

SCHOOLS WEEK

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

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Timpson: Hold heads to account for excluded pupils

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EXCLUSIVE FREDDIE WHITTAKER | @FCDWHITTAKER

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SCHOOLS WEEK

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The editor's top picks



Revealed: how grammar schools plan to admit more poor pupils

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The debate: Should the government intervene in multi-academy trust CEO pay?

Leora Cruddas, CST v Lucy Powell, MP



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Excluded pupils must count in school's results, says Timpson

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

A landmark review of exclusions will demand the government revives plans to make schools retain responsibility for the results of pupils they exclude.

Leaked documents show that the Timpson review will call for a "significant shift" for schools, alternative provision settings and councils, demanding that ministers "remove the potential" for heads to game the system by "permanently excluding children at the most crucial time in their education".

Edward Timpson, a former children's minister who was commissioned to look into the practices around exclusions last year, was supposed to publish his report by the end of December. It was later widened to look at the illegal off-rolling of pupils.

However, the report remains in draft form, with ministers promising it will be published before Easter.

In extracts of the draft, seen by *Schools Week*, Timpson said the Department for Education should make heads "continue to be responsible for children who have been permanently excluded, including for commissioning high-quality and safe alternative provision where this is needed and remaining accountable for the educational outcomes of this". In practice, that means the performance of excluded pupils will count towards the school's league table scores.

The government must also address the "cliff edge" of the January census of year 11 pupils, which allows schools to "divest themselves of responsibility so long as children move on before this point".

Previous attempts to hold schools to account for excluded pupils were broadly welcomed by proponents of no-excuses behaviour policies and those who favoured a softer approach.

The policy was included in Nicky Morgan's 2015 *Educational Excellence Everywhere* white paper.

However, according to a former DfE



Edward Timpson

official, there was "a lot of institutional opposition from multi-academy trusts" and the policy was shelved in 2016 by Justine Greening, Morgan's successor.

It's not clear if Timpson has proposed details of how the policy would work, but *Schools Week* understands discussions have focused on whether to tie pupils' Progress 8 scores to the excluding school.

But one sector official warns that headteachers will not want to be held accountable for excluded pupils without individual exclusions put into context.

The official, who did not want to be named, said the proposal could "play to the narrative" that the sector was full of "nasty heads who are dumping children out [of their schools].

"There may be some doing that, and we should be clear that it's immoral behaviour, but a lot of [the time] it isn't like that at all."

In the draft, Timpson said the proposal had been considered by successive governments. "This review has demonstrated that there is widespread interest about progressing this amongst those who work in education.

"It is also clear that, if this were simple, it would have been put in place already."

The report said the proposal would need "careful design to be

successful and achieve its objective", but also warned that changing accountability measures alone "will not drive the change that is needed if we are to expect schools to do more before exclusion of this type.

"It is vital that raising our expectation is matched with the support from all levels that will allow them to fulfil this role well and with confidence.

"Although support for schools retaining accountability was common amongst mainstream and AP schools as well as local authorities and parents and carers, there was a clear sense that any change needed to come with the right support for schools to be effective in this role.

"As one headteacher put it: 'make schools accountable, but give us the tools to do the job properly'."

In his 2010 *Importance of Teaching* white paper, Michael Gove, the then education secretary, proposed that schools be "held accountable", with academic performance of excluded pupils counting towards the school's place in the league tables.

The idea surfaced again last summer when Angela Rayner, the shadow education secretary, announced plans to hold schools accountable for excluded and off-rolled pupils if Labour gained power.

This week Rayner urged the government to "stop dragging its feet".

"Time and time again it promised to implement this very policy, but it has repeatedly failed to do so," she said. "If its own report recommends it, then surely it must take action."



Angela Rayner

Researchers question EEF trials

JESS STAUFENBERG
@STAUFENBERGJ

Most trials carried out by a major educational research charity "don't tell us anything" about whether an intervention had an impact on pupil learning, researchers have warned.

The Education Endowment Foundation (EEF) was founded in 2011 under Michael Gove, the former education secretary, with a £125 million grant to fund research into boosting attainment for disadvantaged pupils.

But a new study by Loughborough University, which analysed 82 randomised control trials commissioned by the EEF, found 55 per cent produced results that were inconclusive.

The EEF, which spends about £500,000 a trial, said even if its trials did not provide conclusive evidence, they still helped to expose programmes that falsely claimed to boost results.

Researcher Hugues Lortie-Forgues told *Schools Week* the average effect size, which measures an intervention's impact on pupils, was just 0.06 standard deviation for EEF trials. Usually, a 0.4 effect size is needed to demonstrate impact, he said.

"The goal of research is to learn new things, but in many of these very expensive trials, the conclusion doesn't tell us anything."

A trial was uninformative if findings meant the intervention could be "either effective or ineffective", said the report. Whether the trial was uninformative depended on the effect size and how precisely the effect size was calculated.

Instead the EEF should test interventions on a much smaller-scale to ensure the intervention was "really promising" before carrying out a large-scale and expensive RCT, Lortie-Forgues said.

It should also ensure the intervention was implemented properly and the pupil sample size was large.

But Stephen Fraser, the deputy chief executive of the EEF, said about half its published projects revealed a positive impact on pupil attainment.

Interventions proven not to have an effect also helped senior leaders "avoid wasting scarce time and money where it's unlikely to make much difference".

Past EEF trials have evaluated whether chalk slates or banning grades could boost pupil attainment.

The research also looked at the National Centre on Education and the Economy in the US, finding a similar proportion of trials were uninformative.



EXCLUSIVE

Report left out negative findings

JESS STAUFENBERG
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An education foundation left out negative findings from a study of its flagship literacy programme.

In December the KPMG Foundation, the charity arm of the global consultancy firm, released the findings of a major study into the Reading Recovery programme.

The report said pupils on the programme, which the charity's website describes as its "flagship project", were twice as likely to get five good GCSEs.

But the original report, put together by academics at the UCL Institute of Education and seen by *Schools Week*, showed findings relating to a comparison group were left out of the version released by KPMG.

The original report said the Reading Recovery pupils "did not significantly outperform" pupils who were from the same school, but not on the programme.

Stephen Gorard, an education research methodology expert at Durham University, said the boost could have been the effect of school intervention, rather than the literacy programme.

UCL and KPMG have said the charity decided to remove the group because they had higher literacy scores to start with and so didn't meet academic requirements for a comparison group.

But Gorard said KPMG should have "published all the results and explained properly" rather than gloss over the omission.

Reading Recovery, an intensive one-to-one intervention, was delivered to schools through a £10 million project called Each Child a Reader, launched under Labour, from 2005-08. The KPMG Foundation helped to fund the programme.

The landmark study, said to be the first of its kind in the UK to follow the progress of pupils over ten years, followed 239 children who did the Reading Recovery programme in 2005.

Of the 222 that could be traced ten years

later, 49 per cent got five or more good GCSEs, including English and maths – compared with 23 per cent of pupils at schools without the programme.

The KPMG report says "the positive effect of Reading Recovery on qualifications at age 16 is marked [...] and suggests a sustained intervention effect".

Jennifer Buckingham, a senior research fellow at the Centre for Independent Studies in Australia, who discovered the differences in the first report, said there was "no explanation for the omission".

Jane Hurry, one of the UCL researchers, told *Schools Week* she was required to remove the comparison group of pupils to meet the requirements of an academic journal.

It said that the different groups of pupils in the study must be matched at baseline on key indicators, which meant the control group with higher literacy scores had to be removed.

Hurry said the foundation made a "last-minute decision" to remove the group and produce a summary "suitable for a lay audience".

The original UCL report will be published by the university after it has been peer reviewed, she said.

Stuart Kime, from Evidence-Based Education, said: "Communicating the results of studies with control groups can be challenging, so it may be that a decision was taken for the ease of comms."

"Nevertheless, the rationale is irrelevant when it's put in the context of selective publication or publication bias. From a scientific perspective, publishing everything is the most defensible thing to do."

A KPMG spokesperson confirmed a decision was made to "remove the group from the report, which was approved by the academic experts" at UCL.

The charity was "assured by UCL that standard academic procedures" had been followed. The company's support for the study had now finished.

Phone ban update: £2 'fine' is voluntary

SCHOOLS WEEK REPORTER

@SCHOOLSWEEK

EXCLUSIVE

A school that charges parents £2 to return their child's confiscated mobile phone has clarified this week that the payment is voluntary.

Schools Week reported last week that 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.

Lawyers said the school could be flouting laws that state such charges must not be compulsory.

In a letter titled "update to mobile phone policy", published on the school's website this week, Susan Webb, the headteacher, made clear that the fine was voluntary.

"I wanted to write to reassure you that although we request a £2 charity contribution when parents collect mobile phones, this is voluntary and no parent is made to contribute."

However, the school's published policies still say such a payment "will be required for return".

They also say that mobiles may only be left in the school office at the start of the day "by parent request, for emergency reasons".

However Webb told parents this week they should write to her if they wanted their children to have a phone for the journey to and from school.

"We will then make arrangements for the phone to be kept safely and returned at the end of the day."

Nick Gibb, the schools minister, said last week his personal opinion was that mobile phones should be banned in schools.

Damian Hinds, the education secretary, speaking at a conference on Thursday last week, added 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"

Trust criticised for taking on debt-ridden schools



PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

An academy trust urged to expand by its regional schools commissioner was later rapped by the government for taking on schools that were struggling with debt.

Board minutes from September 2017 to September 2018 for the Nova Education Trust show that it was encouraged to expand by John Edwards, the RSC for East Midlands and the Humber.

However, the minutes also show that the 15-school Nottinghamshire trust then faced criticism from the Education and Skills Funding Agency (ESFA) for not being more discerning about the schools it took on.

Trustees at Nova raised concerns the "rebrokerage system will grind to a halt" if the ESFA prevented it from sponsoring schools in debt, as it battled with its own financial difficulties.

Stephen Tierney, chair of the Headteachers Roundtable, said schools in financial difficulties were increasingly seen as "undesirable" and "cut off from school improvement".

"The system as a whole is looking increasingly broken," he said.

"What will happen to these schools that aren't taken on by trusts? How does the system help them? That's the thing I don't think people have an answer to."

Board minutes from December 2017 show Nova directors were confused why the ESFA and the Department for Education could not see that Nova was "actually taking problems away from them" by sponsoring "failing schools".

However, John Tomasevic, Nova's chief executive, said the trust accepted "from this point forward we cannot accept any school into Nova that has significant debt or the projection of significant debt".

In March 2018, John Mills, the trust's chair, reported that he and Tomasevic had told the ESFA that Nova had accepted "financially challenging schools" because it was "committed

to providing high-quality education to students", but was warned its due diligence "should have been more robust" and questioned whether the board "has the necessary financial acumen to hold its leaders to account".

The same minutes also showed there was growing concern at board level of the "significant debt" carried by some academies and that Nova "has no buffer and cannot pay its bills".

Emma Knights, chief executive of the National Governance Association, said integrating the ESFA and the national schools commissioner's teams could prevent "tensions" between the need to find sponsors for challenging schools and oversight of finances.

"Trustees must assess the risks that may come with growth and must not put the trust in danger," she said. "These can be hard judgments for boards to make."

Michael Pain, the chief executive of Forum Strategy, said trusts should be "cautious" about expansion.

"Hoping you get school improvement right first and the finances will follow is not necessarily ideal," he said. "You've got to have a sound financial and organisational platform."

