

SCHOOLS WEEK

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

HOW SCHOOLS ARE BREAKING THE APPRENTICESHIPS MOULD



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JAMES CARR | @JAMESCARR_93

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 **Headteachers' Roundtable**

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FRIDAY 7 FEB 2020 | WESTMINSTER, LONDON

SCHOOLS WEEK

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Ofsted

DfE wants 'outstanding' inspection exemption gone by September

FREDDIE WHITTAKER

@FCDWHITTAKER

Gavin Williamson has vowed to send Ofsted inspectors into every 'outstanding'-rated school in England within five years, as he confirmed an earlier pledge to lift their inspection exemption.

The education secretary announced last September that the exemption, introduced by Michael Gove in 2012, would finally be abandoned. It followed repeated warnings from Ofsted that it was masking poor performance in schools that are currently protected from scrutiny.

Williamson has confirmed that subject to consultation and a Parliamentary vote, the exemption will be lifted in September this year. Around 3,700 schools and colleges which currently hold the top grade will get a visit from inspectors within five years, the normal timescale for inspections of 'good'-rated schools.

However, questions remain over how the clampdown will be funded.

Although an additional £10 million in funding was promised to Ofsted by Boris Johnson during last year's election campaign, this is also supposed to cover a plan to lengthen inspections generally, and also a pilot of no-notice inspections.



Schools Week understands Ofsted believes the lifting of the outstanding exemption will cost between £5 million and £10 million, so additional funding is likely to be needed on top of the cash already promised.

The Department for Education this week said it was not in a position to reveal how much additional money would be sent to the watchdog. That was a matter for the upcoming spending review.

Ofsted's core funding dropped from £185 million in 2010-11 to £125 million this year.

Despite this, the inspectorate has

for the past year been conducting a clampdown on underperformance in schools exempt from inspection, and has already begun hiring additional staff to boost the number of inspections.

Schools Week revealed last November that the proportion of secondary schools that lost their 'outstanding' rating almost doubled last year. Just 16 per cent of schools inspected under the clampdown retained the top grade.

Williamson said: "Parents want to know that they are making the best, most informed choices about their children's education.

"Making sure that all schools are regularly inspected means they will benefit from the expert insight Ofsted provides when making these decisions."

The move has been welcomed by headteachers' unions.

Nick Brook, NAHT's deputy general secretary, said it was important the policy was "applied fairly to all currently exempt schools".

ASCL deputy policy director Duncan Baldwin added while the original exemption was "well-intentioned", it had resulted in parents "going too long without the verification of an inspection at a number of schools".



Gavin Williamson

PIPPA ALLEN-KINROSS | @PIPPA_AK

KS3: it's not the years, it's the mileage, says Harford

Ofsted's national director for education has insisted the inspectorate has "no preferred length" of key stage 3, claiming "it's not the years, it's the mileage" that inspectors will look at.

However, inspections reports continue to show schools being criticised for running a two-year KS3.

In a blog published on the Ofsted website yesterday (Thursday), Sean Harford said it was "simply not the case" that Ofsted was opposed to a lengthened key stage 4. He added that schools "do not automatically get marked down if their KS3 is less than three academic years long".

Since Ofsted's new inspection framework was introduced in September, some schools with reduced KS3 have been criticised for "narrow" curriculums. One school claimed it was denied an 'outstanding' rating as a result.



Many schools have now begun lengthening their KS3 curriculum.

But Harford said schools should decide their own curriculum "and how it is enacted... We base our final judgment on whether schools offer pupils an ambitious curriculum across their whole time in secondary education – not

on the length of any particular stage".

He also said inspectors will check that pupils can study a broad range of subjects, and look at the "quality, breadth and ambition of the curriculum... In the words of Indiana Jones, 'it's not the years... it's the mileage'."

Axe Valley Academy in Devon, which operates a two-year KS3, was rated 'requires improvement' in a report published on Thursday. Inspectors criticised the selection of GCSE options during Year 8 and said pupils' experience of KS3 "does not stay broad enough for long enough".

But Clifton Community School in Rotherham was rated 'good' in a report published on Wednesday.

It commended leaders for "improving the curriculum" by changing to a three-year KS3 which allowed pupils to "experience the broadest curriculum".

Ofsted

Watchdog running unofficial 'sub-grade system'

JAMES CARR

@JAMESCARR_93

EXCLUSIVE

Ofsted is now issuing caveats to schools retaining their grades in short inspections, a practice experts warn is establishing an unofficial "sub-grade system" that confuses parents and demoralises teachers.

An analysis of new inspection reports found more than 60 schools which maintained 'good' or 'outstanding' grades in Section 8 inspections were warned "inspectors have some concerns that standards may be declining".

The caveat receives top billing under the "outcomes" section at the top of reports (see image).

Ofsted stated that recognising improvements or noting falling standards has long been part of its service, but said that its new reports make it "even clearer for parents".

If it finds evidence that standards are declining or improving then a full section 5 inspection is arranged within two years of the section 8 inspection.

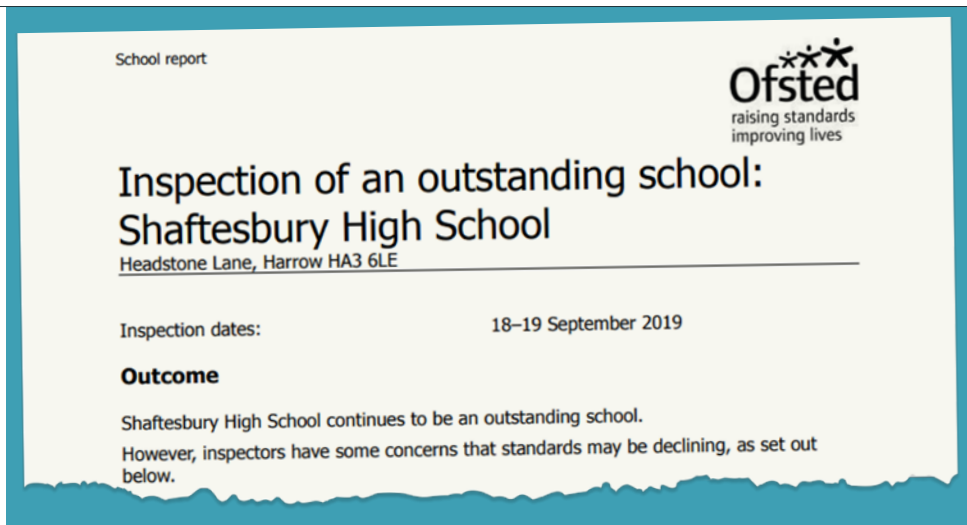
However, Karen Wespieser (pictured), director of operations at education charity Driver Youth Trust who analysed the reports, said: "There's a pattern, it seems systematic and you start to question if there is a sub-grade system."

She said it is understandable that Ofsted is seeking "more nuance because the grades are very black and white", but added that sharing the criticisms "in such a public way undermines the overall grade... It makes it seem as though the inspectors aren't sure in their judgment."

Overall, Ofsted raised concerns about five schools that kept their 'outstanding' grade and 61 that remained 'good'.

Shaftesbury High School, in Harrow, was one of those to retain its 'outstanding' grade, with the caveat, after a September inspection.

Matt Silver,



headteacher at the special school, said the report was a "psychological punch" which "overshadows the 'outstanding' status that was given".

The headteacher, who is currently studying for a doctorate in positive psychology, said the phrasing questions the competence of the staff instead of providing constructive criticism.

"We openly acknowledge there are still areas to improve on, but that's not 'declining standards' in my book."

Silver claimed the lack of clarity was confusing for parents and hindered the school's ability to market itself effectively. He wrote to parents following the report to reassure them and explain that the terminology was part of Ofsted's new framework.

All of the 'outstanding' schools that were told they were declining were special schools. Amongst the 'good' schools, 49 were primary, six were secondary and six were special schools.

However, Ofsted also issues caveats showing that schools are improving. Ten schools rated 'good' were found to show evidence "the school could be judged 'outstanding' if a section 5 was carried out.

Silver added: "Is it better to be a 'good' school with a chance of becoming 'outstanding', or an 'outstanding' school with 'declining standards'?"

Stephen Rollett, curriculum and inspection specialist at the Association of Schools and

College Leaders (ASCL), added the "inclusion of a blunt caveat... may seem contradictory and confusing to parents, as well as being demoralising for staff".

"Unfortunately, the juxtaposition of a positive judgment with a negatively worded caveat is not helpful."

ASCL is now urging Ofsted to review its approach. Rollett added: "Brevity does not necessitate bluntness and it must be possible to make it less stark."

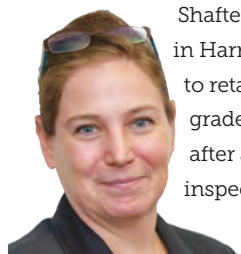
An Ofsted spokesperson denied that the approach taken in the reports was new and said: "Our inspection reports have always set out clearly whether a school is performing well, or whether standards have declined.

"Our new-style reports make it even clearer for parents to understand what it is like to be a pupil at the school and the quality of education on offer in a school."

This episode is the latest example of the watchdog's new inspection framework coming under scrutiny.

The inspectorate admitted last month that pupils from deprived backgrounds are still less likely to be judged 'good' or better under the new inspection framework. Ofsted had promised that its new regime would reward schools in more challenging circumstances.

Meanwhile, many schools are ditching running three-year GCSEs after some were criticised for the practice. Critics have claimed this calls into question Ofsted's assertion that it has no "preferred curriculum".



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Pay freezes and cuts as executive pay comes under scrutiny...

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

Academy trust bosses have taken five-figure pay cuts, with others agreeing to a salary freeze, after government attempts to crack down on chief executive pay.

