

# SCHOOLS WEEK

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

## How to make UTCs a success



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### Graduate schools for all?



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### Kerching: new guide to reveal exam prices



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**"I'm not a Dickensian character, this is about improving education"**



Festival of Education coverage, page 4

## 'Portakabin academy' forced into MAT - just months before new home

- Trust behind free school will close after waiting five years for permanent home
- School to join MAT after struggling in temporary buildings on rugby field
- MP accuses DfE of 'absolute hypocrisy' for issuing finance slap down

INVESTIGATES

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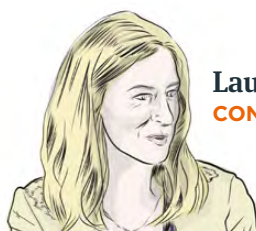
# SCHOOLS WEEK

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## Editor's top picks



What can we learn from  
'outstanding' schools?

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68 teachers scoop silver  
teaching awards

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## 'Integrity' of exams under microscope



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# Use your money 'properly', Agnew says

## SCHOOLS WEEK REPORTER @SCHOOLSWEEK

Lord Agnew, the academies minister, says there is no point putting extra cash into schools if "the current money isn't being used properly".

Speaking at the Festival of Education yesterday, Agnew said there were four areas where extra funding was needed: high needs, post-16, rural primary schools, and covering the pensions contributions.

But he said he could only "win the argument" with the Treasury by showing schools were using the money they had effectively.

"For us to credibly win the argument for those areas which I believe are important, we need to be showing that we are doing everything we can with the money we receive."

When pushed if schools were operating efficiently, he said: "Not all of them, no."

Agnew has come under fire from headteachers for claiming there was waste in school spending. Last year he offered a bottle of champagne to any school in which he couldn't root out waste.

But he said: "I'm not suggesting there aren't pressures, of course there are pressures... and I want to see more money going into the system."



Lord Agnew

But there's no point putting extra money in if the existing money isn't being used properly."

The Inspiration Trust founder said he wanted to see "money going to the places that will improve education the most", highlighting the centrally employed teachers at trusts like the Harris Federation and the Outwood Grange Academies Trust.

"Because they run tight ships at the centre they are able to invest in that way... I want to see the money going to the place that will improve education the most"

Schools Week revealed earlier this year how Agnew's cost-cutters urged a school to limit lunch portions to save money, keep money raised for charity, and replaced experienced teachers with support staff on term-time contracts.

But he said discussing the portion sizes "trivialises the whole discussion", as the school was throwing a quarter of its food away.

"Every school I have worked with since I became minister, we have found a way through their budgetary issues. That is the reality of it.

"I'm in this job because I care about education. I'm not paid to do it. I'm only here because that's what I want to see. I know there's an urge to write about me as some kind of Dickensian character, but it is about improving education."

The department would also soon announce a new growth fund for academies, Agnew said. It would support smaller school trusts to merge and provide "high potential academy trusts with funding to meet the challenges they face as they grow... We've learned from earlier growth funds what works, and we intend to build on this."

He also suggested there was a "strong case to explore reform of teacher pay, to ensure the money schools spend on pay is targeted where it will have the biggest impact on recruitment and retention."

FREDDIE WHITTAKER | @FCDWHITTAKER

## Spielman: Ofsted's grading works – so leave it alone

Ofsted's grading system is "proven" and works, the chief inspector of schools has insisted, defying leaders' demands for a shake-up.

Amanda Spielman told the Festival of Education on Thursday that Ofsted remained "the arbiter of quality in state education", despite being "rarely loved". She pointed to parents' knowledge of the inspectorate's brand as proof her organisation was doing its job.

At the same event last year Spielman confirmed that the four Ofsted judgments were here to stay, much to the disappointment of leaders and teachers, who say they put unnecessary pressure on the education system.

Yesterday, the chief inspector struck a defiant tone as she said the system "may not always find favour with schools, but it is proven, and it works".

"By that I mean it is readily understood by parents, it's workable (even allowing for the individuality of our inspectors) and it's seen as a best-practice model for inspectorates."

She pointed to Ofsted's latest parent survey that found that nine in ten parents know the grade of their child's school, college or nursery.

Spielman also repeated her calls for greater powers to hold "outstanding"-rated schools to account if they declined.



Amanda Spielman

Ofsted recently revealed that almost a third of previously outstanding schools inspected since last September have dropped to "requires improvement" or "inadequate".

Spielman told delegates that

it was "undeniably problematic – for us, for parents and for the schools themselves" that current legislation did not allow Ofsted to inspect outstanding schools routinely.

Quizzed by Schools Week on how much it would cost Ofsted to step up inspections, the chief inspector said she wouldn't go into detail, but said it was a "pretty tiny number in the scheme of things". "It would be a drop in the education budget."

Asked whether Ofsted was making headway with the government on the issue, Spielman said: "You never know, especially at the moment. Watch this space."

# Governance will be easier in 5 years time, says NSC

**PIPPA ALLEN-KINROSS**
**@PIPPA\_AK**

The national schools commissioner has said he is "optimistic" governance will be easier in five years time, and said some governors work "more than they need because they like it".

Speaking at the Festival of Education on Thursday, Dominic Herrington said he was "wary" of judging whether multi-academy trust governors are working too much but said things will improve as the sector settles over the next few years.

His comments follow a report from the National Governance Association in April which found that chairs of trustees are working almost 50 days a year - more than double the recommended 20 days - with some working more than 24 hours a week.

More than 63 per cent said it was impossible to chair a MAT and work full-time.

However, Herrington said some people are doing too much because they are still learning how best to operate in the new sector and



Naureen Khalid and Dominic Herrington

are "inefficient" because they are trying to "do everything".

"In my experience some people do more than they need to because they like it," he said.

"I think as MAT chairs spend more time in the role it will get better and it will get easier.

"I understand the point. I think I'm a bit more optimistic about the next 5 years."

Herrington said he was also a school governor but has to be "ruthless" with his time. Although he is happy to offer his help with school finances, he said: "But I'm not going to go to school productions, I'm just not".

Herrington also did not rule out changes to the make up of influential headteacher boards in the coming years, including the possibility of more of an emphasis on bringing in trustees.

"It might be in the future the name changes or the representation changes. That will be up to ministers when it next comes round to that sort of thing

"The system is not set in stone forever."

Herrington was appointed permanent national schools commissioner in April, having served in the role on an interim basis since September following the departure of Sir David Carter.

## 'Don't get involved in how schools teach'

**PIPPA ALLEN-KINROSS | @PIPPA\_AK**

Two former education ministers have criticised the government for getting "too closely involved" in how schools teach.

In a joint appearance at the Festival of Education on Thursday, former ministers David Blunkett and Estelle Morris said it was "outrageous" for the government to place too much emphasis on particular ways of teaching.

Eleven knowledge-rich academies are currently taking part in a government curriculum pilot to find ways to improve results and reduce teacher workload, while more trusts are marketing their own curriculum programmes.

However, Ofsted has repeatedly insisted there will be no inspectorate-approved curriculum under the new framework.

Blunkett said it would be "entirely wrong" for an education

minister to tell schools what books to read or how to teach phonics, comparing it to living in an "autocratic or totalitarian regime".

Morris said: "As a nation we have never talked about what the role of the politician is in the school system. We need to have that debate.

"At the moment politicians get too closely involved in the pedagogy, telling teachers how to teach and how to be with children."

Both served as education secretary under Tony Blair. Blunkett was secretary of state for education and employment between May 1997 and June 2001 and was succeeded by Morris who served as secretary for education and skills until October 2002.

The pair admitted that neither got their relationships with teachers "right" during their



Estelle Morris and David Blunkett

tenures, but also criticised teachers who Morris said can be "too resistant to change".

They also expressed concern about the damaging effect of the high accountability regime on schools.

Morris said she was a "great

believer" in assessment and using it to understand what problems were facing schools, but warned the pressure to achieve certain grades was now "far too much".

"Good heads are fearful for their jobs. That doesn't make them better heads."

## News

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## Ofqual plans exams price guide

KATHRYN SNOWDON  
@KATHRYN\_SNOWDON

Ofqual will publish an exams price guide that will reveal where qualification costs have increased.

The exams regulator announced in its corporate plan, published last month, that it will release a qualifications price index next year, “measuring changes over time in the published price of a representative sample of qualifications”.

It will track the prices of academic and vocational qualifications and be updated annually.

A test version developed earlier this year was “well received” by exam boards.

Andrew Harland (pictured), the chief executive of the Examination Officers’ Association, said the publication of the data would “put a real cost on the exam system”, which could have benefits.

But it also could result in decisions based on market competition rather than education, and lead to a decrease in subjects that were more expensive, such as music and art, which often required extra resources and external examiners.

Dr Mary Richardson, the associate professor of education at the UCL Institute of Education, welcomed the added transparency as most people were not aware of how much qualifications cost. But she echoed concerns about treating education as a commodity. “Is it going to be a *Which?* guide to your GCSE in maths or Latin, including pros and cons and ‘best buy’?”

“That frightens me because it’s further commodification. And where is it going to end? It could be that the poorest schools with the most deprived pupils ... are going to have less choice because it will come down to money.”

Figures published last year show schools spent £296 million on exam fees in 2016-17, up from

£207 million in 2002-03.

But Harland said education should be “delivering what’s needed, not what the system feels it can afford”.

A spokesperson for the regulator said: “Our index will offer a measure of the qualification market as a whole and the ability to divide the market up, showing, for example, that a basket of representative construction qualification costs went up by a particular percentage, while business qualifications went down by a particular percentage in the year.

“This will help us, purchasers, awarding organisations and other stakeholders understand price movements and consider possible causes. These could include taking note of where market pressure points are, where consumer interest is waning, or where a new market is emerging with insufficient capacity.”

It is unclear if late fees will feature in the index. *Schools Week* revealed in 2017 that schools saved more than £1 million by entering more pupils on time for exams.

Schools must pay a premium to exam boards for every late entrant, doubling or tripling the cost.

The average entry fee for English language GCSE and maths GCSE was £35 across all exam boards.

Duncan Baldwin, the deputy director of policy at the Association of School and College Leaders (ASCL), said: “It seems to add transparency to the whole process of what is a pretty tricky landscape of qualifications for schools and colleges to navigate.

“We think it will help exam centres look at value for money more effectively ... we welcome it.”

Ofqual said it had no further information at this stage.

## Ofsted names off-rolling suspects for trusts and LAs

PIPPA ALLEN-KINROSS

@PIPPA\_AK

EXCLUSIVE

Ofsted is alerting local authorities and academy trusts to schools that could be off-rolling pupils, despite refusing to publicly release the information.

The inspectorate told *Schools Week* it “cannot solve the problem of off-rolling on our own” and is working with councils and academy trusts to highlight schools with “unusually high” pupil movement.

The watchdog’s annual report, released in December, said it had identified 300 schools with high pupil movement that suggested off-rolling.

However, it has refused to name the schools as it could “lead to speculation about when such schools will be next inspected”.

But a spokesperson said its regional teams “highlight some schools with high levels of pupil movement as part of our regular discussions with local authorities and multi-academy trusts”.

“It’s for the LAs and MATs themselves to decide how they use this information.”

She said that high pupil movement “does not necessarily mean that a school is off-rolling”. This would be judged at inspection.

A report from the Education Policy Institute in April found that nearly 50,000 year 11 pupils were removed from the school system in “unexplained” moves in 2016-17. In May, an Ofsted survey revealed a quarter of teachers had witnessed off-rolling and that two-thirds of them believed the practice was on the rise.

However, there have been concerns about how Ofsted can adequately inspect off-rolling without speaking to the parents of pupils who have been moved from a school’s roll.

