

SCHOOLS WEEK

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

EBacc and T-levels are 'move in wrong direction'



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Growing trusts sweep up new free schools



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The Ofsted 'outstanding' clampdown



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Internal strife revealed as union boss quits



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Trust refuses spending questions because it can't access old finance records



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DfE chief: We'll be 'trustworthy' on stats

- Jonathan Slater assures watchdog he'll make funding figures more accessible
- Perm sec promises DfE will become 'trustworthy communicator of statistics'
- Intervention comes after fifth slapdown for department's dodgy data use

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Editor's top picks



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The Simons sketch: 'Phasing Out Private Schools'



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Slater promises DfE will be 'trustworthy' on school funding figures

FREDDIE WHITTAKER

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The Department for Education's most senior civil servant has pledged to build its reputation as "a trustworthy communicator of statistics" – after multiple high-profile slap-downs from the stats watchdog.

Jonathan Slater, the permanent secretary to the DfE, has written to the UK Statistics Authority to promise action to make information provided by the government on funding "more easy to navigate".

The government has repeatedly come under fire for its claims about school funding.

Schools Week revealed last week how senior government ministers, including the prime minister, continue to claim that "more money than ever before" is going to schools, despite the claim being widely discredited as misleading.

Just last month, the DfE was ordered by the UKSA to publish a "comprehensive set" of official figures on school funding in its fifth rebuke of the department in 18 months.

The UKSA urged the department to focus on "not just whether the statements correctly



Jonathan Slater

quote the statistics, but also whether, in the context, the use being made of them is liable to mislead".

In response, Slater said yesterday he was "committed to ensuring we build the department's reputation as a trustworthy communicator of statistics".

Slater acknowledged the facts on school funding "are complex", and said the debate around the issue could be "impassioned", but

claimed that the DfE was heeding the UKSA's advice to look at better ways to present information.

He said: "I agree with you that there is more we can do to bring that wide range of information into one place and to help users navigate this complex landscape, as well as to consider the potential for additional information where this would be helpful.

"We have recently published a 'contents page' for school funding streams on our website and are considering what more we can do in this area. My officials will continue to work with your team as we develop our plans."

School leaders have gradually lost trust and patience with the government over its repeated rejections of school funding concerns.

A survey of more than 1,900 headteachers, commissioned by campaign group Worth Less?, found that 99.2 per cent of heads did not trust what the DfE had to say about school budgets.

In March, 7,000 headteachers sent letters home with pupils accusing the DfE of refusing to face up to the impact of real-terms cuts.

According to the Institute for Fiscal Studies, school funding fell by 8 per cent in real terms between 2009-10 and 2017-18

A third of 'outstanding' schools drop at least two grades

KATHRYN SNOWDON

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The proportion of 'outstanding' schools holding on to their top grade has halved as Ofsted clamps down on underperforming exempt schools.

Almost one-third of previously 'outstanding' schools inspected since last September have also dropped to 'requires improvement' or 'inadequate'.

The figures, published yesterday by the watchdog, have prompted renewed calls from Amanda Spielman, the chief inspector of schools, for the exemption to be lifted.

Since 2012, 'outstanding' schools are usually exempt from routine inspection, but Ofsted can go in if it has concerns about their performance or safeguarding processes.

That means there is an expectation that those exempt schools being inspected will get worse grades.

But chief inspector Amanda Spielman said the findings should "set alarm bells ringing".

"The fact that outstanding schools are largely exempt from inspection leaves us with real gaps in our knowledge about the quality of education and safeguarding in these schools.

"Some of them have not been inspected for over a decade, and when our inspectors go back in, they sometimes find standards have significantly declined."

She added the exemption needs to be lifted to ensure the 'outstanding' grade remains "properly meaningful, and a genuine beacon of excellence".

Data covering the period from September to the end of March shows that 305 previously 'outstanding' primary and secondary schools were inspected – more than double the 150 visited the year before.

Ninety-one of the 305 previously 'outstanding' schools inspected since last September have dropped to 'requires improvement' or 'inadequate' (30 per cent), compared to 45 of the 150 inspected last year (also 30 per cent).

But only 49 of the 305 (16 per cent) 'outstanding' schools kept their grade, compared with 49 of 150 (33 per cent) inspected during the previous academic

year.

Ofsted said the drop could be down to more exempt primaries being visited this year, as they are more likely than secondaries to lose their 'outstanding' rating.

Some 78 per cent of the exempt outstanding schools inspected in 2018-19 were primary schools, compared to 68 per cent in 2017-18.

But the Department for Education rebuffed Ofsted's calls to ditch the exemption – stating that the drop in top-rated schools after inspection shows the system is actually working.

"Ofsted inspects outstanding schools where specific concerns have been raised, so while 70 per cent of those schools reinspected are good or outstanding, it is only to be expected that in some of these cases schools will have declined, and this shows that its risk-assessment approach is working."

Schools minister Nick Gibb told Ofsted in December to review the triggers that cause it to inspect exempt schools, and to up its inspection of 'outstanding' schools this year to 10 per cent.

New free schools raise eyebrows at speed of expansion

PIPPA ALLEN-KINROSS

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INVESTIGATES

A chunk of the new 22 free schools given government approval today will open in academy trusts that have expanded rapidly over recent years – despite previous cautions over quick growth.

The Department for Education received 124 applications for the 13th wave of its free school programme, but less than 18 per cent of these were given the green light.

Almost one-third (seven) of the trusts opening new schools have 10 or more schools already. *Schools Week* analysis of the successful trusts has found many have grown rapidly since September 2017 and already have free schools in the pipeline.

Sector leaders have repeatedly urged caution over trusts expanding too quickly. A report from Ambition School Leadership last year found academy trusts must pause as they grow or risk struggling to improve schools sustainably.

Ofsted has also warned that expanding too quickly can lead to poor performance, while multiple trusts have been placed on a “pause list” by the DfE to limit growth.

John Taylor MAT has 12 academies, eight of which joined since September 2017. It has one primary school in the pipeline and another approved in this wave.

Star Academies has 25 schools, eight of which have joined the trust since September 2017. It has two secondary



schools and a primary school in the pipeline, and has now been approved to open another secondary school.

Shireland Collegiate Academy Trust has been approved to open the Shireland CBSO School, a mainstream secondary that will focus on music education and be run in conjunction with the City of Birmingham Symphony Orchestra. Three of the trust's four schools have joined since September 2017, and it has another five primary schools in the pipeline.

All the approved free schools are founded by established academy trusts – suggesting none of the applications are from parent groups.

There are also no university technical colleges or studio schools approved, but there is a 16-19 specialist college called BOA Stage and Screen Production that will open in Birmingham.

The DfE said the new schools are focused on areas with low educational performance and “insufficient capacity to improve”, as well as those areas that have not yet had free schools and have a need for new school places.

Eighteen of the 22 new schools will be targeted in the lowest performing local authorities as identified by the DfE's “achieving excellence areas” methodology, which takes into account factors including access to good schools, attainment and progress data and academy sponsor coverage in the area.

However, when compared with the Education Policy Institute's ranking of academy trusts and local authorities, released last year, some of the worst performing areas appear to have missed out.

Three of the worst performing councils at key stage 4, Nottingham, Newcastle and Barnsley, stand to gain new secondary schools, but fellow low-performers Southend-on-Sea, Solihull, Derby and Walsall will not.

The worst performers at key stage 2 – Bedford, Poole, Rutland, West Sussex and Northamptonshire – have not received new primary schools, but higher achieving Staffordshire, Nottingham and Derby have.

Education secretary Damian Hinds said the new schools would ensure that “young people – often in the most disadvantaged areas of the country – can benefit from a great free school opening in their area”.

PIPPA ALLEN-KINROSS | @PIPPA_AK

First-choice school places drop as applications hit 12-year high

The proportion of pupils getting their first choice offers for both primary and secondary schools fell this year, as the number of applications for a secondary school soared to their highest level in 12 years.

According to government figures, published yesterday, just 80.9 per cent of parents received an offer for their first preference secondary school, down from 82.1 per cent last year. Meanwhile, primary school first preference offers fell from 91 per cent to 90.6 per cent.

Although the number of secondary school

applications rose by 3.7 per cent this year, applications for a primary school place were “virtually unchanged”.

Analysis by the Education Policy Institute found around one-in-20 pupils were offered a school place at a school they didn't even apply to.

But the government pointed to data showing 97.5 per cent of offers were for a pupil's top three choices at primary school, and 93 per cent at secondary school – despite a rise of over 20,000 applications at secondary level this year alone.

Schools minister Nick Gibb said that “despite rising pupil numbers...the vast majority of parents sending their children to school in September received one of their top three preferences of either primary or secondary school”.

The fall in first preference offers at secondary school continues a downward trend since 2013-14, when 86.7 per cent received their first choice. However, this is the first drop in first preference primary offers since data was first collected in 2014-15.

News

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Government gets tough on schools shortening weeks

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The Department for Education (DfE) has been accused of having a “lack of understanding” of the financial pressures schools are facing after lambasting heads for shortening school weeks.

The DfE said last week that it was “unacceptable” for schools to reduce their weeks after Fulbourn Primary School, in Cambridgeshire, announced the move to make “significant savings in a tough financial climate”.

The department’s response suggests ministers are now taking a much tougher tone on schools that are looking to close early.

Analysis from *Schools Week* in March found that at least 26 schools, most of them in Birmingham, have made, or are considering, changes to their timetable in order to cut costs.

At the time, the department said any changes to the school day need to be “reasonable”, with parents “adequately consulted”.

But the department said last week: “The structure of the school day should never be the cause of inconvenience to parents and carers, and it is unacceptable for schools to shorten their school week when it is not a direct action to support and enhance their pupils’ education.”

When asked if the new approach meant the department would take action against such schools, a spokesperson said they had nothing further to add.

Andrew Morris, assistant general secretary of the National Education Union (NEU), said: “What is unacceptable is that DfE funding cuts are putting headteachers in a position where they feel they have no choice but to take this kind of decision.”

Fulbourn Primary will close at 1.30pm instead of 3.30pm on Wednesday afternoons from September, meaning children will be in school for 32.5 hours, rather than 34.5 hours.

In a letter to parents, the school said that Wednesday had been selected because most staff and all teachers work that day “and as a result,

early closure... creates the greatest savings for the school”.

Staff would use the Wednesday afternoons for lesson planning, preparation and assessment (PPA), meaning the school reduces costs by not having to pay support staff to cover teachers’ PPA time on other days.

Pupils will only have a 45-minute reduction in teaching over the week as the school intends to “regain one of the hours by removing afternoon play”.

A study by the UCL Institute of Education last month found breaktimes have been reduced by an average of 45 minutes per week for key stage 1 pupils since the mid-1990s.

The school said on-site childcare will be provided for parents who need it, but that this will be “chargeable”.

The school told parents it has to make £60,000 additional savings next year.

The government states that staffing typically comprises 75 to 80 per cent of a mainstream school’s expenditure.

Fulbourn spends 85 per cent of its budget on staffing. Government guidance states that staffing spend of over 80 per cent of total income is “considered high”.

But Geoff Barton, general secretary of the Association of School and College Leaders (ASCL), said schools “decide to close early because they are struggling to make ends meet and only after much soul-searching... It is an unsustainable situation and the DfE’s response shows a lack of understanding about the pressures under which schools are operating.”

In England, local authority-maintained schools must be open for at least 380 sessions, which amounts to 190 days, during the school year. Academies, including free schools, set their own term dates and school day.

The government said funding for schools in Cambridgeshire has increased by 3.5 per cent per pupil, compared to 2017-18. The Institute for Fiscal Studies found total school spending per pupil has fallen by eight per cent in real terms since 2010.