The details are revealed in newly published accounts for 2018-19, with experts claiming that "attitudes in the sector [towards pay] have changed".

It follows hundreds of trusts being told by the government to justify high salaries.

Sam Henson, director of policy and information at the National Governance Association, said the increased guidance and scrutiny is "helping to curb the excessive executive pay".

"That some executives are now accepting, and trustees are instigating, pay reduction or freeze shows that attitudes in the sector have changed."

Andrew Campbell, chief executive of the Brooke Weston Trust, which runs ten schools in Northamptonshire and Cambridgeshire, said he requested that his salary be reduced to that of a single-school headteacher.

Accounts show his pay fell from £160,000-£165,000 to £145,000-£150,000 last year.

Campbell told Schools Week he has declined pay awards since 2015, adding the trust no longer gives senior performance bonuses and introduced

a standard set of pay scales for support staff roles "to iron out sometimes significant salary variation" across the trust.

"I felt that financial incentives were not in the spirit of how we wanted the trust to develop and we could do much more to value people in other ways."

Top salaries have fallen at other trusts. Nova Education Trust chief executive John Tomasevic's pay dropped from £260,000-£265,000 in 2017-18 to £215,000-£220,000 last year.

Meanwhile, Keith Whittlestone, chief executive of the Joseph Leckie Academy Trust, saw his remuneration fall from £195,000-£200,000 to £185,000-£190,000 in the same period.

Both trusts refused to comment.

Lord Agnew, academies minister, said: "We welcome efforts from academy trusts to reduce excessive pay, and will continue in our drive to challenge trusts that pay excessive salaries until we are satisfied that they represent good value for money."

He added salaries "must be justifiable, reflect individuals' responsibilities and demonstrate value for money".

Martyn Oliver, chief executive of Outwood Grange Academies Trust, which runs 32 schools across England, has refused the annual inflation pay award since 2013.

When he became chief executive of the trust in

2016, he asked to remain on a lower salary band and rejected offers to move up the pay scale, remaining on £165,000-£170,000.

He told Schools Week he set a "personal challenge" to ensure all staff were paid at least the national living wage, and "didn't feel comfortable" accepting a rise until then.

This was achieved during 2018-19, so this year Oliver has accepted the 2.75 per cent pay award and is now paid around £173,000. He turned down an opportunity to move up the pay scale through performance management.

"Frankly, I feel that what I'm paid is a very good wage and I didn't want to be paid any more than that. I think some sense of pay restraint makes me feel better."

"It's about the mentality and purpose we have as a trust. When I talk about students first and raising standards and transforming lives, I want to be able to come at that from a position where I feel I can personally articulate that."

Other trusts where salaries remained the same include Graveney Trust, Wellsway Multi Academy Trust, The Thinking Schools Academy Trust and Eastern Multi-Academy Trust.

Leora Cruddas, chief executive of the Confederation of School Trusts, said the sector "must be mindful that this is public money, but equally, we must value leaders".

"Pay must be proportionate to [the] scale and success of the organisation," she added.

PIPPA ALLEN-KINROSS | @PIPPA_AK

... but head of single-school trust sees pay rise to nearly £300k

The head of an academy trust with just one school saw his pay rise to at least £280,000 last year – despite already being one of the best-paid school bosses in the country.

New accounts show Telford City Technology College Trust, which runs the Thomas Telford School in Shropshire, increased the salary of its highest paid staff member from £270,001-£280,000, to £280,001-£290,000 last year.

Although the employee is not named in the trust's accounts, The Times reported in November that the trust's highest paid employee is its accounting officer and headteacher, Sir Kevin Satchwell. The trust did not respond to a request for comment.

In Schools Week's CEO pay table, published last year, Satchwell was already the third-highest paid boss in the country.

The pay hike comes as some trusts are reducing leadership pay amid growing



government scrutiny.

But others are still awarding higher salaries. Schools Week revealed last month that Colin Hall, the head of the single-academy trust Holland Park School in Kensington, west

London, received a rise to at least £270,000 last year.

Thomas Telford had 1,358 pupils in 2018-19, meaning Satchwell earns at least £206 per pupil. The school was rated 'outstanding' by Ofsted in January 2009, but has not been re-inspected in the last 11 years.

Provisional data for last year's GCSE results show the school had an above average Progress 8 score of 0.4 and had 76 per cent of pupils achieving a grade 5 or above in English and maths, compared to a local authority average of 43 per cent.

Thomas Telford School opened in 1991, as one of 15 city technology colleges created to encourage private companies to invest in education. Its board members still include building materials company Tarmac Holdings and philanthropic organisation The Mercers' Company.

CEO STILL 'ABSENT' AS WHISTLEBLOWER PROBE CONTINUES

PIPPA ALLEN-KINROSS

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EXCLUSIVE

An academy boss who has been absent from his own trust since April after threatening to "deal with" a whistleblower received full pay last year as the trust's investigation drags on.

Schools Week revealed in April that Andrew Morrish, chief executive of the Victoria Academies Trust, had boasted of "flicking away" safeguarding concerns raised by an anonymous whistleblower.

During a tirade to staff at the Birchen Coppice Primary Academy in Kidderminster, Morrish threatened to uncover the employee who had contacted Ofsted raising issues relating to safeguarding, expenditure and treatment of staff. Morrish accused the anonymous staff member of behaving in a "treacherous", "underhand" and "pathetic" way.

Accounts for the trust, published last week, confirm Morrish has been "absent" from his role as chief executive and accounting officer since April. He was paid between £145,000 and £150,000 in 2018-19, the same as the year before.

A spokesperson for the trust said "processes" regarding Morrish were not yet completed, but



Andrew Morrish

would not comment on when they were expected to finish or what action the trust may take.

He added: "Trustees understand the importance of ensuring value for money in our stewardship of public funds and our accountability for any expenditure."

Matthew Clements-Wheeler, chair of the Institute of School Business Leadership, said employees of any school will always remain on full pay while an investigation takes place. He

added that it was important that sufficient time and resources are allocated so investigations can be "concluded swiftly for the good of all concerned".

"Employees don't want the process to drag on and taxpayers don't want to see schools and trusts paying out salaries when employees are not actually at work."

Morrish founded VAT in January 2014 and was previously executive headteacher of two of its eight primary schools. He was a regular education blogger and speaker at conferences but has not updated his blog or Twitter since April.

The accounts also say that former executive headteacher Charlotte Davis stepped down from her roles at the trust in August "following the commencement of an independent investigation".

Schools Week understands that some of the whistleblower complaints made related to Davis. The trust would not comment further on the investigation, and the accounts said she was given three months' pay and no disciplinary action was taken.

When contacted for comment, Davis insisted she left the trust for health reasons and was not aware of an investigation.

'High bar' means just six teaching school hubs approved

FREDDIE WHITTAKER

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EXCLUSIVE

The head of the Teaching Schools Council has defended a government decision to create just six new teaching school hubs, despite having promised "up to nine".

Richard Gill (pictured) told Schools Week the Department for Education had set a "high bar" for applications to the first phase of its hubs programme, which is supposed to simplify and strengthen school improvement support.

But the government has refused to say how many applications it received, citing commercial reasons.

On Tuesday, the DfE announced the six schools chosen to take part in a "test and learn" phase of the hubs programme. Each one will work with between 200 and 300 other schools and will split £1.1 million in funding.

Ministers had said in May that £2 million would

be shared between up to nine hubs under the first phase of the project, which was supposed to be launched in the autumn. The nine hubs were supposed to reach around 2,000 schools between them.

Gill, who took over as chair and CEO of the TSC last year, told Schools Week: "A high bar was set, both in terms of progress data but also track record. The press release [in May] clearly stated that the test-and-learn phase would be tested in 'up to nine areas of the country'."

He said teaching schools had "brought about positive change since their inception in 2011", but had since recognised the need to work "in a different way", leading to "many exciting regional collaborative ventures".

"The concept of teaching school hubs recognises the changing educational landscape and helps create the structures to allow this to be developed further nationally.

"It is not without challenge and, therefore, the concept of a test-and-learn phase to see how this might work in different areas of the country is important. The application process was well received, resulting in considerable interest from the sector."

The DfE has halted recruitment of national leaders of education and governance (NLEs and NLGs) while it reviews the entire system. The number of NLEs and NLGs has subsequently dropped by one-fifth.

Lord Agnew, the academies minister, said the hubs will "make it easier for the best school leaders to share expert advice and help schools in their local communities".

The six hubs are Harrogate Grammar School, Kingsbridge Community College, Silverdale School in Sheffield, Harris Academy Chafford Hundred, Copthorne Primary School in Bradford and Saffron Walden County High School.



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Report slams inadequate child mental health provision

JAMES CARR

@JAMESCARR_93

Schools are being forced to “pick up the pieces” of a crumbling mental health support system where over a quarter of referred children are being refused help, a new study claims.

The Education Policy Institute today released a damning report on access to child and adolescent mental health services (CAMHS) in 2019.

Based on Freedom of Information figures, the study claimed 26 per cent of children – 133,000 – who were referred to specialist mental health services in England last year were rejected.

The most common rejections were the child's conditions being unsuitable for treatment, or not meeting eligibility criteria. Referrals included youngsters who had self-harmed, been abused or had eating disorders, the study said.

Even for those granted access, the average waiting time was two months, and in some instances as long as six months, the report said.

But NHS England has branded the study a “flawed analysis” in which the authors failed to check “basic facts and policy commitments”.

However, Whitney Crenna-Jennings, senior researcher at the EPI and author of the report, said the problems are likely causing major repercussions for schools “by hindering academic performance” as mental ill-health represents a “key barrier to social mobility”.