Stephen Tierney, the chair of the Headteachers’ Roundtable think tank, said Ofsted needed to clarify what it was looking for.

“Off-rolling is the question of whether schools are inappropriately manipulating their cohorts. You can’t solve that by having a meeting and saying ‘did you know?’. Because we do know. You’re likely to already know your own town’s data.

“I don’t think there’s any point to it. They’re using all the wrong mechanisms.”

He added that off-rolling was “largely linked to performance tables. Having a meeting won’t solve it, you’ve got to do something around accountability.”

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# 'Abandoned' free school forced to join new trust

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@PIPPA\_AK

INVESTIGATES

A free school run from mobile classrooms on a rugby field for five years has been ordered to join a new academy trust just months before it is set to move into a permanent home.

The Department for Education published a financial warning on Friday to the Paxton Academy in south London, dubbed "Portakabin Academy" by local press, ordering it to join the Wandle Learning Trust immediately.

The school fell into financial problems as too few pupils took up places and a move to a permanent home was constantly hampered.

Steve Reed, the Labour MP for Croydon North, said it was "absolute hypocrisy" by the DfE, which had left the school "abandoned and neglected".

"What is the government doing opening schools without buildings? It's not the school's fault, it's the government policy that led to this.

"The idea a child is allowed to have their entire primary education in temporary classrooms without a proper playground in one of the richest cities in the world is beyond belief."

Freedom of information figures obtained by Local Schools Network show that more than a fifth of free schools (106) were in temporary accommodation in November.

In December, King Solomon International Free School in Birmingham, which has been in temporary accommodation for three years, was warned its funding could be terminated after it was placed in special measures. The school used an inflatable dome to house a temporary canteen.

Floreat Brentford Primary School in west London closed last August, citing problems with temporary buildings and low funding.

Paxton opened in September 2014 with the assurance its building would be ready in 18 to 24 months. But the government only submitted the planning application in 2016.

Permission was finally given last June after the decision was called in by the government following rejection from Croydon council.

The science and sports specialist



school was founded by members of the community to help children in a deprived area.

But one senior leader told *Schools Week* Paxton had only an indoor "multi-purpose space" for PE, with low ceilings and no equipment.

The DfE finally agreed to install equipment and soft flooring on the school's small concrete yard last year after arguing that it "wasn't good value for money". Only one class can play outside at a time.

Paxton also had to rent classrooms at a nearby primary school for its year 3 and 4 pupils when it ran out of space.

Ofsted rated the school "requires improvement" in 2017. Inspectors questioned the security of the site, noting the "cramped spaces in which pupils are required to play and learn" and warned that "the limited space...is a cause of frustration for some pupils".

The school was due to move to its new home in October, but this has been delayed until April next year.

The DfE finance warning criticised a failure by Paxton's leaders to join the new trust by June 1. It must now move by July 1, when its single-academy trust will close.

Barry Gooden, the chair of trustees, insisted that the DfE was aware of the delay to the move. He said the school would be in surplus if the department was not clawing back almost £200,000 for a pupil shortfall last year, on top of £150,000 the year before.



Leniency over repayment to the government varies – for instance ministers gave one trust nine years to repay a £1.1 million emergency loan.

Gooden, a former project manager for Cambridge Education, told *Schools Week* it was a "travesty" so many pupils had been in temporary classrooms for so long.

A spokesperson for the New Schools Network said finding a site was "one of the most challenging parts" of setting up a new free school, but was made worse when councils "drag their feet or actively block planning applications".

A spokesperson for the DfE said schools only opened on temporary sites if there was a "compelling reason to do so". Paxton opened in temporary accommodation because of a places shortfall in the area.

She warned that any further delay in the move could lead to interim leadership taking over at the school.

# TALIS 2018: International survey reveals workload woes

**KATHRYN SNOWDON**

@KATHRYN\_SNOWDON

Union officials and researchers say the government's policies to tackle teacher workload are failing after new data showed teachers are working longer hours and increasingly finding their jobs unmanageable.

The Organisation for Economic Co-operation and Development (OECD) published the results of its latest teaching and learning international survey (TALIS) on Wednesday. The study involved 4,000 teachers and leaders in 200 English schools.

It showed that in 2018 lower secondary teachers in England on average worked 46.9 hours a week, up from 45.9 hours five years ago. The average across the OECD countries was 38.8 in 2018.

In 2013, 51 per cent of secondary teachers believed their workload was unmanageable; that has now risen to 57 per cent.

These findings are embarrassing for the government, which has prioritised



reducing teacher workload. In 2014 it introduced the "workload challenge".

Paul Whiteman, the general secretary of the National Association of Head Teachers (NAHT), said the findings should be a "blunt warning" for the government.

A survey published earlier this year by the National Education Union (NEU) found that 40 per cent of teachers did not expect to remain in the profession in the next five years, while 18 per cent said they did not think they would stay longer than two.

About 260,000 teachers and school leaders at 15,000 primary, lower and upper-secondary schools from 48 countries took part in the OECD survey.

It showed that part-time teachers in England worked the equivalent of a full-time working week – 35.7 hours in primary and 36.1 in lower secondary.

Nearly nine in ten secondary teachers also felt that they were underpaid, relative to similarly qualified professionals, an increase from 2013.

James Zuccollo, the director for school workforce at the Education Policy Institute, said the results showed "policy efforts to reduce teachers' workload and improve retention look to have failed. Workloads have risen and job satisfaction has fallen."

Dr Mary Bousted, the joint general secretary of the NEU, said the government "must end teachers' unsustainable workload by tackling the high-stakes school accountability system that is fuelling the long hours culture and driving teachers out of the profession".

Education secretary Damian Hinds said the findings reflected the frustrations he heard from teachers, adding: "We know that too many teachers are having to work too many hours each week on unnecessary tasks, which is why I have taken on a battle to reduce teachers' workload so that they can focus on spending their time in the classroom doing what they do best – teaching."

## 6 OTHER INTERESTING FINDINGS

### 1 Experienced teachers get far less CPD on behaviour

Sixty-three per cent of those in their first five years of teaching received CPD on student behaviour and classroom management. But that fell to 42 per cent for more experienced teachers.

Overall, 47 per cent of all English teachers participated in student behaviour and classroom management CPD, against an international average of 50 per cent.

### 2 Teachers spend less time teaching

In about half of OECD countries, England included, the amount of time spent on actual teaching and learning has decreased.

Here, teachers spent about 80 per cent of classroom time on teaching and learning, down two percentage points over the past five years.

### 3 England's teachers are more likely to be inducted and mentored

Seventy-seven per cent of teachers in England reported participating in some kind of formal or informal induction when they joined their current school, compared with an average of 42 per cent across all OECD countries.

Thirty-seven per cent reported having an assigned mentor in their first five years, much higher than the 22 per cent average across the OECD.

### 4 ITT falls short on mixed-ability teaching

Ninety per cent of teachers in England were trained to teach in mixed-ability settings, but just 69 per cent felt prepared to teach in these settings when they finished their studies.

On average, 41 per cent of teachers in this country work in classes where at least 10 per cent of pupils have an identified special educational need. The international average is 27 per cent.

### 5 England's teachers are younger and less experienced

The average age of a teacher in England is 39, compared with an average of 44 across the other countries taking part in the survey.

Primary teachers in England have an average 12.2 years of experience and secondary teachers have 13 years, compared with a TALIS average of 15.5 years at primary and 17 years at secondary.

### 6 Women leaders are in the minority

Despite women making up 64 per cent of teachers in England, they make up just 41 per cent of the country's leaders. The average across all OECD countries is 47 per cent.

## News

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## New trust to take over failing Steiner schools

PIPPA ALLEN-KINROSS

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An academy trust that runs seven Hindu schools has been chosen to take over three of the country's four Steiner state schools.

The Steiner academies in Bristol, Exeter and Frome will all join the Avanti Schools Trust after a turbulent year in which Ofsted placed all three in special measures.

The schools follow the teachings of Rudolf Steiner, which focus on pupils' academic, physical, emotional and spiritual needs with an emphasis on art and imagination.

A spokesperson for the Steiner Waldorf Schools Fellowship, the umbrella body for Steiner schools, said the schools would remain Steiner under the new trust.

"The partnership offers a great opportunity for each school to carry forward our philosophy of Waldorf education, which sits at the heart of our ethos."

Statements on the websites of all three schools say there is a "clear direction for the future of the schools, building on Avanti's successful approach to school improvement, whilst working to combine the Steiner-Waldorf principles".

All seven of Avanti's current schools provide yoga and mindfulness lessons. They are run with a focus on character formation and spiritual insight as well as education.

In a letter to each of the schools, Lisa Mannall, the regional schools commissioner for the south west, said she expected them to join Avanti in the autumn. She had asked the trust to "review the all-through operating model" at the schools and consider whether this was "educationally and financially sustainable in the longer term".

In a statement on its website, Avanti said it had been asked by the Department for Education to give parents and staff "the opportunity to discuss the trust's proposals to develop a new culture of high educational standards within the three academies".

Avanti currently runs five primary schools, one secondary and one all-through school. All seven are based in London and the Midlands.



## Ofqual to probe 'integrity' of exams after breaches

KATHRYN SNOWDON

@KATHRYN\_SNOWDON

Ofqual has vowed to investigate what more can be done to "protect the integrity" of exams after a paper had to be replaced.

Edexcel's further maths A-level, which about 7,000 candidates were due to sit yesterday, was replaced earlier this week after Pearson, Edexcel's parent company, found that a school had opened a packet containing copies of the paper.

The breach was identified following an investigation into the unnamed school last week when two blacked-out questions in an A-level maths paper 3 exam were circulated on social media.

Some of the posts offered the whole paper for £70. A police investigation is ongoing.

It's the third year that questions from an Edexcel A-level maths paper have been leaked online before the test.

Ofqual said it was "closely monitoring Pearson's investigation and its approach to awarding the qualification", but had been "assured by Pearson's prompt action on Friday to identify the source of the breach and the involvement of the police".

The regulator has pledged to continue working with boards to make sure the remaining exams this summer are "safely taken".

A spokesperson said: "Once results are issued, we will review the summer, including this incident, and consider what more can be done to protect the integrity of the exam system."

Sharon Hague, the senior vice-president for UK schools at Pearson, warned that pupils who tried to cheat might end up not getting

any grade at all.

She said the school under investigation had committed a "serious security breach" of the A-level maths exam, which pupils sat last Friday.

The Metropolitan Police confirmed it was investigating the circulation of the paper online as theft. No arrests had been made when *Schools Week* went to press.

Hague said Pearson had not decided whether to remove the two leaked questions from the final grade calculation.

Thousands of pupils have signed a petition calling for "compensation or special consideration" to be taken into account. "Across the board we feel that maths A-level this year was not only unfair due to the difficulty of the papers, but also because of the leakage of the papers on social media."

On the further maths paper, Pearson said there was no evidence that any of its questions had been shared. The decision to deliver new papers this week was a precautionary step.

However, "separate arrangements" were being made for the pupils at the school under investigation.

Pearson announced earlier this year that it would trial a microchipping scheme that would track the date, time and location of exam pack bundles.

Hague said security was of "paramount importance", adding: "We are all reliant on the collaboration and trust of everyone involved in the exam system. When someone commits malpractice they let everyone down."

The police investigated the previous leaks of Edexcel papers, with a case passed to the Crown Prosecution Service in April. No charges have yet been brought.

# Dwindling roll forces inner London primary to close

FREDDIE WHITTAKER

@FCDWHITTAKER

INVESTIGATES

An inner London primary school is being forced to close because of a lack of pupils, prompting warnings that schools are suffering as families are driven out of the capital.

The London borough of Camden and the Roman Catholic diocese of Westminster have confirmed plans to shut St Aloysius Catholic Primary after 40 per cent of its places remained unfilled in 2018-19.