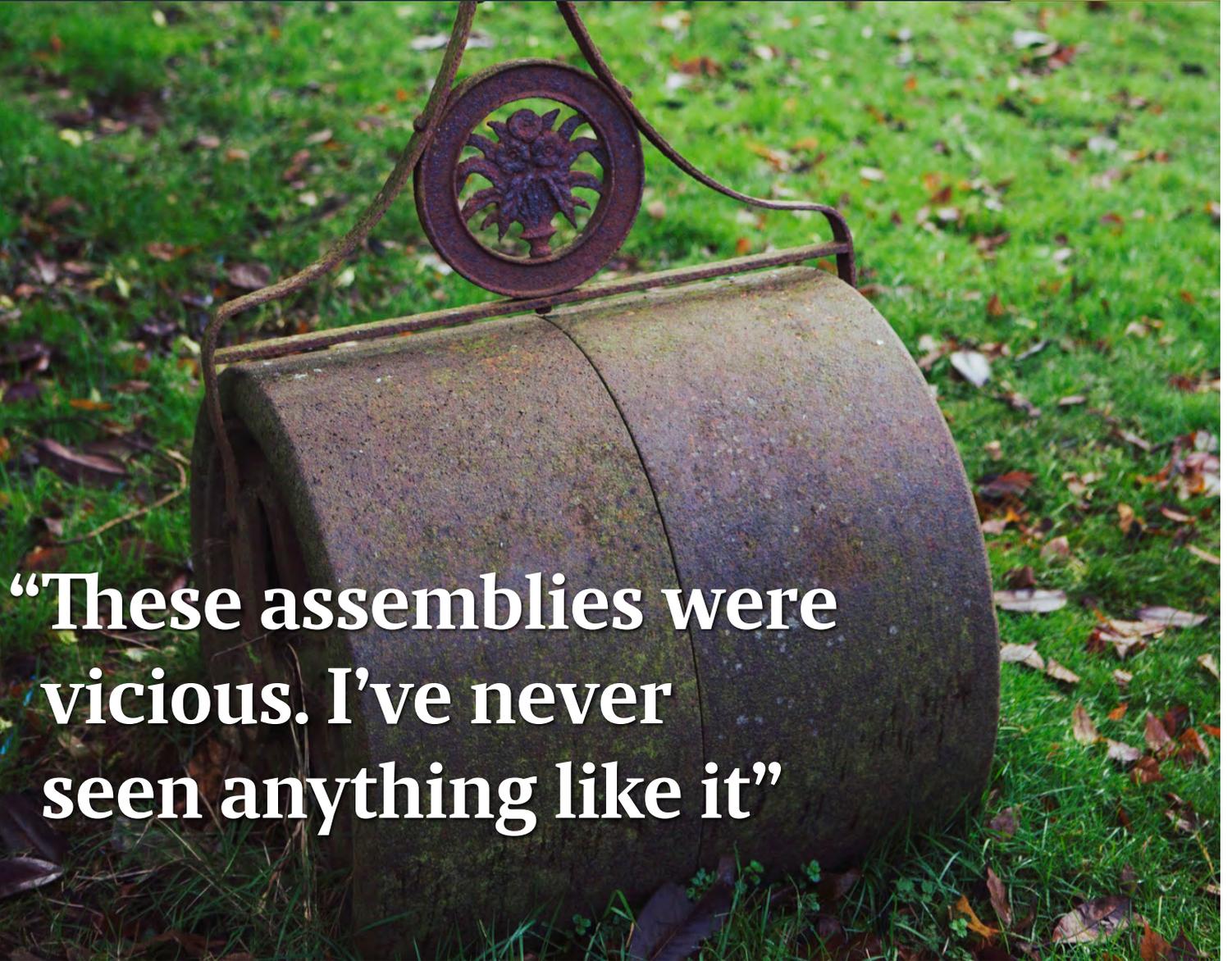
Tomasevic is one of the highest-paid trust chief executives, earning between £260,001 and £270,000 last year.

When Nova was told to justify its executive pay by the ESFA in March, Mills wrote to the agency to insist having "one key person paid highly [...] is a choice we believe to be right, being reflected in a growing trust and consistently improving academic outcomes".

A spokesperson for Nova said it was "proud of the independent and robust challenges" from its directors during governance processes. The trust was held "under the most rigorous of scrutiny".

The DfE said RSCs worked closely with trusts and the ESFA to "understand their particular circumstances and school portfolio to ensure that they are supported to grow where this is appropriate".

Investigation



“These assemblies were vicious. I’ve never seen anything like it”

Claims that a multi-academy trust runs “flattening the grass” assemblies in which children are humiliated swarmed on Twitter last week. The frenzy was prompted by a headteacher’s blog that relayed an anonymous account of the practice, claiming children were the “grass” to be “flattened”. *Schools Week* investigates

JOHN DICKENS
@JOHNDICKENSSW

The term “flattening the grass” isn’t new. *Schools Week* understands it was coined by Sir Michael Wilkins, the Outwood Grange trust founder, to describe its management process for taking over new schools.

The idea, we’ve been told, is to create a level playing field by replacing the old systems that failed children. You have to flatten the grass (the bad practices) to pave a new way, a new vision.

It covers setting out behaviour standards, trust subject advisers going in to work with heads of department, absorbing

HR policies, and so on. It is not a term, Outwood says, to describe how children are like “grass” to be “flattened”.

We understand that Wilkins described the process – and used the term – during a school leadership training session last year.

It also appears to have been rolled out at some schools at Delta Academies Trust, another large trust that runs schools across the north of England. It was taken over by Paul Tarn, a former deputy chief executive at OGAT, in March 2016.

As part of the process, assemblies are held at new schools for the trust to set out its expectations, particularly on behaviour. Several trust staff run these assemblies or

came in to support school staff to run them.

But what really goes on?

Four staff, including members of senior leadership teams, spoke to *Schools Week* under the condition of anonymity. They all tell a similar story.

They say pupils are regularly screamed and shouted at, sometimes until they cry.

Pupils are “marched” into the assemblies while staff line up at the front. Our sources claim they are encouraged to shout at pupils if they are “disrupting” the assembly. This includes pupils that are slouching or not looking forward.

Youngsters called out for these misdemeanours are regularly excluded.

Continued on next page

Investigation

One senior staff member told *Schools Week* about 20 pupils were told "you're excluded" after being kicked out of an assembly at an Outwood Grange (OGAT) school in 2016.

Schools Week provided both trusts with the anonymous testimonies. When asked for a comment on whether its staff have shouted or screamed at pupils, an OGAT spokesperson said: "Our staff act in the best interests of children at all times and remain professional, we do not recognise the actions being described."

Delta did not respond to that specific allegation, but said the aim of the policy was to "ensure behaviours are dealt with reasonably, proportionately and fairly, with the ultimate goal of empowering young people to make positive choices about their actions".

But a teacher who saw one of the assemblies, at Outwood Academy City Fields in Wakefield last year, claims the assemblies are "vicious".

"I've never seen anything like it. They were shouting in the faces of any children that were slouching.

"Those first assemblies were very, very harsh... The atmosphere was poisonous... The people that were in there were just downright nasty towards the pupils."

In response to the claims, OGAT released a statement by Liz Ford, City Fields' principal, who says she does not "recognise my school" as described by the teacher.

She says the "message is clear" to pupils that they are "a part of our family of schools. They are all very clear that their future with Outwood is about students first: raising standards and transforming lives."

She says pupils are told that the trust "will not let anyone jeopardise your chances of doing great things at school and in your life. Students' choice, and the benefits of making positive choices over poor ones, is very clear."

Assemblies at some Delta schools have also worried staff.

Shortly after Tarn took over, assemblies were introduced at the South Leeds Academy (which has since been rebrokered).

Employees told *Schools Week* how the assemblies were referred to as "flattening the grass".

One employee said staff were told to "get in" pupils' faces, and were warned that they were not "shouting loud enough". "We were

told to make examples of pupils."

Another staff member said they were directed to "just stand and stare" at youngsters. "They [trust staff] screamed at children they'd never met, shouted and bawled at them... They made lots of children cry.

"We were told to not have any rapport – just stand and stare at them and pick up any movement. [There were] kids with ADHD, it was awful. Some assemblies went on for 30-40 minutes."

Staff also told of specific incidents, such as when a year 11 pupil's phone rang after an assembly overran past school-leaving time.

"His mum was sat outside school calling him to ask 'where are you', but he still got

"I do not recognise my school as the one described by this teacher"

bawled at. He was just distraught... I had to console him.

"That kid will remember that for the rest of his life. That child will remember his phone going off through no fault of his own. He basically just fell to pieces."

Another employee, who saw a "flattening the grass" assembly in 2016 at Danum Outwood Academy, Doncaster, where Delta staff were present as part of a training day, said: "Pupils were screamed and shouted at. Any dissent and pupils were excluded."

They claim about 20 pupils were excluded from the assembly, but OGAT says its systems show only eight pupils were excluded that day.

The behaviour policy is not limited to assemblies, we've been told. Staff pull children deemed to have misbehaved out of classrooms into corridors and, according to a staff member from Delta, "make examples of them until they cry".

"There is constant humiliation when kids are getting it wrong, it doesn't matter who – they still get screamed and shouted at. The whole approach is a culture of fear."

Another Delta staff member claims they



are told to "shout at them [pupils] as loud as we can so that everybody can hear".

But a spokesperson for Delta says they have positive feedback from staff, union representatives, pupils, students and parents about the policy's impact, and the changes "brought to the learning environment".

They highlighted an Ofsted monitoring visit at South Leeds in May 2017 that found the changes were having a "positive impact on pupils' personal development, behaviour and welfare".

The report said: "Indeed, the Year 11 pupils I spoke to were unequivocally positive about the difference these changes have made since the last inspection."

In a detailed response, OGAT questioned why "disgruntled individuals [are] so keen to claim our pupils are unhappy when in inspection after inspection Ofsted is lavishing praise on our schools for their happy atmosphere and outstanding academic progress".

It said current staff have been "dismayed and upset" about "such spiteful allegations".

"And why would record numbers of parents be sending their children to our schools if there was this negative culture our critics pretend exists?"

The spokesperson said the trust has "countless examples of pupils who have told us that they immediately feel safer, free from often systemic bullying for the first time and are able to ask for help in their academic studies".

Ofsted inspections should be "both [an] independent assurance to everyone and a celebration".

"Almost all of Outwood's academies were in Ofsted special measures or requires improvement before joining our trust and for them to now be outstanding and good schools in their communities, some for the first time, is great news. This should be the story."

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DfE shells out £27m to prop up struggling academies

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EXCLUSIVE

The government handed out nearly £4.5 million to prop up cash-strapped academies run by the failed Schools Company Trust during the year it announced closure.

A *Schools Week* investigation has also uncovered that the new trusts brought in to take over the Schools Company academies will now be saddled with repaying most of the debt.

The handout to Schools Company was part of £27 million in deficit funding that the government paid to struggling academies in 2017-18, figures obtained by *Schools Week* show.

The figure has ballooned in recent years – with just £8 million paid out to academies in the three years prior to 2016.

Schools Company was stripped of all four academies – three pupil referral units (PRUs) and a mainstream school – in June amid growing concerns about safeguarding, governance and finances at the trust.

Accounts for 2016-17 showed Schools Company was expecting an £8 million deficit, after overspending by £800,000 in the four months to December 2017, alone. Its accounts for last year have not yet been published.

The deficit funding figures, obtained after a freedom of information request, show the mainstream Goodwin Academy, in Kent, got over £3 million. Nearly £250,000 did not have to be paid back.

The Central Devon Academy received £1.1 million in recoverable funding.

However, annual accounts for the Goodwin Academy, which joined Thinking Schools Academy Trust in September, state the ESFA will now wipe off at least £1.6 million of the debt.

TSAT took on liabilities of £2.6 million, but the ESFA has “agreed they will not seek more than £1 million” back.

Dover and Deal MP Charlie Elphicke, who has called for the debt to be wiped, said it was “welcome”.

“I keep making the case that this debt was built up on the DfE’s watch – so they should take responsibility for it, not hard-working students and teachers.”

The three PRUs joined Wave Multi-



Academy Trust, but the trust refused to comment.

The DfE confirmed some recoverable funding debt had passed over to the new trusts, and it would be claiming back the debt when it was affordable for the trusts as well as exploring other options to recover the money.

The £27 million in deficit funding was shared between 77 academies. Nearly £6 million does not have to be paid back.