NFER: Time to tackle flexible working barriers

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School leaders need to tackle the barriers stopping middle and senior staff from flexible working, researchers have said, as figures show that about one in six secondary school teachers would like to reduce their hours.

The National Foundation for Educational Research’s (NFER) Part-time Teaching and Flexible Working in Secondary Schools report, released today, found that around one in 12 teachers would like to reduce their hours by more than one day a week.

One-fifth of full-time secondary teachers who leave the profession take up part-time work.

Carole Willis, NFER chief executive, said: “Taking a more proactive and positive approach to offering part-time and flexible working opportunities could help school leaders to retain the expertise of teachers rather than losing them permanently from the state sector.”

NFER said the main barriers to flexible working are the “rigidity” of the school timetable and requirements for teachers to be on-site for lesson planning time.

Government should share examples of successful flexible working to address this, the report stated.

Education secretary Damian Hinds has said the teaching profession “can’t afford” to continue to have fewer flexible working options compared to other sectors.

But there are concerns that more part-time opportunities would only add to the teacher shortage.

A Teacher Tapp survey found 40 per cent of teachers would reduce their hours. If those teachers reduced their hours by just one day a week, around 40,000 additional teachers would be needed to cover the shortfall.

Excluding those who said they cannot afford to reduce their hours, NFER found 36 per cent of secondary teachers would like to work part-time – compared to the 19 per cent who currently do so.

But nearly one-third of the teachers who wanted to work fewer hours, and could afford to do so, said they hadn’t made a formal request because they suspected that it wouldn’t be agreed.

One in ten teachers were also concerned about the impact that working part-time would have on their future career progression.

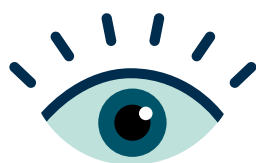
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Conservative leadership race



Gove sides with heads in LGBT battle

FREDDIE WHITTAKER

@FCDWHITTAKER

Conservative leadership hopeful Michael Gove has pledged to draw the fire away from heads in the dispute about whether schools should teach lessons on LGBT relationships if he becomes prime minister.

But he has stopped short of proposing changes to the government's new guidance on relationships and sex education, which already sets out a government expectation that LGBT issues be taught to pupils.

All of the leadership candidates released statements this week showing their plans and policies for LGBT rights.

It comes as protesters were banned for a second time from demonstrating outside Anderton Park Primary School in Birmingham in response to the school's programme of equality education.

Gove said he would be "clear" that the direction to teach LGBT relationships had come from Whitehall. He added: "In doing so we will send a clear message that any protests or disagreement should be directed at the government, not individual headteachers on the front line."

The government has come under fire for its continued insistence that it is up to heads when to teach LGBT issues, which has led to accusations that ministers are simply passing the buck, on dealing with a sensitive issue, to school leaders.

Boris Johnson was revealed yesterday as

the front runner for the leadership after he topped the first ballot.

On schools, he said: "We must ensure that every young person feels safe and we should not allow the authority of teachers to be undermined by parents who unreasonably take their children out of school."

Jeremy Hunt, who came second in the ballot, didn't specifically mention schools.

While Dominic Raab, who came fourth, said he was proud that his government had introduced mandatory relationship and sex education, adding: "Teaching children about respect for others is a crucial part of any education."

Gove, who came third in the ballot, said the protests outside schools were "unacceptable and must stop".

"While parents can and should have a right to withdraw their children from sex education, that does not apply to the wider curriculum," he insisted.

Gove's comments are a far cry from those made by some candidates earlier in the race. Esther McVey and Andrea Leadsom, who were both knocked out of the contest in the first round of voting yesterday, had both backed parents in the row.

Meanwhile, school funding continued to be a huge issue in the campaign, with candidates Hunt and Sajid Javid both making vague pledges to increase education spending if they become prime minister. Neither campaign responded to *Schools Week's* request for further details of their commitments.

Crossing the line? Gove banned 4 teachers for coke use

At least four teachers were banned from the profession for being caught with cocaine during Michael Gove's tenure as education secretary.

The Conservative leadership contender was criticised after it emerged he took cocaine while working as a journalist 20 years ago.

Analysis of teacher misconduct hearings by *Schools Week* found that during Gove's tenure, at least eight teachers were banned for drug-related offences.

Four of these included offences relating to cocaine, and three of the four teachers were banned from the profession for life. Decisions to ban teachers are made by somebody acting on behalf of the secretary of state.

Asked on Monday why his admission shouldn't bar him from becoming PM when teachers can be disqualified for possessing the drug, Gove said: "If someone had said that before they entered teaching they made mistakes, that would be no bar".

It has been pointed out that rules concerning class-A drugs leading to a potential teaching ban were in place before Gove joined the department in 2010.

Michael Younghusband was banned from the profession in July 2014 after being convicted of possessing cocaine with intent to supply. The geography and maths teacher was jailed after being caught out carrying a £30,000 cocaine deal.

The other three teachers banned for being caught with cocaine also had other offences on their records. Two further cases involved teachers being caught with drugs other than cocaine, with a further two relating to the production of drugs.

Another teacher, Tamsin Connolly, was spared a teaching ban in November 2013 for using class A and B drugs because she was of good character and had showed regret and insight into the matter.

Online records for misconduct hearing outcomes were only available from May 2012. This means that the true number of banned teachers during Gove's tenure, 2010 to 2014, is likely to be higher.

Mark Leahy, director of Parents and Teachers for Excellence lobby group, said if Gove's cocaine use occurred before he entered parliament, "I don't think we can attack him for rules that say practising teachers shouldn't take hard drugs".

Hinds goes for Gove

Damian Hinds has backed Michael Gove in the Conservative leadership race, claiming his predecessor has the "mix of abilities" to deliver Brexit and construct a "compelling domestic agenda".

The education secretary became the fifth cabinet member to endorse a candidate for the leadership last Friday when he threw his weight behind Gove, whose reforms to the education system have continued in earnest during Hinds' tenure.

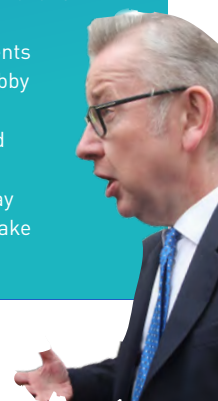
Fellow education ministers Nick Gibb and Anne Milton also gave Gove their backing. Nadhim

Zahawi, the children's minister, is backing Dominic Raab.

"The next prime minister has to do two sets of things," Hinds told the *The Times*.

"First: deliver Brexit, craft our new relationship with Europe and set our place in the wider world. Second: construct a compelling domestic agenda for the whole UK that spreads opportunity, grows wages and continues the improvement of our public services.

"Michael Gove has the mix of abilities to do both."



Trusts must keep UTC ethos (and pay fees)

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The government has committed to ensuring academy trusts uphold the “ethos” of the university technical colleges they take on, including paying a licence fee for running them.

In a memorandum of understanding with the Baker Dearing Educational Trust, which supports UTCs, the Department for Education has formally agreed that it will expect academy trusts to pay Baker Dearing the £5,000 licence for running a UTC.

The memorandum has prompted cautions to academy trusts to ensure that taking on a UTC is in the trust’s “best interests” and has led to accusations that the DfE is desperately “propping up” the programme.

The document states that trusts taking on a technical education provider, which recruit from age 14, must “understand and support the particular ethos of the UTC, and be committed to safeguarding this”, including ensuring representatives from its employer and university sponsor form the majority on the UTC’s local governing body.

Academy trusts that cannot support this may be allowed to take on the school, but will not be able to call it a UTC.

Last year, the UTC programme’s architect Lord Baker warned the providers could be “watered down” if they joined an academy trust. But in March, Baker and academies minister Lord Agnew wrote to UTCs urging them to join trusts.

Kevin Courtney, joint general secretary of the National Education Union, accused the government and Baker Dearing of “trying to save face” by “propping up” the UTC programme.

He also accused Lord Baker of being “able to exploit his connections to secure an agreement that safeguards the influence of the trust that bears his name”.

But he warned: “The idea that MATs, with their own inherent problems and instabilities, can ride to the rescue of struggling UTCs is extremely unlikely to work.”

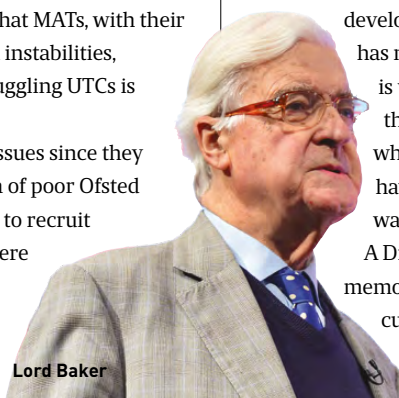
UTCs have been beset by issues since they launched in 2010, with a run of poor Ofsted grades and many struggling to recruit adequate pupil numbers. There are currently 50 open UTCs, 20 of which are in academy trusts.

Kevin Gilmartin, post-16 and colleges specialist at the Association of School and College Leaders, said the memorandum was a “flexible and sensible approach”, but warned the government must “learn important lessons about the need to ensure that new provision is sustainable in the first place.”

Baker Dearing created and owns the UTC brand, model and its trademarks. UTCs must pay the trust £5,000 a year, and in return it provides support to new and existing providers.

A spokesperson for Baker Dearing said the memorandum marked the ways in which it and the DfE would “cooperate to ensure the continuing success of the UTC programme”.

“Baker Dearing’s role as licensor has been developing over recent years but has now come to a place where it is well understood by the UTCs themselves and the DfE. This is why the DfE and Baker Dearing have decided to codify it in this way.”
A DfE spokesperson said: “The memorandum formalised our current working arrangements in respect of UTCs.”



Lord Baker

PIPPA ALLEN-KINROSS | @PIPPA_AK

UTC charity paid £7k for Lord Baker’s personal secretary

EXCLUSIVE

The Baker Dearing Educational Trust spent nearly £7,000 funding a personal secretary for UTC architect Lord Baker, while raising more than £270,000 in licence fees paid by the institutions.

Accounts published last month, for the 2017-18 year, also show that Baker Dearing, which supports the UTC programme, relies heavily on donations from a range of charities with links to other peers and the trust itself.

The accounts show that once a week, Baker received “secretarial support” provided by Baker Dearing “for his personal administrative matters”, amounting to £6,952 a year.

In the 2017-18, Baker Dearing made £272,000 from the £5,000 license fee that every UTC must pay.

In the same period, six UTCs received

bailouts from the government totalling almost £1 million, while nearly every UTC had to hand funding back to the government after overestimating pupil numbers the year before.

Baker Dearing received over £1.7 million from donations last year. That includes £400,000 from the Gatsby Charitable Foundation, £300,000 from the Garfield Weston Foundation, £150,000 from the Peter Cundhill Foundation, £100,000 from the Michael Bishop Foundation and £667,250 from the Edge Foundation – £511,250 in cash and in-kind support amounting to £156,000 with the shared use of Edge’s premises and staff.

The accounts note that Baker, Lord Andrew Adonis and Sir Kevin Satchwell were trustees of both The Edge Foundation and Baker Dearing during the year.

The Gatsby Foundation was set up by

Lord Sainsbury of Turville and the Michael Bishop Foundation by Michael Bishop, Baron Glendonbrook. The Garfield Weston Foundation is also a donor to the New Schools Network and Knowledge Schools Foundation Trust, both of which were formerly led by Toby Young.

A spokesperson for Baker Dearing said fundraising has been carried out for the trust since 2010, and trustees consider Baker’s secretarial support to be “an appropriate use of the charity’s funds”.

A spokesperson for the Department for Education said Baker Dearing is independent from the DfE and can choose how to spend its funds.

The trust also paid its outgoing chief executive, Charles Parker, a salary of between £140,000 and £149,999 last year.