Although primary school pupil numbers are due to start falling nationally as a population bulge makes its way into the secondary phase, analysis of government data shows numbers are already falling in the capital.

Ben Castell, the director of town planning at the engineering company AECOM, told *Schools Week* the capital was "in the grip of a housing affordability crisis".

"Fewer and fewer people with primary school-aged children can choose to move to London, and those already here can no longer afford to up-size as their family grows, so they squeeze in or move out," he said.

"It may be the case that families have always moved out of inner London as their children approach school age, but the processes that lead to this are being accelerated and, with them, the whole make-up of the city."

Castell also pointed to a deficit in the amount of new family housing and the "withdrawal of investment in genuinely affordable housing and changing welfare rules, meaning that some families on benefits find that they do not have the option of living in high-value areas".

In 2015 *The Independent* newspaper revealed that welfare cuts and soaring rents had forced more than 50,000 families to move out of the capital in just three years.

A *Schools Week* analysis of pupil numbers in inner London boroughs reveals a drop in primary school pupils in all but three in the past two years, despite overall numbers across England continuing to rise.

In Westminster, the number fell by 5.4 per cent between 2016 and 2018; in Lambeth by 3.2 per cent. Over the same period the



St Aloysius Catholic Primary

number of primary pupils nationally rose by almost 2.2 per cent.

Numbers fell by 1.5 per cent between 2016 and 2018 in Camden and Lewisham, while Hammersmith and Fulham experienced a drop of 1.2 per cent.

Numbers rose only in Wandsworth, Kensington and Chelsea, Islington and Tower Hamlets: 1.7 per cent, 0.9 per cent, 0.9 per cent and 0.1 per cent respectively.

In a statement issued by Camden and the diocese in April – before the consultation on the closure of St Aloysius – the two organisations said it was being considered "because in recent years there have been fewer applications for school places, resulting in a falling number of pupils".

"This means that the school is no longer attracting enough funding to maintain

current staffing levels. In addition, the buildings need significant investment to bring them up to modern standards.

"In common with other London boroughs, Camden is experiencing a decline in the numbers of primary pupils, mainly due to a drop in the overall birthrate."

London Councils, an organisation that represents the city's boroughs, told *Schools Week* its members monitored population changes.

"While the total number of primary school applications received in London this year was slightly lower than last year, pressure on different schools and local authority areas can vary," a spokesperson said.

"London boroughs will be keeping an eye on birthrates and patterns of population growth, to ensure that they can provide a school place to every child in the local area."

Cross-border movement "added to the complexity of demand for school places in London", he said.

Islington, Hackney and Lambeth councils confirmed they had no current plans to close schools as a result of low pupil numbers.

Hammersmith and Fulham, Haringey, Kensington and Chelsea, Lewisham, Newham, Tower Hamlets, Wandsworth and Westminster councils did not respond to requests for comment.

## Falling pupil numbers in London's primaries

BOROUGH	PRIMARY PUPIL NUMBERS		
	2016	2018	Change
Camden	12,125	11,942	-1.5%
Hackney	20,801	20,584	-1%
Hammersmith and Fulham	10,650	10,531	-1.2%
Haringey	23,746	23,685	-0.3%
Islington	15,266	15,403	+0.9%
Kensington and Chelsea	7,322	7,385	+0.9%
Lambeth	22,816	22,084	-3.2%
Lewisham	25,735	25,346	-1.5%
Newham	36,426	36,375	-0.1%
Southwark	25,342	25,220	-0.5%
Tower Hamlets	25,953	25,986	+0.1%
Wandsworth	20,479	20,832	+1.7%
Westminster	11,202	10,599	-5.4%
<b>TOTAL</b>	<b>258,113</b>	<b>256,256</b>	<b>-0.7%</b>

Source: DfE, schools, pupils and their characteristics

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## News

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## Private school staff walk out in pensions dispute 'test case'

JOHN DICKENS  
@JOHNDICKENSSW

Teachers are set to go on strike at a private school today in what has been described as a "test case" for other institutions planning to withdraw from the Teachers' Pension Scheme.

Most of the 80 teachers at St Edward's School in Oxford supported the walk-out in a recent ballot. The school plans to leave the pension scheme (TPS) next year.

*Schools Week* reported in April that at least ten private schools were in talks with unions to withdraw from the scheme, with one major chain set to move staff out.

Employer contributions to the scheme are expected to rise by more than 40 per cent this September. The government has committed to funding the increase for state schools, but not private schools.

Mike Buchanan, the executive director of the Headmasters' and Headmistresses' Conference (HMC), said: "This is a bit of a test case. Nobody wants to leave the TPS – this is a last resort and schools are reluctant. There's been no time to plan for this rise, it's costing schools hundreds of thousands of pounds."

A spokesperson for St Edward's said the rises were a "huge extra financial burden that cannot simply be absorbed without it having a severe inflationary impact on the fees parents pay".

The school consulted on the plans and pushed back pulling out by 12 months to September 2020. It will now move into a defined contribution scheme managed by Aviva that matches the current TPS funding model. It will also buy sickness and death in-service insurance for staff.

The school chose the new scheme after consultation with actuaries commissioned by the Independent Schools' Bursars Association (ISBA) to create a defined contribution scheme for the sector.

The *Financial Times* reported in February that private firms were eyeing up the potential new market.

TPT Retirement Solutions launched a Pension Scheme for the Education Sector in March to give "employers and members



St Edward's School

the flexibility to meet their needs".

But Chris Keates, the general secretary of teaching union NASUWT, said St Edward's "inferior scheme" did not provide teachers with the "same benefits and securities in retirement".

"Pensions are a critical part of a teacher's total reward package and our members are understandably angry and worried about these unnecessary attacks on their pension."

The government is considering allowing private schools a "phased withdrawal" from the TPS, keeping current teachers in the scheme, but closing it to new entrants.

Currently private schools must have staff all-in or all-out of the scheme

FREDDIE WHITTAKER | @FCDWHITTAKER

## Gove wants football clubs to help schools, despite patchy results

Michael Gove has pledged to give Premier League football clubs a "responsibility" to support free schools if he becomes prime minister – despite closing a scheme for clubs to support pupils when he was education secretary.

The *Evening Standard* reported that Gove intended to "draw on his past work persuading football clubs including Spurs [Tottenham Hotspur] and Derby County to help struggling children", although he did crash out of the leadership contest last night.

"I will say it will be a responsibility of every Premier League club to be involved in supporting a free school that guarantees effective support for children who have been excluded," Gove told the paper.

However, the involvement of football clubs in the free schools programme has not

always been a success.

Tottenham UTC, sponsored by Tottenham Hotspur Football Club, closed in 2017 three years after it opened, after failing to attract enough pupils to be financially viable.

The school's buildings are now used by the London Academy of Excellence Tottenham, which Spurs are still involved with.

The Bolton Wanderers Free School also closed almost two years ago after Ofsted said it was "inadequate" in all areas.

It emerged the school had paid almost £600,000 to its sponsor club in rent and utility bills in two years. It closed with a £380,000 deficit.

The government also axed the Playing for Success scheme in 2011 while Gove

was education secretary to save nearly £14 million a year.

The programme aimed to raise literacy, numeracy and ICT standards among demotivated pupils by holding out-of-school-hours study support centres at football clubs.

Gove also told the London paper that he would make schools responsible for the pupils they excluded, a policy already in the pipeline under the current government and one Gove once proposed, but never implemented.

He also vowed to "transform" pupil referral units, again another policy of the current government of which he is a part.



# News: Social mobility

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## Is Hinds' vow to protect vulnerable pupil his swansong?

FREDDIE WHITTAKER & JOHN DICKENS

@SCHOOLSWEEK

Damian Hinds has vowed to amend the school admissions code to "accelerate" finding vulnerable children new schools.

However, the details are vague and it appears any changes could be made solely as guidance.

The education secretary told an event organised by the Reform think tank on Monday that it was "very, very important" for children in need to be in school to help them to avoid falling prey to criminal or sexual exploitation.

The government billed Hinds' speech on social mobility, which coincided with its response to the children in need review, as a "major" intervention on breaking the cycle of disadvantage (see page 14).

It could also turn out to be one of Hinds' last policy announcement as education secretary, with the race for a new prime minister hotting up.

Children in need are those who are not in care, but still require the services of a social worker. They are three times more likely to be persistently absent from school and four times more likely to be permanently excluded.

Government data shows 1.6 million children (one in ten of all children last year) needed a social worker at some point in the past six years.

Hinds said he would improve the "clarity, timeliness and transparency" on in-year admissions, and strengthen fair access protocols "ensuring this can be used to admit children who currently need a social worker".

He also said he would change the schools



admission code so that the most vulnerable children, such as those fleeing domestic abuse, could access a school place quickly.

The Department for Education would not release further details. The changes also might not need new legislation.

For instance, the government could update its guidance that pupils fleeing domestic abuse should be included in schools' oversubscription criteria.

Hinds said school was a "key protective factor. Not just about what you're learning, but the very fact of being there and being around other trusted adults is very, very important for these children, helping to reduce the likelihood of them falling prey to criminal or sexual exploitation."

The government also pledged to commission new research on persistent absence and "continue to develop and improve" the availability of data on children who

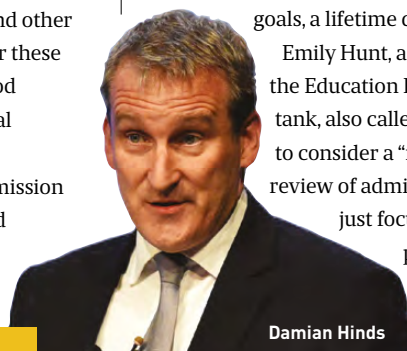
needed a social worker.

Schools having to notify social workers when such pupils were at risk of exclusion has already been announced under the Timpson Review.

The children's commissioner for England, Anne Longfield, said the commitments did not "dramatically improve the services the government knows can change life chances".

She added: "It is three years since Brexit became the national political priority – three years in which half of the youngest children in need have grown up failing to meet their early development goals, a lifetime disadvantage."

Emily Hunt, a senior researcher at the Education Policy Institute think tank, also called on the government to consider a "root and branch" review of admissions, rather than just focusing on a subset of pupils.



Damian Hinds

### DFE PREPARING REVIEW OF HEADTEACHER STANDARDS

The government has pledged to "promote aspirational leadership" in support of local authority children's services directors and education leaders. The latter could be done as part of a forthcoming review of headteacher standards, says the government in its response to the children in need review.

The last review of standards in 2014 promised updated advice by 2020. The review group would

probably want to look into how the standards fitted with the new leadership roles of executive headteachers and academy trust chief executives.

There is also a grey area over whether chief executives fall under the remit of the Teacher Regulation Agency's misconduct hearings if they are not employed as a teacher or head.

The DfE said more information would be released next month.

### EXPANSION OF VIRTUAL HEADTEACHERS?

The government will also explore whether there's a case for "extending and adapting" virtual school heads.

Virtual heads are appointed by the local authority to promote the educational achievement of children cared for by the council. *Schools Week* reported last year how the role had expanded and how cuts had left it struggling.

The response to the children in need review said that the Right Balance for Families' Children's Social Care Innovation Programme was testing an "adapted version" of the role.

It found the "strong advocacy ability" of virtual heads provided opportunities to "raise visibility and understanding" of youngsters who needed a social worker.