The report states long-term mental health problems can lead to poor performance in school, as well as future substance abuse and criminal activity.

Crenna-Jennings also explained that the extended waiting for those who do qualify places a burden on schools as “even the children most in need are not getting treatment immediately, and schools often have to pick up the pieces”.

Geoff Barton, general secretary of the Association of School and College Leaders, added that mental health services are an “appalling postcode lottery, which leaves schools struggling to secure the specialist help needed by young people suffering from serious mental health illnesses”.

But the NHS spokesperson said they are “actually ahead of its target on ensuring as many children as possible receive mental health care – seeing an extra 53,000 children, teenagers and young adults last year, a 14 per cent increase on the year before, and 22 per cent more staff in services than five years ago”.

CAMHS crisis: in numbers

- **26 per cent of children refused specialist mental health support**
- **Rejection rate in London just 17%, compared to 28% in the south, east and Midlands**
- **Average treatment waiting time is 2 months**
- **Some children waiting 6 months for help**



The NHS disputes the claim that 26 per cent of children were rejected and said the report's focus on “rejected referrals” assumes the children are left to fend for themselves, and also stated that the report failed to acknowledge the rising number of children being treated.

Instead they may be seeking support through other public services, or may themselves have chosen not to enter treatment.

Furthermore, the NHS said the researchers did not approach publicly funded voluntary sector providers which provide “significant” support – providing an incomplete picture of help available.

In December 2017, the government published a green paper on children and young people's mental health services (CYPMHS) – allocating £300 million for mental health staff to work in, and with, schools.

This included £95 million for schools to appoint and train designated senior leads for mental health, and more than £200 million was promised for new mental health support teams to work with the NHS to offer support and treatment in schools.

However, the parliamentary education and

health committees previously criticised the plans, stating that they “lack any ambition” and put additional pressure on teachers without providing extra resources.

While the mental health teams which are scheduled to be rolled out nationally by 2022-23 are seen as a “positive step” – it could take up to ten years to fully roll out the service.

EPI concludes by calling for a “more ambitious programme to reduce the burden of mental illness”.

The report also highlights the prevalence of conduct disorder (CD) – a childhood and adolescent condition characterised by persistent patterns of disruptive and aggressive behaviour – which “remains one of the least widely recognised or studied mental health disorders”.

It states that because these children with complex and less understood difficulties do not fit clearly into diagnostic boxes, they are at risk of not being able to access CAMHS.

Crenna-Jennings claimed schools' methods of dealing with such disruptive children, such as segregation and expulsion, and the rejection implicit in such methods, could also be “particularly impactful”.

Spielman signals new Ofsted direction on 'stuck' schools

JOHN DICKENS

@JOHNDICKENSSW

EXCLUSIVE

Ofsted boss Amanda Spielman (pictured) believes her proposed longer, non-judgmental inspections of "stuck" schools will "reduce stress" and slow a "merry-go-round of changing headteachers".

Writing exclusively for *Schools Week*, Spielman also took aim at government support initiatives, such as the flagship opportunity areas, claiming that teachers said they "received too much advice, thrown at them without enough thought".

The inspectorate is in talks with the government to get funding to run "deeper" inspections for "stuck" schools, with the aim "not of passing judgment, but of enabling support to improve".

An Ofsted study published on Wednesday revealed that there were 415 such schools (which haven't been judged 'good' or better since 2006) serving 210,000 pupils.

The study, entitled *Fight or Flight*, found that common characteristics included schools being resistant to change and "chaotic". One school had 14 different headteachers in 10 years.

The inspectorate's shift to talking about support, rather than judgment, as the solution has been welcomed.

Schools Week understands such support could come after a school has been inspected under the new framework – with its judgment still published. However, planning how the support will work is still at an early stage.

Spielman said: "If we can get back into schools soon after inspection we can remove the stress and help get staff and children on to a more productive pathway more quickly."

"It's quite clear that simply replacing headteachers without a specific plan for improvement just doesn't work. Sustainable improvement takes more than that, and we are working with the government to ensure we can play our part."

Nick Brook, deputy general secretary at the NAHT union, said it was encouraging that Ofsted "appear to be moving" towards providing "stronger diagnostic insight".

But Sir David Carter, the former national schools commissioner, questioned a



potential conflict of interest in Ofsted being "regulator and improver".

"Ofsted should not be doing school improvement. They should be forming views about how effective the improvement plan is... What these schools need is a break from frequent inspections to give their trusts time to improve them."

Spielman said "stuck" schools face societal problems such as "cultural isolation, a jobs market skewed towards big cities and low expectations from parents".

But she said this can be changed by schools having "high standards, tackling bad behaviour and getting the right leadership".

Spielman added: "What the remaining stuck schools need is tailored, specific and pragmatic advice that suits their circumstances – not a carousel of consultants. They are asking Ofsted to do more to help, and we agree."

The conclusions were drawn from a study where inspectors visited 20 schools.

Half of these were "stuck", meaning that they had been graded less than 'good' for 13 years or more, and 10 were "unstuck" – graded 'good' in their last two inspections after four previous less than 'good' grades.

Ofsted said evidence was self-reported through focus groups and interviews and was not independently fact-checked – meaning the evidence should be seen as a school's interpretation of its experiences.

Derby, Southend-on-Sea and Darlington had the highest proportion of "stuck" schools, with both junior and secondary schools over-represented.

While there were no substantial differences in the contexts of schools across both categories, Ofsted said all had received government-funded support. Most commonly this was a national leader of education.

Spielman told *Schools Week* despite the "plethora" of initiatives, schools "told us that they received too much advice, thrown at them without enough thought. A cacophony of consultants of variable quality."

The inspectorate said it has made "good progress" in talks with the DfE over funds for a trial to "increase the depth of diagnosis" it gives such schools.

However Dr Mary Bousted, general secretary of the National Education Union, said Ofsted "persistently and resolutely fails to recognise its own role in creating the problem... Ofsted is, unfortunately, part of the problem, not the solution."

A DfE spokesperson would not be drawn on the talks, but said: "Ofsted plays an invaluable role in improving standards and we are working with them to look at how best to support these schools."

See page 22 for
Amanda Spielman's column.

Investigation

DO YOU HAVE A STORY?
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Make free schools work outside London, DfE told

PIPPA ALLEN-KINROSS

@PIPPA_AK

INVESTIGATES

An influential government education adviser has criticised the free schools programme for focusing too much on opening new schools in London – admitting that academies “have not worked everywhere”.

However an analysis by *Schools Week* has found that the free schools that have opened outside the capital are much more likely to have collapsed.

Of the 62 free schools that have closed, 54 of these (87 per cent) were outside the capital. The figures include studio schools and university technical colleges, plus those that were rebrokered. The statistics were correct as of September last year.

Of the 20 mainstream free schools that closed, 15 were outside London (75 per cent).

Rachel Wolf, a policy adviser who co-authored the Conservative Party's manifesto last year and founded the New Schools Network, wrote in an article on the Conservative Home website yesterday that the free schools programme was supposed to offer “real choice”. But she said “too many” of the best free schools are located in London.

Wolf, who was also an education adviser to David Cameron, said the government's success in the next five years should be measured “on how much better things are for most families in most areas of the country and opportunities that all children have to succeed”.

Analysis of the 641 free schools that opened between September 2011 and September 2019 shows London received more than double any other region, with 172. That was followed by the East of England (76), South East (75) and North West (74).

However, just eight of London's free schools (5 per cent) closed in this period. Only two other regions had less than a 10 per cent closure rate – Yorkshire and the Humber, where four schools closed (8 per cent) and the South East, where seven closed (9 per cent).

In comparison, the North East saw three of its 15 free schools close – a closure rate of 20 per cent – while the North West lost 11 (15 per cent) and the South West lost nine (13 per cent).

These findings suggest there are other structural issues at play in the growth of

The free school failures outside of London



the free schools movement, aside from the region where the schools are opened.

An Education Policy Institute report on free schools in October found secondary free schools are not being built in the areas with the greatest need.

However, it also found families were least likely to put a free school as their first preference, with just one fifth of primary and one quarter of secondary applicants doing so.

Unity Howard, the current head of the NSN, warned last year that free schools had a “branding problem”, and blamed recent education secretaries for a lack of “political will” behind the project.

Unlike in 2015 and 2017, the Conservatives' 2019 election manifesto set no specific target for new free schools.

Wolf described a



Rachel Wolf

recent research project in which her lobbying firm Public First spoke to parents from the East Midlands whose children attended schools that weren't “terrible” but which “weren't particularly good either”, where their children “could be doing much, much better”.

She said these were the parents “we have, in my view, most consistently failed in the last decade, and where we continue to have the least to say”.

She said another group of parents in Yorkshire were “enraged” because their school was in special measures and they had no local alternatives.

Wolf said this was “exactly what the academy programme was designed to address”, but admitted policymakers struggle to get enough people to take over and turn around schools, particularly outside south-east England.

She added: “Academies have not, at least yet, worked everywhere.”

News

DO YOU HAVE A STORY?
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The robots are coming for exam marking

FREDDIE WHITTAKER
@FCDWHITTAKER

The exams regulator is launching a competition to find out whether exams can be marked by artificial intelligence.

Ofqual said that it wants to "understand whether there might be a role for AI in marking" and is "particularly interested in whether using AI as a second marker, or as a way of monitoring marking, might help improve marking".

The announcement follows warnings that the ongoing teacher recruitment and retention crisis is affecting examiner recruitment.

It comes after a report from Ofqual found large numbers of examiners are unhappy with a system used to standardise their marking.

In a blog published yesterday (Thursday), Beth Black, Ofqual's director of research and analysis, said the organisation would conduct research involving senior human markers marking several thousand student essays multiple times. The responses will then be used to run a competition for "individuals and organisations with expertise in AI" to attempt to train an AI system to mark "similarly to the training set".