News: academies

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EXCLUSIVE



MAT loses access to spending records after finance system switch

PIPPA ALLEN-KINROSS

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An academy trust appears to have lost access to financial data from longer than two years ago after changing its management systems.

A director at the University of Wolverhampton Multi Academy Trust told *Schools Week* the trust no longer has a license to access its previous financial system, and so could not fully respond to a Freedom of Information request about spending from September 2014 because it no longer held the data.

A spokesperson for UWMAT later insisted the trust has "full understanding" of its spend, but refused to answer whether they could access the information.

Company law states that companies must keep certain documents for up to six years, such as purchase and sales invoices and petty cash records.

A spokesperson for HM Revenue & Customs said companies should inform them as soon as possible if financial records are lost, stolen or destroyed, and are advised to "recreate" details of them.

Kevin Courtney, joint general secretary of the National Education Union, said it was "deeply worrying and incredible" that UWMAT, created in 2012, was not able to answer questions about its financial arrangements prior to September 2017.

"The Department for Education needs to take urgent action in this case, and with it, make a clear signal to trusts that transparency is not just an opt-in but an absolute requirement."

Academy trusts are facing growing financial scrutiny. In January, the Public Accounts Committee recommended trusts publish more information in their accounts, including

school-level data, and increase transparency at all levels. Schools Week has also previously reported on confusion about what happens to the documents of an academy trust once it has closed down, and how long these must be kept for.

But a spokesperson for UWMAT insisted: "We have a full understanding of all spend in our schools, both current and historical, and hold ourselves accountable for this spend."

They added that the move to a new financial system allowed the trust to "automatically generate data on its schools in real time".

"We have always been transparent about our finances and work closely with our colleagues at the ESFA."

The DfE would not comment specifically on UWMAT, but said it would "investigate to make sure there is compliance" if any information is received about "allegations of poor financial management".

Matthew Clements-Wheeler, trustee and fellow of the Institute of School Business Leadership, said that any organisation that changes its finance software faces issues with "legacy data". He added that it was unlikely anyone would put themselves through the "nightmare" of changing systems just to "avoid scrutiny".

He added that UWMAT should have "raw data", such as monthly management reports, internal reports, papers for committees and invoices.

"The trust is being honest. They've changed their systems, they don't have access to data as it's non-retrievable. They don't sound like they've been negligent in doing that."

UWMAT, formerly called Education Central, was told to "urgently" improve its schools by Ofsted in 2017 after half were rated less than good. Last year it top-sliced £376,000 from an academy with a £1 million deficit.

Former academies minister faces accusation of cronyism

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Former academies minister Lord Nash has been accused of "threatening to allow" an academy trust to "become financially unviable" unless it appointed his former business associate as chair.

Steve Munby, former chief executive of CfBT Schools Trust, which sponsors CST Academy Trust, has revealed the tale in his new book, accusing Nash of "abusing his position".

In the book, entitled *Imperfect Leadership*, Munby talks about his time heading up the sponsor of CST, while it was under government scrutiny of its school performance and finances.

Munby said how CST, where he was also chair, was warned that a poorly performing but financially strong school would be rebrokered unless it improved, leaving the trust "bankrupt".

In June 2015, Nash sent a "rather threatening" letter setting out how to avoid the rebrokerage.

It included 13 conditions, one of which was to make Nash's former business colleague David Whittaker – a former investment director at Nash's private equity firm Sovereign Capital – chair of CST.

Another condition was to appoint Whittaker and another Nash-approved candidate as members of the trust – meaning the original sponsor would be a minority member.

"I was deeply shocked. The minister was threatening to allow CST to become financially unviable unless David Whittaker was put in as chair of the board and unless CfBT were no longer the main sponsor," Munby wrote.

"In my opinion, this was an example of a minister abusing his position and going further than he had a right to do."

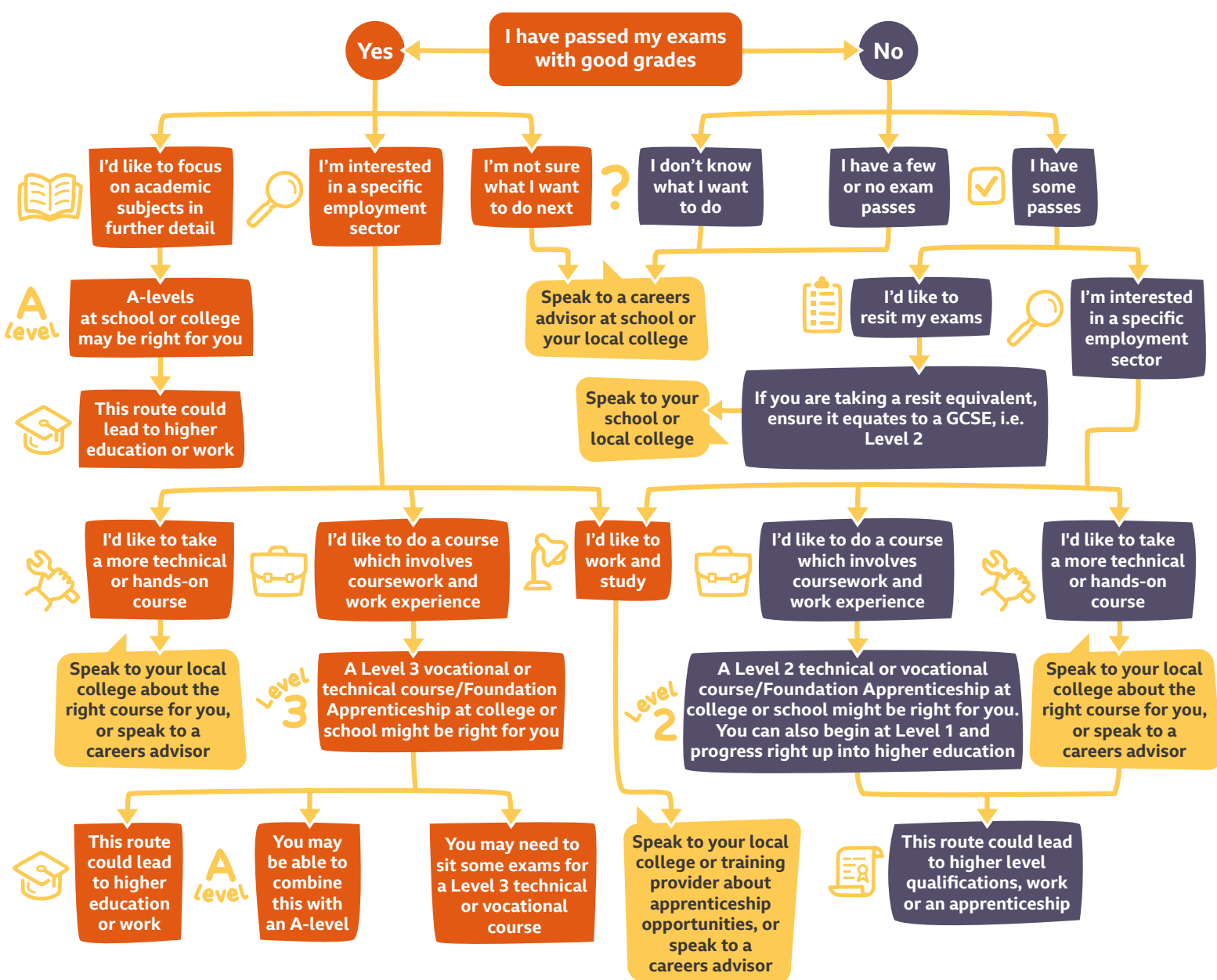
The CfBT board refused to insert Whittaker as chair of CST, and the school remained with the trust.

However, Nash did insist that Munby stand down as chair of CST. Munby highlighted that Nash was chair of the Future Academies trust and its sponsor, Future, at the time.

But Munby said he now felt Nash was "right to encourage me to stand down". The former academies minister told *Schools Week* he was "delighted" to hear that. He added Whittaker volunteered for the role "out of the kindness of his heart to help the academy movement pro bono and I have no doubt that he could have been of considerable assistance to CST".

Whittaker said he was only prepared to be involved if appointed chair.

What's next for your students?



News: NASUWT

Union boss quits amid internal strife

FREDDIE WHITTAKER

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EXCLUSIVE

Three senior national officials at one of the country's largest teaching unions have been serving lengthy suspensions following disputes with the organisation's top team, Schools Week can reveal.

In one case, a senior staffer at NASUWT has been off work for more than a year and a half, while two others were suspended around a year ago.

The disclosure comes as Chris Keates prepares to stand down as general secretary of the the Birmingham-based union after 15 years at the helm.

Her decision follows months of turmoil for the union, which has faced repeated and sustained industrial action by its own staff over changes to their pensions and a series of internal disputes over the way it is run.

It also follows the revelation in an employment tribunal earlier this year that Richard Harris, a former regional officer and GMB rep, was suspended for almost a year before he was finally dismissed in late 2018. The NASUWT was ordered to reinstate him in January.

Multiple sources within the union have now come forward to speak of a "culture of fear", in which those who disagree with the leadership have found themselves



disciplined and even suspended.

Schools Week reported in January that the NASUWT had been forced to reinstate Harris after an employment tribunal found it was "likely" he had been dismissed for whistleblowing.

The NASUWT fired Harris last October after he accused Keates of lying, wasting

police time and "acting like a despot".

It has now emerged that three other employees were suspended over the past two years.

One senior official was removed in autumn 2017 and remains on suspension

Continued on next page

FREDDIE WHITTAKER | @FCDWHITTAKER

No election has been called to replace Keates

The NASUWT faces questions about its failure to call an election for a new general secretary before Chris Keates's term came to an end.

In an email to staff announcing her resignation, Keates said a timetable for an election would be published "after the July executive meeting", and announced she would continue in her role in the interim.

However, according to law, Keates's five-year term has already come to an end.

The 1992 Trade Union and Labour Relations (Consolidation) Act states that unions must re-elect executive members, presidents and

general secretaries every five years. There is no provision in the 1992 act for general secretaries to serve in an interim capacity.

NASUWT's own rules require the union to give branches advance notice of an election so they can nominate candidates, but to date it has not done so.

The exact date of Keates's last re-election in 2014 is unclear because she was unopposed and therefore no election was held. However, her coronation was announced in the media on June 3, meaning her term would technically have come to an end on or before that date this year.

Schools Week understands the union has been warned by members and officials since last year that it needed to call an election, but failed to do so.

The union did not respond to requests for comment.



News: NASUWT

pending a hearing. *Schools Week* understands they were suspended after making a complaint about the union's leadership.

Two more officials were suspended last summer and their suspensions are both believed to be in relation to the same dispute.

Shah Qureshi, head of employment and professional discipline at law firm Irwin Mitchell, said that while there is "no strict time limit" on suspensions, it was "highly unusual for someone to be suspended for as long as a year and a half".

"If something like this went to an employment tribunal, it would be looked at in terms of what a reasonable employer would do, and one and a half years is certainly not reasonable," he told *Schools Week*.

Although the law on suspensions is vague, guidance provided by the Advisory, Conciliation and Arbitration Service (Acas) states that a suspension "should be kept as brief as possible and regularly reviewed to ensure it is still necessary".

During suspensions, employees "will usually still be expected to be contactable during normal working hours and available to attend any meetings and/or interviews that are necessary concerning the investigation", the guidance states.

They must also request annual leave if they want to go on holiday.

However, suspended employees are unable to go to an employment tribunal



"One and a half years is certainly not reasonable"

unless they are actually dismissed, meaning their ability to challenge long suspensions is limited.

In total, *Schools Week* spoke with five officials from the union who all reported concerns that dissent and valid complaints about the inner workings of the union were being met with disciplinary action.

Schools Week put the specific allegations to the NASUWT. A spokesperson said: "It appears that *Schools Week* has been provided with information about internal matters within the NASUWT which is at best misleading and at worst inaccurate.