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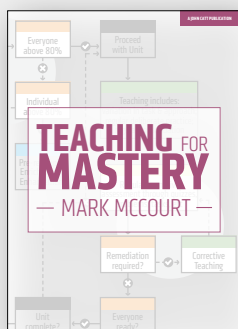
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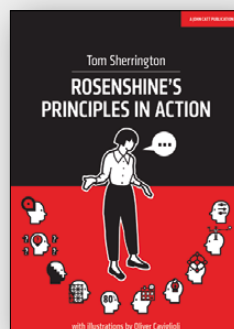
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MARK MCCOURT

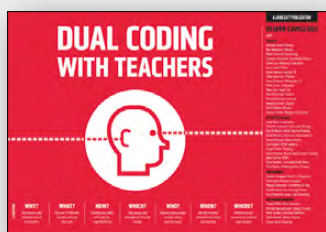
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TOM SHERRINGTON

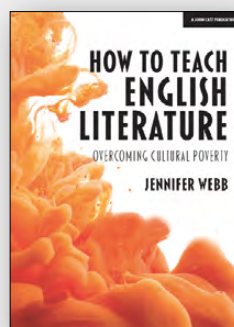
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JENNIFER WEBB

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## NEW BOOKS FROM JOHN CATT

# Speed read: Social mobility

## How disadvantaged pupils fare in our schools

The Department for Education released a flurry of statistics on the attainment of disadvantaged pupils to coincide with the education secretary's Monday speech on social mobility. We've got the key findings

### 1 EAL pupils outperform native speakers if they join schools early

Pupils with English as an additional language who join an English school in reception are slightly more likely to reach the expected standard in reading, writing and maths at the end of key stage 2 than those whose first language is English, with 68 per cent hitting the target compared with 65 per cent of native English speakers.

The ad-hoc statistics, published on Monday, show this pattern continues at key stage 4, with EAL pupils who join an English school before year 2 having a higher average attainment 8 score than pupils whose first language is English.

But the chances of EAL pupils outperforming their peers decline the later they arrive in English schools. Those who join after reception are less likely to reach the expected standard in reading, writing and maths, even if they join in year 1, while those who join after year 3 are less likely to have a higher attainment 8 score.



### 2 Youngsters in coastal schools are three grades behind

An ad-hoc statistics released on Friday suggested that disadvantaged pupils who live in coastal areas achieve about three grades lower (across the ten subjects making up attainment 8 at GCSE) than those living in non-coastal locations.

Disadvantaged pupils in hamlets and isolated dwellings fared the worst, achieving about six grades lower than those living in cities (but there was a caution over interpreting such findings as there are relatively few pupils).

But Education Datalab has urged caution over interpreting the findings, which they say reveal more about demography than anything else. The organisation said policies to improve outcomes should focus on national coverage, rather than regional.



### 3 Huge attainment gap for pupils in need of social care

The final analysis from the children in need review was published on Sunday. It found that about one in ten children last year were in need of social care services between 2012-13 and 2017-18.



These pupils achieved "significantly worse" than others at every stage of education. When controlling for other factors, children in need of social care services were 50 per cent less likely to achieve a strong pass in GCSE English and maths.

Youngsters who were in need at some point in the four years leading up to exams, but not in need in the year of their exams, were between 25 per cent to 50 per cent less likely to achieve a strong pass.

Meanwhile, pupils classed as in need at the end of key stage 4 were also three times less likely to go on to study A-levels at age 16, and almost five times less likely to enter higher education at 18.

### 4 SEN pupils have largest disadvantage 'penalty'

Another report, also published on Sunday, examined to what extent seven different disadvantages have on attainment.



It found that having special educational needs was associated with the "largest penalty" – accounting for an attainment deficit of about 17 grades at key stage 4.

Each of the other six (eligibility for free school meals, maternal qualifications, parental engagement, relationship of main parent, access to the internet, and Ofsted rating) accounted for deficits that ranged between three to six grades.

Overall, a third of pupils had none of the disadvantages, a third had one, and the remaining third had two or more.

The attainment deficit almost doubled among pupils with two rather than one disadvantage, trebled for those with three, and so on.

However, having SEN and less engaged parents was associated with a penalty four grades larger than expected. Meanwhile, pupils eligible for free school meals and a mother with no qualifications had a lower penalty than expected.

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A young woman with long red hair and a surprised expression, surrounded by various mathematical and scientific icons. The icons include a large moon, a globe, a compass, a cube, a cylinder, a sphere, a brain, a pencil, a clipboard, a magnifying glass, a plus sign, a minus sign, a multiplication sign, a division sign, a pi symbol, a triangle, a square, a circle, a line, a point, a vector, a matrix, a graph, a chart, a table, a book, a pen, a ruler, a protractor, a set square, a divider, a pair of compasses, a pencil sharpener, an eraser, a stapler, a hole punch, a paper clip, a paper bag, a paper plane, a paper boat, a paper hat, a paper dress, a paper bag, a paper plane, a paper boat, a paper hat, a paper dress.

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# Free sanitary products scheme may need more cash

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The Department for Education doesn't have enough money to pay for free sanitary products for every eligible pupil in the country, despite a pledge to "fully fund" the initiative.

Tender documents published by the Department for Education (DfE) show the government is prepared to spend between £10 and £20 million on the scheme from this September until the end of next year. The DfE will then decide whether to extend the contract by 12 or 18 months.

Ministers have said they would fully fund a pledge to provide free sanitary products to all primary and secondary schools and post-16 institutions. The move was announced by the chancellor Philip Hammond in his spring statement.

But the department has admitted it will have to go back to the Treasury for extra funding if more than the "anticipated level" of 1.7 million pupils take up the offer of free products.

According to government records, there are more than 1.6 million girls in English secondary



schools alone, with 1.1 million girls attending further education colleges and the small number who start their periods at primary school also eligible.

Schools Week understands the 1.7 million is based on figures provided to the DfE by the Office for National Statistics. But when asked for the specific figures, the DfE did not respond.

A Treasury spokesperson said the government stood by its pledge to fully fund the scheme, but said any additional funding would be a matter for the next spending review.

Amika George, a campaigner from the group FreePeriods, said it was "absolutely integral that the government's pledge addresses the needs of

all children who require access to menstrual products while in education.

"FreePeriods will continue to challenge and question the government's period poverty taskforce so that every child can go to school without worrying about how they will manage their period."

According to the tender documents, the DfE is looking for a "single national supplier" to source an "appropriate range of period products", to design and implement "user interfaces and support services" and to plan and execute a national delivery service.

"The funding for this opportunity is contingent on user need, alongside the delivery and distribution methods used by any successful bidder."

Despite an anticipated delay to the start of the scheme, the contract is due to begin this September and end in December 2020.

The department has also confirmed that the successful bidder "will be required to offer environmentally friendly sanitary pads as a minimum, and are encouraged to provide further environmentally friendly options (such as menstrual cups or eco-friendly tampons)".

# Teachers have 'no trouble' spotting mental ill health

JOHN DICKENS

@JOHNDICKENSSW

Training new teachers to spot the signs of mental health will not address the biggest problem – providing help for those pupils who need it, says the children's commissioner.

Theresa May announced on Monday that the new training would be backed by updated statutory guidance to make clear schools' responsibilities to protect children's mental wellbeing.

However, No 10 has released no specific details, such as when the training will roll out or how much it will cost.

Anne Longfield said a "twiddle to teacher training" was not the answer.

"I don't think teachers have that much trouble spotting them [mental health conditions in kids]; they have trouble finding anyone to treat them."

She repeated calls for a child and adolescent mental health services (CAMHS) professional in

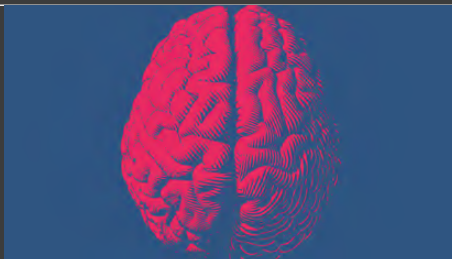
every school.

A survey by the National Association of Head Teachers (NAHT) showed that 99.7 per cent of school leaders agreed that access to therapeutic support for children and young people with mental health needs must be improved.

A Care Quality Commission report last year also revealed that only a quarter of children and teenagers who needed treatment were able to access it, with many having to wait up to 18 months before they received any help.

Longfield added: "The education department cannot resolve these problems alone – it requires cross-Whitehall focus, and funding; it needs early help, social care and CAMHS services to be provided to these kids. All that requires money."

The government has announced more than £300 million to provide new mental health leads in schools and support teams to link education and health services. However, heads say that is not enough and the government has



admitted it may take a decade for the increased mental health support to reach all schools.

May's proposals also include "world-class teaching and training materials for all teachers to use in classrooms to meet the new requirements for mental health education for all primary and secondary pupils".

The prime minister said the measures would "make sure that at every stage of life, for people of all backgrounds, preventing mental illness gets the urgent attention it deserves".

The announcements, which include wider mental health prevention commitments across other public bodies, are thought to be part of May's attempts to cement her legacy.

## News

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## Silver awards for inspirational teachers

**JOHN DICKENS**  
@JOHNDICKENSSW

Inspirational teachers from across the country have been honoured for their commitment to changing the lives of children.

Sixty-eight winners triumphed over thousands of nominees to scoop up silver trophies and make the shortlist for the annual Pearson National Teaching Awards.

The winners were announced on Wednesday to coincide with "Thank a Teacher Day". The 68 will now vie for one of the 13 gold awards at the final, known as the UK's "Oscars for Teachers" and due to be held at the Roundhouse in north London in October.

The author Michael Morpurgo, president of the Teaching Awards Trust that runs the event, said: "So often and for so many of us, it is a teacher who changed our lives, was at our side through hard and difficult times, who lifted us up when we were down, helped us find our voice, gave us confidence when we needed it most, set us on a path that we have followed ever since."

Connor Goulding, from Sacred Heart primary school in Bolton, won a silver award as an outstanding new teacher.

The classic car restoration enthusiast was shortlisted for his work running an engineering club that has designed and made a robotic zoo, and an award-winning coded marble run.

Ed Le Brun, from Kings College Guildford, and Leah Kemp, from Birtenshaw School in



Merseyside, both won silver in the secondary school teacher category.

Le Brun joined the Guildford school as assistant principal in 2013, but two years ago chose to return to the classroom as a lead practitioner to focus on school improvement.

Judges said his skill, passion and infectious enthusiasm helped students plagued with self-doubt to become confident young adults who saw themselves as learners with an academic future.

He also helped the school to improve from "inadequate" to "good" in 18 months.

Kemp was said to have "continued to go above and beyond on a daily basis, never seeking recognition or reward.

"Colleagues single her out as 'an absolute credit to the teaching profession...a shining star'."

Keith Berry, the head of Park Community

Academy in Blackpool, was shortlisted for lifetime achievement. He was nominated for driving the improvement of SEND provision in the town, including helping to set up a school direct training programme.

Sharon Bruton, the chief executive of the four-school Keys Federation Academy Trust in Wigan, was shortlisted as a digital innovator. She is currently leading a cohort of 40 schools nationally to manage effective and sustainable curriculum change.

The National Teaching Awards were founded in 1998 by Lord Puttnam to recognise the life-changing impact an inspirational teacher can have on the lives of young people.

Rod Bristow, president of Pearson UK, said: "Recognising and celebrating teachers for the lasting impact they have on young people's lives is crucial."



Leah Kemp, from Birtenshaw School in Merseyside



Keith Berry, the head of Park Community Academy in Blackpool



Sharon Bruton, the chief executive of the four-school Keys Federation Academy Trust in Wigan



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## DfE wants 3-year pupil premium plans, but funding still yearly

**JOHN DICKENS**  
@JOHNDICKENSSW

Schools have been urged to draw up three-year strategies on how they will spend their pupil premium, despite the cash only being guaranteed year on year.

Updated guidance this week from the Department for Education called for schools to adopt a "longer-term strategy".

From September they will be "encouraged" to move away from "time-consuming" full annual reviews on pupil premium. Instead they should consider a "multi-year approach", such as one review covering a three-year period, with "light touch" annual reviews.