"We can then test these AI systems on another set of essays, for which we know the marks, but the AI systems do not. We very much hope this competition will help stimulate and identify the very best practice in this field," said Black.

"The results from this competition will help us undertake further subsequent research work – for example,



modelling the impact of AI as a second marker or as a marker monitoring system."

It is not the first time the use of AI in exam marking has been explored.

Cambridge Assessment English, an international exam board, has already created two auto-markers for writing and speaking tests, and Pearson has looked at using AI for university exam-marking in the US. However, this is thought to be the first time the idea has been seriously considered for English

school exams.

Black insisted Ofqual's exploration of AI in marking was in its "early days", but said the organisation felt it was "important to take some first steps on this in England".

"If there are genuine potential improvements, ways which might enhance marking quality, of course we want to know, so we can encourage the system to adopt such practices safely.

"Similarly, we want to have a deep understanding of the potential risks in operating such technology in our high-stakes examinations."

Ofqual is now looking for schools to provide pupils' essay responses to a particular past question in mock tests. In return, schools will be given examiner marks and annotations.

Interested schools can email AI.Challenge@ofqual.gov.uk

Ofsted curriculum chief joins academy trust

A senior Ofsted figure who was instrumental in developing the watchdog's new curriculum-focused framework has joined one of the country's biggest academy trusts – to oversee its curriculum work.

Matthew Purves (pictured) will take up post as director of education services at the Academies Enterprise Trust in April. He will oversee group strategy for people, as well as the leadership of the curriculum.

Purves is currently deputy director at Ofsted, where he was responsible for developing its present framework.

The move is likely to spark further concerns over



a revolving door between civil servants and academy trusts. It follows several regional schools commissioners moving to trusts after stints in Whitehall.

Purves will be responsible for embedding the trust's 'Remarkable Lives' curriculum, and for ensuring academies' compliance and consistency with the Ofsted framework.

AET chief executive Julian Drinkall, who has overseen a massive overhaul of the trust – including stabilising its finances – said the appointments mark the "next phase of our transformation" to start a period of prudent growth.

That includes appointing three new executive directors as "trouble-shooters" for its secondary schools.



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Is the DfE's teaching ad spend working?

JAMES CARR

@JAMESCARR_93

EXCLUSIVE

The government's annual spend on teacher recruitment adverts has continued to rise and is now costing an average of £400 per new recruit.

A Freedom of Information request shows the Department for Education spent more than £37 million on advertising for teacher recruitment between the 2016-17 academic year and 2018-19 (see graph).

The findings come as the latest Get Into Teaching national TV advertising campaign was aired last week. It stars Addison Brown, a science teacher from Bedford High School in Leigh, Manchester.

To provide context to the advertising spend, *Schools Week* analysed the yearly advertising expenditure against the number of entrants enrolling in initial teacher training (ITT) the following academic year.

In the 2016-17 financial year, the DfE spent a total of £11,370,000 on its 'Your Future, Their Future' campaign – a huge increase from £5,540,000 the previous year.

The following year saw 32,710 ITT recruits – which works out at a cost of £347.60 per teacher.

However, advertising spend during 2018-19 rose to £14,137,000.

This was split between the aforementioned 'Your Future, Their Future' campaign and, from September 2018, the 'Every Lesson Shapes a Life' campaign.

More teachers were recruited for 2019-20 (at 34,543) but the average cost rose to £409.25 per recruit.

The DfE's most recent ITT consensus, released in November, showed it had missed secondary school teacher recruitment targets for the seventh year running – achieving just 85 per cent of its target.

EBacc subjects were among the worst affected, with the government recruiting just 43 per cent of the required physics teachers, 62 per cent of modern foreign languages and 64 per cent for maths.

The DfE has previously said its aim is for approximately 35,000 people to start teaching each September.

A spokesperson for the department said the ad campaigns are an effective way to target potential talented teachers in a



A still from the advert 'Every Lesson Shapes a Life'

"competitive labour market".

They said: "The number of teachers in our schools remains high, with more than 453,000 now working in schools across the country."

The breakdown of the DfE advertising spend also reveals some interesting trends.

Unsurprisingly, spend on social media has shot up, from £288,800 in 2014-15 to £1,699,095 in 2018-19.

There has also been a huge rise in audio advertising – from just £15,000 in 2014-15 to more than £1m in 2018-19.

The DfE attributes this jump to the growth of streaming platforms such as Spotify and the increasing consumption of podcasts.

Spending on video advertising, such as TV adverts, was consistently the area of highest spend – topping out at £5.9 million in 2018-19.

The DfE's new advert, which portrays the day-to-day life of a teacher, somewhat divided opinion in the education community.

David Carter, executive director of system leadership at Ambition Institute, praised it in a tweet saying: "This is really good! Paints a picture of why this is the best job in the world without making it a Hollywood epic."

However, others criticised the advert for not covering the realities of teaching – for example, it shows the teacher leaving on time with pupils, which some said was unrealistic.

The government is also now targeting millennials suffering from a "quarter-life crisis" to boost the teaching workforce.

A recent poll conducted by the Get Into Teaching campaign revealed that more than nine in ten workers in their twenties and thirties are actively looking or considering changing their lifestyle.

The survey encourages people to consider teaching as a new career and found that 39 per cent of those polled said they did not feel passionate about their current job.

Roger Pope, a Get Into Teaching spokesperson, said the research showed young professionals wanted to be in a "rewarding role they feel passionate about".

"This is where teaching comes into its own – particularly for those who are looking for a career that is rooted in purpose and that can provide fulfilment and long-term prospects."

The DfE also said it is working to cut costs of teacher recruitment through its free-to-use Teaching Vacancies website.

YEAR	ADVERTISING SPEND	TOTAL RECRUITS IN FOLLOWING ACADEMIC YEAR	COST PER RECRUIT
2016/17	£11,370,000	32,710	£347.60
2017/18	£12,180,000	34,590	£352.12
2018/19	£14,137,000	34,543	£409.25

Politics

DO YOU HAVE A STORY?
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Rayner runs for deputy Labour leadership

FREDDIE WHITTAKER

@FCDWHITTAKER

Shadow education secretary Angela Rayner will run to be Labour's deputy leader, while a former teacher has also been appointed to a key role in the party's education team.

Rayner announced this week she will run for deputy leader – backing her colleague and flatmate Rebecca Long-Bailey for the party's leadership.

The Ashton-under-Lyne MP had been touted as a potential candidate to succeed the party's leader, Jeremy Corbyn. It is not yet known whether she will seek to keep her education brief if she wins the deputy race.

In a speech at a community centre on the estate she grew up on in Stockport, Greater Manchester, Rayner said her party must "win or die", but should not return to the "vanilla politics" of the past.

"The quick fix of a new leader will not be enough. We must rethink and renew our



Angela Rayner

purpose and how we convince the people to share it," she said.

"Either we face up to these new times or we become irrelevant. The next five years will be the fight of our lives and I'm standing here today because I don't run away from a fight."

Shadow international trade secretary Barry Gardiner, shadow policing minister Louise Haigh and Manchester Central MP Lucy Powell, Rayner's predecessor as shadow education secretary, have all backed her bid.

Meanwhile, former primary school teacher and union activist Emma Hardy has been appointed Labour's new shadow further and higher education minister.

The MP for Kingston upon Hull West and Hessle and education select committee member takes over the role from Gordon Marsden, who lost his Blackpool South seat last month.

Speaking to sister title *FE Week*, Hardy backed the party's idea for a National Education Service, saying it was "fantastic" idea, with principles behind it that she "buys into". But she admitted it will be for Labour's new leader to decide if they want to continue developing the policy.

Rayner, who has held the shadow education brief for more than three years, has presided over the development of the NES – although little progress has been made on how it will work for schools.

During the election campaign Rayner was frequently deployed as a party spokesperson.

Candidates who get the required MP and MEP nominations have until Tuesday (14th) to win the backing of either five per cent of constituency Labour parties or three affiliated groups.

The winner will be announced on April 4.



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Layla Moran, Liberal Democrat education spokesperson

Government pays Erasmus+ lip service after opposition loses vote

FREDDIE WHITTAKER
@FCDWHITTAKER

The government has claimed it remains 'committed' to the Erasmus+ programme, despite most of its MPs having voted against a call to make future membership an "objective" of Brexit negotiations.

On Wednesday night, Conservative MPs voted against an amendment to the European Union (Withdrawal Agreement) Bill 2019-20 that would have made it an objective for the government to secure an agreement to allow the UK's participation in the scheme to continue post-Brexit.

But the Department for Education said after the vote that it is "committed to continuing the academic relationship between the UK and the EU, including through the next Erasmus+ programme if it is in our interests to do so".

"The vote [on Wednesday] does not change that," a spokesperson added.

"As we enter negotiations with the EU, we want to ensure that UK and European students can continue to benefit from each other's world-leading education systems."

Erasmus+ is an EU scheme that currently offers opportunities for UK citizens to study, work, volunteer, teach and train abroad in Europe.

For school pupils, the scheme offers a youth exchange programme and volunteering opportunities.

Erasmus+ has paid out tens of millions of pounds in grants to UK schools in recent years for exchanges, along with professional development opportunities for staff and collaborative projects with

international partners.

Between 2014 and 2017, grants handed to UK schools totalled almost 70 million euros.

The decision of the UK to leave the EU has brought the country's future participation in the scheme into question. Opposition MPs, led by Liberal Democrat education spokesperson Layla Moran, sought to ensure it was on the negotiating table with the introduction of the amendment.

The amendment stated it should be "an objective of the government to secure an agreement...that enables the UK to participate in all elements of the Erasmus+ programme on existing terms after the implementation period ends".

