periodic announcements prompted by nothing in particular, but which will place a huge burden on schools.

Just weeks after he published a list of

140 "activities" he wants all pupils to do at school, the education secretary was back with five "foundations" for character education, and new "benchmarks" to help schools ensure they're helping kids to access them.

Luckily, these extra responsibilities come at a time when leaders and teachers have very little on, leave school at 3pm on the dot and aren't remotely subservient to an intensive accountability system...oh wait.

Still, Hinds insisted he was "not piling on extra chores to a school's to-do list". So can we assume that he expects heads to ignore the new benchmarks?

Meanwhile, the education secretary revealed himself as something of a traditionalist at the CofE foundation for educational leadership national conference, where he announced his new drive on character.

As the St Mark's Academy Mitcham choir led attendees in a rendition of Be Thou My Vision, guests Sarah Mullally, the Bishop of London, and the Rev Rose Hudson-Wilkin, chaplain to the Speaker, progressed from foot-tapping and modest leg-slapping to full-on hand-clapping.

From the education secretary, however, not a single toe-tap.

Still, at least one of Hinds's predecessors will be jumping with joy after he announced the return of the DfE's character education awards. Nicky Morgan has been pushing for the initiative to return since it was unceremoniously scrapped by her successor Justine Greening in favour of the opportunity areas programme.



Department
for Education



School Teachers' Review Body – Vacancy

The School Teachers' Review Body (STRB) is an independent body which makes recommendations to the Government on the pay and conditions of school teachers in England.

The STRB assesses evidence from Government and organisations representing schools and the teacher workforce, and visits schools and local authorities to develop its understanding of issues facing teachers. In recent years, the STRB has been asked to report on a variety of matters, including establishing a stronger link between teachers' pay and performance, and providing greater flexibilities for governing bodies to produce individual pay policies for their schools.

Further information on the STRB is available at:

www.gov.uk/government/organisations/school-teachers-review-body

The STRB is now seeking to fill a vacancy, and is looking to recruit a member that demonstrates the following criteria:

Essential Criteria:

- Recent senior leadership experience within an educational setting, for example, a former headteacher.
- A detailed knowledge and understanding of workforce issues and operations within an educational setting, including recruiting, retaining and motivating an effective teacher workforce.
- An understanding of pay, remuneration, performance management and reward issues and an appreciation of the policy, financial and operational constraints that impact on remuneration decisions.
- The ability to analyse and interpret a large amount of complex and sensitive information, providing insight and a working knowledge over the impact of any potential decisions on the teacher workforce.
- An ability to communicate effectively in collective decision making, providing sound argument and assessing/debating conflicting opinions within a group to form a coherent set of recommendations.
- A sound understanding of and commitment to equal opportunities, public service values and principles of public life and the ability to act impartially and uphold the independence of the STRB.

Eligibility and disqualifications from appointment

Serving teachers and headteachers

Serving teachers or headteachers may apply but can only be appointed if they resign from their post. Serving civil servants may also apply but can only be appointed if they resign from their Civil Service post.

Consultant headteachers

The eligibility of consultant headteachers very much depends on the nature of their work. Advisory work as a consultant headteacher would not in itself disqualify a candidate, as long as the work is distinct from actually being a headteacher.

Most importantly, consultant headteachers work should not be able to be interpreted as benefiting from the decisions taken by the STRB or taking payment for providing an STRB perspective. All candidates must declare actual or potential conflicts of interest as part of their applications.

Appointment

This position will provide an influential and intellectually stimulating challenge for the right individual, who will contribute to the recruitment, retention and motivation of an effective teacher workforce. As a member of the STRB you will bring your own expertise, alongside a high degree of analytical ability, strong communication skills and, ideally, an appreciation of public sector reward issues.

The time commitment for this position is approximately 25 days per year, for which an attendance allowance of £300 per day is payable, along with reimbursement for reasonable travel and subsistence costs. This is a ministerial appointment and will initially be for up to three years.

The closing date for applications is 21 February 2019.

We value and promote diversity and are committed to equality of opportunity for all and appointments made on merit.

Please visit the public appointments website for full details of this vacancy and information on how to apply, available at:
[Home - Centre for Public Appointments](http://Home-Centre-for-Public-Appointments)



ESSA PRIMARY, LEVER EDGE LANE, BOLTON BL3 3HH

Ofsted 2017:

'The school's work to promote pupils' personal development and welfare is good. Pupils are kind, considerate and self-confident.'