The department said this would help schools take a longer view of the support the grant would provide and "align their plan with the wider school improvement strategy".

But funding experts have highlighted potential issues as the funding is guaranteed annually.

Julie Cordiner, an education funding specialist and co-founder of School Financial Success Publications, said: "It would be nice if they were giving us three-year allocations [of funding] too."

"While pupil premium is easier to forecast than other funding streams, the difficulty comes in schools that have high pupil turnover – they would find it quite challenging to predict or manage over a three-year period."

The new guidance said a multi-year approach would give schools greater certainty when planning for expenditure, recruitment, teaching practice and staff development.

Julia Harnden, a funding specialist at the Association of Schools and College Leaders, said: "We welcome anything that streamlines the process for schools as the best people to know

what their pupils need to achieve their potential.

"But this may be hampered by funding settlements not matching that three-year period. You've got to make assumptions about the level of funding."

The change comes as the Education Endowment Foundation published a new guide on the premium.

Spending the cash on ensuring an effective teacher was in front of every class and that every teacher was supported to keep improving should be the "top priority".

Targeted academic support was also "likely to be a key component of an effective pupil premium strategy", with other strategies aimed at breaking down the non-academic barriers to success in school.

John Dunford, the former pupil premium champion, said the change in focus was a "move in the right direction".

But he warned: "If a strategy is part of a school's long-term plan, but they find it's not working, then they should drop it and spend money on something where the evidence is that it works best straight away."

Cordiner welcomed longer-term planning. "Three-year, high-level forward planning is what all schools should be doing. There's a bit of resistance . . . when they haven't got the information, but you can state assumptions and, if they are reasonable, then that's enough."

More than £10 billion has been spent on pupil premium funding since its introduction in 2011.

However, a report by Education Datalab in 2017 found the attainment gap between the long-term disadvantaged had actually widened.

The DfE said: "Schools may find it suitable to continue with their current one year planning for the time being, while they consider a longer term strategy."

## £5 billion would 'reverse funding cuts'

**FREDDIE WHITTAKER**  
@FCDWHITTAKER

It would cost almost £5 billion to reverse funding cuts that schools have experienced since 2009 and to protect their budgets until 2023, says the Institute for Fiscal Studies.

The analysis comes after a number of candidates for the Conservative Party leadership pledged to boost school funding – although none has promised anywhere near the £4.9 billion needed to reverse real-terms cuts and protect budgets.

The IFS found schools needed an extra £3.8 billion a year to bring them up to the same level of funding of 2009-10 in real terms.

A further £1.1 billion would ensure their budgets were not cut again over the next four years.

Rising costs and flatlining school funding settlements have left schools with a real-terms cut in their budgets of 8 per cent between 2009-10 and 2017-18. Half of those cuts fell between 2015-16 and 2017-18.

Michael Gove, one of the leadership candidates, has promised £1 billion extra for schools if he becomes prime minister. This amounts to a 2.3 per cent cash-terms increase for next year.

Boris Johnson has pledged to ensure every secondary school in England gets £5,000 a pupil, but *Schools Week* found that as most secondary pupils are already funded at that level the pledge would amount to just a £50 million increase in the schools budget.

The IFS confirmed in its analysis that the cost of Johnson's pledge was likely to be "relatively small".

It also pointed out that, contrary to Johnson's claims, there was "no postcode lottery in school funding in England" as the DfE's new national funding formula had effectively ended this.

But councils would receive higher levels of per-pupil funding if they had higher levels of deprivation. "Policymakers who want to reduce differences in funding between areas should be clear that doing so would almost certainly reduce the extent of extra funding for deprivation and/or London weighting," the IFS said.

Theresa May also reportedly wants to inject £9 billion a year into education to pre-empt anything promised by her successor.

# EDITORIAL

DO YOU HAVE A STORY?  
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## Another social mobility swansong?

Could we have witnessed the second education secretary in a row making their swansong on social mobility?

Damian Hinds' "major speech" on 'breaking the cycle of disadvantage' this week could well be his last performance of note as education secretary, as the race to appoint a new prime minister heats up.

His predecessor, Justine Greening, resigned just weeks after launching her social mobility action plan.

Hinds got kudos for flagging many of the burning injustices in our system (children in need, underperformance in coastal areas), but there didn't seem to be many answers provided.

Hinds said children in need of social workers were 50 per cent less likely to achieve a strong pass in GCSE English and maths.

Tweaks to the admissions code and better data won't solve that anytime soon. But at least Hinds has given his potential new successor a list of problems that still need solving.

## Like or loathe Agnew, at least he's honest

Like or loathe him, you can't argue with academies minister Lord Agnew's honesty.

Grilled on stage at the Festival of Education by Schools Week's own Laura McNerney - he was forthright, and passionate, about his views on funding.

On the tough question of whether schools are wasting money, he will answer it. (He thinks they are, by the way).

There aren't many politicians who would answer that so forthrightly.

But that doesn't mean he's right. And headteachers will tell you he's absolutely wrong.

Luckily, it looks like extra funding is on its way - so the argument may be redundant.

But it's important Agnew keeps his promise to publish the summary findings from his cost-cutter reports.

This information is important for schools if it helps them make savings.

It's also important for transparency. He made bold claims about how much savings his advisers found in schools, so the evidence for this claim - which his argument hinges on - needs to be made public. We look forward to seeing it.

**SCHOOLS WEEK**

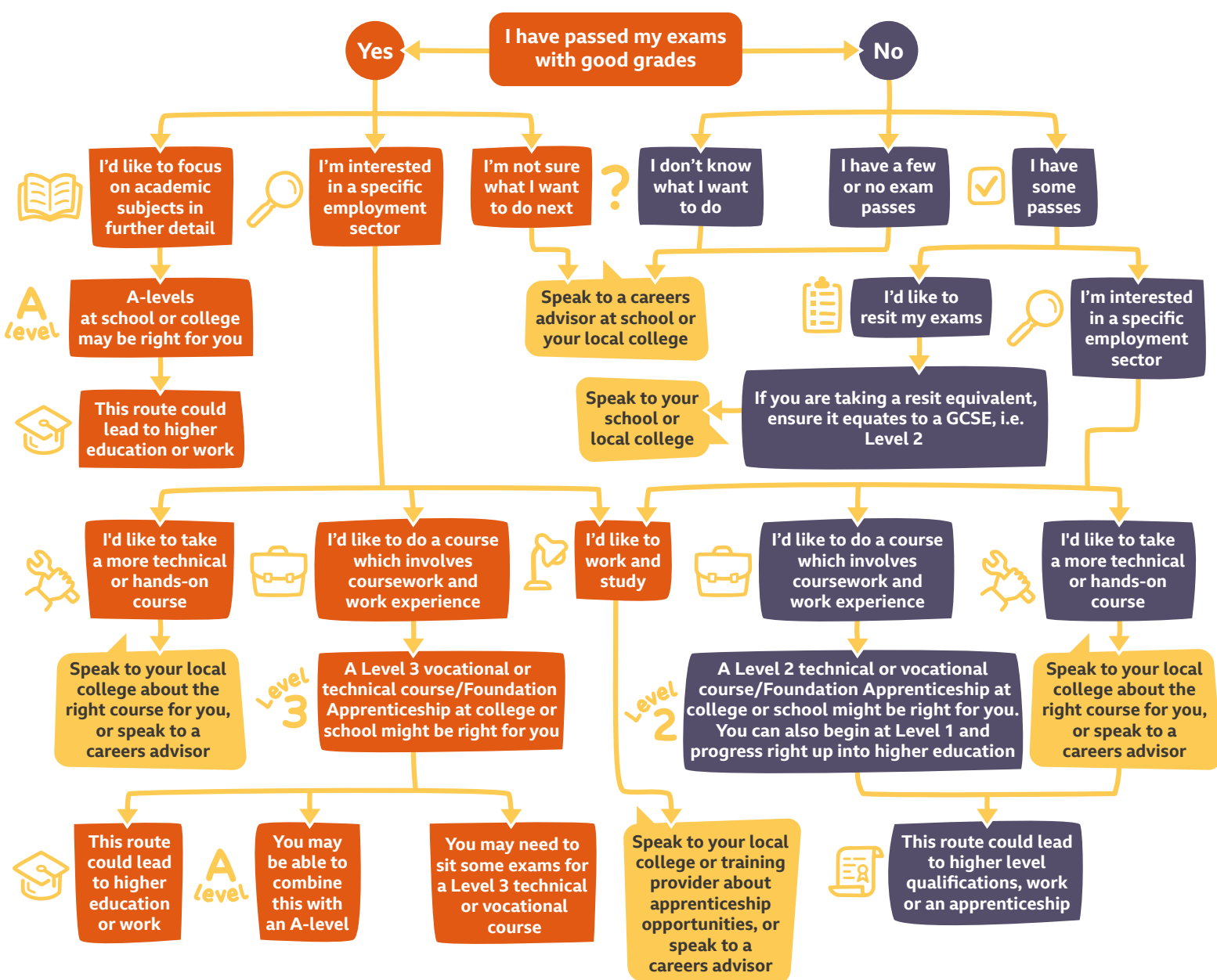


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# What's next for your students?



# School visit: The only grade 1 UTC



## 465 applicants for 160 places? Yep, it's a UTC

**JESS STAUFENBERG**

@STAUFENBERGJ

**Why is UTC Reading successful while other colleges are shutting or struggling? We visited the country's only Ofsted-'outstanding' UTC to find out**

If Lord Kenneth Baker could take a blueprint for the beleaguered university technical college (UTC) and multiply it across the country, it's likely that he would choose UTC Reading.

Baker, who served as education secretary under Margaret Thatcher and who has pushed the UTC model of vocational education within the Department for Education (DfE) since 2010, would no doubt cheer UTC Reading's successes. Of the 34 of 50 UTCs still open that have been inspected so far, Reading is the only one to gain a grade one, have a quality Career Mark and a "World Class Schools" certificate.

As chair of the Baker Dearing Educational Trust that supports UTCs, Baker has struggled to defend the UTC model in light of ten closures following under-recruitment or low results; for others, poor Ofsted ratings have damaged their

reputation. But the model survives, with the DfE warning just last week that academy trusts that take over UTCs must preserve their technical and vocational "ethos" – or not call it a UTC.

Baker might do better to recommend trust

**"We can give a clear career pathway into STEM"**

bosses visit UTC Reading to see why this ethos is worth preserving. Specialising in engineering and computer science, it is expanding to meet parental demand; this year it increased its admission numbers in year 10 from 100 to 120 – and next year it is oversubscribed for year 10 and year 12 entry.

Four years after its Ofsted grade and under new leadership, how has it kept up momentum? Jonathan Nicholls, who took

over as principal in June 2017, says getting local schools on side was crucial – as was coupling with employers such as Microsoft.

"Relationship-building is critical in a local area for a UTC to build up strength," he says. "It should not be seen as [being] in competition with other schools, but providing opportunities for them."

Nicholls learnt the lesson from Joanne Harper, the former executive principal and now the deputy chief executive of the UTC's sponsor, the Activate Learning Education Trust. He meets regularly with secondary school heads about the UTC's curriculum offer, and his staff visit local years 9 and 11 to speak to potential recruits. The schools understand that some learners would benefit from vocational qualifications offered by the UTC, such as the NCFE level 2 technical award in business and enterprise in key stage 4, and the level 3 BTEC extended certificate in computing in key stage 5. "They know it's not about us taking students from somewhere else, it's about recognising we can give them a clear career pathway into STEM," he says.

It's a far cry from the desperate measures of UTC Warrington, as reported in *Schools Week* last year, which angered local schools when it encouraged learners to move

# School visit: The only grade 1 UTC

“It’s about us understanding what industry needs”



earlier than expected.