However, the bid failed after 336 Conservative and eight Democratic Unionist Party MPs voted against it. Education secretary Gavin Williamson and schools minister Nick Gibb were among those who voted it down.

Moran said the scheme had "transformed the way we think about education" and made studying abroad "fashionable and affordable".

"Staying in Erasmus should be a no-brainer," she said. "But rather than voting for our amendment, Conservative MPs are willing to let ministers negotiate away our membership of Erasmus if they think they could do a better job."

"It is time the government got serious about this – are they in favour of staying in Erasmus or not?"

Jane Racz, director of the Erasmus programme in the UK, said: "The Erasmus+ programme has delivered and continues to deliver significant benefits to the UK and we need to ensure the positives of the programme are not lost as we move into the next stage."

DfE-funded breakfast clubs extended for a third year

FREDDIE WHITTAKER
@FCDWHITTAKER

A government scheme offering primary schools help to set up breakfast clubs will be extended for another year.

But the Department for Education still won't say how many new clubs were established in the first wave of the project.

The DfE will spend an additional £11.8 million on a third year of its national school breakfast programme, which aims to improve access to breakfast provision in schools in disadvantaged areas.

Ministers claim 1,800 school breakfast clubs have been "created or improved" since the programme first launched in April 2018, with £26 million in initial funding.

However, the DfE said it doesn't know exactly how many of the clubs created are new.

According to the department, the extra funding will allow up to 650 more schools to benefit from the scheme by 2021.

Lord Agnew, the academies minister, said the extension would "help boost attendance, behaviour and attainment" and help thousands more pupils to "achieve their best in school".

But Lindsay Graham, a policy adviser on child nutrition and poverty, told *Schools Week* the government must "invest properly in monitoring the effectiveness of child nutrition programmes".

The government is "very much in the dark about the impact of current policies," she added.

The DfE has also confirmed its pilot of holiday activities and free meals in disadvantaged areas will run again this summer, at a cost of £9 million.

Another £5 million has also been committed to extend cultural education schemes into the 2020-21 year.

A total of £500,000 will fund "In Harmony" schemes that provide orchestral training to pupils in "extremely" disadvantaged areas.

The National Youth Music Organisations and Music for Youth will share £524,000 to provide music education.

The remaining £4 million will fund cultural education programmes ranging from giving pupils film-making lessons to studying art and design at their local college or university.

Cash will be split between Heritage Schools, BFI Film Academy, Museums and Schools, the ACE Bridge network, National Youth Dance Company and Saturday Art & Design Clubs.

EDITORIAL

DO YOU HAVE A STORY?
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The lingo for declining schools has moved from pasta to chocolate bars

Move over Sir David Carter's 'improving decliners', we've now got Amanda Spielman's 'outstanding but declining' schools.

As we report this week, some schools retaining their grades under short inspections are now being additionally labelled either 'declining' or 'improving'.

The caveat has been given top billing and appears smack bang below the grade outcome.

One head said the caveat was like a "psychological punch" that overshadowed their retention of the 'outstanding' grade and confused parents to boot.

But Ofsted said that it's always highlighted if schools are improving or declining, they've made it super clear (for parents).

Carter famously presented his eight different kind of declining/improving schools in a spaghetti graph. But Spielman's reports are more comparable to Daim chocolate bars.

Schools getting to keep their grade, but being told standards are slipping sounds a bit like the

tasty treat's famous former advertising slogan: at the core, schools are rock solid (crunchy on the inside), but standards are slipping around the edges (soft on the outside).

Food comparisons aside, this is another quirky facet to the new inspection regime that school leaders need to be made aware of.

It's been a busy week for the inspectorate.

As well as making a play to move into the school improvement space (which seemed to be welcome/cause despair in equal measure), it was announced today the 'outstanding' grade is finally a goner.

Well, a consultation has been launched, with the plan to ditch the exemption in September.

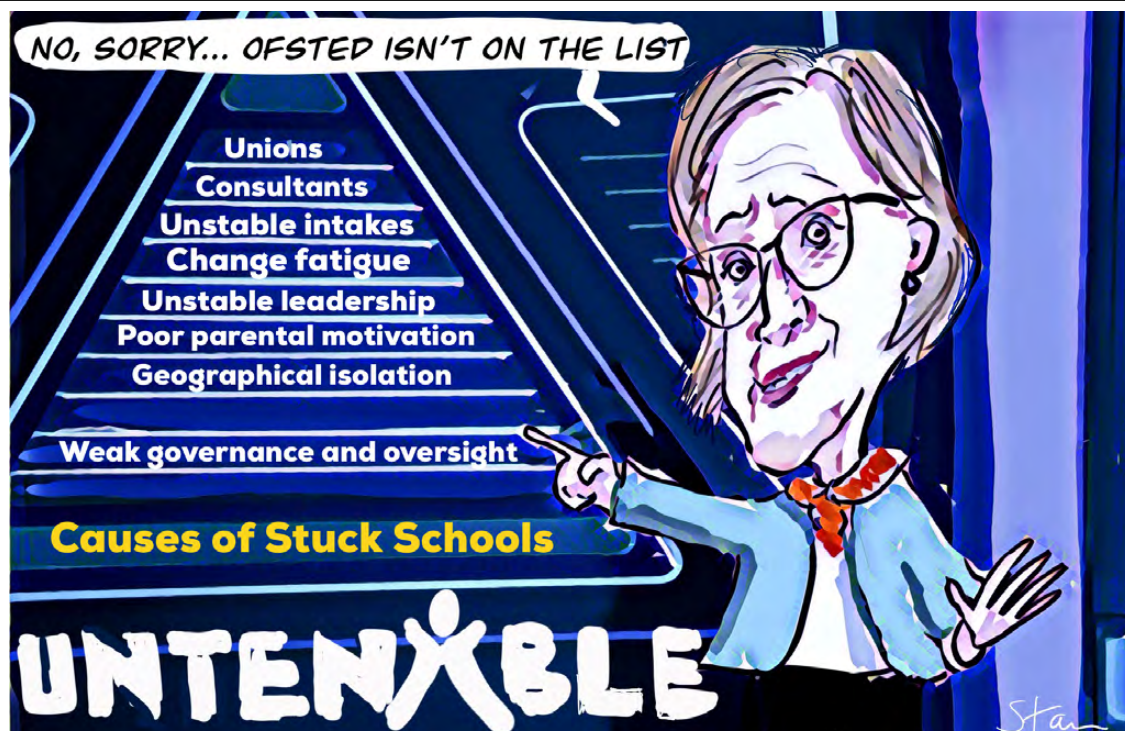
However, it will take inspectors up to five years to get around all the 'outstanding' schools that have evaded scrutiny for years.

2020 is quickly shaping up as a busy year for Spielman – and one that could be crucial for how her stewardship of the top job is remembered.

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The SEND funding crisis can't be hidden any longer

... Sarah

This is an awful article. Blaming parents for pursuing EHCPs when the reality is that lots of us have no choice. My child started school with a severe speech disorder. Without an EHCP he will receive no speech and language therapy. This is for a child whose own teacher cannot understand him. Please stop using the term "golden ticket". It is insulting to parents and our children, who have to fight so hard to receive the most basic support.

... John Bald

Funding is no substitute for expertise. Since Warnock, the emphasis on co-ordination and inclusion has displaced specialised teaching skill to the extent that more money is highly likely to be subsumed in paperwork that bears no relation to reality. I had yet another case this morning, which I'm likely to have to teach pro bono, because, yet again, a supposedly "outstanding" school does not have the expertise to enable the child to make progress. A change in emphasis, so that the SENCO is an expert teacher rather than a paper shuffler, is urgently needed.

Should inspections be 'no-notice' for inspectors as well as for schools?

... Dale Barrowclough

I would imagine most inspectors, devoid of data, would have an insight into the school's performance, gained from their memory of the performance tables, media reports, etc. Perhaps achieving "data blindness" requires inspectors to inspect schools that are totally unfamiliar to them, perhaps in another Ofsted region – to be told of the inspection just as they are being put on a minibus to take them to a school on the other side of the country, after they have handed in all mobile phones and so on. I'm not sure that would be possible. Perhaps if the performance tables were only revealed to the team at the end of the inspection, after they have summed up in front of the headteacher, then this would require a process to reconcile the difference between the data and non-data informed observation/inspection.

DfE extends breakfast clubs pilot to 2021

... John Eccleston, @JohnEccleston2

Proper long-term funding for schools would be a more sensible option, after which one-offs may have some relevance. Presently, funding shortfall is a massive problem for schools.

REPLY OF THE WEEK

Charlotte Davies

The SEND funding crisis can't be hidden any longer

Getting an EHCP is often more to do with having articulate parents. In some deprived schools, to be honest, every child needs one. Our education system is not aligned with the needs of any children. We need to reform our education system to support children to develop fully and not to start formal education until motor-sensory integration is in place at 7 years+. That requires in place a good daily PE curriculum... We need a music, speech and language curriculum that promotes excellent sound-processing before reading starts and is backed up with good sound therapy for those children that do not make progress. We need vision therapy for all children so that all children can achieve good binocular vision and visual-processing skills. If all that was in place, along with good diet and trauma-informed strategies, there would be far fewer children with SEN and far more children who are highly able.



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

Ofsted must do more to acknowledge staff who go the extra mile

... Frank Norris

Good article... Ofsted will only achieve greater understanding of the pressures if it significantly increases the number of practising senior leaders from the most challenging schools. In addition, the idea that 16 days or so of inspection activity a year is sufficient to ensure rounded and well-evidenced judgments is now doubtful, in my view. Having enjoyed and gained much from a year-long additional inspector secondment with Ofsted earlier in my career, I now feel we have to consider the suitability of some senior leaders doing Ofsted on a very part-time basis.