One other school received more than a million in deficit funding last year. Plumberow Primary Academy, run by Academies Enterprise Trust, got funding totalling more than £3.25 million, of which £773,000 doesn’t have to be paid back.

An AET spokesperson said the money was part of a wider ‘turnaround strategy’ agreed to support AET centrally.

Shrewsbury Academy, run by the Shrewsbury Academies Trust, was given £960,000 in recoverable funding.

Atlantic Academy Portland, run by the

Aspiration Academies Trust, received £818,000 non-recoverable funding. The school was formerly known as the Isle of Portland Aldridge Community Academy, sponsored by the Aldridge Foundation, but was rebrokered in September 2017. The Isle of Portland academy also received £485,000 in non-recoverable funding last year.

The Kingsway Academy, run by the Northern Schools Trust, received £746,000 non-recoverable funding before it closed in August last year. Standalone academy Saint Cecilia’s Church of England School received a recoverable loan of £700,000.

Julia Harnden, funding specialist at the Association of School and College Leaders, said there was a “difficult balancing act” for the DfE to achieve.

“On the one hand, it is important that the government takes a supportive approach in order to provide pupils with stability,” she said. “On the other, it is a responsibility to safeguard public money.”

A “series” of ESFA investigations into Schools Company are ongoing, looking into potential financial malpractice and examining conflicts of interest and related-party transactions.

A spokesperson for the DfE said: “Additional funding was required to stabilise the trust during its transition to new sponsors, and to ensure pupils at the schools continued to receive an education.

“We are exploring options to recover funding and hold those responsible to account.”

DEFICIT TOP 10

Academy	Non-recoverable funding	Recoverable funding	Total
Plumberow Primary School	£773,000	£2,485,000	£3,258,000
SchoolsCompany The Goodwin Academy	£247,089	£2,991,978	£3,239,067
SchoolsCompany Central Devon Academy		£1,179,658	£1,179,658
Shrewsbury Academy		£960,000	£960,000
Atlantic Academy Portland	£818,326		£818,326
The Kingsway Academy	£746,000		£746,000
Saint Cecilia’s Church of England School		£700,000	£700,000
Melton Vale Post 16 Centre		£632,217	£632,217
The Oxford Academy		£600,000	£600,000
Woodensborough Ormiston Academy		£600,000	£600,000

Poorer pupils prioritised as grammars clamour for cash

FREDDIE WHITTAKER

@FCDWHITTAKER

INVESTIGATES

A grammar school in Dorset will prioritise poorer pupils from outside its catchment area over those with the highest 11-plus scores in order to secure government expansion funding.

Bournemouth School for Girls changed its admissions criteria, moving children eligible for the pupil premium from out of catchment up the ladder.

The school is one of 16 that will get a share of £50 million from the selective schools expansion fund this year in exchange for improving access for poorer pupils.

Specific details of the proposals were revealed in fair access and partnership plans submitted by the 16 schools last year, and published online by the government this week after ministers opened applications for the second round of funding.

Schools Week revealed in December that targets for the recruitment of poorer pupils set by each of the schools still fall short of the percentage of disadvantaged pupils in their areas.

Bournemouth Girls will move pupil-premium pupils from outside catchment up to third on its priority list. The highest-ranked 130 pupils for the 11-plus, who are currently second after looked-after children, move to fourth.

Alistair Brien, the school's head, told *Schools Week* his ambition was for "all of those for whom a grammar school education is right to get a place, regardless of background.

"I know that other schools have a lower pass mark for pupil-premium children. We have not gone down that route because we think it's important that whoever you are, wherever you come from, you can feel that you have your place by right."

Moves to admit more disadvantaged pupils to grammar schools in other areas have prompted protests from parents. More than 3,000 parents signed a petition when the King Edward VI Academy Trust in Birmingham announced its plans to prioritise poorer pupils.

But Brien said he was not worried about a backlash from better-off parents.



"If you look at the next stage of our criteria, it's always been the top 130 [11-plus scorers] regardless of where they live. That method seems to have gone down well with parents in the past."

Most of the 16 grammars will also use teachers and sixth-formers to help poorer primary school pupils prepare for the 11-plus, and many will run outreach events such as summer schools.

Chelmsford County High School in Essex plans to produce a film aimed at primary school girls "showing the reality of learning in a girls' grammar".

Colyton Grammar in Devon will change its sixth-form admissions policy: pupil-premium pupils who don't meet the entry requirements will have their applications reviewed "to determine whether they are academically able and should be offered a place".

Sir Thomas Rich's School in Gloucester has also said that it needs to encourage more families who qualify for the pupil premium to apply to sit the 11-plus.

An "outreach hub" in its new buildings will be made available for "specific learning

activities aimed at pupils from partner feeder schools".

But Comprehensive Future, an anti-selection campaign group, questioned the decision to open the second round of applications before there was proof that the efforts of the first 16 recipients had been successful.

"It is quite wrong to persist with this policy when there is no proof that it will even work; there is no evidence to show that throwing money at grammar schools means a higher proportion of disadvantaged pupils will gain places," said Dr Nuala Burgess, the group's chair.

The launch of the second round comes as new research by John Jerrim and Sam Sims found that entrance to grammars depended on birth and wealth, as well as academic attainment.

Nick Gibb, the schools minister, said it was "right" that access to grammar school places should be fair to pupils from all backgrounds, "which is why selective schools must demonstrate how they are going to admit more pupils from disadvantaged backgrounds, if they are going to expand".

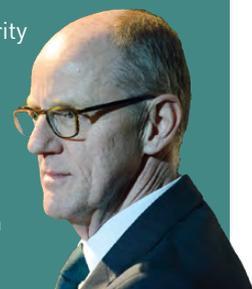
DfE's statistics need 'more detail'

The Department for Education claims that "around 15 pupils choose a selective school as their first preference for every 10 selective places offered". Nick Gibb (pictured), the schools minister, has repeated the claim in interviews.

In 2017 the UK Statistics Authority warned the government about the same statistics. It agreed then to add context, following complaints that the figures alone did not take into account the many parents

who put a grammar school as their first preference, despite their child not having passed the 11-plus.

At the time, the authority said first preference data was a "reasonable proxy measure for demand for selective schools", but further details would have been "helpful".



News

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AQA gets top marks for GCSE market share

FREDDIE WHITTAKER
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The exam board AQA now issues three in every five GCSE certificates, increasing its dominance of the market for the second year in a row.

Its share reached 60 per cent in 2017-18, up from 52 per cent the year before and 46 per cent in 2015-16.

The increase has been put down to a rise in the number of certificates in subjects where AQA is the market leader, including combined science, biology, chemistry, religious studies, physics, geography, food preparation and nutrition and English language.

It follows a tumultuous year for the board, which admitted last August that questions in two science papers were leaked on social media before the exam. It was also its first year under the stewardship of Toby Salt, the former head of the Ormiston Academy Trust, who joined in September 2017.



AQA has the largest market share in eight of the ten high-volume subjects, according to Ofqual's annual qualifications market report.

At the same time, OCR's market share slumped from 13 per cent in 2016-17, to 8 per cent in 2017-18. The Cambridge-based board held 16 per cent of the market in 2015-16.

OCR's slump is not explained in Ofqual's report, but the drop last year followed

a fall in uptake of the iGCSE after the government announced the controversial qualification would no longer count in school league tables.

A spokesperson for the organisation said: "Changes in market share are natural at a time of reform when teachers try out new qualifications.

"Numbers taking our A and AS-levels, and our technical qualifications, increased in 2017-18. We are focused on supporting everyone teaching OCR's broad range of GCSE, A-level and vocational qualifications, and ensuring their students get the results they deserve."

Pearson, which runs Edexcel, issued 26 per cent of all certificates last year, down from 28 per cent in 2016-17 and 30 per cent the year before.

At A-level, AQA saw a slight fall in its market share, from 47 per cent in 2016-17 to 46 per cent in 2017-18. At the same time, OCR's share increased slightly from 22 per cent to 23 per cent. Pearson and WJEC remained the same.

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PEARSON
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Academy trusts raise millions through fundraising

PIPPA ALLEN-KINROSS

@PIPPA_AK

INVESTIGATES

Academy trusts are raising millions of pounds through fundraising, with one trust posting “record” levels of parental donations.

Sector leaders say the findings, based on annual accounts for some of the country’s biggest trusts, show there is a “deepening social divide” as government funding is squeezed.

Ormiston Academies Trust has received £2.7 million since April 2017 from charitable trusts and National Lottery-funded organisations.

A spokesperson said the money had “enhanced provision” across a range of areas, including computer science, music, vocational education and facilities.

The Harris Federation raised £1.2 million through fundraising activities last year.

A spokesperson said the “majority” had been raised through Sir Dan Moynihan, the trust’s £440,000-a-year chief executive, “approaching charitable trusts with an interest in raising standards for disadvantaged children”. The federation has also appointed a full-time fundraiser.

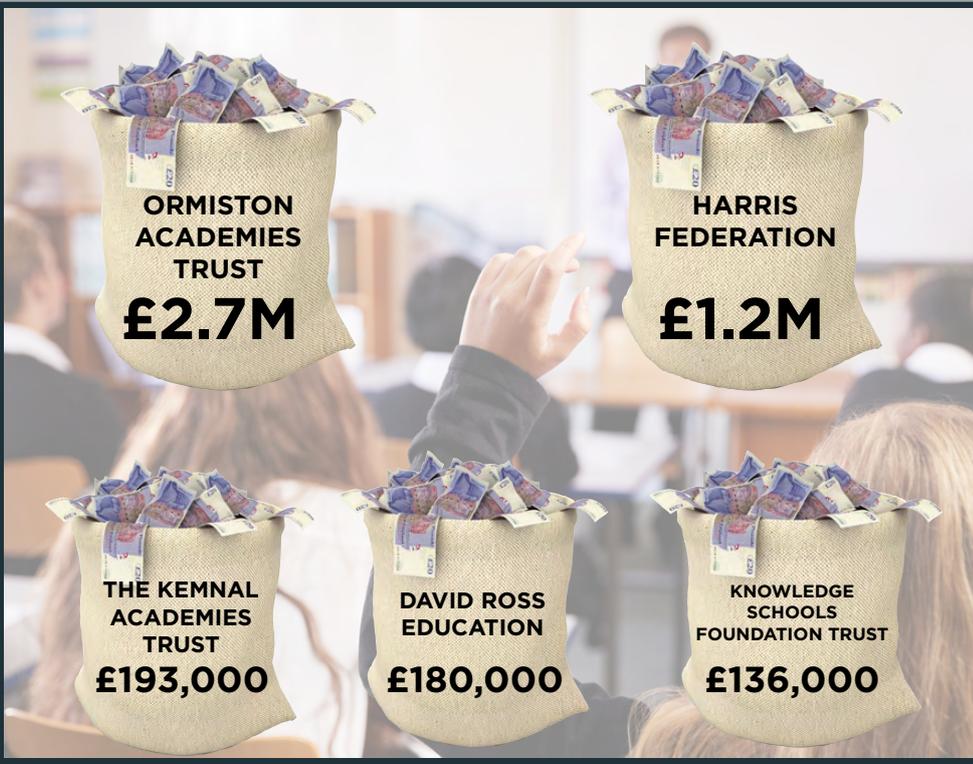
The Kemnal Academies Trust, which made £193,000 from donations and charitable collections last year, has also appointed a director of enterprise to take charge of fundraising.

The David Ross Education Trust raised £180,000 in 2017-18 through events that included an awards evening “funded by donations from corporate sponsors” and a Yorkshire three-peaks challenge.

However, other trusts had less success. A spokesperson for E-ACT said the trust “has limited opportunity to raise funds through sponsorship” and does not employ fundraisers. Although it seeks sponsorship for its annual pupil celebration event, the spokesperson confirmed the trust “did not secure any external funding in the 2017-18 academic year”.

Oasis Community Learning said it did not fundraise for school provision, but encouraged its academies to raise money for charities such as Comic Relief or their partner “hubs” that run projects to support the local community.