Persuading learners to join the UTC at 14 is tricky, but even recruiting to year 12 is tough because of competition from further education (FE) colleges.

Another relationship, this time with employers, is the solution, Nicholls says.

“There’s no doubt we experienced the same challenges as other UTCs, but what set us off on a good footing were the large

industry partners behind us.” UTC Reading is partnered with Microsoft, which has offices in the nearby Thames Valley Park, as well as Japanese technology company Fujitsu and IT company Cisco. Others include engineering consultants Peter Brett Associates and Network Rail. Open days are held at the employers so it “already starts to feel different to what students might be experiencing in a traditional school”.

This year the UTC has tightened its industry partnerships by introducing the “Pipeline Programme”, in which post-16 learners have eight days on site with their preferred employers over two years. The programme, launched in September, replaces employability days at the UTC and instead brings learners face-to-face with professionals. “It’s like having eight days of interviews to impress that employer,” Nicholls says. “It means when they submit an application for an apprenticeship, they can say, ‘you remember me?’”

If the good relationships with employers and schools put the UTC on a steady footing when it opened in 2013, the Ofsted grade cemented parental confidence. “There’s no doubt that really great outcome from Ofsted helped us to build a reputation,” Nicholls says. “Parents would look at us on the basis of being an ‘outstanding’ provider.” He appears to have made the UTC brand one of its strengths unlike some providers. For instance in 2017 Cambridge UTC renamed itself an “academy”.

It was this “outstanding” grade that made UTC Reading eligible for that World Class School status, which it won in 2017 with 15 other schools. It is the only UTC to hold



Jonathan Nicholls

# School visit: The only grade 1 UTC



the title, which assesses learners against a framework of skills and competencies. And in May it won the Career Mark, which appears to be even harder to meet than the Gatsby careers benchmarks if the enormous application portfolio that Nicholls shows me is anything to go by. Both standards were achieved in response to the Ofsted grade, he says. "It was about, how do we build on the pinnacle of an Ofsted grade? We wanted to continue to stand out."

And it's worked. There are 224 applicants for 120 year 10 places in September, and 465 applicants (including those already at the UTC) for 160 places in year 12. These are figures many UTC principals can only dream of. Nicholls says in "a year or two" the UTC should have 560 learners on roll, bringing it almost to its 600-pupil capacity.

The success has also given the senior team the confidence to innovate; apprenticeship routes were dropped in 2017 because FE colleges had them covered. This year a new A-level in three-dimensional design and architecture was introduced to offer more "creative" qualifications that it is hoped can help to increase the number of girls enrolled by 1

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**"You have to give these things time to breathe"**

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per cent a year (currently the figure is 16 per cent).

Nicholls believes this ability to adapt sets UTCs apart from other providers. "The concept of the UTC is to provide a response to the needs in their region," he says. "It's about us understanding what industry needs."

But he is one of the lucky ones. His belief in the model is clearly shared by his sponsors: Harper sits on a national group of "core principals" of UTCs. The trust has four UTCs, two mainstream secondary schools and a studio school, meaning it can draw on the expertise of staff whilst making it unlikely the UTCs ethos will be lost. The trust is supported by Activate Learning, a wider group that includes FE



colleges, adding another layer of expertise.

At a national level, the picture does not look so rosy: only 16 UTCs have a grade two, 12 a grade three and five a grade four, as of April. Even at UTC Reading, the data appears to be mixed: of those enrolled to study mainly academic qualifications, only 63 per cent of key stage 5 learners completed their programme compared with a local authority average of 90 per cent. At key stage 4, the -0.74 progress score might cause concern.

But Nicholls is adamant. "I absolutely believe in the concept of the UTC model and what it can do. You have to give these things time to breathe."

# Opinion

DO YOU HAVE A STORY?  
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VIV  
ELLIS

Professor of educational leadership and  
teacher development, King's College London

## It's easy. You too can be a graduate school

**A ruling by the Advertising Standards Authority will allow many more organisations to use the title "graduate school", explains Viv Ellis**

What do you think of when you hear the phrase "graduate school"? A part of a university that deals with postgraduate and research degrees? An organisation that can award those degrees?

Until now you would have been right, but a ruling this week by the Advertising Standards Authority (ASA) establishes a new basis for any organisation – or individual – that wants to describe itself as a graduate school. If, as the ASA explains, you provide "education to individuals who already [hold] undergraduate degrees, resulting in the award of further qualifications at postgraduate level", then you can be a graduate school if you so choose.

Crucially, you don't need the power to award degrees to claim the title; you can use it as long as you work with an institution that does. Indeed, postgraduate qualifications can include national professional qualifications (NPQs), so it isn't necessary to offer degrees at all.

The ASA ruling was made following two complaints about the Ambition

Institute, a registered charity that offers postgraduate training and development for educators. You've probably heard of it, especially if you are on Twitter. Launched earlier this year following a merger between Ambition School Leadership and the Institute for Teaching (IFT) – both

graduate school. This was a claim made previously by the IFT, which said it was at least partly based on a controversial US model, the Independent Graduate School of Education (IGSE).

The American IGSE model emerged in 2011 when the New York state granted degree-awarding powers to the Relay Graduate School of Education. Relay and the other IGSEs were designed as "alternative" providers to "traditional" universities that were coming under attack for not producing enough "effective" teachers. The Relay school now operates in ten states and the model has been taken up across the US, including by chains of charter schools. This expansion has taken place even though the only review of the evidence concluded that claims for greater effectiveness

assurance regulators. In the UK, any organisation providing training to graduates leading to an NPQ or postgraduate degree validated by an appropriate partner can now describe itself as a graduate school.

The implications of the ASA's ruling are significant. All school-centred initial teacher training schemes (SCITTs) can now reasonably claim to be a graduate school, as indeed can many teaching schools. Indeed, a single school working in partnership with a university to offer the level 7 PGCE qualification would appear to meet the ASA definition. And in a context where many schools, multi-academy trusts and SCITTs also have in-house research leads responsible for research-practice collaborations, the basis for them to claim that they are a graduate school becomes even stronger.

Any private company that provides postgraduate training on the same basis is also entitled to use the term, as indeed is any sole trader. Think about it for a moment: the Ruth Miskin Graduate School of Phonics; the Tom Bennett Graduate School of Behaviour Management. Incredible? Not if their students have the opportunity to gain a postgraduate qualification that is validated by an appropriate partner.

In an era that some describe as "post-truth", the meanings of words are now often very slippery and risk becoming meaningless. The good news is the [ASA ruling](#) has made it possible for many more organisations to stake a claim to using it. If nothing else, at least it's no longer the preserve of just one organisation.

“ Think about it: the Ruth Miskin Graduate School of Phonics...

associated with the influential ARK multi-academy trust – the ASA was responding to tweets promoting its "Masters in expert teaching" that dominated many timelines a few months ago. The authority's ruling referred to this "Masters" and Ambition's description of itself as a

were "illusory" and the evidence "apocryphal".

There is a critical difference between this model and what is now possible in England. In the US, graduate schools have degree-awarding powers and are licensed and monitored by each state's quality



# Opinion

DO YOU HAVE A STORY?  
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**What we can we learn from exceptional schools, and how can they support and challenge each other to improve. Josephine Valentine unveils the findings from a Challenge Partners pilot**

The key question for school improvement is what are outstanding schools doing that sets them apart, and how can we bottle it? These schools have kept their successful status in an environment in which the metrics against which they are measured seem to change from year to year. Challenge Partners, a charity led by headteachers and senior leaders, develops programmes that support schools at different stages of their improvement journey.

Ultimately, we are interested in what can make a school thrive and how to spread that good practice.

Our charity believes that it is vital for all schools to share their experience of improvement to help others and so ensure our education system is world-class. While most improvement support focuses on those that are struggling, we have piloted a scheme, called "Growing the Top", which focuses on stimulating outstanding schools to become even better, and sharing the secrets of their success.

Some interesting themes are emerging. A draft evaluation report by Dr Peter Matthews, visiting professor at the UCL Institute of Education (IoE), focuses on what and how highly-effective schools can learn from each other, identifying common elements of good practice across the 21 schools involved.

Emerging key themes for sustaining excellence include: teacher



DR JOSEPHINE VALENTINE

Chief executive, Danes Educational Trust, and senior partner, Challenge Partners

## What makes some schools stand out (and it's not hero heads)

development that includes internal associate leadership opportunities to aid promotion; CPD that focuses on coaching and subject development; change leadership that includes building the school community; target-setting and data-tracking

and practice from each other, as well as changes now planned for the next academic year.

So how does it all work? It is a hallmark of the participants that they are committed to Challenge Partners' culture of collaboration

**“ No school has all the answers. But sharing what works helps**

to drive up standards and develop departments.

Curriculum and assessment planning and inclusion, and all aspects of student wellbeing, are also included.

No school has all the answers. Matthews looked at systemic challenges that centre on raising the relative achievement of particular groups, including boys, disadvantaged children and underperforming sixth-formers. The findings showed that sharing what works through Growing the Top has really helped schools to tackle these issues.

It notes some immediate change in the participating schools as a result of adopting or adapting great ideas

and challenge. The network's headteachers and school leaders tell us they are hungry to learn from the public sector, business and academia too. They want to be stretched and invigorated, to visualise what is possible.

School leaders work in groups of three and visit each others' schools. The visiting leaders can question, learn and take away interesting ideas for their own schools. But as every school still has systemic challenges, such as underachievement by boys, it's also important that our cohort develops the trust to discuss these too, so colleagues can share experiences from their own schools to help to find solutions.



Expert facilitators join the leaders on visits to help the process. Feedback has been stunning and leaders have left buzzing with new plans. We are already planning a new cohort, alongside continuing to work with our Growing the Top alumni.

Matthews' final report, to be published this autumn, promises to shine further light on this vital question of what makes some schools stand out. As practitioners we know it's not about hero heads, as schools have sustained excellence after changes of headteachers and senior leaders.

Our emerging thesis is that the schools involved have really considered and come to understand what knowledge, skills and attributes young people need to navigate their future in a modern, complex world. And through their work engender in the students independence of thought and learning, and ambition.

# Opinion

DO YOU HAVE A STORY?  
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BAZ  
RAMAIAH

Teacher success manager,  
Teacher Booker

## How you can dampen the effects of publication bias

**Too much research literature is skewed towards positive representations, says Baz Ramaiah**

Imagine that you're planning a holiday. A quick survey of websites show nothing but positive reviews for your chosen hotel, so you commit your cash and book. It turns out to be half-building site, half-bus station. How did this happen?

It is then that you learn that the listings websites have a tacit policy of publishing only positive accounts. Seasoned holiday-makers know this, and no longer bother to try to post negative experiences because they realise there is no point.

This dilemma is similar to the one that teachers, senior leaders and education policymakers face with "publication bias", the tendency to only publish studies with positive findings. Studies that show negative findings are systematically rejected because they are typically judged to have been poorly designed. The result is that the literature is skewed towards positive representations of the efficacy of given treatments and programmes, with no countervailing evidence to challenge it.

This selective approach can have serious consequences. Landmark research in biomedical science has shown the way that publication bias

in scientific journals can lead to costly and dangerous practices as negative findings about drug X linger unpublished on the lab floor, while positive ones are widely disseminated and used by policymakers to issue guidelines recommending that very drug. Clinicians, in turn, use these guidelines to prescribe said drug. This results in wasted resources on a drug

(through grouped meta-analyses) published between 1986 and 2013 and found that published studies were much more likely than unpublished ones to have positive results. They report a large magnitude of impact for their studied programmes.

In an even broader study, Chow & Ekholm (2018) selected 240 studies from 20 major journals of educational research, and compared them with available studies unpublished in scientific journals.