"In these circumstances it would be inappropriate for the NASUWT to respond to any of the issues raised."

Keates wrote to union staff on Monday to announce she will not seek re-election to her role, adding her decision to stand down had been a difficult one.

"I have had a lifetime of being involved with this great union, 15 of them as its general secretary," she said.

"However, I do feel the time is right for the NASUWT to have a general secretary to take the union forward into the next chapter in its history.

"I will, of course, want to say much more to you all at a future date but until that time I look forward to us continuing to work together in the interests of our members."

Keates has served as general secretary of NASUWT since 2004. She was previously its deputy and assistant general secretary and a teacher in Birmingham.

FREDDIE WHITTAKER | @FCDWHITTAKER

No let-up in pensions dispute

NASUWT union staff have vowed to continue with industrial action over pension changes, despite the impending change of leadership at the union.

Staff at the organisation belonging to the GMB union have been locked in a bitter dispute over proposed changes to pensions, which will see staff pay more into their pensions, but get less out once they retire.

Staff took three days of strike action last year in response to the changes and have also been working to rule in protest.

In an email to members, the GMB said the

announcement of Chris Keates's impending departure as general secretary "does not alter anything in respect of why the GMB are in dispute with the NASUWT".

"We need to take the strike action on Friday July 5 to remind the national executive of the NASUWT that we are still in dispute and that we are still not accepting the vastly inferior pension we have had forced on us."

NASUWT was accused of hypocrisy after it used a law it opposed to initially block further

strikes by GMB members.

Under the 2016 trade union act, unions wanting to base industrial action on a ballot more than six months old now have to get agreement from the employer.

The NASUWT refused to allow an extension of last year's ballot to nine months, despite having campaigned against the 2016 act, and having previously relied on old ballots for industrial action by its own members.



News: RSE

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Show 'united front' against LGBT teaching, Jewish schools told

FREDDIE WHITTAKER

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Ministers have been accused of leaving "loopholes" in new relationships and sex education guidance after it emerged some Jewish schools were advised by lawyers to show a "united front" to prevent the teaching of LGBT issues.

The new guidance, finalised last month, states that schools are "expected" to teach LGBT content as part of compulsory relationships education, though it is up to heads to decide when it is "age-appropriate" to do so.

The requirement is opposed by the orthodox Charedi community, which says teaching about LGBT relationships would conflict with its religious beliefs.

The Charedim's objections are along similar lines to those expressed by members of the Muslim community in Birmingham, who have been involved in a bitter dispute with some schools regarding LGBT relationships education for months.

New legal advice issued to Charedi activists

Shraga Stern and Asher Gratt by law firm Asserson states that if faced with a "unified approach" from Charedi schools that refuse to teach LGBT content but are "otherwise compliant" with the independent school standards, it may be "politically unattractive" for the government to take action.

The advice, seen by Schools Week, states: "The recent noisy demonstrations in Birmingham may well also weaken the government's desire to press this issue head-on. The more uniform and widespread the approach taken, the better chance there is of the government taking a less aggressive approach and reaching a resolution amicably."

Under the new RSE curriculum, schools must be able to give "good reasons" for departing from content set out in the guidance. They must also teach pupils to respect members of the LGBT community in order to meet the government's independent school standards and get a clean bill of health from Ofsted.

Stephen Evans, chief executive of the National Secular Society, accused the government of leaving "loopholes" in its guidance, and urged Ofsted to "ensure that independent school

standards are consistently applied to all schools across the independent sector".

He also said the government should issue a statement "making clear that all schools will be required to provide LGBT-inclusive RSE".

"For the sake of a quiet life, the government appears to have gifted religious authorities running schools an opportunity to evade expectations that are placed on all other schools," he said.

Stern told Schools Week: "It must be clearly understood that under no circumstances whatever will the Charedi Jewish community teach sex education in their schools.

"If necessary, we will home-school and/or leave the country. Secularists need to understand that religion is a protected characteristic and that religious parents have rights as well as obligations.

"It's become clear to me that this dispute is not fundamentally about alternative lifestyles, but is grounded in attempts by secularists to foist atheism upon us. That is never – repeat, never – going to happen."

The Department for Education and Ofsted were approached for comment.

High Court rules exclusion zone should remain in place

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Birmingham City Council has secured a second injunction to prevent protests outside Anderton Park Primary School against its teaching on LGBT relationships.

An exclusion zone will now be in place around the school until there is a full hearing on the matter in late July, following a ruling by the High Court. The full legal hearing is due to go ahead from July 22 to July 31.

Protests outside the school started more than two months ago. The protesters object to the school's commitment to teaching about equality, including same-sex relationships, claiming it conflicts



Protesters outside Anderton Park Primary School

with their Muslim faith.

However, presiding over the case on Monday, Mr Justice Warby QC told the High Court in Birmingham that it is "likely the claimant [city council] will establish at trial some of the protesting has gone beyond lawful limits and strayed into harassing, alarming or distressing conduct, through its persistence, timing and context".

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Speed read

Twenty years of school reform hasn't made much difference, report finds

The Better Schools For All? report, by UCL and the National Institute of Economic and Social Research (NIESR), examined the role that schools play in pupils' education. *Schools Week* has the key findings.

1 Difference in attending 'good' or 'bad' school is 'relatively small'

The study tracked pupil academic attainment at school since the early 2000s.

The proportion of variance in pupil attainment accounted for by schools was found to be largely unchanged during the period (at around 10 per cent) despite the "huge overhaul" of state-funded schools (ie the introduction of academies and free schools).

Researchers concluded that schools "do not account for as much of the variance in pupil attainment as some parents and policymakers seem to think", adding "attending a 'good' secondary school only adds a small amount more value than attending a 'bad' secondary school".

The study highlights the importance of parents' involvement in their child's education, as well as investment in early-years education.



2 State schools better at training staff than private schools

The study found that human resource management (HRM) is deployed more effectively in state schools than it is in private schools, "suggesting that the policy of private 'sponsorship' of state schools to encourage the transfer of best practice is misplaced".

Compared to other workplaces, schools tend to use fewer incentives, targets and records HRM practices, but more employee participation methods.

Researchers found HRM was linked to improvements in schools' financial performance and labour productivity, but does little to tackle teacher turnover, nor is it associated with higher pupil attainment.

A £200,000 government fund aims to create more partnerships between private and state schools, as well as universities.

But the report stated this approach "seems ill-conceived: if anything, state schools make more and better use of HRM practices than their private counterparts".



3 Performance-related pay for teachers 'ineffective'

Increased use of performance-related pay and performance monitoring, which do improve workplace performance elsewhere in the economy, are ineffective in schools, the study found.

These findings "raise concerns about the government's hope that greater use of performance pay for teachers will bring about improvements in school performance," the report said.

Higher pay, although linked to improved job satisfaction and lower job-related anxiety, was not linked to organisational commitment among school staff, suggesting "pecuniary rewards may be of limited value in engendering commitment in an environment where employees are 'mission orientated'."



4 More middle leaders linked to better grades – but not in MATs

Academies tended to have a higher number of teachers in middle leadership, with "some indication" schools increased the size of these teams after converting.

Schools with more middle leaders "tended" to be rated more highly by Ofsted in terms of leadership and management.

More middle leaders in single academy trusts was positively associated with school performance.

However, there was "no significant relationship" for schools in MATs.

There was also "no compelling evidence" found that school performance changes when a new headteacher enters a school, although effects may only become apparent over a longer period of time.



5 Teachers are more committed than other workers

School employees report a greater organisational commitment than other employees, and that higher organisational commitment is associated with better school performance.

School employees also expressed greater job satisfaction and job contentment than employees in other workplaces.

"Although it is commonly thought that teachers and other school staff suffer particularly acute levels of job-related stress and anxiety, our study suggests they are not exceptional in this regard."



Academies promote quicker, but have higher drop-out rates

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Teachers in the largest academy trusts are promoted on average three years earlier than their peers in LA-maintained schools, but they're also more likely to quit the profession, new research has found.

A study by the Ambition Institute and the Education Policy Institute found that teachers in so-called "system leader" academy trusts, those with 12,000 or more pupils, gained promotion to senior leadership at an average age of 35, while those in LA schools had to wait until they were 38.

But although the largest trusts employ "high proportions of new entrants to the profession", they also have the highest rate of teacher drop-out, a finding that has prompted calls for the academies system to better look after its staff to address turnover.

Melanie Renowden, Ambition's interim chief executive, said improving teaching and school leadership is "the best way to make sure every pupil gets a great education".

"Every governing board, CEO and headteacher needs to prioritise taking care of their teachers and leaders. The evidence on exit rates shows that we cannot afford not to do so."

The research found that the proportion of classroom teachers in place in 2015 who had left the state-funded education sector by 2016 was 18.7 per cent in system leader trusts and 16.1 per cent in "national trusts" of 5,000 to 12,000 pupils.

It was just 14.7 per cent in "established trusts", those with 1,200 to 5,000 teachers and 14.6 per cent in LA-maintained schools.

The report stated that school-centred initial teacher training programmes across trusts may explain some of the difference in entry, but not all of it.

But Michael Pain, chief executive of Forum Strategy, urged caution over drawing firm conclusions from data that is now three years old, adding that "the sector has learnt a lot and matured a lot in that time... I suspect turnover rates in larger trusts, for example, are lower now".

The report recommended that trusts support upward progression by offering promotion opportunities across their schools, and develop specialist expertise by moving staff to roles at the same level in other schools.

Figure 5: Relative likelihood (odds ratio with national average) of a classroom teacher being promoted between 2015 and 2016

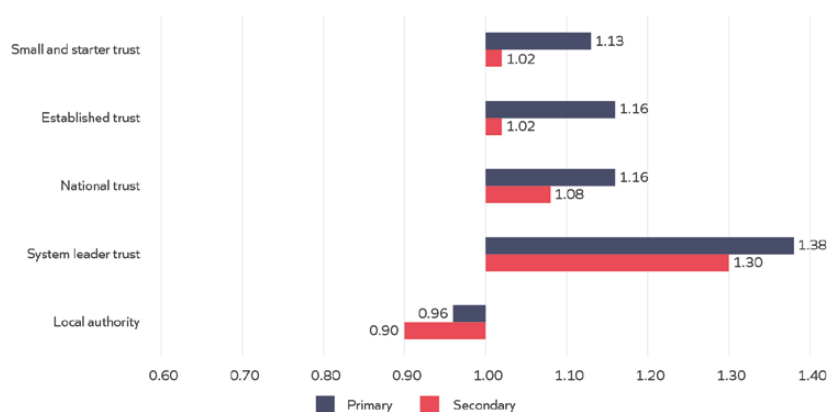
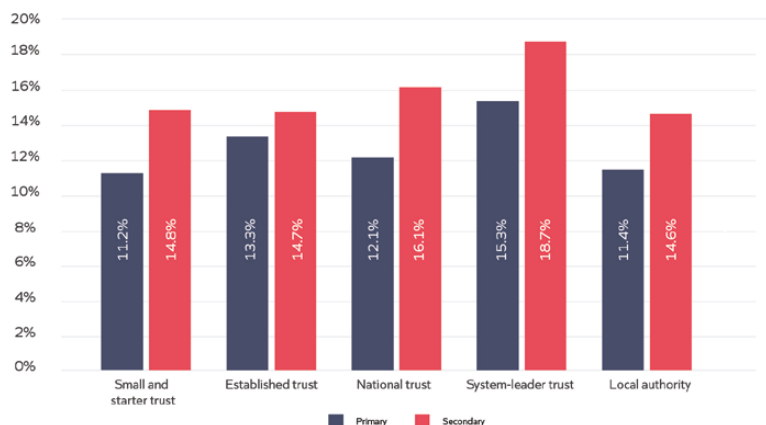


Figure 4: The percentage of classroom teachers in 2015 who had left the state-funded sector by 2016



Trusts should also prioritise their working culture, supporting schools which allow teachers to focus on teaching and learning by reducing workload, and should create an "attractive development offer" by asking for feedback from

staff on the support they want, the report said.