Schools Week reported in December that Ofsted - rated “outstanding” schools



raise almost twice as much through parental donations as “inadequate” schools, with grammar schools picking up five times more than non-selective schools.

Geoff Barton, the general secretary of the Association of School and College Leaders, said schools had to fundraise “to offset the fact that the level of government funding they receive is totally inadequate”.

“It is obviously more difficult for schools in disadvantaged areas to raise funds this way because many families in their communities are struggling simply to put food on the table. It is an illustration of how the inadequacy of government funding is further deepening a social divide.”

Ralph Lucas, editor in chief of *The Good Schools Guide*, said: “Schools, or more particularly MATs, ought to be doing these things where they want to fund a project that is worthy of external support, whether the times are fat or thin.”

But he added that if any donors were “set to benefit, beyond a reputation for doing good, from such a relationship, the ethics need looking at. Any deal should be public and the ethics reviewed.”

Trusts are also calling on parents for support. Accounts for the Knowledge Schools Foundation Trust show it

celebrated “record incoming standing order donations from parents” which, combined with grants and on-off donations, last year brought in £116,000 for the West London Free School and £20,000 for its three primary schools.

The grant included £10,000 from the Garfield Weston Foundation, which is also a donor to the New Schools Network, formerly led by Toby Young, the founder of Knowledge Schools.

A spokesperson for the trust said it relied on parental donations and grants to fund its “extensive extra-curricular programme” but insisted it was “entirely voluntary”.

Stephen Morales, chief executive of the Institute of School Business Leaders, said it was important fundraising was transparent and did not place pressure on parents. It was “no surprise” that schools who raised the most were “high performing and in leafy suburbs”.

“It’s very difficult to criticise school leaders for wanting to do the best by the community of learners they are responsible for. I wouldn’t question their ethics in that regards,” he said.

“It’s a symptom of the system that we are operating in. I wouldn’t want to point the finger at those doing the best for their community, even if others can’t benefit in the same way.”



News

Halfon's 'reckless' dream of single qualification



FREDDIE WHITTAKER

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EXCLUSIVE

Calls to replace GCSEs and A-levels with a "holistic baccalaureate" have been branded a "non-starter" by an advocate of a similar model.

Tom Sherrington, a trustee of the National Baccalaureate Trust, warned that "headline-grabbing" comments made this week by Robert Halfon, the chair of the education select committee, and a number of other high-profile leaders were "reckless". He said that any move to create a baccalaureate for English pupils must be based on the existing exam system.

During a speech on Monday, Halfon, a former skills minister, said current exams for 16 and 18-year-olds should be replaced with one qualification that recognised academic and technical skills and personal development.

His comments were backed by Lord Baker, a former education secretary and the creator of GCSEs, and Carolyn Fairbairn from the Confederation of Business Industry, who agreed the qualifications had had their day.

But Sherrington pointed to the Tomlinson review, which in 2004 called for GCSEs, A-levels and vocational qualifications to be replaced with a single diploma.

"It didn't get implemented because at the end of the day A-levels are strongly supported, both across the sector and politically," Sherrington told *Schools Week*. "They have this brand identity that is almost unshakable. Anything that says scrap A-levels is doomed – it's a non-starter."

"The only hope is that A-levels will morph into a wider framework, a baccalaureate structure, but you don't achieve that by saying scrap A-levels and scrap GCSEs. It's reckless, it's just something to say."

The National Baccalaureate Trust advocates the creation of a "national baccalaureate for England", a framework for 14 to 19-year-olds that comprises core qualifications such as A-levels or vocational equivalents, a personal project and a programme of character and skills development for all pupils.

Sherrington said an English baccalaureate system would have "a lot of benefits", but insisted it has to be "based around things people already trust".

There have been calls for GCSEs to be scrapped since the participation age for education and training was raised to 18 in 2015.

But opponents argue that as many pupils move to new institutions at 16, there was still the need for testing at that stage.

Tom Bennett, a government adviser on behaviour and founder of researchED, said: "How do we performance manage schools with no sixth form? How do we assess suitability to progress to A-levels?"

He also warned there was "no political capital or resources to achieve this".

A Teacher Tapp survey this week found that half of teachers disagreed with the calls to scrap GCSEs. Only 25 per cent agreed.

But Halfon, speaking on Monday, said: "We must remember that since 2015 all young people have been required to participate in some form of education and training up to 18."

"Yet GCSEs remain just as much the high stakes tests that they were when many young people finished their education at this age."

Geoff Barton, the general secretary of the Association of School and College Leaders, said there was "a lot of merit to the idea of scrapping GCSEs and having a single set of exams for 18-year-olds", but warned of "significant practical problems that we would need to overcome".

Empty free school sites will be rented to property guardians

FREDDIE WHITTAKER

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Empty buildings snapped up for future free schools will be rented out as housing for young professionals.

Company accounts for LocatEd, set up by the government to find sites for new free schools, reveal plans to introduce more property guardian schemes in "appropriate vacant properties" to make affordable living space available to the rental market.

Property guardians are usually young professionals who look after vacant spaces in return for below-market rents.

Last year LocatEd saved £2.9 million on the management of its property portfolio through a number of initiatives, including property guardianship.

The company would not say how much was saved by using school sites as accommodation.

In 2016, *Schools Week* revealed that tenants had moved into the £9.5 million Black Country UTC in Walsall.

However, only two school sites have so far been converted into housing – one in Kingston, Surrey, and another in Manchester. LocatEd says it will consider property guardian schemes for the remaining 87 vacant sites on a case-by-case basis.

According to the company, vacant sites are "typically awaiting planning permission to be granted and development to begin".

A spokesperson added: "LocatED considers guardian schemes on all vacant properties that it manages for the DfE; this is one example of a range of cost-saving initiatives used to reduce holding and management costs."

Property guardian schemes have become increasingly popular as property owners have sought to save money on securing and maintaining empty buildings and demand for cheaper accommodation has increased.

The firm's accounts also reveal that Lara Newman, LocatEd's chief executive, and two other senior officials received bonuses in 2017-18. Newman received an extra £20,000 to £25,000 on top of her salary, which was between £185,000 and £190,000. Michael Wu, the company's legal counsel, and Alyson Gerner, its finance director, each received a bonus of between £5,000 and £10,000.

No-frills private school has 12 pupils on roll

JESS STAUFENBERG
@STAUFENBERGJ

The founder of a new “no frills” low-cost private school has insisted it is a “success story”, despite having just 12 pupils.

James Tooley, a professor of education at Newcastle University, has defended the low pupil roll at the Independent Grammar School: Durham, which opened in September. Last year he predicted at least 65 starters.

The Times reported at the weekend that the school – which charges £52 a week – had “struggled to fill places” after the government’s school information website revealed only six pupils were on roll. The numbers are based on the school census in the autumn.

Tooley claimed the school now had 12 pupils. He told Schools Week: “This is a new school and a new concept. Despite negative coverage, we have a dozen set of parents who have shown their faith in us.

“We had a great parents’ meeting last night. That’s a success story. You don’t expect a business of this kind to be full so quickly.”

He also said the school, which is in an old church building, had been impacted by union picketing, but added that the “new model” would take time to grow. Tooley told The Times that while the school wasn’t breaking



James Tooley



The main school hall, with the church building from the outside (inset)



A classroom in the school



The school library

even from the fees, it had enough investment to keep it running for at least three years.

The school’s £2,700 annual fees are well below the average private junior day school fees of £12,873 a year, and also state funding of at least £3,500 for each primary school pupil.

The government’s website says children at the

school range from 4-9. Tooley would not confirm how many were in each year group.

“We are very happy. Many private schools start very small and grow successfully.

“Everything is going ahead as planned, and we will be building a bigger school as we had anticipated.”

Tooley previously told Schools Week that four members of staff would be in place for the school’s opening. Two would be newly qualified teachers paid at the expected rate (about £25,000 a year) and the other two were intended to have more experience.

One of the latter is Chris Gray, the founder and former principal of Grindon Hall Christian School in Sunderland.

Gray resigned from Grindon Hall, which converted from a private school to a free school in 2012, after 14 years at the helm and after an “inadequate” Ofsted rating in 2015.

Tooley and Gray have personally invested in the schools, alongside outside backers.

In June, Tooley said the school had 150 parental expressions of interest, which would be worked through to confirm which 65 pupils would attend in September, before expanding the school to 200 and later to as an all-through school.

The founders have also said that they hope to set up similar models in nearby areas to create an overall private school chain.

Another low-cost private school is being mooted in London, which would charge parents £100 a week and, like the IGS: Durham, deliver a traditional curriculum focusing on core academic subjects.

PIPPA ALLEN-KINROSS | @PIPPA_AK

Ofsted refuses (again) to name 300 ‘off-rolling’ schools

Ofsted will not name the 300 schools that could be off-rolling pupils in case it alerts them to upcoming inspections.

The inspectorate’s annual report in December said the schools were identified as having particularly high levels of pupil movement in years 10 and 11.

However, Sean Harford, Ofsted’s national director of education, told Schools Week last year the watchdog was “not going to name and shame them”.

In response to a freedom of information request, Ofsted has now said that it will not name the schools or reveal how they were identified, as doing so “is likely to lead to speculation about when such schools will next be inspected”.

Ofsted argued that, as a result, schools could be warned about inspections and prepare in advance, which had the “potential to distort inspection outcomes”.

“We are satisfied that disclosure would harm

our inspection function,” the response said.

In December, Harford said pupil movement in the 300 schools “looked significantly different to how it looked elsewhere”.

“We’ve given good guidance to inspectors so it will absolutely be something those schools are asked about.”

Off-rolling has been flagged in recent inspection reports of Harrop Fold in Salford and Shenley Academy in Birmingham, both of which are now in special measures.



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Mental Health in Education conference, London

SCHOOLS WEEK
ON LOCATION

Duchess calls for mental health support for teachers

CATH MURRAY

@CATHMURRAY_

Teachers are essential frontline workers who need more mental health support, the Duchess of Cambridge told education leaders on Wednesday.

“It is vital that we support teachers with their own wellbeing so that they can find the best level of care for all children, in their schools and communities in which they work,” she told the Mental Health in Education conference in Mercers’ Hall, London.

Emphasising the importance of the early years for child development and long-term health and happiness, she said: “It is also clear that the positive development of our children is directly linked to those who care for them, teachers, carers and parents.”

Geoff Barton, general secretary of the Association of School and College Leaders, said headteachers could lead on wellbeing by example, suggesting that they leave school early to spend time with their families – and tell staff what they are doing.

“Management by doughnuts is no longer enough,” he said.

“I look back on my 15 years as a headteacher in East Anglia and I realise that largely what I did was to manage by doughnuts. I’d say, ‘We’ve had a really tough week, we’ve got parents’ evening, let’s meet on Friday and have some doughnuts’. But it’s got to be about more than that.”

Quoting advice from Dr Karen Edge of the UCL Institute of Education, he said heads should tell their staff, “This week I’ll be leaving at 3:30 or 4pm, and I’m not doing it because I’ve got a governors’ meeting or a report to write, I’m doing it because I want to spend time with my family.”

Julie Greer, head of a mainstream primary school in Hampshire that specialises in children with social, emotional and mental health needs, said: “It is about having that whole system within your school from head, governors, whole-school community, and engaging in the needs of children so you’re responding to needs and not reacting to behaviour – that’s a really important mantra.”

She said the mentallyhealthyschools.org.uk website had been a huge support in embedding a whole-school wellbeing strategy. “Our wellbeing champions will send a links to staff



The Duchess of Cambridge addresses the Mental Health in Education conference



The Duchess of Cambridge talks to a group of delegates

to say, ‘Just have a look at this’ – like when you go on Duolingo to learn a language and it nags you!”

Barton said that leaders also had a responsibility to articulate the positive aspects of working in schools. Instead of complaining to staff about how difficult their job was,

headteachers should “articulate the privilege of leadership and of the teaching profession ... That’s about telling a better story of leadership and telling a better story to encourage people to come into the profession in the first place.”