Again, the identified published studies reported a stronger impact for studied interventions and were much more likely to report positive findings.

This practice creates dangers down the line: teachers may be using ineffective instructional practices; school leaders may introduce

comprehensive and unbiased. Pending major changes to how journals do their screening, what can the conscientious consumer of educational research do to dampen the effects of publication bias?

First, good systematic reviews often include estimates of the extent of publication bias. Resist the urge to gloss over these passages as they are vital in moderating your confidence in the finding.

Second, when you do encounter useful studies with a negative finding, tell people about it, by bleat or tweet, to counter the wider dissemination of positive findings over negative ones.

Finally, be mindful that there are already reasons to be more sanguine on the subject. The Education Endowment Foundation (EEF) has committed to publishing results from all its studies, independent of outcome. This is a bold stride in the right direction, but nonetheless represents a small proportion of the total literature. Our expectations in this area should be uniformly high. With that in mind, EEF would benefit from calculating and including indices of publication bias in its systematic reviews.

While findings on phenomena such as publication bias might be dispiriting, we should always have in mind the slogan of evidence-based practitioners and the Saturday morning TV icon GI Joe: "Knowing is half the battle." The more we understand about the scientific process, the better equipped we are to interpret its results. And, of course, to book hotels.

**“ Tell people about any studies with a negative finding**

of questionable efficacy. The waste is colossal.

What about in education? Two recent meta-reviews of academic studies have provided consistent evidence of publication bias in educational research journals. Polanin, Tanner-Smith and Hennessy (2016) surveyed 6,392 studies

interventions without any sense of the pitfalls; teacher-trainers may be misleading a whole generation of early career teachers. All of this while being ostensibly "evidence-based".

Undoubtedly, evidence-based practice is the future for teaching, but evidence is only valuable if it is



# Reviews

## BOOK REVIEW



### Making Every Maths Lesson Count: Six Principles to Support Great Maths Teaching

Author: Emma McCrea

Publisher: Crown House

Reviewed by: Paul Glaister, professor of mathematics and mathematics education, University of Reading

Are you

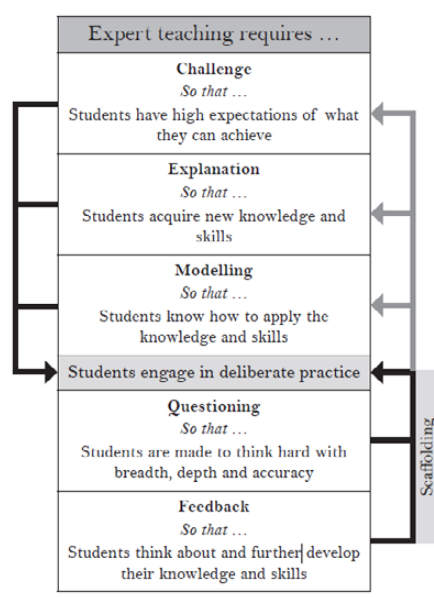
- considering mathematics teaching as a career;
- training to teach mathematics;
- a newly qualified teacher of mathematics;
- a teacher of mathematics with either one or many years' experience;
- training/supporting teachers of mathematics?

If you answer "yes" to any of these questions, then this fabulous book is for you and should be an essential purchase.

It is the latest addition to the "Making every lesson count" series with the author applying the framework developed by Shaun Allison and Andy Tharby to the teaching of mathematics. The result is an outstanding contribution to the literature and a rich resource for anyone who teaches the subject at any level.

It is a well-written, authoritative text, and is thoroughly grounded in the realities, expertly drawing out clear principles from the latest research on memory, learning, and motivation. Each chapter contains many references to a wealth of research and literature on teaching and learning mathematics, and more generally.

You can use it to develop an informed and critical stance towards approaches and materials. It is packed full of practical ideas and examples, with many well-thought-through activities and associated tasks. Importantly it encourages readers to reflect on their practice



The six pedagogical principles explored in Making Every Maths Lesson Count

and think about how they can try new approaches in the classroom. You will find yourself returning to it again and again.

The framework advocated is comprised of six pedagogical principles that underpin great teaching and learning. Each is explored in a dedicated chapter alongside a range of evidence-informed, high-impact strategies (52 in total) that are easy to implement.

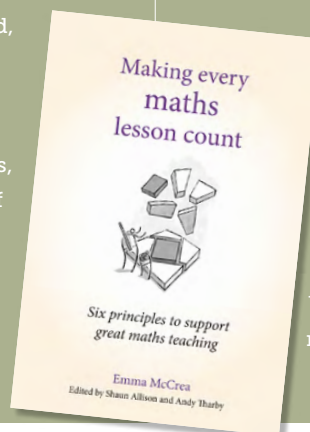
Alongside these strategies, the author explores some of the big ideas in education:

- why getting students to attend to what it is that we want them to learn is so important;

- the role that cognitive load plays in learning and how we can use cognitive load theory to streamline our explanations;
- how we can use the features of deliberate practice and embed retrieval practice strategies to supercharge the impact of the practice that students do;
- how effective questioning can help teachers overcome the "curse of knowledge" and the Dunning-Kruger effect [a cognitive bias in which people mistakenly assess their cognitive ability as greater than it is];
- the implications of the idea that when we measure learning in a lesson we are not actually measuring learning, we are measuring performance.

The author acknowledges and discusses the difficulties faced when trying to measure the impact of changes and how to make changes sustainable. Potential solutions include the idea that if teachers try to change more than one feature of their teaching at a time they are likely to fail using the metaphor "if you try to catch five rabbits, you catch none".

This is an excellent handbook offering concise advice on contemporary maths teaching. If you want to make your mathematics teaching count, then look no further than this very welcome addition to the literature. It's indispensable reading.



# Research

Every month Harry Fletcher-Wood reviews the evidence on a school-related theme. Contact him on Twitter @HFletcherWood if you have a topic you would like him to cover

## Recognising success boosts students' confidence

**Harry Fletcher-Wood Associate dean at Ambition Institute**

**S**tudents are more likely to commit to a task if they are confident that they can complete it successfully. What can we do to increase their confidence and encourage them to begin tasks, complete them and recognise their success?

Albert Bandura is a key figure in the study of self-efficacy. An early introduction to his ideas and work in a classic paper (1982) found that people's perceived efficacy – their beliefs about their chances of success in a specific activity – affected their willingness to act and their persistence once they had started.

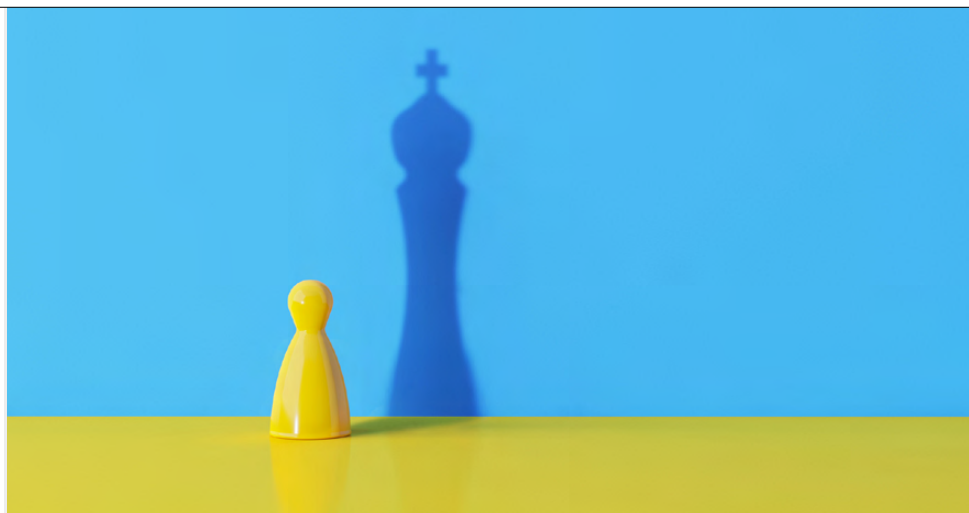
Bandura identified four sources of information that affect those beliefs. From most to least influential, these are: mastery experiences – past successes; vicarious experiences – seeing others' successes; verbal persuasion, and self-control. He noted that people were more affected by self-judgments of their efficacy than how effective they actually were. In other words, if they believed they were good at something, they felt confident to complete it, whether or not this reflected their past performance.

Bandura showed how his theory applied to other fields as diverse as career choices, overcoming phobias and recovering from heart attacks.

*Bandura, A. (1982). Self-efficacy mechanism in human agency. American Psychologist, 37(2), pp.122-147.*

An intriguing study by Ambabile and Kramer (2011) investigated how Bandura's ideas applied in the workplace by asking workers to complete daily diaries. They concluded that people's best days at work were usually those on which they took "steps forward in meaningful work"; their worst were those on which they experienced setbacks.

In line with Bandura's work,



these steps forward changed how people perceived their work – something they called the "progress principle". They concluded: "Of all the things that can boost emotions, motivation and perceptions during a workday, the single most important is making progress in meaningful work. And the more frequently people experience that sense of progress, the more likely they are to be creatively productive in the long run."

Managers, they argued, "needn't fret about trying to read the psyches of their workers, or manipulate complicated incentive schemes, to ensure that employees are motivated and happy." They should focus instead on supporting people's work, to "facilitate their steady progress in meaningful work" and "make that progress salient to them".

*Amabile, T. and Kramer, S. (2011). The Power of Small Wins. Harvard Business Review. May.*

How do these ideas apply in the classroom? Recently, I came across research into a professional development programme that shared the theory around self-efficacy with teachers, alongside practical guidance on how to apply it.

After an introduction to the key ideas, teachers were offered concrete suggestions on how to apply them: each day, teachers "reviewed

goal accomplishments from the previous day, posted the current lesson's goals prior to instruction, and reviewed the daily goal accomplishments at the end of the current lesson with their classes." Students recorded one thing they had learned or excelled in each day.

Compared with a control group, these students had greater self-efficacy after only four weeks: the effect held for boys and girls, and for students at different levels of attainment. The researchers concluded that, with "minimal training and effort" teachers can use mastery, models and verbal persuasion to "produce more confident students".

*Siegle, D. and McCoach, B. (2007). Increasing Student Mathematics Self-Efficacy Through Teacher Training. Journal of Advanced Academics, 18(2), pp.278-312.*

Siegle and McCoach noted that most teachers are already using lesson objectives to guide learning. Their study showed that increases in students' self-efficacy "can be achieved during a short period of time with minor changes in instructional style". We want our students to feel confident to tackle, and persist in new challenges: building their confidence by ensuring their success and helping them to recognise it is an important way to achieve this.



# Reviews



**Julia Skinner is a retired headteacher, who is now a trustee and founder of the 100 Word Challenge**

@THEHEADSOFFICE

## Here endeth the lesson?

@dogpaws23

The media's coverage of Ofsted's latest framework and the changes it will bring has focused on the curriculum. For governors the changes could present an immediate problem as subject content traditionally has not been a part of the governance brief, which we all know is strategic. In this post, The Clerk's Elbow links the close relationship between the three core purposes of school boards and Ofsted's "intent, implementation and impact" that we will all be reciting.

## Broad and balanced

@NeilYates

Carrying on with the theme of the curriculum, Neil Yates succinctly sets out what governors and trustees will need to do to embrace the new framework. He explains that it will also be a challenge for many senior leaders since what is taught has always been their territory and the school board is more interested in how pupils are taught and whether they reach the expected standards. He welcomes this change,

## TOP BLOGS of the week

however, arguing that it opens up the role that governors can play in ensuring pupils receive a rounded experience while at their school.