Barriers to development should also be reduced, the report recommended. Trusts can "minimise the direct and indirect costs of development to staff to make it more accessible". Chains should also manage talent by matching "talented staff to areas of strategic need across the trust".

Jon Andrews, the EPI's deputy head of research, said it was "clear that multi-academy trusts have an important role to play in developing teachers from the beginning of their careers".

"The favourable structure of multi-academy trusts means that there are opportunities for them to drive improvements in the retention and progression of teachers. Trusts should now look to capitalise on this potential, and contribute positively to workforce outcomes in the sector as a whole".



Melanie Renowden

Celebrating the Queen's birthday honours



Educators on the 2019 honours list

KNIGHTS BACHELOR

JONATHAN ANDREW COLES, chief executive, United Learning. For services to education.

COMPANIONS OF THE ORDER OF THE BATH

ANDREW JOHN MCCULLY, OBE, director general, early years and schools group, Department for Education. For services to education.

COMMANDERS OF THE ORDER OF THE BRITISH EMPIRE (CBE)

BARNABY JOHN LENON, chair, Independent Schools Council and chair of governors, London Academy of Excellence. For services to education.

REBECCA MEREDITH, chief executive officer, Transform Trust, East Midlands and Humber. For services to education.

OFFICERS OF THE ORDER OF THE BRITISH EMPIRE (OBE)

DR JENNIFER BLUNDEN, chief executive officer, Truro and Penwith Academy Trust. For services to education.

JANICE ELIZABETH CAHILL for services to the education of vulnerable young learners and child and adolescent mental health in Stockport.

AMARJIT KAUR CHEEMA, chief executive officer, Perry Hall Multi-Academy Trust. For services to education in the West Midlands.

SAJID GULZAR, chief executive officer, Prince Albert Community Trust. For services to education.

CATHERINE MARY THERESE HUGHES, lately principal, St Bede's Catholic College, Bristol. For services to education.

JANE CAROL LEES, lately chair, Sex Education Forum Advisory Group. For services to education.

RICHARD ANTHONY LUDLOW, chief executive officer, Ebor Academy Trust, York. For services to education.

JEANNETTE MACKINNEY, chief executive officer, Hales Valley Trust. For services to education.

PROFESSOR LEE ELLIOT MAJOR, lately chief executive officer, Sutton Trust and trustee, Education Endowment Foundation. For services to social mobility.

LINDA DAWN ROSE, accountability team leader, inspections and accountability quality team, Department for Education. For services to education.

CHRISTINE WAIN, headteacher, Pallister Park Primary School. For services to education.

MEMBERS OF THE ORDER OF THE BRITISH EMPIRE (MBE)

YASEMIN ALLSOP, for services to education and children and families from disadvantaged backgrounds.

JANIS MARGARET BURDIN, headteacher, Moss Side Community Primary School, Leyland, Lancashire. For services to education.

JULIE ANN DYER, for services to young people with special educational needs.

GILLIAN ELAINE EDGE-EVANS, for services to education.

SPYROS PETROS ELIA, chair of governors, Brindishe Federation, London Borough of Lewisham. For services to education.

FIONA HAMILTON-FAIRLEY, chief executive officer, Kids Cookery School. For services to children with special educational needs and disabilities.

ANDREW RICHARD HANSON, co-ordinator of Science Ambassadors, National Physical Laboratory. For services to STEM education.

GILLIAN RUTH HARRIS, for services to libraries in education.

MARCUS DAVID HAYES, for services to education and law in Cheshire.

JASPAUL KAUR HILL, headteacher, Mayfield Primary School. For services to education.

DAVID ROBIN LEE, founder, Wilds Lodge School, Empingham, Oakham. For services to children with special educational needs and disabilities.

ELAINE LILLEY, lately chief executive, Lincolnshire and Rutland Education Business Partnership. For services to improving links between education and business.

FRANCES LYSYJ, lately headteacher, St Thomas of Canterbury RC Bolton Primary. For services to education.

MARK MARTIN, for services to education, technology and diversity in UK technology.

GEORGIOS MELINIOTIS, physics teacher, the Meridian School, Royston, Hertfordshire. For services to education.

FRANK WILLIAM NORRIS, director, Co-operative Academies Trust. For services to education.

CHRISTINE MARGARET PICKERSGILL, teacher, Colyton Grammar School. For services to education.

PETER HOWARD RANSOM, for voluntary service to mathematics education.

RACHAEL ROSS, founder, Portsmouth Down Syndrome Association. For services to education and Down Syndrome.

KATHERINE JANE RYAN, headteacher, Matthew Arnold School. For services to education.

SARABJIT KAUR SAHOTA, for services to education.

MARGARET LESLEY SCOTT, lately teacher, Forest Lodge Primary School. For services to education.

IAN CHRISTOPHER NORMAN SEATON, lately chairman, board of governors, City of London School. For services to education and training in London.

MATTHEW CLIFFORD SMITH, business manager, Sheringham Woodfields School and founder and trustee, North Walsham Play. For services to children with special education needs and disabilities.

NARENDRA KANTILAL SOLANKI, chair, multi-academy trust, St Simon and St Jude's Primary School, Bolton. For services to education.

MARGARET MARY WOODHOUSE, for services to education across Greater Manchester.

WENDY YIANNI, for services to education and the community in the London Borough of Brent.

MEDALLISTS OF THE ORDER OF THE BRITISH EMPIRE (BEM)

PAULINE ELIZABETH BYLES, associate head, Dr Triplett's C of E Primary School. For services to education and the community in London.

MARY WINIFRED LAMBERT, school governor, Broad Heath Primary School. For services to education.

RHIANON KATHERINE LAWRENCE, chair of governors, Curzon C of E Combined School, Buckinghamshire. For services to education.

WILLIAM HENDERSON MOORE, for services to people with special educational needs in Ellesmere Port.

PAMELA JANE POWELL, chair of governors, Chapel St Leonards Primary School, Grantham Additional Needs Fellowship and Woodlands Academy, Spilsby, Lincolnshire. For services to education

EMMA SLATER, head of music, West Lodge School, Kent. For services to education.

Celebrating the Queen's Honours List



Long-serving staff and academy chiefs clean up in 2019 honours

SCHOOLS WEEK REPORTERS

@SCHOOLSWEEK

A retired teacher who worked for 50 years at the same school was among this year's Queen's Birthday Honours recipients, in what turned out to be a bumper year for the academies sector.

Maggie Scott, 72, who received an MBE for services to education, moved from Yorkshire to Leicester in 1968 to join Forest Lodge Primary School, now Forest Lodge Academy.

Just 21 years old at the time, she would go on to have such a varied career at the school that she never want to teach anywhere else.

"There's just no point in leaving if you're happy," Scott told Schools Week. "I never wanted to leave because it was just such a wonderful school."

Scott was one of 48 people included in the Queen's Birthday Honours last week for their services to schools.

"Originally I didn't want to go into education, I wanted to go into art, but my parents said, 'You will be a teacher', so I came into it not wanting to do it.

"Maybe if it was a different school I wouldn't have stayed for so long, but the area is just wonderful and the children are unique. It's a wonderful place with wonderful staff. Everybody is friends and we just supported each other."

"I'm just an ordinary person. I still can't believe it," she added.

Longest-serving head gets OBE

Catherine Hughes, who was the longest-serving headteacher in Bristol when she retired in the summer of 2017, after 22 years at the helm of St Bede's Catholic College, will receive the OBE.

Hughes said she "loved" her time as a teacher, and is supportive in the changes in accountability that had been introduced during her career.

"When I started out nobody really got a good deal from a state school education. You were just lucky if you got a good teacher. But I would say when I left, accountability was so acute and education had become much better quality in state schools."

Academy bosses scoop one-fifth of honours

Jon Coles, the chief executive of United Learning, is to be knighted, while eight other academy



Richard Ludlow



Jon Coles



Emma Slater



Catherine Hughes



Amarjit Cheema



Jenny Blunden



Jane Lees

trust leaders will be honoured.

CEOs made up almost one-fifth of school-related honours. Last year, they comprised just 6 per cent.

Coles said it had been an "honour and a privilege to have had the opportunities I have had to contribute to the work of schools, teachers and the wider education system, working alongside some wonderful people".

Amarjit Cheema, chief executive of the Perry Hall multi-academy trust, and Dr Jenny Blunden, chief executive of the Truro and Penwith Academy Trust, will both receive the OBE.

"When I was in school, I was not always given the encouragement and support I needed," said Cheema. "For this reason, it has always been a real passion of mine to make a difference to these children, to build their confidence and to fully prepare them for their future lives."

Blunden, whose trust runs 28 small schools in rural parts of Cornwall, receiving a glowing report from Ofsted earlier this year, said: "It's been a really good year. We can actually say we are working very hard to make a MAT work with lots of small schools."

OBE for sex education charity chair

Jane Lees, the chair of the Sex Education Forum,

has been honoured for her work, with an OBE just months after the government confirmed its historic plan to make the subject compulsory in all schools.

She said: "Not only does it mark my 50th year working in the field of sex and relationships education (RSE) but it is also the point at which every child's and young person's right to quality RSE has not only been recognised but becomes the law."

Barnaby Lenon, the chair of the Independent Schools Council, will receive the CBE, and Lee Elliot Major, former chief executive of the Sutton Trust, will get the OBE.

Lenon, who also chairs the governing board at the London Academy of Excellence, told Schools Week that the honour recognised the "great work" of the ISC team, and "reflects the achievements of the staff of the LAE in Newham, which in such a short time has become one of the most successful state schools in the country".

Now professor of social mobility at Exeter University, Major said: "Coming from a background where I flunked my A-levels and

left school, it shows that you can turn your life around. That's why social mobility is a professional and personal passion."



Lee Elliot Major



Barnaby Lenon

EDITORIAL

DO YOU HAVE A STORY?
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We'll hold Slater to account for stats pledge

The Department for Education and its ministers have bad form on using dodgy stats.

School leaders are fed up of it.

As journalists we're fed-up of getting the same old lines from the department ('record levels of funding', '1.9 million more children in good or outstanding schools').

Surely civil servants must be fed up of pushing the same old debunked and misleading lines, too.

So we welcome the promise this week from DfE boss Jonathan Slater to clean up his department's act.

He's pledged to build his department's reputation as "a trustworthy communicator of statistics".

Encouraging words. But that's all they are at the minute.

And that's why we've put them on the front page - as a reminder to the sector of the promise he's now laid down.

Here's hoping it's the first step to the department also now rebuilding the trust it's lost from heads.

Free schools - the start of the end?

This week's free school announcement seems to have confirmed the programme has lost its momentum and is being slowly scaled back.

Just 22 free schools were approved in the 13th wave of the flagship policy.

The programme has had funding stripped away to make up for extra money in the overall education funding pot.

That meant this wave has instead focused on providing schools in certain areas that combine growing populations with low outcomes and opportunity.

Our analysis this week has also found a few more significant shifts: not a single university technical college has been approved. Just one was approved in the last round, too.

All of the schools approved today will also be run by established academy trusts - no more parent or community groups.

The shift to a targeted approach which can deliver potentially transformative schools in the areas that need them the most seems sensible, but the future doesn't look promising.

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LISTINGS CORRECT AS AT 23.05.2019 - SUBJECT TO CHANGE

The school leading on careers education

St Peter's Catholic Voluntary Academy, Middlesbrough

JESS STAUFENBERG

@STAUFENBERGJ

Zahida Hammond, headteacher at St Peter's Catholic Voluntary Academy, an 11-16 school in Middlesbrough, looks bewildered when I tell her how many schools seemingly don't have good careers advice.