Mental Health in Education conference, London

SCHOOLS WEEK ON LOCATION

Excluded children are more likely to develop mental health conditions

Children who are excluded are more likely to develop a mental health condition than their peers who stay in mainstream, a leading researcher on mental health and schools told the conference.

“It won’t surprise anyone that children with mental health conditions, particularly the more disruptive ones – ADHD and conduct disorder – are more likely to be excluded,” said Tamsin Ford. “But if you remove those children and start with the children without a mental health condition, those who were excluded in 2004 were more likely to have a mental health condition in 2007.”

The decision to move a pupil to alternative provision should be made for the good of the child and not the school, said Ford, professor of child and adolescent psychiatry at the University of Exeter Medical School.

“Schools have to function, and managing behaviour in school is really hard, but maybe moves to alternative provision should be about meeting children’s needs and not because they’ve had ADHD and they’re being put in a situation they cannot cope with and not being provided with a sufficient remediation period.”

Ford was referring to official exclusions, but her words echo the definition of off-rolling used in the new draft Ofsted framework: “the practice of removing a learner from the provider’s roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interests



Tamsin Ford presents data from the British Child and Adolescent Mental Health Surveys

of the provider rather than in the best interests of the learner”.

The research looked at 10,000 pupils aged 5-15 over two periods of three years (1999-2002 and 2004-07) and used in-depth multi-informant surveys and interviews.

It also found that children with a mental health disorder were more likely to play truant, particularly those with ADHD, and not all of them received effective treatment, Ford said.

“ADHD responds to various drugs, to treatment, and that costs a lot less than alternative provision, yet only about a third of them are getting into

clinics – and clinics have long waiting lists.”

A third survey was done in 2017, and the follow-up research at the three-year mark was originally commissioned to run in 2020, but government funding has stalled. “We have lots of people saying yes, we need to do this, and nobody coming forward with the funding.

“There is some academic work suggesting the outcomes for children and mental health are worse now, and if we had three samples over two decades that were followed up with diagnosis it’s almost a complete dataset and we could actually unpick that.”

No evidence for ‘zero tolerance’ behaviour policies

Until there is evidence that “zero tolerance” behaviour policies work, schools should prioritise approaches that have proved successful, Tamsin Ford said.

“Whilst a lack of evidence is not evidence of lack, there is very little that suggests that those punitive measures are effective. But there is quite a lot out there that demonstrates that training teachers in developing positive relationships and positive reinforcement of whatever you want, has a definite effect on children’s behaviour,” she said. The University of Exeter professor has just completed a review for the Education Endowment Foundation on managing behaviour in schools.

“We have some evidence of what works and to me that seems more humane, so let’s use what we know works, rather than those things that haven’t been tested or let’s, for heaven’s sake,



(L-R) James Noble-Rogers (executive director, Universities Council for the Education of Teachers), Lynne Truelove, Stephen Munday

get the evidence about whether or not they are working,” she told the conference.

Lynne Truelove, a senior lecturer at Sheffield Hallam University, said its teacher training

programme did not advocate the “no excuses” approach to behaviour.

Julie Harmieson, co-director of Trauma Informed Schools UK, who helped develop the mental health component of the university’s programme, said: “You cannot improve your behaviour if you’re left in isolation. It’s time in with an adult to deeply reflect – that’s the bit that changes behaviour.”

But Stephen Munday, the chief executive of the Cam Academy Trust, cautioned against simplifying the debate as a choice between the extremes of disciplinarian or laissez-faire.

“We shouldn’t think it’s either utter certain regime-style or we’ll do what we fancy.”

Children needed “a proper framework of understanding – if we can use the word ‘rules’, together with effective formal support that’s individualised and appropriate”, he said.

EDITORIAL

DO YOU HAVE A STORY?
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Timpson review hands DfE chance to get it right

If the proposal in Edward Timpson's long-awaited review of exclusions sounds familiar, that's because we've heard it all before.

However, the decision of the former children's minister to include calls for schools to remain accountable for the results of excluded pupils in his landmark report, adds serious weight to an idea around which significant consensus has already been built.

Of course, the details need fleshing out, and the suggestion that schools commission their own alternative provision raises questions about funding routes, but now is the time for Damian Hinds to grab the bull by the horns and do something all three of his Conservative successors failed to do.

Headteachers' power and right to exclude children should not be in any doubt, and most will only ever turn to exclusion as the last resort. By placing the onus on leaders to ensure children are educated once they are out of their care, we can make sure it really is.

Time to take a closer look at 'flattening the grass'?

Rumours surfaced on Twitter last week about an academy trust said to be running assemblies where pupils were "flattened" like "grass".

If these claims stacked up, they were incredibly serious. But, if they turned out to be hearsay, they were equally damaging for the trust, which was identified on Twitter, as Outwood Grange.

That was why we investigated. After speaking to multiple staff members across Outwood, and also the linked Delta trust, we found they told a similar story.

That included shouting and screaming in pupils faces during assemblies led by the incoming trusts. Pupils were regularly brought to tears, the sources said.

OGAT said it doesn't recognise the claims. Delta said its policies get positive feedback. Ofsted regularly praises both trusts, too.

But whichever side you fall on, the testimony makes for uncomfortable reading. Even if this is just an extreme case, or a tendency of the English education system, surely it requires further scrutiny.

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The Debate

Leora Cruddas, chief executive, Confederation of Schools Trusts



Should multi-academy trust chief executive pay be regulated?

CATH MURRAY
@CATHMURRAY_

Lord Agnew, the academies minister, has sent out a fifth batch of letters to multi-academy trusts who pay their chief executives high salaries, asking them to justify their decisions. But the government is powerless to do more. We asked Leora Cruddas and Lucy Powell, whether this should change.

How should pay be determined?

Leora Cruddas: The government has decided that MATs should have pay freedoms, so that needs to be upheld. But this is public money, so there are a set of principles trustees should take into account. The Education Skills and Funding Agency's *Academies Financial Handbook* says boards need to follow a robust evidence-based process. I would suggest they use our code of conduct, which is based on the Nolan principles of public life.

Lucy Powell: It's not for me as a politician to arbitrarily say what pay should be. But there's got to be a relationship between pay rises for leaders and pay rises – or the lack thereof – for everybody else.

From the start, chief executive pay should be pegged against what gets paid elsewhere. But there's a risk of operating a cartel, where everyone starts nudging it up – there needs to be a lot more scrutiny. The ESFA shining a light on it has resulted in pay not going up quite as much in the last year.

Do Lord Agnew's letters undermine the concept of autonomy?

LP: This whole idea of school autonomy is a bit of a misnomer. A self-improving system of peer-to-peer support has lifted the tide for everyone – I'm not anti-academy in that sense. But most academies don't opt out of national pay scales. The idea of autonomy in the curriculum is for the birds. Groups of schools working together to improve outcomes, if that's what we mean by autonomy, that's great. But the idea that it's a system with no oversight where you've got standalone units acting autonomously is



“The CEOs I work with are not avaricious”

neither desirable, nor what we've got.

LC: I agree. It's groups of schools working together that we want to protect. I worry about the term "autonomy" being used to protect adult-vested interest rather than what's best for children. I'm not particularly worried about loss of autonomy. Multi-academy trusts are their own legal entities and all the schools in the group are part of that legal institution.

So the government is right to intervene on chief executive pay?

LC: We do have to be mindful that it's public money. Using the term chief executive can be unhelpful, because it's associated with business and profit. I don't see a problem with the regulator asking some pertinent questions about pay, but I do wonder whether the right questions are being asked. Ninety-five per cent of trusts in England have nobody paid £150,000 or above.

LP: That's also a big salary. It's twice that of an MP, twice that of a senior police officer. I'm not sure I'd use that as my base. And your

95 per cent includes primary trusts.

LC: Here's why that figure is important. It's because the school teachers' pay and conditions document allows a secondary headteacher in London to earn just over £148,000* a year. I don't support the approach of simply writing to those trusts who pay their chief executives more than £150,000. That's an arbitrary pay cap – some trusts should be able to pay more. It doesn't make sense that someone responsible for 64 schools can earn less than £2,000 more than a headteacher of a standalone school.

LP: That's just a maximum. That's not what heads do earn. And in a trust the heads never earn that, because the trusts take all the cash.

LC: That's really unfair. The chief executives I work with are not avaricious.

LP: It's not about them. It's about those who are.

LC: But that's a tiny minority.

LP: It's not - it's a growing problem.

Should multi-academy trust chief executive pay be regulated?



The Debate

Lucy Powell, MP,
member of the education
select committee



“School autonomy is a bit of a misnomer”

How should trustees benchmark chief executive salaries?

LP: It's not for us to sit around the table and decide that. But it's got to be someone's job. Of course it should be compared with other public sector organisations – the NHS and police, for example.

LC: I don't disagree wildly. But it's already someone's job; the ESFA set out criteria in the *Academies Financial Handbook*. We as the sector body have just published guidance, which sets out a rigorous process boards should go through. You have to look at the context of a trust to see what they should benchmark against.

LP: You need to make it a bit easier. We're constantly asking these very small organisations that are made up of lay people without the skills and know-how, to start from scratch. A lot of trusts would welcome a much clearer steer.

Should there be national pay scales?

LP: Yes, absolutely! And the terms under

which you might think of varying from that.

LC: I really don't agree with pay bands. The methodology of extrapolating up from group size isn't the solution. If you take the largest MAT in England – with 64 schools – it would be disproportionate to say that its chief executive needs to be paid whatever percentile more than the CEO of a trust with say, 45 schools. You're going to inflate pay.

LP: But that's only one of a broad number of things you might consider within the pay bands. The chief executive role is a different job entirely from headteacher. Someone who is the CEO of 50 schools is almost in a business development role. They'd be lucky if they went into each school more than one day a year. It doesn't have to be that the more numbers you've got, the bigger your pay.

LC: I agree. But we need to understand the context of each trust, and that each trust should be getting external expert advice on executive pay through benchmarks.

LP: But that's just money, isn't it? It's just

another consultant. Do we have to make it that hard?

LC: If we're going to retain talent in the system.

Should there be a maximum pay cap?

LC: Well, look at Holland Park School [in west London] where it's £260,000 for a single-academy trust. That's a joke, and they bring the whole thing into disrepute. The cap would be in essence what the top banding is.

Should donors be able to pay the chief executive whatever they like?

LP: No. Look at the university example, where it's got completely out of control. Cambridge has just been given a £100 million donation – does that mean the vice-chancellor can be paid an absolute wodge? It shouldn't.

LC: That's because it's public life. That's a point I think we'd both agree on. I feel very strongly about that.

Should there be a stronger mechanism than letters from the minister?

LP: Yes! You need some stick. Absolutely. You need something a lot more robust. You could fine them. If that were a local authority, they would threaten to take the schools off them.

LC: No they wouldn't! Not on pay. Absolutely would not.

* £118,490 plus a 25 per cent discretionary uplift: see <https://bit.ly/2pdlsoo>

Points of agreement:

- The pay of a MAT CEO shouldn't be directly pegged to the number of schools or pupils
- CEO is a problematic term, as it has connotations of business and profit
- Schools are in the public sector and salaries should be benchmarked accordingly
- Even if donors are paying the salary, the same standards should apply

Opinion

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

New model articles should simplify and clarify the operation of multi-academy trusts with Church of England schools, says Susan Newell

Earlier this month the Department for Education published some long-awaited new model articles for multi-academy trusts that include Church of England schools. These will significantly improve governance and clarify the responsibilities of the bodies involved in operating CofE schools.

There are two versions: a “majority” model where a MAT contains former voluntary-aided (VA) schools – which have majority church governance – and a “minority” model where a MAT contains former voluntary-controlled (VC) schools, which have minority (25 per cent) church governance.

It’s more than five years since the last changes and in that time there have been improvements in governance and DfE policy that have become standard in the mainstream (non-church) articles, and have now been incorporated into the two CofE versions. This is very welcome – previously a community MAT wishing to admit a CofE school had to adopt articles containing outdated thinking, or spend time and money to update the model.