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Feature

FREDDIE WHITTAKER | @FCDWHITTAKER



What are the barriers preventing more schools from accessing apprenticeships?

Almost three years after the launch of the apprenticeship levy, schools are still struggling to find ways to spend their money. But some schools are bucking the trend. Freddie Whittaker investigates

Schools meeting the government's apprenticeship target have done so by upskilling support staff and even recruiting former pupils, while training companies are now running courses for school librarians and lab technicians.

Government statistics released in November show that just 7 per cent of academy trusts and large academies met a new apprenticeship recruitment target in the first year of its existence. Providers who work with local authority schools also say they face even greater barriers.

But in some schools and trusts nationwide, leaders say their efforts to embrace the growth of apprenticeships have paid off.

At Kennet School, a secondary school and three-academy trust in Thatcham, Berkshire, 10 staff started apprenticeships in 2018-19, equating to 3.3 per cent of the school's workforce.

This places it well ahead of the government's public sector apprenticeship target, which stipulates all organisations with 250 or more staff must hire 2.3 per cent of their workforce as apprentices each year.

The school places senior staff on leadership programmes, while also using apprenticeship levy funding to train site workers, customer services personnel and teaching assistants.

Gemma Piper, the school's headteacher, said embracing the apprenticeship programme has been about changing the way its existing roles work, rather than creating new ones.

"I would have been employing people anyway. I haven't created roles for the apprenticeships – I have changed my recruitment strategy," she told Schools Week.

"I've resourced it with a senior member of staff who found it appearing on her job list and has basically led it incredibly well. She's the go-to on all the information regarding it. It requires someone in schools to own it."

ASSET Education, a 14-school academy trust operating in East Anglia, is another of the 18 trusts that surpassed the government's apprenticeship target last year, with 13 apprenticeship starts in its support staff, including teaching support, IT and admin teams.

them after they have finished their training."

Cuckoo Hall Academies Trust, which runs five schools in north London, had 15 apprenticeship starts in 2018-19, equivalent to 4.5 per cent of its workforce. Again, leaders say this success is down to seeing the apprenticeships requirements as a good thing, not a burden.

"As an organisation...we viewed this initiative as a very positive way to upskill and invest in a group of existing staff, as well as to recruit new staff," said CEO Marino Charalambous.

"We need to get away from the old notion of what apprenticeships once were. We are looking to expand our programme further because of the benefits to us."

"Just 7 per cent of academy trusts and large academies met a new apprenticeship recruitment target in its first year"

Chief executive Clare Flintoff said this was down to "embracing the concept" of employing apprentices when planning ahead, and the recent growth of the trust to include schools that were already taking on apprentices.

"Our apprentices are a vital part of our workforce and we value the opportunity to train up our own people and largely aim to employ

Under the apprenticeship levy, schools and trusts are required to pay a certain amount per year into a central pot, depending on the size of their payroll. They can then claw back funding to pay for training.

Kennet's successes in apprentice recruitment meant that its levy funding pot is quickly used up every year. But the school has secured additional

Apprenticeships

funding from a local housing company, which transfers some of its own unused levy pot to the school so that it can train more staff.

"I am more than happy to exploit any pot of money anywhere," says Piper. "But at the same time, there is a social and moral responsibility that we have to our community. Everyone who's on an apprenticeship for me is a local person.

"We're a school. We're about educating and we're about people, so it's right that we're a provider of education at all levels."

Despite teachers making up a large proportion of the schools workforce, take-up of a new postgraduate teaching apprenticeship launched in 2018 has been limited.

According to government statistics, just 209 apprentices started the new teaching framework in 2018-19, the first year of its existence.

Flintoff, from ASSET Education, said her organisation is "not currently looking at teaching apprenticeships" because they have the salaried route into teaching which "really does largely the same job".

Kennet has also looked at the teaching apprenticeship and decided against it.

But the school's apprenticeship programme may yet bear fruit when it comes to teacher recruitment. Leaders hope former pupils who re-join the school to train as teaching assistants will eventually go on to become teachers.

Luc Poyda, a former Kennet pupil, returned after sixth form for a one-year TA apprenticeship. He told *Schools Week* the opportunity provided him with a chance to learn new skills and do something he enjoyed while he was still unsure about his future.

"Coming out of sixth form, I always felt like you're rushed as you're going through school, having to make decisions that are going to set you up for the rest of your life, and I felt like I couldn't. I wasn't in a place where I knew what I wanted to be doing in 40 years' time.

"[The apprenticeship] was good because I think I knew I would enjoy working in a school anyway, but also I just needed time to make a decision on what I wanted to do in my life."

Now an economics undergraduate, Poyda says he wants to go through teacher training – and is considering returning to work at Kennet – following his degree.

With the growth of apprenticeships in schools, training providers have scrambled to develop and tailor apprenticeship frameworks for the education sector and

help schools find ways to spend their levy money.

For example, alongside the popular frameworks for admin and school support staff, training company Let Me Play runs courses for lab technicians and even school librarians.

"It was all about the fact a lot of our secondary schools had libraries and librarians who worked in there, but they couldn't think of anything that would be right for those staff," said sales director Jamie McVey.

But what are the barriers preventing more schools from accessing apprenticeships?

A lack of options is certainly an issue, says McVey, but another problem is a lack of understanding in schools "of how they can use apprenticeship training effectively across their workforce".

He accepts schools need more help and support from the government – and is particularly concerned about local authority schools, which have their levy funding drawn into a central council pot.

"The money goes into the council's central pot and councils don't necessarily communicate well with the schools about how they can spend it and the fact it's there, other than as a cost to the school," he says.

The National College of Education, set up by training firm Oceanova, offers a Level 3 programme for early-career team leaders, a middle leadership programme at Level 5, a Level 7 master's degree apprenticeship for senior leaders and an executive MBA for system leaders.

David Cobb, Oceanova's chief executive, said the government had "done its job" by setting up

an "innovative and well-funded policy", and it was now down to "providers like ourselves, universities and colleges, and indeed government-funded organisations to innovate products to meet the needs of school leaders".

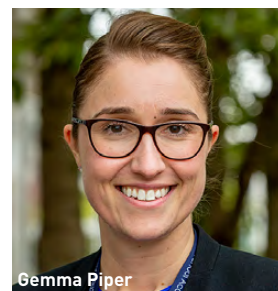
Schools Week revealed last year that teacher development charity the Ambition Institute was in talks with the government to develop "education-specific apprenticeship standards". However, nothing has yet come to fruition.

A recent report by the EDSK think-tank also claimed more than £1 billion of levy funding had been wasted on 'fake apprenticeships', including by rebadging management training and professional development courses for more experienced employees.

But Cobb added: "We've invested hundreds of thousands of pounds to create programmes, build teams and, critically, communicate to the learners.

"We see this last element as the key driver in successfully bringing apprenticeships into schools."

The DfE said it had published "a tailored guide for schools", to help them understand how to use apprenticeships. Schools can also use the department's national contact centre and the amazing apprenticeships website, they said.



Gemma Piper

The rules for schools

There are two government rules relating to apprenticeships that apply to schools.

The first, the apprenticeship levy, came into effect in 2017. It requires employers with a payroll bill of more than £3 million, such as academy trusts or councils, to pay 0.5 per cent of their total pay bill (minus a £15,000 allowance for organisations not linked to others).

The money is then kept in a central pot and clawed back by employers who want to use it to train apprentices. Unused levy money cannot be carried over into future tax years, but it can be transferred to other organisations that need more funding.

The second rule is the public sector apprenticeship target, which came into effect for schools in 2018, and requires those standalone schools and trusts with 250 more or employees to hire 2.3 per cent of their workforce as apprentices each year.

But they won't yet be held to account for their performance against the target. The government amended its policy last year, and will now judge organisations on their hiring record over the four years to March 31, 2021.

For LA schools, it is the council that is responsible for paying the levy and meeting the target, but they can top-slice extra funding from schools to pay their share of the levy.



David Cobb

Opinion

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

A small number of schools are failing to improve under the current system. For them, a new approach is needed, writes Amanda Spielman

When discussions turn to Ofsted, despite the vast majority of the sector being in favour of our new framework and our overall approach, a common refrain is that inspection is not supportive enough. That inspectors simply turn up, judge and leave.

To some extent, this is true. School improvement has not been part of Ofsted's remit for many years. Successive governments have made the decision to lower funding and therefore reduce the time for inspection. This has resulted in making it ever more focused on data.

For nine out of ten of schools this isn't a problem. Schools that are 'good' or 'outstanding' have shown that they are able to improve or maintain a high standard under the current model. There are also 'requires improvement' schools that are on an upward trajectory and doing really substantial work on curriculum, behaviour and personal development.

But there are some schools that have struggled for a long time, and been unable to improve to a 'good' rating. Sometimes these schools are in difficult situations. They are in culturally and socially isolated communities, whether that's in small towns, rural or coastal areas. They don't have the support they need from parents, find managing behaviour difficult and as a result find it hard to recruit and retain teachers, who can be demoralised and demotivated.



AMANDA SPIELMAN

HM chief inspector of schools

'Stuck' schools need support, not a merry-go-round of headteachers

I don't underestimate how hard it is to run a school in this context, and there are many heads and leadership teams doing a wonderful job in challenging circumstances.

showed that they get "stuck" in different ways. Some, for example, had change fatigue, while others were change resistant. But other schools, facing similarly

“ If we can get back into schools soon after inspection, we can remove the stress

What they need is support from government, not to be put on the merry-go-round of changing headteachers.