There are eight separate careers criteria, called the Gatsby Benchmarks, and just 1.5 per cent of schools and colleges meet all of them.

"It's about having a concerted drive," she says. "It's about having a dedicated leadership and a dedicated person who advocates it and keeps it on everyone's radar."

The benchmarks, which range from having a stable careers programme to understanding the job market, "are not particularly difficult".

And Hammond knows what "difficult" looks like. She joined the school in 2016 just before it was placed in special measures, and bust a gut for its new grade, published this week. St Peter's is now "requires improvement" with "good" leadership; English and maths results are improving, and the school joined the Nicholas Postgate Catholic Academy Trust this year.

Nearly two thirds of its students are on eligible for free school meals, way above the national average of 12 per cent, in a local authority that ranks fourth highest for adult unemployment in Britain.

Amid the flurry of urgent activity needed to turn around a school, many heads might have cut the careers advisor. Not Hammond, whose first move was to hand Jacqui Hutchinson, originally the data officer, careers to concentrate on.

The role was re-named "Entitlement Officer" – cementing its status as non-negotiable – and the results speak for themselves.

Previously 11 per cent of pupils were not in education, training or employment after they left school, and now that figure is zero per cent.



Pupils at the Middlesbrough school with Hutchinson and Hammond

"Everyone knows they've got to talk about employability"

The school is one of the few in the country that scores 100 per cent in all eight Gatsby Benchmarks, and the Careers & Enterprise Company (CEC), the government-funded organisation that supports careers advice, wants Hutchinson to present a workshop next week.

To top it off, Ofsted notes among the school's strengths: "Pupils benefit from good-quality curriculum provision that extends beyond the normal subjects in school. This includes good advice about future careers."

The careers success is intriguing at St Peter's – showing what can be achieved even in the toughest of circumstances – but is part of a wider pattern across the Tees Valley, the region of the North East encompassing Middlesbrough, Darlington, Hartlepool, Redcar and Cleveland and Stockton-on-Tees.

At 4.6 per cent, the Tees Valley has the

highest proportion of schools meeting all Gatsby Benchmarks, according to the CEC.

Under the government's careers strategy, launched in 2017, all schools are expected to start using the benchmarks and to meet them by 2020.

I ask Hutchinson why Tees Valley is leading the way.

"As a region, it's tough, in terms of unemployment, access to a high economic future, and trying to change that culture. We know if we don't do this..." She trails off.

The road outside the school gates says what she does not. There are about five boarded-up shops and a deserted pub. "This isn't the nice bit of Middlesbrough," says my taxi driver.

The school may also perform well because it has no sixth form. In November, the CEC released analysis showing that schools with sixth forms are more likely to provide worse careers advice post-16 because of competition to keep pupils.

Without that pressure, St Peter's is among the schools that can least afford to let careers advice slide.

Claudia Harris, CEC chief executive, said the Tees Valley reflects a "wider trend of schools and colleges serving more disadvantaged communities now offering some of the best careers support in the country".

The school leading on careers education

“The careers role has been re-named ‘Entitlement Officer’”

Harris said much of the success has been driven by leadership, including the mayor and combined authority in the Tees Valley, who have “seized the agenda”.

“Heads and employers in Tees Valley know how much this matters and they are taking this work seriously. Hundreds of businesses are on board, all local schools will soon be part of a careers hub, and the energy and engagement are palpable.”

For Hammond, school improvement and careers advice are two sides of the same coin. When all else fails, the pupil’s future can re-engage them with the curriculum.

“It’s about how does your attendance, how does your behaviour, how does your academic stuff all link to your future? It’s part of the culture of the school. Everyone knows they’ve got to talk about employability.”

This means Hutchinson attends all parents evenings, attendance cases and will often visit pupils in isolation / detention.

“I’ll ask, ‘Why are you here? What do you want to do?’ And then the conversation will change,” she explains. “Quite often they have no idea so they don’t get why they’re in school. Then it’s, ‘Right, you need a mentor.’”

Hutchinson has eight mentors she links the pupils up with, from a former military

officer for some of the disengaged boys to a female solicitor for some of the girls.

By knitting careers into pastoral and academic work, the school meets the third and fourth Gatsby Benchmarks: addressing the needs of each pupil, and linking careers to curriculum learning. Nationally, only 16 per cent and 32 per cent of schools respectively do so.

But it is on the second benchmark, learning from career and labour market information, that Hutchinson really shines. We’re on lunchtime duty in the playground, and children approach her constantly with updates.

“Miss, I’m not doing public services, I’m going for tourism and travel.” Hutchinson explains to the pupil that she can still consider a career in the police, after confusion about whether she could apply. Another pupil is applying for forensic science. “Remember, the labour market is tough for that one, so you’re going to have to fight for it – but there have been more jobs out recently, so that’s good,” she says.

One child wants to be a mechanic, one a scientist, another an artist. Hutchinson appears

to have a vast mental database of every pupil and the jobs market at the same time. The support doesn’t stop there, because the school tracks its former pupils until year 13. Government guidance on destinations data released in October actually recommends that schools track “past students” until the end of their education, if they wish to meet Gatsby Benchmarks.

Recently a former pupil approached the school gates after being kicked off her college course, Hammond tells me. “We got her in for a hot meal and we’re talking through her options.” A phone call with another struggling former pupil awaits Hutchinson after I’ve left.

My only concern is what would happen if she keeled over. She laughs at this, and explains that a jobs page is now live on the school website for pupils to check out. But she is also clear the CEC and Tees Valley combined authorities have made her role easier, including through the combined authorities “shout-out” system. “You can fill in one of their ‘shout out’ forms for an event and one of their bank of employers will come and support. It means I’m not having to run around to lots of different people and it expands my networks.”

Zahida Hammond

The school leading on careers education

Schools achieving all eight benchmarks

TEES VALLEY
4.6%

NATIONALLY
1.3%

Average number of benchmarks achieved by each school/college

TEES VALLEY
3.4

NATIONALLY
2.5

The support began when the school joined a "careers hub" pilot of 40 schools and colleges across the North East this year.

After the CEC reported improvements in Gatsby Benchmarks among schools within the hub, the government announced 20 more hubs will split £2.5 million next year across 1,300 schools. A recent review by Philip Augar recommended that all schools have access to a hub.

St Peter's received £3,700 in CEC hub funding this year and in addition to this through the Tees Valley combined authorities Mayor's pledge will receive a further £10,000 next year. Hutchinson is ecstatic. "It's so much money. I can't decide what to do with it. I'm shopping around."

So far funding has gone on events and transport to bring pupils in contact with employers and workplaces (benchmarks 5 and 6) as well as trips to universities and colleges (benchmark 7). Personal guidance is the final benchmark.

Yet it occurs to me that even with so much support, and a deeply committed head, Hutchinson is run off her feet. I ask what she needs to perform her job better.

"Human resource. There's so much we could be doing. I wish I could have one more person just to do advice and guidance with the kids."

In that context, £10,000 doesn't seem

much. The bravest decision here seems to have been to pump pupil premium money into paying for Hutchinson to focus on careers full-time. For more schools to follow suit, they will need to find a salary's worth of cash. Small thousands here or there can't

produce careers advice so good it makes the front page of an Ofsted report.

Hammond reflects. "School is not just about supporting them when they're here. It's about what happens when they leave."

Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Benchmark breakdown:

	BM1	BM2	BM3	BM4	BM5	BM6	BM7	BM8
TEES VALLEY	35%	62%	47%	38%	68%	53%	41%	88%
NATIONALLY	13%	37%	16%	32%	44%	41%	12%	53%

Opinion

DO YOU HAVE A STORY?
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BARONESS
ESTELLE MORRIS

Former New Labour
education secretary



LORD DAVID
BLUNKETT

Former New Labour
education secretary

We must equip youngsters for increasingly rapid change

Why are we educating the young for the low-paid, low-productivity present, instead of the workplace challenges of the future? ask Estelle Morris and David Blunkett

Few will be surprised when we say that there is absolutely nothing new about a sense of disconnect between education ministers and the teaching profession. As former education secretaries, we should know. When Labour took power in 1997 and moved in to what was then the Department for Education and Employment, a disaffection both with the outgoing government and the incoming Labour team was palpable.

But we say that there was – and still is – a very big difference between disaffection arising from ministers pushing the profession very hard on standards and the transformation of opportunity for children, and one based on a fundamental disagreement based on what education should be for.

There is no doubt that when the Labour government came in it expected a great deal, and very rapidly, from a teaching profession that was demoralised, massively underfunded and frankly exhausted. At the time, as

is painfully familiar now, there was a shortage of teachers particularly in some areas of the curriculum, and schools were on a four or four-and-a-half-day week.

Our key policy drivers 21 years ago were primarily focused on lifting the heads of the whole of the profession, investing in early years, SureStart, and of course spreading the literacy and

What we are seeing at the moment is a different kind of disconnect, which is about the very nature of education. Are we educating youngsters to fit into existing patterns of employment and to meet low-level, lowly paid employment, or do we have a vision of the world of tomorrow which will equip youngsters to cope with increasingly

“EBacc and T-levels are moves in the wrong direction”

numeracy programmes right across the primary sector.

What we learnt then was twofold: firstly, that you have to spend more time than you really have to explain, persuade, cajole and above all ensure that teachers feel that they own the changes that you're bringing in; secondly, that you embed your changes so that they become part of the fabric.

Clearly, given the feeling by teachers that even the most effective of our changes on literacy and numeracy were felt to be top-down, there was much more we could have done to emphasise the flexibility available and the professional judgment to be used.

rapid change?

These are profound issues, not only in terms of the future prospects for individuals but also the nature of our economy. The government, partly caught in a time warp, has failed to grasp the needs of the future rather than the low-level productivity, low-wage economy of the moment.

And it's not just us saying it. Recently, Lord Browne and Antony Jenkins, former chief executive of Barclays, used a BBC interview to reject the government's "narrow" approach to the skills needs of the future. What they underlined is the need to provide people at school level and through lifelong learning

with a preparedness to take on the new challenges of a very different workplace in years to come.

If you have heard this cry before, then it's no surprise, because this has been a familiar refrain over the past two decades. The EBacc and the imminent introduction of T-level qualifications are reinforcing moves in the wrong direction.

The idea of parity between vocational and academic post-16 qualifications has been an admirable aspiration for a long time. It is something that the Tomlinson Report sought to address some 14 years ago, only for his recommendations to be rejected by the Labour government.

Now, we see massive gaps in productivity, growth and educational outcomes across the country, specifically the gap between London (and the South East) and the rest of England. These are reinforced by technical level qualifications in a narrow curriculum allocated to colleges to reinforce specific, local, labour market requirements – with the perverse outcome of filling the jobs of the moment without the breadth to be able to take on the workplace of the future with artificial intelligence, robotics and the necessity of team-working and soft skills.

Instead of throwing the baby out with the bath water, we should learn from the past to make sure education remains relevant in the future.

Baroness Morris and Lord Blunkett
will be speaking at next week's
Festival of Education

Opinion

DO YOU HAVE A STORY?
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Crunching the data from seven years of School Workforce Census let us identify the best ways that trusts can support career progression, says David Carter

Does the answer to the recruitment and retention crisis lie in workforce development? The research suggests that it's a strong place for trust chief executives to start.

At the Ambition Institute, we undertook some in-depth analysis into this area with our partners the Education Policy Institute and Cambridge Assessment – and it revealed some interesting nuggets for the sector to ponder.

Currently employing 44 per cent of the school workforce, trusts are now the major player in the schools system and have the power and potential to improve pupil outcomes and revolutionise workforce development. Not only that – the balance has now tipped and more than 50 per cent of pupils attend an academy.