So what’s changed?

The new model articles clarify the role and responsibilities of the diocesan board of education (DBE) and of the site trustees of the school, and set out explicitly where each has rights or obligations

CofE schools are typically held on charitable trust, and some of the provisions in the mainstream articles that are likely to breach these



SUSAN NEWELL

Associate, Lee Bolton Monier-Williams Solicitors

CofE model articles: a long time coming, but worth waiting for

trusts have either been removed from the church models or the requirement to get the consent of either the school trustees or the DBE has been introduced. This will help those who are less familiar with this complicated subject, and the directors of MATs to ensure they keep on the right side of the law and the school trust.

operate from a church school site it needs the consent of the school trustees to make sure the intended business is within the terms of the trust. Doing things on trust land that are not allowed could force the school trustees to take legal action against the MAT or terminate the school’s right to use the land. In some circumstances it could mean

“ It’s more than five years since the last changes

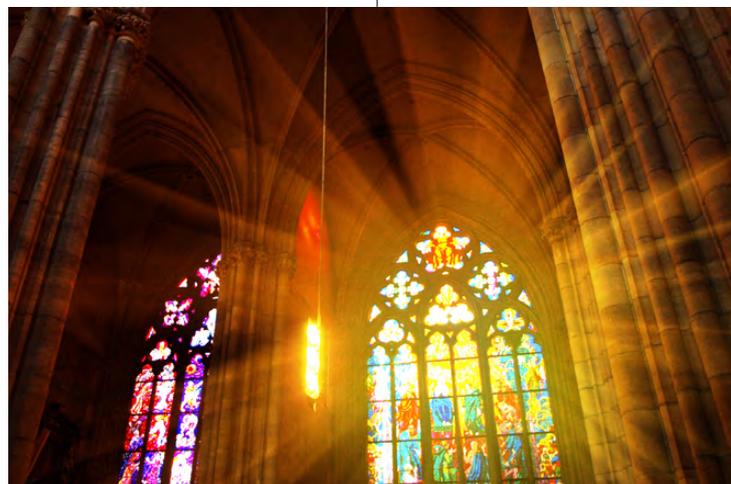
For example, a mainstream MAT can run a trading subsidiary company without restriction, but if it wants its trading company to

that the land is automatically no longer held on charitable trust, and so may not be available for use for a school.

The new articles clarify that the directors of the MAT are able to meet the necessary and reasonable costs of the school trustees where it is in the MAT’s interest to do so. Few school trusts have financial resources of their own, but often a MAT will need the school trustees, as owners of the school site, to take some action. The resulting stalemate can hold schools back. The MAT will now be able to move things on by agreeing to meet the school trustees’ costs – for example, the costs of granting the necessary licences to permit capital works.

A possible pitfall lies in the requirement for new directors of the MAT and members of the local governing body of the church school to give an undertaking (a legally binding promise) to uphold the charitable object of the MAT. This means they promise to run the MAT for educational purposes, supporting the religious ethos of the church schools and the non-religious ethos of the community schools. Many church articles contain this already, and it’s fairly uncontroversial, particularly given all the other declarations and information now needed from new appointees because of charity law and the Academies Financial Handbook!

However, the new model says that those who do not give this undertaking are automatically disqualified from office. MATs adopting the new articles should therefore review the appointment documents for new directors and local governing board members of church schools to ensure they contain a suitable undertaking.



Opinion

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JAMES BROWNING

Head of digital platforms, RM Education

5 ways edtech could help flexible working



The Department for Education has promised a competition for innovative edtech solutions to promote part-time and flexible working. But how could this work? James Browning takes a look

At the end of last month the government published its long-awaited teacher recruitment and retention strategy, with Damian Hinds pledging that teacher workloads would be cut. This is good news for teachers – but implementing it will be far from straightforward.

More and more experienced teachers have been leaving the profession mid-career in recent years. In October last year the Education Support Partnership published its *Teacher Wellbeing Index 2018*, conducted with YouGov. It said that 57 per cent of teachers had considered leaving within the past two years because of health pressures – and they were leaving at the highest rates since records began. Anecdotal evidence suggests that many are signing up with supply agencies to try to achieve a better work-life balance. This move towards more agency staff is costly and an additional administration

load for schools. The solution is not an easy one, but I believe that technology has a massive part to play in addressing underlying barriers and, in turn, helping schools and individuals to embrace the type of flexible working that the education secretary is advocating. Five ways

and Google for Education have the potential to revolutionise the way schools communicate and collaborate, giving education providers the opportunity to remotely work on shared files and documents.

changes. One of our partners at RM – Assembly Analytics – provide innovative dashboards that combine key management information systems data with standardised assessment and finance data to give reliable benchmarks for schools and multi-academy trusts.

“ Intuitive tech is a critical aid to flexible working ”

in which I would propose edtech can help are:

- 1. Making all tech in schools easy to use and access** Intuitive tech is a critical aid to flexible working. Staff should be able to quickly access the applications they need in a secure and safe manner from any device and at any time, being as efficient as possible when doing so.
- 2. Communications, meetings and collaboration** The Department for Education cites “communications and meetings” as one of the top barriers to flexible working. Availability of “anywhere, anytime” tools such as Microsoft Office 365

3. Data at your fingertips This can make a real difference to flexible working. Having clear records of learning can enable job-sharing to become a reality, allowing teachers to pick up where colleagues have left off without a detrimental impact on student learning.

4. Optimising insights and actions Ofsted has suggested that building in periodic reviews of leadership is good practice – particularly in growing multi-academy trusts. It is key that technology helps leaders spend less time trawling through analysis and more time taking actions on things such as interventions and strategic

5. Recruitment Some schools have found that adopting a more agile approach to recruitment and letting technology do the hard work has produced significantly better results. I believe that such an approach could also encourage those who have left the profession to re-engage. New digital recruitment platforms offer easier access, better transparency and reduced costs for schools. This is a good example where technology can lessen the admin burden and enhance the possibilities around flexible working, without it being prohibitively expensive. Use of artificial intelligence tools and conversational interfaces are also helping to bring recruitment of supply teachers into the digital age.

Reviews

BOOK REVIEW



Designing a Prosocial Classroom

By Christi Bergin

Reviewed by: Louise Hamilton, deputy headteacher (secondary)

Publisher: W. W. Norton & Co

When educators discuss the management of behaviour in schools, they often seem to fall into one of two camps: those who favour a restorative approach and those who believe that a strict sanction-based system is the only solution. As a senior leader in a school that is currently redefining its behaviour system, and by extension, its school culture, I was intrigued to be asked to review this book and hoped that it would offer a fresh perspective.

Bergin, a research professor at the University of Missouri, defines "prosocial" as an antonym to "antisocial", as any behaviour that "supports the functioning of society" and that "benefits others or promotes harmonious relationships". In part one, she outlines a range of prosocial behaviours and discusses how these develop throughout a typical childhood and adolescence. She also discusses a wide range of evidence showing that prosocial students achieve better in school and are more popular with peers. Part two delves deeper into various aspects of a prosocial classroom, exploring the teaching of empathy and values, how to model and reinforce prosocial habits, how to establish positive teacher-student relationships, and how to create emotionally upbeat classrooms.

She makes a compelling case for introducing the prosocial approach within schools and other educational contexts. Although the strategies she describes are ones that I have always instinctively used as a teacher and

parent, it was interesting to find them formulated into a distinct approach, and to read about the extensive research base for their efficacy.

Her detailed explanations of the "principles of effective discipline" are accompanied by brief case studies that mirror typical classroom interactions; this enables readers to appreciate how the prosocial approach can be applied within their own school.

Although Bergin's views chime closely with my own, I would have reservations about following all of her recommendations within a school like my own. One strategy that concerns me is "persistent persuasion", which she describes as setting up a structure for negotiation between a student and his or her teacher.

Although I use this tactic successfully with my own children, 20 years of classroom experience tell me that while negotiation with students can indeed transform relationships for the better, it can also create a "lottery" culture in which centralised rules are interpreted differently by individual teachers. The end result can be a sense of injustice among the 95 per cent of students who do the right thing, day-in-day-out, and whose learning time can be compromised as the other 5 per cent try to bargain their way out of a sanction

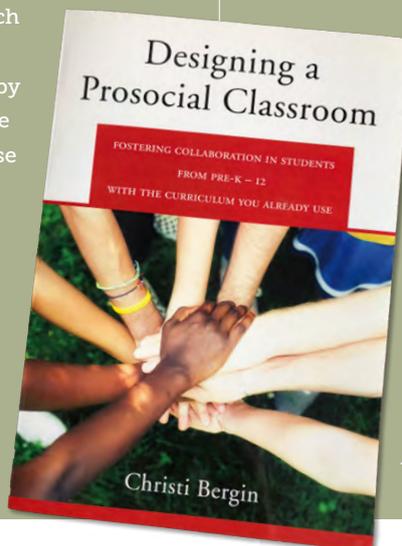
(eg, I'll go to Mr X's exit room but not Mr Y's. I'll do as Miss A says but I'm not doing it for Miss B).

In my experience, facilitating negotiation over the rules can be unsettling for students and teacher, and can encourage students to pick and choose their actions according to what individual teachers find acceptable. Most importantly, such a system does not prepare students for their future lives within a society governed by the rule of law.

All things considered, I enjoyed reading this book and would recommend it to anyone who wants to work on developing their own prosocial skill-set. As a text for parents, carers and those who work in small group and therapeutic contexts, it contains numerous evidence-based strategies that will certainly help to forge trusting relationships with young people.

Although these strategies are also highly applicable to teachers, I do feel that, to be effective, the prosocial approach needs to work hand-in-hand with a clear and consistent whole-school discipline system.

I now feel a greater sense of clarity over my own school's future direction in terms of behaviour: training teachers in how to create more prosocial classrooms is important, but does not negate the need for a rule-based system that provides clarity, consistency and parity for all students and their teachers.



Research

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

Getting the work-life balance right

Stuart Kime, director of education, Evidence Based Education

Developing students' self-regulatory abilities in school is under scrutiny. But what about occupational self-regulation for those working there? What are we doing about that?

In the 1980s, Stevan Hobfoll, a hospital doctor and Kent State University academic, worked up an idea called "conservation of resource" (COR) theory (Hobfoll, 1989). Dissatisfied with how stress was conceptualised and the seeming absence of attention paid to it by researchers, he sought to reframe stress in the context of personal resources (enthusiasm, dedication, energy, empathy and so on). At its heart, COR theory says that people "strive to retain, protect, and build resources" in their lives, and feel threatened by the loss (perceived and actual) of them. Subsequent research in occupational health psychology and stress indicate that "uncontrolled expenditure of personal resources in the work context can lead to the experience of stress and burnout" (Kunter et al, 2013).

COR theory provides a way of explaining how the personal resources of teachers and their experiences of stress are connected. When we repeatedly expend our valuable resources without appropriate replenishment, stress and burnout become increasingly likely. The theory suggests that, ideally, there is a balance between investing resource – especially in the professional context – and the protection/conservation of them. Sounds sensible, right? But if it's so sensible, why is it so hard to do in school?

The working lives of professionals in schools are characterised by giving. Often with seeming scant regard for the protection and conservation of personal resources, teachers, teaching assistants and school leaders give of their time, their enthusiasm, their



dedication, their desire simply to make things better for others. But it's when that giving is not kept in check by strong self-regulatory skills (of teachers and their leaders) that things can go awry. When we (and others) fail to manage our personal resources in the professional context of our jobs, research evidence suggests that there is a direct impact on retention in the profession (Rudow 1999) as well as on the quality of classroom practice (Maslach and Leiter, 1999).

The German researcher Uta Klusmann's work on occupational self-regulation led her to develop a typology of self-regulatory types based on work engagement and resilience:

- **The excessively ambitious** Teachers who are highly engaged with their work, but have low levels of resilience
- **The unambitious** Teachers who have high resilience but show low work engagement
- **The resigned** Teachers who are low on work engagement and resilience
- **The healthy-ambitious** Teachers who have high work engagement and resilience

Such "types" don't capture much of the nuance of being a teacher, but they help to start a conversation based in theory, one that might help put into words some of the daily experiences of those working in our schools.