## Teacher recruitment and retention matters

@5Naureen

Naureen Khalid combines prose and slides in this blog to relay the presentation that she recently gave at #BrewEdEssex, a type of teach-meet, where she looked at recruiting and retaining great teachers. The role of trustees and governors begins well before the interview day with setting the culture of the school. Is it one where there is a "grow your own" ethos that staff embrace? Do you set out to be the employer of choice? Apparently, teachers improve with time so it is important we hold on to them. This area of school management may be considered to be organisational, but, as the post points out, governors really need to have more than a passing glance on staffing in schools.

## Funding the future: back to school for the chancellor

@NGAMedia (guest post)

Anyone connected with education will know that money is tight. The National Governance Association launched a very successful campaign called Funding the Future and this blog is a follow-up by Holy Family Catholic Primary School in Runnymede, Surrey. The mention of that county is likely to set assumptions of wealth and high earning, but this small school is facing a squeeze so it invited local MP Philip Hammond to hear how budget restrictions are affecting pupils. The chancellor of the exchequer did listen, but sadly did not bring his chequebook with him. We will have to wait for the spending review to see if his visit made any difference.

## How well do you know your school's local community?

@GovernorHub

Schools are being encouraged to put together a board that reflects the community they serve. This short post from Governor Hub provides governors with a tool to look more closely at their localities. You can get a breakdown of ethnicity, socio-economic classification, details of families and households, health, religion and language. How boards use it will depend on where they are in their development, but this tool tells you so much more than where your missing governors are.

## How it works

@sbwgovernance

The author hits the nail on the head in this post, a booklet that looks at the basics of governance. The simple approach to the roles will make you smile, especially if you are a governor or trustee.

CLICK ON REVIEWS TO VIEW BLOGS +



## Keep schools open later to tackle knife crime, says children's commissioner

Janet Downs

The idea that teachers should be "held accountable" for knife crime is risible. Knife crime isn't just committed by those of school age, although they are often the victims. What next? Teachers being made accountable for drug-related crime? Domestic abuse? Shoplifting? Vandalism?

Staggering school times isn't an answer. It just gives time for pupils from School A to muster at the gates of School B when the pupils leave.

Tom Burkard

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.

## Is extending hours a good idea? Here's what new government research shows

Parent

I would love to see the mismatch between the working day and school closed. Without it we will never have equality between men and women as I would hazard a guess more mums than dads have to leave work early.

## Six ways trusts can boost teacher retention

EducationState

Trust leadership: Back your staff 100 per cent in disputes with pupils and their parents. Don't drive around in an expensive car when the newer staff can't even afford the bus. Don't use management speak. Don't dress like you're running a Fortune 500 company. Don't promote staff from the same subject over others. Talk people not the data or evidence. Then they might stay.

## Ofqual accused of 'refusing to engage' with colour-blindness

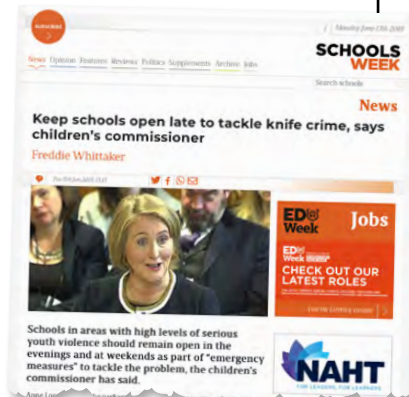
Will Scott

Sadly it would appear that this has fallen on deaf ears. My son who is colour blind (deuteranomaly) and therefore finds it difficult to differentiate between red/green has just had the same

## REPLY OF THE WEEK Dan Johnson

### Keep schools open later to tackle knife crime, says children's commissioner

Or perhaps reopen all those youth centres that have closed following austerity cuts, and stop politicians laying the solution at the doors of schools? Specialist youth workers who understand the young people in their locality and who can dedicate time to supporting them would do a more effective job than passing another role on to the already crowded job descriptions of school staff.



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

issue with his geography GCSE this year. A chart that incorporated a map in green with areas in red, orange, etc, had a colour key and no alternative method of differentiating the areas that he was to analyse as part of the question.

His school, who are aware of his condition, was unprepared, and he was not aware that he could ask for help. He thinks he may have worked it out but, to be honest, we will never know.

It's ridiculous that these errors are made, making this no longer an exam on geography but a test on your ability to differentiate colours.

## Ofsted downgrades hundreds more 'outstanding' schools

Jeni Hooper, @JeniHooper

A school is not a fixed entity to be measured accurately. Ofsted ratings are a snapshot that reflects the teachers and students at that time. Parents' trust is misplaced and school choice is a lottery. Time for a rethink of how @Ofstednews can better use their time.

## NFER: One in six teachers wants to reduce their hours

Rupert Wilson, @Oxfordite

Important and right, but works best when schools are not running anywhere close to the limits of possible timetables – ie with a timetable giving fewer subject combination choices to students. Part-time teaching staff may not want to be available for parents' evenings, etc.

## Academy teachers get promoted three years earlier

Deborah Fields

Staff turnover provides more opportunity for early promotion, but less stability in the school.

# WEEK IN WESTMINSTER

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

## FRIDAY

Although it's almost a dead cert that the next prime minister will want to move his ministers about, the Green Party seems to think said reshuffle has already happened.

The party sent its reaction to a free schools announcement by the education secretary "Damian Green" to journalists.

Fear not, the Ashford MP and former first secretary of state has not suddenly been parachuted in to Sanctuary Buildings. His colleague Damian Hinds remains in charge . . . for now.

## MONDAY

Hinds looked demob happy as he greeted journalists for what may well have been his last press conference as education secretary.

Following what was billed as a "major speech" on social mobility, he fielded questions about school funding, the north-south divide and his own legacy.

He insisted the government would continue to prioritise social mobility, no matter who took over as prime minister.

Despite having backed Michael Gove, Hinds also confirmed he's not that fussy, and would be prepared to serve in a government headed by Boris Johnson (who has, funnily, emerged as the clear favourite in the leadership race).

"We are a team and whoever is the team captain, we're a team."

Without a hint of irony, the NASUWT teaching union today railed against proposals by an Oxford private school to withdraw from the teachers' pension scheme.

pension scheme.

In a statement Chris Keates, the union's outgoing general secretary, criticised the "significantly inferior pension scheme" that teachers at St Edward's would end up with. She lambasted the "unnecessary attack" that left staff "understandably angry and worried".

It's a shame she doesn't fight so hard for the rights of her own workers. The union is locked in a battle with staff over its own proposals to offer an inferior pensions' scheme. Workers have walked out already – with another stoppage planned for next month.

## TUESDAY

Those trying to contact the Independent Schools Council were told they would not get a response between 12.15pm and 2.45pm today because the organisation would be celebrating the CBE won by its chair Barnaby Lenon.

Lenon told us he would be holding a champagne reception, but Week in Westminster was assured there was no day-drinking at ISC towers.

Later that day Michael Gove was also celebrating after the latest Tory leadership debate, eagerly telling journalists on his way out of Broadcasting House that he had won the evening's television debate.

Whether the former education secretary actually won is debatable, he did manage to annoy teachers by once again peddling a discredited claim about the quality of education.

The government has been warned by the UK Statistics Authority about its repeated claim that there are now 1.9 million more

children in "good" or "outstanding" schools than in 2010, but that apparently doesn't stop Gove rolling it out whenever he wants to make a point.

And to further bolster that we now live in a world of fake news, fellow contender Jeremy Hunt claimed "nearly 25 per cent of primary school leavers [are] unable to read".

Ummm, no Jeremy. The facts are that 25 per cent of year 6 pupils failed to meet the expected standard for reading last year. This does not mean they were unable to read.

## WEDNESDAY

Nick Gibb took a drubbing from Catholic MPs following the news last week that just one new Catholic voluntary-aided school has been approved.

MPs across the political spectrum are still cross that the government failed to implement its manifesto pledge to lift the cap on faith-based admissions to Catholic free schools. Voluntary-aided schools were supposed to be the solution, but the church has found the process of opening them complicated and burdensome.

During a Westminster Hall debate, Tory grandee Sir Edward Leigh, who has long advocated for an end to the cap, accused the government of running scared of "100 per cent Muslim faith schools" and disadvantaging the Catholic church in the process.

Unsurprisingly, Gibb wasn't keen to get into that issue.

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ACADEMY**

**Closing date: 30 June 2019 at midnight**

**Interviews to take place 4 July 2019**

This is a fantastic opportunity for an inspirational and passionate leader to join the Greenwood Academies Trust (GAT) as we seek someone to cover a period of maternity to provide continuity of leadership at Purple Oaks Academy.

### About the Academy:

Our purpose built building opened in January 2018 and will provide 100 places for students (3-18) with a diagnosis of autism and/or Severe Learning Difficulties. The academy is a vibrant place to work with high expectations, aspirations and ambitions. The staff team are dedicated to ensuring students are prepared for the years beyond education and are supported to pursue their dreams.

### About the Trust:

GAT has a proven track record in school improvement, with our pupils at the heart of everything we do. The Trust provides centralised services and support to enable staff to focus on teaching. The Trust also values continuing professional development, giving you access to a variety of learning opportunities including training courses via the Learning Alliance and opportunities for sharing best practice. Working collaboratively between academies in the Trust is embedded in how we work and our three special schools in particular work very closely together.

If you would like to discuss the role in further detail, please contact Annette Montague via email on

[annette.montague@greenwoodacademies.org](mailto:annette.montague@greenwoodacademies.org) and if you would like to make a visit to the academy please contact the **Principal, Sarah Martin**, via email on [smartin@purpleoaksacademy.org](mailto:smartin@purpleoaksacademy.org).

If you would like to apply, please visit [www.greenwoodacademies.org/vacancies](http://www.greenwoodacademies.org/vacancies)



## 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](mailto: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](http://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](mailto: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.*

# Chief Operating Officer

**Salary:** circa £70,000 to £80,000 per annum

**Hours:** Full Time, Whole Time



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## **The opportunity:**

The Diocese of Middlesbrough is transforming! Our structure of schools and academies have formed into 3 large Regional Catholic Academy Trusts serving the Northern, Central and Southern regions of the Diocese. These system leading Trusts place Catholic education in the Diocese at the forefront of the national schools system, securing outstanding Catholic education for all our children and young people whilst protecting and developing the Catholic identity and mission of our schools.

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.

You will be a creative strategist, used to working on complex and wide ranging projects, with the ability to engage stakeholders at all levels. Providing leadership and management for all non academic related services you will have a proven track record of leading successful and innovative teams.

As the Chief Financial Officer for the Trust you will bring expert knowledge of academy financial management and policymaking plus a good awareness of company and charity law, accounting and governance.

## **The successful candidate will:**

- have a recognised accountancy qualification
- be qualified to Degree level or equivalent;
- have a significant track record of success in senior leadership and strategy development within a comparable complex organisation;
- have a significant commercial track record of building a business; including a broad understanding of marketing strategy;
- have experience of efficient and effective budget, financial, risk and resources management.

Please contact **Jenn Wallis**, HR Partner Avec Partnership Ltd, to request an application pack by email to [jenn.wallis@avec-partnership.com](mailto: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.*

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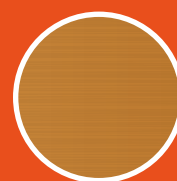
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RATE CARD: £7660 + VAT

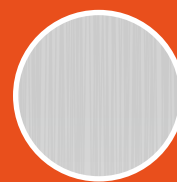


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RATE CARD: £10,640 + VAT

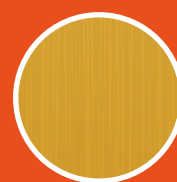


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RATE CARD £16,700 + VAT



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Clare at [clare.halliday@schoolsweek.co.uk](mailto:clare.halliday@schoolsweek.co.uk) or on 020 3432 1397

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