But up to this point we have had little robust evidence covering the experiences of the 200,000 teachers employed in academies, or the contribution that trusts are making to the development of the school workforce.

So we examined seven years of the School Workforce Census (up to 2016) to understand how teachers and leaders are moving in the school system and to see if there are patterns of movement within trusts that are not seen in the local authority-maintained system.

And there are: trust workforces have a higher number of new entrants to the profession and higher



SIR DAVID CARTER

Executive director of system leadership, Ambition Institute

Six ways trusts can boost teacher retention

rates of promotion; there are also interesting statistics on the number of teachers and school leaders leaving the education system after working in a trust.

Whatever the reason for this, we know that the education system as

opportunities to staff from across the entire group when they are ready to progress. They can build career ladders that help to “grow their own” and they can provide support with succession planning, underpinning this by offering

“How can we make England the greatest place to be a teacher?”

a whole would benefit from trusts improving their development practices and their retention rates. But how?

We identified ten trusts with strong workforce outcomes and asked them to tell us about the activities and pathways that they put in place to develop, progress and retain staff.

We uncovered six ways that trusts can improve their development offer to staff and increase progression and retention rates in the process:

1. Support upward progression.

With multiple schools following one strategy, trusts can offer promotion

secondments or placements to more senior roles.

2. Develop specialist expertise.

Trusts can broaden staff experience and develop specialist knowledge by moving staff to fill a role at the same level in another school. More informal approaches include establishing cross-trust working groups.

3. Prioritise the working culture.

Trusts can provide support services to schools to reduce workload and let staff focus on teaching and learning.

4. Create an attractive development offer.

Trusts can ask staff to feed back on the support and progression they want, to help shape their development offer and ensure it appeals to staff as well as meeting organisational needs.

5. Reduce barriers to development.

Trusts can minimise direct and indirect costs of development to make it more accessible. This is especially important where trusts are geographically dispersed. This could include budgeting to pay for additional staff travel costs and investing in video conferencing equipment to limit the need for travel and time out of the classroom.

6. Manage talent.

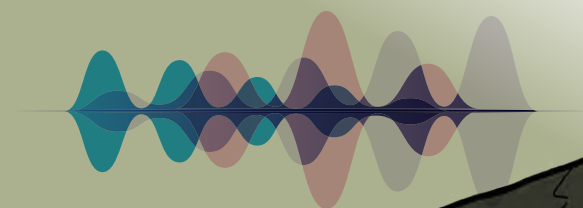
Trusts can use their regional directors or heads of school to oversee talent in their local school or area, or create a central service that matches staff to school-improvement projects.

Crucially, trusts said that they had prioritised building a “one trust” culture for staff. This was essential for successful delivery of all of these approaches.

Given the power they have in developing the future workforce, it's clear that it has never been a more exciting time to be a trust leader. But, as the saying goes: with great power comes great responsibility. With this research, we hope to spark a crucial conversation, asking, “How can we make England the best place in the world to be a teacher or school leader?”

Event Review

THE SIMONS SKETCH



'Phasing Out Private Schools'

Author: Jonathan Simons

Everybody's changing, sang chubby-cheeked rockers Keane in 2004. Ain't that the truth.

There are more protestors outside the Commons these days than there are members of parliament bothering to go inside. People are falling over themselves to say how much money further education should get. And on Wednesday your sketchwriter found himself listening to the Socialist Education Association and the Fabian Society arguing for the abolition of private schools.

Out of courtesy – and a not insignificant worry that I might be barred entry – I had snuck in quietly and perched in the corner. Five minutes later Julie Robinson, chief executive of the Independent Schools Council, wandered in. Oh, I'll sit next to you, she trilled. Cover blown.

Then Melissa Benn walked over. Hello naughty corner, she said. Yep, cover definitely blown.

Ah well. As Aladdin said to Princess Jasmine, let's see a whole new world.

The official title was Phasing Out Private Schools. But in truth, it could have been renamed the Boris Johnson Meeting. Because the room couldn't stop talking about him, and about Eton.

Johnson is on course to be the second Etonian to be PM in the past three years, and the 20th in total. Eton fees are £40,000 a year. Private schools like Eton give the likes of Johnson the confidence to run for prime minister.

Eton almost moved to Ireland in the 1960s when it was under threat of abolition under Harold Wilson and it's a shame it didn't.

And by wonderful coincidence, Johnson himself had shambled along the committee room corridor as we waited to go in, beaming. Hello, he said to us all. Never miss a chance to schmooze a potential elector. He got little back. A hostile silence had descended.

And yet the minute he went away, the whole meeting couldn't stop talking about him. "I hate Boris." "I do too." "No but I hate him more." "Yeah he's in my maths class." "I know. He is... quite fit though, isn't he?" "Eeugh no. But yes." "Ohmygod look he's coming! Totally ignore him right?" "Yeah, that showed him." Let's talk about him a bit more to just agree how much we hate him.

It was frankly a miracle no one had reached out to pull his blond mop of hair.

The actual purpose of the meeting was not to sit and draw "I heart Boris / I hate Boris" on our exercise books, but to mark the launch of the official Labour grassroots campaign to phase out private schools.

Except, whisper it, no one on the panel really made the full-throated attack on the sector that the crowd wanted.

Melissa Benn declared that we

could have a 21st-century school system in 30 years. Robert Verkaik and Prof Francis Green, both authors of recent books on the "grotesqueness" of private schools, gave powerful speeches and said that bold steps should be taken. It seemed to be early days as to how exactly this should be done. It reminded me a bit of listening to one particular candidate for prime minister, but I couldn't think who...

The questions from the floor were enjoyably left field. Has Theresa May deliberately underfunded state schools in order to prop up the private sector? Could we ban children from private schools from getting jobs at Goldman Sachs? Why, demanded one man who had written a book on how bad private schools are, was his book only referenced by one of the three panellists who had all recently written books on how bad private schools are?

Everyone seemed jolly, but nothing terribly firm seemed to have been suggested. Laura Smith MP closed the session with a passionate speech, but then apologised that she wasn't actually part of the shadow education team.

Earlier on, Kate Green MP had informed us that Angela Rayner would not be attending after all. Proof, I suppose, that you really don't need to have gone to Eton like Boris Johnson to be politically savvy.



Research

Derby Research School is part of the Research Schools Network run by the Education Endowment Foundation and the Institute for Effective Education

The importance of early language development

Tammy Elward, director of Derby Research School

Many conversations in education these days seem to come back to the idea of early language development as fundamental to successful outcomes in school. The 30 million word gap on entry to school between disadvantaged and non-disadvantaged peers is a widely discussed concept. The changes in expectations in the year 6 SATs, including the key stage 2 reading test that hit the headlines in 2016 for being “unduly hard”, and the demands placed on the new GCSEs, have underlined just how important language and vocabulary are from these early beginnings.

A systematic review by Law et al makes clear the link between early childhood experiences and later attainment. From this research, it would seem that early childhood language development is critically dependent on the interactions with caregivers at all stages, including pre-verbal.

The evidence presented by Feinstein et al (2006) suggests that children who start school with more advanced oral language skills fare better in learning to read successfully. As the child moves through the school, vocabulary at age five is a very strong predictor of the qualifications achieved at school leaving age and beyond.

It is well known that language difficulties predict problems in literacy and reading comprehension but it is less well recognised that these may be indicative of problems in children's behaviour and mental health as well, which are well documented in the Better Communication report. Speech, language and communication needs are a risk factor for those “not in education, employment or training”, according to an evidence review collated in 2005 by the Scottish Executive. In one study, 88 per cent of long-term

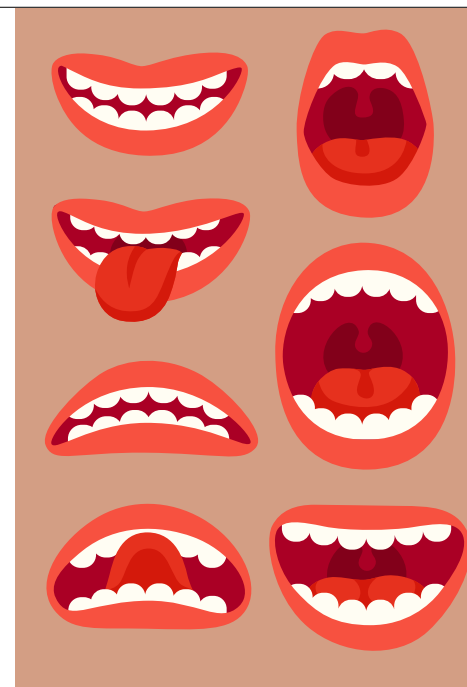
unemployed young men were found to have speech, language and communication needs. When we look at mental health and wellbeing, 40 per cent of seven-to-14-year-olds who were referred to child psychiatric services, and 60 per cent of young offenders, had a language impairment that had not previously been suspected.

While the importance of early language development is widely acknowledged, children from low-income backgrounds lag behind their high-income counterparts on vocabulary by 16 months on entry into the school system, according to Waldfogel's research for the Sutton Trust published in 2010.

The 30 million word gap between children in a language-rich home environment and children in a language-deficient home environment was identified in 1995, courtesy of a study by Hart & Risley. The study found that “the more parents talked to their children, the faster the children's vocabularies were growing and the higher the children's IQ test scores at age three and later”. A child with “talkative” parents heard 45 million words spoken to them during their first four years, while a child with “taciturn” parents heard 13 million words, resulting in a cumulative 30 million word gap after four years. (This study has faced a challenge, though, with an nprEd article critiquing the small size of the sample <https://www.npr.org/sections/ed/2018/06/01/615188051/lets-stop-talking-about-the-30-million-word-gap?t=1560339178615>)

Nevertheless, vocabulary at age five, moreover, has been found to be the best predictor (from a range of measures at ages five and 10) of whether children who experienced social deprivation in childhood were able to buck the trend and escape poverty in later adult life.

There is something known as the Michael Effect, whereby individuals who have advantageous early educational



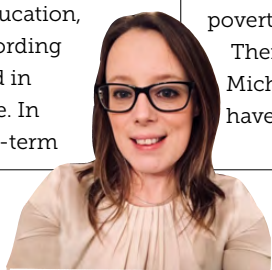
experiences are able to utilise new educational experiences more efficiently. The idea that the more you know, the easier it is to learn, is reflected in Ofsted's new framework. “Sticky knowledge”, the generative nature of knowledge, and connecting information through building “schema”, are key concepts that are reflected in their evidence review underpinning the new framework.

Considering the early gaps from childhood experiences, particularly for our disadvantaged children, it's important to ensure that early language and communication and its impact on future outcomes well beyond SATs and Progress 8 is part of our common understanding within schools. We need to value how we explicitly teach, role-model and reinforce all levels of language acquisition and development.

As Dr Seuss put it:

“The more that you read, the more things you will know.

The more that you learn, the more places you'll go.”



Reviews



Our blog reviewer of the week is assistant primary head Jon Hutchinson

@JON_HUTCHINSON_

Motivation and mastery: what's the deal?

Christopher Such @suchmo83

Primary teacher Christopher Such's biggest reflection of working with lower attaining pupils is one that will chime with anyone who has worked with children: "People hate failing at things, especially compared to their peers." He argues that the "false gods of pace and curriculum coverage" too often leave "children to languish, their motivation sacrificed". This blog carefully sets out a more inclusive approach to teaching and curriculum whilst explicitly renouncing the idea of lowering expectations around standards.

Co-constructing curriculum – a mission to Mars

Debra Kidd @debrakidd

It's fascinating how recent discussion on curriculum has caused folk to focus on aspects of education that they feel have been missing. Debra Kidd argues that there is a risk that we are sidelining "the existing knowledge, interest and emotional engagement" of pupils in our quest to implement more effective educational practice. Personally, I've embraced the opportunity to plan a better sequenced

TOP BLOGS of the week



curriculum; to teach using strategies that promote longer term retention. This means having a very clear idea of which topics are going to be learned, and setting out the exact facts within each, which will be regularly quizzed.