We published research this week which looked at the roughly 400 schools that have not been graded 'good' or better in 13 years. Around 210,000 children are still being educated in these "stuck schools".

Our research into these schools

difficult circumstances, were able to become "unstuck" and improve. There are common features the leaders of these schools focus on:

- Implementing an effective behaviour policy
- Making sure teaching standards are high, sometimes at a cost to retention levels
- Getting the right support from their MAT



You might think this is obvious, but our report highlights the plethora of initiatives and interventions that struggling schools have experienced over the past 20 years, from school improvement partners to national leaders of education, education action zones to opportunity areas. Schools told us that they received too much advice, thrown at them without enough thought. A cacophony of consultants of variable quality.

For these schools, which the current system has not enabled to improve sufficiently, I want Ofsted to play an additional role. Of course, we will continue to inspect them, but for schools with long-term, entrenched issues we need to spend longer listening to leaders and staff, without the pressure of a judgment or published report, and with a remit to really understand the issues underlying each individual school's struggles. Crucially, the real substance of education – the curriculum – needs to be at the heart of the conversation early on, rather than being an afterthought.

Schools tell us that when they have benefitted from external advice in the past, it has been tightly tailored to the problems in the school. If we can get back into schools soon after inspection, we can remove the stress and help get staff and children on to a more productive pathway more quickly. It's quite clear that simply replacing headteachers without a specific plan for improvement just doesn't work.

Sustainable improvement takes more than that, and we are working with the government to ensure we can play our part.

Opinion

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



DAN
TOWNSEND

Head of history, The Charter School,
North Dulwich

Should independent school heads ever be on the New Year honours list?

There's something wrong with the honours system if it rewards independent school heads and omits more worthy recipients of recognition for services to education, writes Dan Townsend.

Andrew Halls has been the headmaster of King's College Wimbledon for 12 years.

It is one of the highest achieving independent schools in the country. This year, he made the New Year honours list as recipient of a gong for "services to education".

I was left perplexed by this. Should an independent school headmaster ever be recognised for their contribution to the educational establishment as a whole?

I know King's well. It was at the end of my road when I was growing up, and my brother attended the senior school. It is in every way a highly impressive institution: 96.3 per cent of their students achieved A-A*/9-7 grades in their IGCSE/GCSE results in 2019. The school's first XV are currently through to the quarter-final of the Schools Cup. They even gave us Mumford & Sons.

However, open to everyone it is not. The fees are £22,000 a year for the senior school and over £20,000 for the junior school. In his work as

a headmaster, Mr Halls only serves a very narrow slice of the population. Is this really commensurate with the idea of "services to education"?

“ There are better potential recipients out there

Headmaster of Westminster School, Patrick Derham, himself a recipient of an OBE in 2018, is one of the most outspoken defenders of the private system. His articles have drawn attention to bursary arrangements and schemes that enable children from low-income families to attend boarding schools.

As admirable as this work is, it is not the principal aim of an independent school. Instead, they serve to provide an excellent education to those who can afford it. I say that as someone who was educated within the independent system my entire life. To suggest that private schools are centres of benevolence is simply misguided.

I do not believe private schools should be abolished. In my view, they make an important contribution to the UK economy. The problem lies with the honours system rewarding



them under the tagline of the broader education establishment.

Mr Halls' most notable contribution

to state education has been helping to found a specialist mathematics sixth-form academy in Lambeth, south London. However, this school has an entry test and offered only 70 places from nearly 500 applications in 2018. Meanwhile, there must be more worthy free school founders who have transformed local education provision yet haven't been recognised with honours.

Simply put, it comes down this: there are better potential recipients out there than independent school heads.

One of Mr Derham's defences of the independent sector is that we should offer similar criticism of the "social intake of high-achieving grammar schools, sixth-form colleges and middle-class-dominated academies". I tend to agree, though I think this point can be taken too far: heads working within these schools should also

largely be avoided for top honours.

Instead, accolades should go to educators working in challenging environments and championing social mobility. I am not Katharine Birbalsingh's biggest fan, but to overlook her in the year in which Michaela Community School received its long-awaited and excellent first set of GCSE results seems fairly bizarre.

In 2018, the Sutton Trust warned that Oxbridge were over-recruiting from eight independent schools nationally. The fact that Messrs Derham and Halls are the heads of two of these schools suggests there is a problem with the honours system, and I would urge the Department for Education to revisit their process.

If you must reward independent school leaders, then this should be in its own category, "for services to independent education". The honours list is clear when identifying services to higher education and to special educational needs, so surely it can be so here. If that can't be done, then find somebody more deserving.

Ask anyone in the state sector. We'll give you a list.

Opinion

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

The under-achievement of white working-class boys has made the headlines again this Christmas. But what does it take to get them to succeed? Atlantic Academy principal, Lesley Bishop is on a mission to find out.

If we are serious about ending the perennial problem of white working-class boys' academic under-achievement, there are no shortcuts. Stereotyping won't help either. We have to understand the obstacles they face if we are going to remove them. In fact, we have to accept that they face obstacles particular to them before we can even start.

Portland is home to an isolated community – an island connected to Dorset by one road, without a trainline, and 20 minutes from Weymouth. Together, Weymouth and Portland are classed as the third most disadvantaged local authority in England. The population is 99% white British, and job opportunities are limited following the closure of the Royal Naval Base in the 1990s.

At Atlantic Academy, 35 per cent of students are entitled to free school meals. For boys, it is 40 per cent. Some 38 per cent are from Fortuneswell North, now the most deprived ward in Dorset, and in the top 10 per cent nationally. It means that for some of our pupils, home life can be chaotic. It is not unusual for some of the boys to turn up at school hungry, unprepared and already subjected to toxic masculinity.

Yet our pupils' background is not a reflection on their talent or ability to learn. Last year, Atlantic Academy, part of the Aspirations Academies Trust, replaced the Thomas Hardy



LESLEY
BISHOP

Principal, Atlantic Academy

Evidence, not stereotypes, will help white working-class boys succeed

School as the second-highest ranking in Dorset on Progress 8, with a score of 0.4.

When I and ten of my colleagues visited researchEd Durrington in

still had higher exclusion rates for males and had to tackle their lack of interest in studying, but our gender gap on Progress 8 was 0.05 in 2018.

Then, in 2019, that gap widened

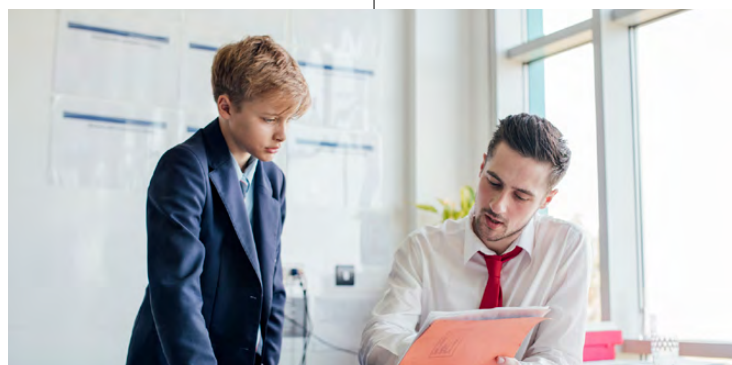
“ We must rethink expectations - how we chastise and how we praise

April last year, we came across a presentation and a book by Matt Pinkett and Mark Roberts entitled *Boys Don't Try: Rethinking Masculinity in Schools*. We were intrigued by the book and its arguments, but at that stage we didn't even think we had a problem.

Of course, we know we are dealing with lots of legacy issues with boys with regard to behaviour, sexist attitudes and what it means to be part of the Portland community. We

substantially to 0.89. It wasn't that the boys had not improved. They had made huge improvements, with an increase of their P8 score of 0.94 over two years since the Aspirations Academy Trust takeover, but the girls had completely outperformed them with an increase of 1.63.

The first phase of our rapid improvement journey has been to focus on empowering teachers to teach consistently good lessons with a relentless focus on disruption-free



learning. We supported teachers to challenge behaviour in order to transform attitudes, but we also supported pupils and their families to make sense of their lives and take control of them.

To do this, we have been guided by the Gatsby benchmarks. We've worked hard on our extra-curricular offer and enrichment activities, which range from book binding to mountain biking. We've worked with the Magic Breakfast charity. And we've instigated high expectations on uniform and equipment – both of which we provide if they need it – to ensure that nobody is singled out.

It has worked for everyone, but it has done so unequally. More needs to be done to tackle the issue of our white working-class boys lagging behind their female peers, and in many regards, this is the toughest challenge we face.

Informed by Pinkett and Roberts's book, we have launched a major new phase in our improvement journey – one without which all of our previous work risks not being sustained. It has involved CPD and introspection. It has required rethinking our expectations, not just how we chastise but also how we praise. It has called for consciously redeveloping our resources and actively working with our community.

None of it is guaranteed to succeed, but it is informed by the best and broadest evidence base we have, rather than league table-friendly shortcuts or conscience-soothing stereotypes.

Anything less would see us fail our white working-class boys, even as they are making progress.

Research

This year, the Institute for Effective Education will regularly review evidence on a school-related theme. Contact it on Twitter @IEE_York if you have a topic you would like it to cover

What can parental engagement really do for schools?

**Jonathan Haslam, director,
Institute for Effective Education**

My last research piece in these pages looked at the difficulties facing schools when addressing a whole-community issue (fitness and obesity), but what are the challenges when trying to get the community to support a school issue?

The research on parental engagement has been fairly consistent over the past few years. It is clear that parents who engage in their children's education have a positive effect. The challenge for schools is converting the unengaged parents, and the evidence is that this is hard to do. A review published by the Nuffield Foundation in 2013 found that it wasn't possible to tell whether programmes designed to increase parents' involvement in their children's education raised attainment or not, because none had been properly evaluated.