DEPUTY PRINCIPAL (L10-14)

Required for September 2019 (or sooner if possible)

Are you an ambitious individual who is keen to make a difference by helping us become a good school? Perhaps you are ready for a new challenge? If so, we have a brilliant opportunity to join a primary school that is going places.

We are looking for a senior leader who is on a mission – the kind of person who makes others smile because of their enthusiasm; the kind of person who will get satisfaction from seeing our children learn to do things that staff in other schools might take for granted. In return, you will get a lot back from our young people – they are lovely – and you will be working for a small family of schools that will take an active interest in your wellbeing and development.

We are keen to appoint a strong all-rounder. However, in the first instance you will have responsibility for curriculum development, assessment and interventions.

We will judge your application with an open mind: we are interested in the quality of your experience and the impact we think you might make on our lovely school.

Interested candidates are most welcome to visit the school and visits can be arranged through the school office (office@essaprimary.org or **01204 201310**)

Further details and how to apply can be found in the Candidate Information Pack: the pack and an application form are available on our website (www.essaprimary.org).

Closing date: 25th February @ 08:00am Interviews: 6th March

Please note that references will be requested prior to interview.

Essa Primary is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory Disclosure and Barring Check.

Principal: Joanna Atherton

Essa Primary is easily accessible throughout the North West. We are close to the M61 motorway (J4) and Bolton town centre with good regional rail links.



Executive Principal for Excelsior All Through (3 – 19) Academy Newcastle upon Tyne

Required for September 2019

CIRCA £115k with opportunities for performance bonus

Excelsior is a sponsored academy, the first Academy to form Laidlaw Schools Trust (LST) a multi academy trust that includes four local primary academies and another All through.

Trustees invite applications from experienced and successful Principals of Secondary or All through schools to build on Excelsior's success and lead it through its next stage of development.

Excelsior Academy is a purpose built All Through Academy, which opened in September 2008 as Newcastle's first Academy, replacing West Gate Community College.

Initially an 11-19 provision, Excelsior expanded in September 2013 to become All Through admitting pupils in Reception and Year 1, and then further expanded to include Nursery provision from January 2015.

Based on a Schools within a School model Excelsior's unique structure and organisation has

proven to be successful in raising standards in all aspects of academy life. Excelsior serves one of the most challenging and deprived communities in the region and nationally.

Further information about this exciting, challenging and rewarding post is available on Excelsior's website: www.excelsioracademy.laidlawschoolstrust.com

Applicants are encouraged to email LST HR Admin at hadmin@laidlawschoolstrust.com for additional information.

Prospective applicants are welcome to contact either Jane Spence CEO of LST on (0191) 6622400 jane.spence@laidlawschoolstrust.com or Philomena Marshall, the founder Executive Principal on 07595120784 Phil.Marshall@excelsiornewcastle.org.uk for an informal discussion prior to making an application.

To apply for this post:

Please review the job description and person specification when completing the application form and provide alongside your application, an accompanying statement to explain how you have transformed provision and raised standards in your current school.

Closing date: 12 noon Monday 25th February 2019

Interviews: w/c 4th March 2019

Applications and an accompanying statement should be returned to:
hadmin@laidlawschoolstrust.com

PRINCIPAL

Salary: Generous salary and relocation package available for an exceptional candidate
Start Date: September 2019
Location: Sedbury, Chepstow



Are you ready to make our academy remarkable? Offa's Mead Academy is situated in Sedbury in a lovely location, with approximately 190 children on role. It is time for rapid improvement and change. Your drive, commitment and resilience will be visible, as you prepare yourself and others to take on the challenge of leading and inspiring a community to approach the new era ahead. As an existing Head or Deputy with substantial leadership experience, you will adopt an approach that sees challenges as opportunities and be solution focused.

- We offer:**
- Excellent career prospects across the network, with a culture of looking to promote from within
 - Access to CPD to enable you to grow and develop in your role
 - Teachers' Pension Scheme
 - Something we take very seriously is staff WELLBEING. That's why we have partnered up with BHSF to provide support and employee benefits, such as a health cash plan scheme to support healthcare, discounted gym membership and a employee assistance programme

Our new Principal will enjoy the autonomy of leadership rooted in the local community, whilst working in partnership with the regional cluster of academies and AET's National Director of Primary Schools, Lauren Costello, with support from a committed local governing board.