Perhaps this chimes with Ofsted's vision, which Kidd describes as a "'tabula rasa' model" or, more humorously "a pot noodle...without the hot water". And perhaps she is right. Regardless of whether you agree with Kidd's analysis of Ofsted, I defy anyone to read this and not yearn desperately to be a child sitting in the sort of lesson she describes in her blog.

Dual coding and learning styles

Megan Sumeracki @DrSumeracki

Whilst it may be obvious to you that learning styles are pseudo-scientific nonsense, you may be surprised to read in this blog that a survey found 93 per cent of UK primary and secondary teachers believe in them. Why is this a problem? Well, there is a similar concept with psychological research known as "Dual Coding". The idea behind dual coding is to combine words and visuals, such as, say, pictures, diagrams or graphic organisers, to provide different representations of the information, both

visual and verbal, to help students better understand the information. A new book by Oliver Caviglioli on this issue looks set to become a huge craze in schools and to change PowerPoint presentations in lessons for ever. Megan Sumeracki teases out the difference between dual coding and learning styles in this super-accessible blogpost.

The teacher gap

Jo Facer @jo_facer

What's the most important book on education that you've read this year? For English teacher Jo Facer, it is *The Teacher Gap* by Rebecca Allen and Sam Sims. Jo's conclusion from reading the book is "teachers are really important to student success, and this is even more the case for disadvantaged students. We need to train them better, and we need to treat them better." It's a summary that is sure to please everybody and Jo outlines the practical policy recommendations set out by the book that may help us to get there. I would thoroughly recommend taking some time to delve into Facer's previous posts; absolute gems, each and every one of them.

Is there a crisis in the use of evidence in schools?

Gary Jones @DrGaryJones

In 2011, the Education Endowment Foundation was created with the goal of improving the attainment of disadvantaged pupils through evidence-based practice; in turn, teachers and academics have worked to transform into an "evidence-based profession". Ironical, then, that a recent RCT suggests that the Research Leads Improving Students' Education (RISE) project seems to have had no positive impact whatsoever. In this post, Dr Gary Jones digs into the detail of the report, and offers six reasons why hope is not lost for research that seeks to improve teaching and learning.

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Keep schools open late to tackle knife crime, says Children's Commissioner

Cathy Pearson, @pearson_cathy

My local secondaries are PFI, so community use after 6pm. Who will pay for staffing and insurance? And what makes you think schools are somewhere they'd choose to be? Also, schools shouldn't be expected to be social care, police or healthcare!

Academy keeps top Ofsted grade despite 'exceptional' pupil movement

Dr Jeffery Quaye, @Jeffery_Quaye

Very negative agenda to promote a particular narrative by @SchoolsWeek. How about focusing on the excellent education provided for pupils. An outstanding school which is highly oversubscribed is subjected to deliberate and unnecessary attack.

Spielman: schools should put less faith in predicted grades

Gary Watson

Spielman is right but it is the high-stakes, data-driven and one-dimensional accountability measures that are the culprit, not schools. The true meaning of education has been lost but don't blame schools and teachers for that. Instead, look at how schools are still being judged. Ofsted and DfE can still use their targets, can they?

Michael Gove banned four teachers for cocaine possession

Lisa O'Connor, @Lisa_OConnor

I really resent being put in a position where I defend Gove, but these bans were clearly not just for possession. He didn't ban them; in each case they were currently teaching, rather than it being an historic offence; a prior conviction is not necessarily a bar to teaching.

Jenny M, @abbyaug

It is the hypocrisy - did he not stop and think that he had done the same but was just lucky not to be caught?

REPLY OF THE WEEK **Tom Burkard**

Keep schools open late to tackle knife crime, says Children's Commissioner

So teachers now have to become police officers after school hours – you couldn't make it up. Anyone who thinks that this is a reasonable response to the problem of knife-wielding gangsters should not be Children's Commissioner.



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

Natasha Devon reviews Andrew Cowley's Wellbeing Toolkit

Andrew Cowley, @andrew_cowley23

I do point out that there is no "one size fits all" model for wellbeing and that the key solution is in the culture of the school – this will take time, but it is the positive relationships that help define this. I have outlined the solution we seek in our school – we are a one-form entry primary. What the large secondary five minutes away does will differ because people differ and schools differ. What we do have in common, though, is principles and it is the principled approach that will ultimately keep our teachers and support staff in school. The school in the case study does offer meditation etc, but it is part of an overall culture of positive relationships and workload reform.

Adrian Bethune, @AdrianBethune

Thought the review was harsh and missed the point of the book, IMO. It's an honest, well-written book with the voices of teachers throughout. It can't possibly solve the education crisis but it will help school leaders look after their communities better, I believe.

Profile, Sarah Hewitt-Clarkson

Tricia Tuttle, @TriciaTuttle

Thank you for doing the right thing by the Equalities Act so all children feel they belong in the UK and can thrive. My kids thank you too.

Ministers still using 'misleading' school funding claims

Joe Knight-Ford

You only need to look at the horrendous state of state schools to see how these claims are utter nonsense. My classroom bends if you lean on the wall too hard.

WEEK IN WESTMINSTER

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

MONDAY

Michael Gove is "no hypocrite", Nick Gibb declared this week as news of the former education secretary's cocaine-fuelled journalism days did the rounds.

Schools minister Gibb, who has backed Govey in the leadership race, made the comment as he shared a blog post from Department for Education spin...

-- sorry...Parents and Teachers for Excellence director Mark Lehain, which (correctly) busted the myth going around claiming Gove tightened up the teaching standards to bar teachers for drug use.

(Kudos!)

Good to hear Gove's faithful disciple and former DfE colleague has his back... (or maybe he's just eyeing the edu sec hotseat should Gove win)

During Gove's leadership speech, he was keen to praise the government's record on education.

It's a shame, however, that he resorted to discredited statistics to do so.

He told the gathered throng that there are "1.9 million more children in good or outstanding schools as a result of Conservative reforms".

Sound familiar? That's because the UK Statistics Authority has had to warn the government against using the figure, because it doesn't take into account rising pupil numbers, changes to Ofsted gradings and other reforms.

But hey, we've all had enough of experts, right?

TUESDAY

Mystery has surrounded the resignation of Pat Glass since the Labour politician stood down as shadow education

secretary in June 2016 after just two days in office.

One theory is that she was due to stand down as an MP at the next election anyway and didn't fancy the turmoil of serving on a front bench recently vacated by so many colleagues.

But this week Glass retweeted a tweet from a disgruntled Labour member describing Jeremy Corbyn as "this idiot" and saying the leader had turned him into a floating voter.

Go on Pat, tell us what you really think.

WEDNESDAY

While most of the focus at Gove's leadership launch earlier in the week was over his drug-taking antics, the Local Schools Network did some neat digging into a school mentioned by the environment secretary during his speech.

During the address, he pondered what would have happened to him if he hadn't been adopted and had been sent to a school like the one where only one pupil got five good GCSEs in 2007.

LSN reckons the school he's referring to is Parklands High School, which opened in Speke, Liverpool in 2002 with a shiny £27 million PFI contract.

We've reported before that the humongous cost of the PFI payments Liverpool Council has to make for the empty school goes to Education Solutions Speke, a company run by one Alfred Michael Dwan, the founder of doomed academy trusts Bright Tribe and Adventure Learning.

What we didn't know is that BT was in fact lined up as the potential sponsor

for the school before its conversion was abandoned and it closed.

It's a small world!

THURSDAY

Ofsted's tweeter-in-chief Sean Harford is officially off Twitter.

The watchdog's national director for education has taken the decision due to "work and personal commitments", and said in a tweet before he deactivated that it was "entirely my own decision" to leave.

Harford has become known for his succinct and informed responses to edutwitter members with gripes about Ofsted, and his ability to tackle criticism head-on and give quick answers to important questions will very much be missed.

WiW will also miss his tendency to get a bit scrappy when he felt his employer was particularly unfairly treated, which showed a human side rarely seen from government agencies.

#BringBackSean



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Following the previous successful openings of our Northern and Southern Regional Trusts, the Central Regional Trust, St Margaret Clitherow Catholic Academy Trust, opened recently and welcomed the first phase of 4 schools on 1st June 2019. A further three phases will see the inclusion of the remaining 14 schools into the Trust by 1st September 2019.

Working closely with the Chief Executive and Directors of the Trust you will play a crucial role in delivering the long term sustainability of the Trust, its strategy for improvement and contributing to the successful implementation of any future growth.

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Please contact **Jenn Wallis**, HR Partner Avec Partnership Ltd, to request an application pack by email to jenn.wallis@avec-partnership.com or to arrange an informal discussion in complete confidence with the CEO, Amy Rice.

Closing Date: Noon, 5th July 2019

Interview Date: TBC

The safety and wellbeing of children and young people is central to our ethos and we expect staff and volunteers to share this commitment. Applicants will be required to supply references and undertake an enhanced Disclosure and Barring Service (DBS) check and Section 128 Barring check to comply with the Safeguarding and Child Protection policies of the Trust.



Trust Advisor for SEND/Behaviour Support

Salary: Salary: Up to £35,000 per annum FTE based on qualifications and experience

Contract: Permanent, Part-time, term-time plus Insets

Working Hours: Up to the equivalent of 16 hours (0.4 contract) per week on annualised basis, some flexibility within operational requirements

SAST are seeking additional specialist support capacity for children with complex special educational and/or behaviour needs. The successful candidate will be able to offer expert support and advice to SAST schools and will be confident to train staff and work with children and young people with a wide range of needs.

You are warmly encouraged to get in touch prior to application to discuss this position and alternative options. Our CEO, Steve Hillier is also available to have an informal discussion with interested applicants. Please contact his assistant **Bella Byrne** on **01935 811066** or at **Bella.Byrne@sast.org.uk**. You are also most welcome to visit the Trust or some of its schools. For further information and the online application form, please visit the trust website: **www.sast.org.uk**

Please send the following documents by 9.00 am on Friday 28th June 2019:

- A completed SAST application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned either by post, marked 'Confidential' to: **Catherine Watson, SAST Head of HR, St Aldhelm's House, Bristol Road, Sherborne, Dorset DT9 4EQ** or by email to: **catherine.watson@sast.org.uk**

SAST has an absolute commitment to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced criminal record check via the DBS. The Trust values the diversity of our workforce and welcomes applications from all sectors of the community.



The de Ferrers Trust

PRINCIPAL

The de Ferrers Academy

Starting salary £98,700 (pay award pending), range L36 - L41

Required from January 2020 (earlier start possible)

We are looking for an experienced Principal to lead the next chapter of The de Ferrers Academy's journey. You will commit to the vision of the Trust:

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background.

You will expect children to aspire and achieve. As a creative and tenacious leader, you will build consistent levels of excellence and deliver great results across the whole school.

You will be proud to lead The de Ferrers Academy and inspire that pride in your colleagues and pupils. It has a wonderful tradition and is a unique setting, providing quality education for 2200 students

across three campuses, including a new, modern Sixth Form campus in Burton-upon-Trent.

You will be an established secondary leader, with a strong track record as a headteacher. You will have the skill and vision to realise the huge potential of education. You take overall responsibility for the performance of the academy. To do this well you will need to learn quickly, develop strong structures and provide clear strategic direction to the talented staff team. In turn, you will be supported by the Chief Executive and Director of Education.

Full information regarding the role can be accessed via the Trust's vacancy website <https://www.deferrerstrust.com/page/?title=Careers&pid=91>.

The Trust is committed to safeguarding and promoting the welfare of children and young people and this position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974.

Closing date: 14th June 2019 at 9am.

Interview dates: 26th and 27th June 2019.

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