While we need to understand more about teachers' engagement and resilience, it is clear to me that we must pay far greater attention to supporting and developing

professional self-regulatory skills in education. The ability of the healthy-ambitious type of teacher to budget personal resources in the professional context – to have strong occupational self-regulation – is something that should be addressed and developed throughout teachers' careers. We need resilient teachers and school leaders who have strong self-regulatory skills, and who are able to engage constructively with the myriad crazy professional challenges of working in schools, while simultaneously maintaining a sufficiently healthy distance from work to enable the conservation of resources (Klusmann et al, 2008).

Research on teacher health shows that many teachers are not able to cope successfully with the demands of the profession (Kunter et al, 2013) so we need effective, evidence-informed ways of helping them. We need to make teachers' occupational well-being a profession-wide obsession from early career to retirement.

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Maslach C, Leiter MP (1999) Teacher burnout: a research agenda. In: Vandenberghe R, Huberman MA (eds) *Understanding and preventing teacher burnout: a sourcebook of international research and practice*. Cambridge University Press, Cambridge, UK, pp 295–303

Rudow, B. (1999). *Stress and burnout in the teaching profession: European studies, issues, and research perspectives*.



Reviews



Our blog reviewer of the week is Debra Kidd, author and former teacher

@DEBRAKIDD

Questions to help you review your key stage 3 curriculum – one big history department

@Histassoc

Although this post focuses on key stage 3 curriculum design around history, there are some really useful pointers for anyone planning their ks3 curriculum in terms of the decision-making around what matters and what you're prepared to drop. Although the post asks the obvious starting question of "what do you want them to learn?" it doesn't stop here like some knowledge-rich models – it also asks teachers to consider diversity and representation and makes the critical point that while a good ks3 curriculum needs to build "towards" GCSE and A-level, it should never be "constrained" by that.

I never want it to happen to another child

@Banthebooths

This is a heartbreaking account from Jessica Timmis, the mother of a 12-year-old recently bereaved boy, about how isolation booths were used, in spite of his grief, to punish him for minor infractions of school rules (20 isolations punishments for wearing white socks). She speaks of how quickly the situation escalated to the

TOP BLOGS of the week



point that her son was left little choice but to be home-schooled. While I understand teachers saying that, sometimes, a pupil needs to be removed from class so that others can learn (and to keep the child concerned safe), it's clear in this account that there was a lack of care and empathy for a child going through a horrendous experience. It reminds us that kindness should be our top priority in school, for little learning goes on in the presence of high levels of the stress hormone, cortisol. It also reminds us how subtle the act of "off - rolling" can be when parents reach a point that their only choice for the mental health of their child is to remove them from school altogether.

First – an apology. Or rather – an apology

@OldGreyOwl1

Here is a new and mysterious voice on eduTwitter. I was sent this post after I asked for new material and it made me laugh out loud. It's a light-hearted read that includes some serious points about how the desire to make your mark can lead us to follow fads and fashions that we'll live to regret. As the author says, somewhat wearily, "A new Hippocratic oath is needed for education: Do No Harm".

Teacher mentoring – rising to the challenge of the early career framework

@DrRLofthouse

Professor Rachel Lofthouse is one of the country's leading experts on the coaching and mentoring of teachers and the founder of CollectiveEd at Leeds Beckett University, a coaching and mentoring hub. In this post, she sets out what makes for effective mentoring and the importance of having a clear sense of what works to build an effective and empowering relationship between mentor and mentee. If you're responsible for the career development of others (and that's not just in terms of mentoring new teachers, but also in terms of leadership roles), I'd definitely have a read.

The stakeholder problem

@621Carly

In the week that I resigned from teaching, I spent 15 hours trying to make a spreadsheet turn green as part of our half-termly data drops. I had put in the data honestly – we'd done a harder unit, the children had tried, but not done as well as they had in an easier unit, so I'd put in truthful marks. All hell broke loose. I was told, kindly, but firmly, that this was not progress and that if I were to insist on all that orange and red, I'd have to write an individual action plan for each brightly coloured child. I re-marked the work and made them all green. And resigned.

So when I read Carly Waterman's post on how data has become skewed to suit schools and accountability systems with little relevance for the children, there was a strong resonance with my own experience and, I suspect, with the experiences of others. She makes a strong case for professional trust and autonomy and for choosing to act in the interests of children. It sounds so obvious that it's extraordinary that this is still not the norm, but with voices like hers, I hope things will change.



DfE plans new Gatsby-style 'benchmarks' for character education

Andy Mellor, comment

At what point is the DfE going to leave the state education system to deal with what we already have with 10 per cent less funding?

When the education secretary talks about schools, does he mean all schools? Gatsby benchmarks apply to secondary education, so does this just apply to secondary? ... What does he mean by character education and is this going to be ideologically defined?

Please talk to the profession, Damian Hinds, before you create additional workload for schools.

Tom Burkard, comment

Appalling nonsense – yet another distraction from the heroic efforts made by so many schools and teachers to ensure that disadvantaged children leave primary school with decent literacy and numeracy skills.

The so-called "soft skills" are not something that can be taught – children develop character from example, not by being entertained.

The official evaluation of the last major effort to build "resilience" – New Labour's SEAL (social and emotional aspects of learning) programme found that it:

"... failed to impact significantly upon pupils' social and emotional skills, general mental health difficulties, prosocial behaviour or behaviour problems ... Analysis of school climate scores indicated significant reductions in pupils' trust and respect for teachers, liking for school, and feelings of classroom and school supportiveness during SEAL implementation."

@daviddidau

If Damian Hinds does put together a genuinely expert panel on this at least he'll discover it's an utter waste of time and resources.

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

@vickid1984

Interesting but a bit scary for the trust to do this so publicly. Need to ensure good frameworks and plans are sorted from start to finish

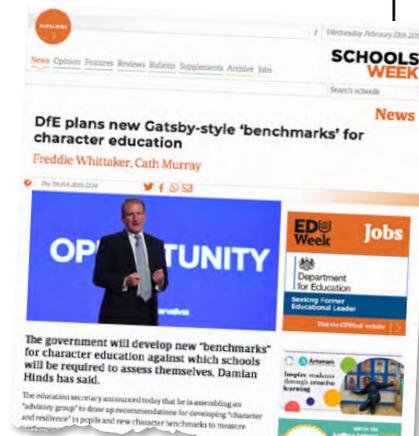
@johnstares45

This would have excluded many great teachers I have had the pleasure to work with over many years.

REPLY OF THE WEEK **Sam Strickland, @strickmaster**

DfE plans new Gatsby-style 'benchmarks' for character education

I thought there was a drive to reduce workload, to bolster retention, to avoid the ridiculous. I must have misunderstood the headlines. Character is already reflected in the Ofsted framework. It is part of a school's vision, values and ethos. What we do not, do not, do not need is another tickbox audit to measure something that cannot be measured. To create a false programme in schools that doesn't achieve what is hoped for because we think it ticks the box. Sadly, this will create an unnecessary mess in schools.



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

DfE took no action against schools that ignored new careers duty

Robert Halfon, Halfon4HarlowMP

Need for @educationgovuk to ensure that schools do everything possible to promote apprenticeships, skills and further education #loveFE so that all pupils have a chance to climb skills. #ladderofopportunity or #losttopportunity ?

Children's commissioner to publish home education figures for every school

Anne Brown

Students are being off-rolled, pre-emptively excluded (discouraged from applying to schools or schools find reasons why they can't meet needs) or illegally excluded, but can the problem be solved by increasing the monitoring of parents? Wouldn't it make more sense to stop the schools off-rolling and make SEN funding specific to the child/young person, rather than a notional figure that no one can find in the budget and evidence to the select committee round table on SEN makes clear that certain chains view as an easy way to plug shortfalls elsewhere?

As an involuntary home educator this feels like yet another kick in the teeth... So here's an alternative suggestion. If a placement fails, then parents can claim the balance of the funding the school has received to pay for Ofqual-registered online learning or Ofsted-registered tutors and then claim future annual funding at the same level via the Education and Skills Funding Agency who gives the education providers the money the school would have got. The local authorities get reports and see them regularly as a condition of going this route so they're happy, the child/young person is educated and safeguarded, and the school loses the funding rather than keeping it and losing the child/young person that it sees as a costly disruptive nuisance.

WEEK IN WESTMINSTER

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

MONDAY

Lord Baker, once Maggie Thatcher's education secretary, was on characteristic form this week when he appeared at an Edge Foundation event alongside Robert Halfon, the education committee chair.

While much of the focus since has been on Halfon's calls to scrap GCSEs (see page 14), Baker made some interesting comments.

The Tory peer described himself as the "author of GCSEs", which came into being during his time as education secretary in the late 1980s, before going on to say they were "redundant" and "should be quietly put to sleep".

He also accused the Department for Education of opposing "every reform since 1870", adding that the "only successful reform has been UTCs".

Sure they have (if you discount the number that have closed after failing to recruit enough pupils to be financial viable).

But as Jon Coles, ex-DfE staffer and education policy boffin, points out, GCSEs were invented by Sir Keith Joseph, Baker's predecessor, and the Department for Education certainly hasn't existed since 1870.

Talking of relics, grammar schools were back in the news this week as the government opened the floodgates to another round of applications to its generous selective school expansion fund.

Cue another round of awkward media interviews for Nick Gibb, the schools minister, who once insisted

there was "little demand" for grammar schools, but then got into government and left his opinions at the door.

TUESDAY

February 12 is Darwin day, and the DfE's social media team sprang into action, eagerly quoting the famous naturalist. "A man who dares to waste one hour of time has not discovered the value of life."

It wasn't long until someone pointed out that the DfE's record of piling additional administrative tasks, rule changes and initiatives on to schools made it unwise for it to tweet about time-wasting.

Remember, this is the organisation that last year published workload reduction materials for teachers on the first day of the summer holidays...

WEDNESDAY

Busy getting tutored for the 11-plus.

THURSDAY

Avid readers will remember our story from November about the anger of headteachers approached by The Parliamentary Review, a magazine associated with senior politicians, and asked to pay thousands of pounds to have their school featured in its pages.

It appears that not everybody shares the heads' enthusiasm for the exposure of this issue.

Week in Westminster has discovered that The Parliamentary Review's Wikipedia page has been repeatedly edited to remove references to our story – and others that raise questions about its practices

published in the Daily Mirror and The Times.

Luckily, diligent Wikipedia users have been restoring the links every time they are deleted (hurrah for community moderation), but whoever is taking them down, from IP addresses registered in west-central London, seems pretty committed too. (They're currently IN, after four attempts to wipe the history.)

The publication also appears to have paid to register as a news source with Google, meaning its own web content appears above critical articles in Google news searches. A victory for modern journalism!

But it begs the question: who could possibly want to go to so much trouble to protect the reputation of an organisation turning over more than £2 million a year?





Astrea Academy Trust
INSPIRING BEYOND MEASURE

Executive Director of People & Talent

ASTREA ACADEMY TRUST

Permanent. Full Time

Salary: Highly competitive for the right candidate

Location: South Yorkshire, Cambridgeshire or London

Astrea Academy Trust is in an exciting period of growth and development. To support our ambitions, we are creating a significant new Executive Board-level position – our first Executive Director of People and Talent. This role is crucial to the achievement of our educational and charitable aims.

The successful candidate will take full ownership of design and delivery of Astrea's People Strategy. In doing so they will provide strategic HR leadership and direction to enable the Trust to achieve its performance and outcome goals, whilst continuing to reinforce our positive and collaborative culture.