Interview dates: Wednesday 27 February 2019 and Tuesday 5 March 2019
 (day two will be held in London)

Visits to the academy are warmly welcomed and can be arranged by contacting Xen Yiasoumi, Recruitment Manager at Tes, on 020 3194 9678

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhance checks as part of our Prevent Duty.

HEADTEACHER

Salary: Generous salary and relocation package available for an exceptional candidate
Start Date: September 2019 or earlier if possible
Location: Loughborough



Find your remarkable at Beacon Academy has huge potential and a commitment to rapid improvement. Situated in Loughborough, with approximately 345 children on role including a Moderate Learning Difficulty (MLD) resource base. It is time for change and our staff are ready to embrace new leadership which has vision, integrity and rigour. This will be a highly rewarding role with the potential to make a significant and sustained impact on our school and community in which it sits.

Beacon Academy is part of Academies Enterprise Trust (AET) national network of over 60 primary, secondary and special academies.

- We offer:**
- Excellent career prospects across the network, with a culture of looking to promote from within Access to CPD to enable you to grow and develop in your role
 - Teachers' Pension Scheme
 - Something we take very seriously is staff WELLBEING. That's why we have partnered up with BHSF to provide support and employee benefits, such as a health cash plan scheme to support healthcare, discounted gym membership and a employee assistance programme

Our new Headteacher will enjoy the autonomy of leadership rooted in the local community, whilst working in partnership with the regional cluster of academies and AET's National Director of Primary Schools, Lauren Costello, with support from a committed local governing board.

Interview dates:
Monday 25th February and Tuesday 5th March 2019 (day two will be held in London)

Visits to the academy are warmly welcomed and can be arranged by contacting Xen Yiasoumi, Recruitment Manager at Tes, on 020 3194 9678

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhance checks as part of our Prevent Duty.

DO YOU WANT TO LEAD WITHIN SCIENCE AND MAKE A DIFFERENCE FOR STUDENTS?

Science Teacher

(added allowance on salary of £2,500)

The allowance is for having a specific responsibility for an element of the department improvement plan. A reduced teaching allocation of 80% to develop your practice and build your leadership skills.

Science Teacher with Research

Teach for 4 of 5 days with a day of paid research. We are looking for teachers in their 2nd or 3rd year who wish to take on a Master's degree. The Academy will pay for the Master's degree for a 3 year period whilst the teacher has a reduced teaching allocation of 68%. Sustain outstanding and be a leader of the future.

DO YOU WANT TO RETRAIN AS A SCIENCE TEACHER?

Calling all teachers, come and retrain as a Science teacher

(added allowance on salary of £2,000)

We are looking to build leaders of the future and this is attractive to those who feel the lid is on the jar of ambition and promotion. The Academy will invest in your 'retraining' for 2 academic years. Half-term 1 you will undertake training in science knowledge, health & safety, pedagogy and practice. Half-term 2 will see you in an Academy to gain experience in team teaching, leading to observed and mentored lessons. Half-term 3 & 4, a block placement on 75% teaching allocation and the same in half-term 5 & 6 in another placement for experience. Second year (1st year of Science teaching) will see a 80% teaching allocation with the retention continued (£2,000) and you will be offered a place on a relevant NPQ programme, either NPQML or NPQSL.



We are looking to build leaders of the future

The journey starts at **Tudor Grange Academy Kingshurst** as part of the **Tudor Grange Academies Trust**. We have a designated Training and Research Centre and this will be the central base for developing Science teachers of the future.

How To Apply

Please contact Mr Darren Turner, Executive Principal, with an email detailing your interest in any of these tiers of ambitious science teaching strands by February half term 2019. dturner@solihull.tgacademy.org.uk



Tudor Grange Academy
Kingshurst

Tudor Grange Academy Kingshurst
Cooks Lane, Birmingham, B37 6NU
Tel: 0121 329 8300, Fax: 0121 770 0879
office@kingshurst.tgacademy.org.uk
www.kingshurst.tgacademy.org.uk
www.tgacademy.org.uk

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