Reporting directly into the Chief Executive, but working collaboratively across all Astrea functions centrally and in our academies, the successful candidate's role will primarily include:

- Creating, implementing and managing a talent management strategy across the Trust
- Taking a lead in embedding our organisational culture – innovative approaches to reward and recognition, health and wellbeing, and working with Education colleagues to address key issues such as teacher workload
- Ownership of our aspiration to make Astrea an employer of choice by developing our recruitment brand and rolling out initiatives across the Trust that reflect modern career choices
- Delivering on the Trust's aspiration to 'grow its own', in particular through internal training and allocation of a pool of internal expert provision'
- Facilitating Astrea's evolution into a 'learning organisation' by leading on the Trust's CPD, Learning & Development and Leadership Development programmes
- Strategic oversight of all elements of HR support – case management, payroll, recruitment, supply deployment, clear policies - supported by a dedicated and experienced team of HR professionals

With demonstrable experience of innovation across all aspects of the employee lifecycle, particularly in an educational context, you will be able to manage multiple projects at pace and prioritise your workload to deliver both strategic and operational objectives. The ideal candidate will be flexible, have experience of developing positive relationships with key stakeholders and will have knowledge of professional development, and career pathways and progression in Education.

With 27 primary and secondary academies within the group across South Yorkshire and Cambridgeshire, responsible for around 14,000 pupils and 1800 dedicated colleagues, Astrea continues to grow and inspire beyond measure.

The Trust is committed to high quality professional development and career opportunities for all staff as we are passionate about cultivating our own talented workforce. At Astrea we believe that we can provide these unique roles by providing a huge opportunity to join a dynamic and rapidly expanding team.

We welcome applications from candidates who meet the criteria in the accompanying recruitment pack. Please visit our website at astreaacademytrust.org/vacancies for full details of this key role. To apply for the role, please complete an Astrea application form and email it to: recruitment@astreaacademytrust.org by the closing date below.

We look forward to welcoming you to our team. Join us and together we can inspire beyond measure.

Closing date: Friday 1st March 2019 at 12 noon

We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.



Head of Education and Youth

Salary: £44,152 - £54,918

Location: Field Based

YHA is a charity. We work with 500,000 children and young people a year through stays in our 150 hostels; adventure in our activity centres and through our leading work in volunteering, traineeships, apprenticeships and youth employment. We have a thriving schools programme and work with partners to support access for those children and families who have challenging lives.

An exciting opportunity has arisen to join our Strategy and Engagement Directorate as our **Head of Education and Youth**. This newly created role is part of YHA's investment in supporting more children and young people to benefit from YHA's unique offer.

We are looking for a strong communicator with specific experience and skills within the Education/Youth networks. Ideally a qualified Teacher or Youth worker with a good understanding of contemporary education and/or youth work evidence and practise (equivalent experience considered). As **Head of Education and Youth** you will work closely with all departments across YHA but particularly with our Head of Programmes and Partnerships to lead on the charity's educational programmes.

The **Head of Education and Youth** is a field-based role and we can offer an element of flexibility such as part time, flexible working and even job share considered. Your home location is not a concern to us, however, there will be a need for travel throughout the network (England and Wales) including the occasional overnight stay and a requirement to attend National Office in Matlock, Derbyshire at least once a week. The organisation makes good use of various communication opportunities such as conference calling to manage dispersed teams.

The Head of Education and Youth key role responsibilities will be:

- To develop the charity's education and youth work approach building on our 90 years of experience, our current excellent provision for over 500 000 children and young people a year and our aspirations as we form our 10 year strategy.
- To represent the charity in the youth work and education sector with a particular focus on understanding how YHA's approach can respond to the needs of all children and young people; particularly those who may have had adverse childhood experiences and/or those who are less likely to access the services that we offer.
- To increase reach and impact of our existing programmes but also developing new evidence informed programmes that respond to need and make best use of our assets.

- To work closely with Volunteering and HR functions to design the 'YHA Academy' an approach to how we use YHA's volunteering, staff, traineeships, apprenticeships and staff opportunities to build the skills and life chances for young people who could benefit the most.
- To take the lead on our youth engagement work including considering how user voice is influential in all aspects of YHA's work.
- To Work with Evaluation and Impact Manager to support the development of evaluation and impact tools and reviewing resulting data.
- To work with Fundraising Function to develop successful fundraising approaches

The ideal candidate for the role of Head of Education and Youth will have:

- Experience of programme development
- Experience in supporting young people's engagement in governance, service design and service delivery
- An understanding of how to support broader access to services with a particular view to expanding reach of YHA's services to a) more young people b) more young people who traditionally have not access residentials, outdoor learning and other YHA opportunities c) more young people who have experienced adverse childhood experiences
- Experience of evaluating impact of education and/or youth work
- Connections into education and youth work networks
- Experience of working with Fundraising functions to support successful fundraising bids
- Evidence of Project and budget management
- Previous staff management experience - particularly managing through matrix structures where management may be discharged through project management rather than direct line management

What can we offer in return for your expertise as Head of Education and Youth?

- Car or Car Allowance (where annual mileage will consist of 10,000 miles or more)
- Generous holiday entitlement - 29 days + Bank Holidays.
- Auto enrolment into the YHA Pension Scheme.
- BUPA Healthcare Cash Plan
- 'Reward Me' incentive scheme for purchases with many retailers including Holiday, Insurance and much more
- YHA Membership, which gives hostel discount
- 10 Free Hostel stays per year (this is for leisure not business trips)

Do you have what it takes to drive our Education and Youth goals?

For a full Job Description please email: dawnholden@yha.org.uk

APPLY TODAY via YHA Jobs Website:

<https://jobsearch.yha.org.uk/yhauk/Search/Vacancy/all/1/3211816>

Closing Date: 15th March 2019



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)

**The Totteridge Academy**

The best in everyone™

Part of United Learning



VACANCIES

About The Totteridge Academy

The Totteridge Academy is a secondary school in North London with 535 students in Years 7-11 and a new 6th form opening in 2020. We provide a high quality education in a safe, caring, and focused environment. We teach skills and knowledge, enabling our students to become responsible, well-rounded citizens, equipped with the tools to make effective choices for their futures. We pride ourselves on our inclusive environment with a rich and nurturing culture. We celebrate our differences whilst standing together as a united learning community.

Our aim is to be the most improved school in London in the next 3 years. After a significant jump in GCSE results over the past two years, we are looking to continue this upward trend. Our school philosophy of kaizen (continuous improvement) enables our students and staff to aim high at all times so that every individual can attain his or her best. We celebrate and are proud of the achievements of all of our students, valuing individuality and nurturing happy, confident, and hard-working young people.

We have high expectations at The Totteridge Academy and reject the view that success in life is pre-determined or that our talents are fixed. We improve through practice; calm, focused classrooms led by knowledgeable, passionate teachers.

At The Totteridge Academy we believe that the best teachers and leaders are continuously striving to improve. We are committed to developing our people and, as part of the largest group of academies and independent schools in the country, we offer unrivalled professional development and career progression.

This is an exciting time to join The Totteridge Academy; if you share our high expectations and are passionate about making a difference then we look forward to receiving your application.

OUR CURRENT VACANCIES

Middle Leaders

Director of Sixth form
Head of Geography

Teaching roles

Teacher of English
Teacher of Maths
Teacher of Science

NQT Posts

NQTs All Subjects

FOR FURTHER DETAILS PLEASE VISIT

<https://www.thetotteridgeacademy.org.uk/join>

If you have any questions about this role then please contact **Julie-Ann O'Malley**, HR/Office Manager by email:
julie-ann.omalley@tta.org.uk



Head Teacher

Required for September 2019

Following the retirement of our outstanding Head Teacher, The Mount School is looking for a Head Teacher who can continue to build upon the excellence within our school. The Mount School is a small independent preparatory school (currently 106 students on roll), set in the leafy suburb of Edgerton in north Huddersfield. The school caters for children aged 3 – 11 years with a maximum class size of twenty students in each year group. We are looking for a Head Teacher who:

- > Has the skills and vision to inspire and build on the school's outstanding achievements
- > Is dynamic and strives for excellence
- > Is committed to providing fantastic learning experiences and who is kind, fun, considerate and caring

- > Has passion for teaching and encouraging the best from children and colleagues
- > Has a track record of outstanding leadership in a school and has experience of strategic planning and development
- > Relishes the opportunities for collaboration, support and challenge
- > Is committed to all aspects of safeguarding
- > Has strong interpersonal and communication skills

Visits are welcomed and will be available on **Wednesday 27th and Thursday 28th February** at 10:00am and 2:00pm each day.

The deadline for applications is **Friday 8th March** with interviews to be held between **Monday 18th and Wednesday 20th March 2019**.

To arrange a visit to the school, and an application pack, or for more information, please contact Mrs Piliu on **01484 426 432** or email susan.piliu@themount.org.uk.

All posts are subject to an enhanced DBS check. Proof of eligibility to work in the UK will be required.



AREA EDUCATION MANAGER – WEST AREA EDUCATION MANAGER – NORTH SALARY £40,000 - £45,000

Our mission is to prepare and inspire young people for the fast-changing world of work and we are helping to deliver the Government's Careers Strategy, which sets an ambitious target for all secondary schools and colleges to meet all 8 Gatsby Benchmarks of good career guidance by 2020.

Our Area Education Managers are critical in developing and implementing support from The Careers & Enterprise Company across England. You will ensure the successful delivery of the Education Engagement strategy in your region, building strong understanding of the needs of schools and colleges. You will be the face of the Company's Education Team on the ground and act as the voice of the region within the wider Education Team and company.

We are looking for a strong relationship manager who has experience of Careers Leadership in schools and/or colleges and who is able to manage multiple projects.

To apply visit <https://www.careersandenterprise.co.uk/about-us/join-the-team/current-vacancies>

For more information, please see the full job description below. To apply, please submit your CV and a covering letter (no more than 2 sides of A4) to hr@careersandenterprise.co.uk



Southwark Diocesan Board of Education Multi-Academy Trust Developing Church of England Education

Finance & Operations Business Partner Salary £45-50k

The Southwark Diocesan Board of Education Multi-Academy Trust, based at London Bridge, is seeking to appoint an experienced individual to support schools across the Trust with their financial and operational responsibilities.

When a school becomes an Academy, many of the systems, structures and processes they are familiar with change. This role is an exciting opportunity designed to support our schools with the changes associated with Academy status and the ongoing support they may require including, training, developing staff and sharing best practice.

This post would be suitable for someone who has proven experience as a Business Manager within the education sector and who can support and develop staff across a number of schools and encourage new ways of working

Prospective candidates are invited to contact Thomas Scrace, HR Business Partner, (thomas.scrace@southwark.anglican.org)

Closing date: 12 noon Monday 4th March 2019

Interview: Friday 8th March 2019

Do you have an

EXTRAORDINARY colleague?

2019 Pearson National Teaching Award Categories include:-

- The Award for Digital Innovator of the Year, supported by **Google** for Education
- The Award for Excellence in Special Needs Education
- The Award for Lifetime Achievement
- The Award for Outstanding New Teacher of the Year

"I feel it has given our school a real opportunity to reflect on the other ways we should more regularly praise the fantastic work of staff. Times like this are so important for staff well-being and the feeling of being valued within the profession is wonderful."

Gold Winner - Outstanding New Teacher of the Year



Enter them today for a 2019 Pearson National Teaching Award

To give **YOUR** school and your amazing colleagues a chance to receive a prestigious national award simply go to **www.teachingawards.com/enter** to complete the form online and submit it by **10 March 2019**.

Make someone's day – enter them today!



A great way to show appreciation across your school is by getting involved in our **#ThankaTeacher** campaign. It's free and open to everyone.

Encourage pupils, staff and parents to say "thank you" to an amazing teacher and we'll send them a lovely card through the post.

You can also choose to progress any Thank You's received - **by 17th Feb 2019** - by entering the teacher for an award. Simply go to **www.teachingawards.com/thankyou**

 [@TeachingAwards](https://twitter.com/TeachingAwards)  [TheTeachingAwards](https://www.facebook.com/TheTeachingAwards) [#thankateacher](https://www.facebook.com/TheTeachingAwards)

 [The Pearson Teaching Awards](https://www.youtube.com/ThePearsonTeachingAwards) www.teachingawards.com