More recently, the Education Endowment Foundation (EEF) conducted a review of the evidence on parental engagement. Their survey of around 150 schools found they were using more than 35 different parental engagement interventions. Clearly it is important for schools to know what their impact might be. Evaluations also provide useful information on the challenges schools might face when developing their own approaches, and the scale of the impact they might reasonably expect.

The EEF has carried out several trials of parental engagement interventions, giving rise to a mixed bag of results. Some failed altogether to engage parents or change outcomes. More positively, Families and Schools Together (FAST) was successful at engaging parents and produced a positive impact on social-emotional outcomes, but none on student attainment. Supporting Parents on Kids



Education in Schools (SPOKES) had no impact on reading or social and emotional outcomes overall, though there was some evidence of a positive longer-term impact on boys' maths. Texting Parents improved children's maths (and possibly English) attainment, and reduced absenteeism. Altogether though, the positive impacts of these interventions were usually small.

The EEF review illustrates the difficulties presented by parental engagement. The aim is to change parents' behaviour in order to influence their children's. Given that it can be challenging enough to change children's behaviour directly, going through an intermediary – especially one who may have a difficult existing relationship with schools and authority figures – is likely to be even more challenging.

Based on this evidence, schools should consider four key questions when thinking about their approach to parental engagement:

What issue are you hoping to address?

The sequence of steps that will see parents being the route to addressing this issue may mean that working directly with children offers a more plausible answer, requiring less

time and fewer resources. For example, offering free school breakfasts may be a better solution for getting children to school on time, ready to learn, than working with parents to achieve that result.

Is this an issue that parental engagement can solve?

The EEF review points out the areas where the evidence supporting parental involvement is stronger or weaker. In the early years, for example, the evidence supports reading with children and creating a supportive home-learning environment. For those in school, the evidence supports home-school partnerships and parents' interest in their children's academic activities, but there is no positive relationship between parents helping with homework and children's academic achievement.

Is it a whole-school approach?

No matter what specific issue you are focusing on, parents will still see this through the lens of their entire interaction with the school (and, arguably, with previous schools).

What relationship do parents and the wider community have with school?

Everything you attempt will be influenced by this. The research on the impact of using texts to influence behaviour shows that the nature of the existing relationship is important. If the texts come from an authority figure they have never heard of, or don't trust, they are less likely to be convinced.

Recent research has enabled us to see more clearly the challenges and potential benefits of parental engagement. It requires a thorough, thought-through approach, and the benefits are likely to be hard-won. Nonetheless, the evidence and advice is increasingly available to help schools develop, implement and evaluate effective plans for impactful parental engagement.



Reviews

EVERY LESSON SHAPES A LIFE



The DfE's new teaching ad: optimistic rather than realistic

By Bill Wilkinson, deputy head of science, Beechen Cliff School

As much as I hate to admit it, there are four Indiana Jones films. In our house, however, we like to pretend the fourth, *Kingdom of the Crystal Skull*, doesn't exist. The first three are family favourites, particularly my son's. A few weeks ago, he found the fourth film in a charity shop. Through a combination of excuses and distractions, I narrowly avoided having to purchase it, but I suspect next time I won't be so lucky; we'll soon have to take it home and watch the terribleness all over again.

Which brings me to the Department for Education's latest advertising foray to attract new teachers to the profession. Perfectly timed to tempt those who have resolved to change their careers in 2020, the advert follows a science teacher through a typical day, highlighting the multitude of interactions with students of both an intellectual and pastoral nature.

Despite the warm and fuzzy feeling the advert elicits about how 'Every Lesson Shapes a Life', the cynical teachers of Twitter (myself included) instinctively derided the unrealistic nature of this typical day. Leaving at the same time as the kids? Impeccably behaved students? Not once unblocking a sink or folding a piece of paper to prop up a wobbly desk? Where is this school and are they hiring?

But is it so bad, really? Since the close escape in the charity shop, I've watched the trailer for *Crystal Skull* online. It seems to have all the ingredients required of an excellent Indie adventure film: calls back to previous films, jokes about Indiana's status as a teacher, gags about Indie (and Harrison's) passing years and plenty of whip-cracking action. These redeeming features are easy to ignore for an old cynic, but they might just be the only thing my son sees.



A still from the advert 'Every Lesson Shapes a Life'

The trailer for *Crystal Skull* doesn't dwell on the ludicrous survival of a nuclear explosion at point-blank range by hiding in a fridge, or the laughably unrealistic car chase in a rainforest. It doesn't even dwell too long on Cate Blanchett's absurd Russian accent. Why? Because it has a film to sell, and its takings are testament to the fact that it does a very good job selling it.

As with Indiana Jones, so with Addison Brown, the real-life science teacher who stars in the DfE advert. Why should teaching's warty truths go into an advert? "It gives an unrealistic impression of a difficult and thankless job!" proclaim the cynics. Yes, thank you. I'm sure there isn't a potential teacher in the land who hasn't heard a teaching horror story.

And herein lies the difference between an advert for the teaching profession and the trailer for *Crystal Skull*. Teaching doesn't have three great films to pre-sell its product. The profession has always been a bit of a joke in this country (those than can... etc).

So it's nice to be reminded occasionally of the importance of our job and the

good we do every day. Indeed, it's essential that we make the profession an attractive one to new entrants. The truth is that we are desperately short of teachers, especially science teachers, and our jobs will be even more difficult in the future if we don't manage to recruit new ones now.

Ultimately, the advert did a good job of highlighting the wealth of rewarding interactions teachers up and down the country have with students every day. It was great to see those pastoral and challenging-but-life-changing conversations with students represented in an advert that wasn't just navel-gazing intellectualism. While it may be true that the trailer for teaching has cut out all the bad bits, I doubt there's a teaching applicant in the country naïve enough to think this is the realistic way of things.

Meanwhile, the most cynical of current teachers should use this as a moment to reflect on all that is good and rewarding about our job. Teaching might not be *Raiders of the Lost Ark* good, but it's not as bad as *Kingdom of the Crystal Skull* either. And even that is probably better than Indiana Jones veterans like me give it credit for.

Reviews



Our blog reviewer of the week is **Robin Conway**, director of research and innovation at John Mason School

@JMSREFLECT

Term Time Well-being

@fod3

The start of a new year can be a great time to look at which habits and routines are not working for us and to plan some changes. This is the first of two excellent blogs I have read in the past week that focus on well-being. In this piece @fod3 makes some excellent practical suggestions for maintaining well-being and explains her shift from working 14-to-16-hour days to something more manageable. @fod3 recognises the importance of a supportive head of department and SLT in achieving a healthy work-life balance. But she also reflects honestly on things she did earlier in her career that were unhelpful and identifies a number of strategies that have helped her to bring her workload under control and to feel "healthier, happier and more balanced".

'You Look Terrible! But Well Done for Coming In': Presenteeism – what is it, and how can we reduce it?

@Mr_Crome and @CiseRachel

Presenteeism is the practice of coming into work even when ill. There are a number

TOP BLOGS of the week

of reasons for this, including unrealistic expectations of ourselves and a highly pressured workplace culture. In this piece, @Mr_Crome and @CiseRachel tackle this important issue in the educational context, exploring what drives teachers to come to work when they shouldn't, and what schools can do to promote a healthier attitude to absence. They point out that presenteeism is very common in teaching and can lead to greater problems, including more serious illness and stress. They look at the ways in which schools act to encourage this behaviour, making it difficult to take time off. It is particularly helpful that they end with practical suggestions that any manager could implement to help empower teachers as professionals and to support colleagues in taking time off when they need it. As they conclude, it is important that teachers know that "if they ask for a day off, it's because it's needed, and that if they are off, they can recuperate without worrying about the ramifications".

How Can We Assess Knowledge?

@MorgsEd

A focus on retrieval practice and low-stakes testing has somewhat dominated the dialogue about assessment in education over the past few years. The work of people who have posted and blogged about this

has had a significant impact on my own practice. In this piece, @MorgsEd thinks beyond low-stakes testing and asks how we can build upon it. Distinguishing between substantive knowledge (the "content" of a subject) and disciplinary knowledge (our understanding of how knowledge is formed within an academic discipline), @MorgsEd argues that we may be too heavily focused on the former. If this is assessed to the exclusion of disciplinary knowledge, we are not getting a complete picture of our students' understanding. He models assessment questions that test disciplinary knowledge arguing that "both types of knowledge are equally important". I will definitely be applying his ideas in my classroom in future weeks.

Desirable Difficulties, Teacher Development and Creating a Climate of Continuous Improvement

@MrARobbins

I have been excited to read a number of good blogs about leadership recently, but this piece by @MrARobbins stood out. I wish I had been given a lot of this advice or reflection when I first became a subject leader. @MrARobbins explores one of the greatest challenges most leaders face: supporting team members in their development without creating a culture that stigmatises or focuses entirely on those not meeting expectations. He identifies a number of drawbacks to approaches some schools have used in the past before introducing the concept of desirable difficulties and explaining how it works to create a culture of continuous improvement. His vision to "establish a culture within [his] department that makes all staff active participants in their own improvement" is a powerful one and the steps taken to develop this seem practical and achievable. Whether you are new to leadership or trying to effect a cultural shift, there are some great ideas here that would be well worth discussing with your team.

CLICK ON REVIEWS TO VIEW BLOGS +

WEEK IN WESTMINSTER

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

FRIDAY

The government was crooning so hard about its "multi-million-pound culture boost" for schools last week that it seemed to forget it had already announced the same thing months before.

What was billed by the government as "a further £85 million investment by the government in music hubs" actually involves just £5 million in cash on top of the headline investment, which was announced with similar fanfare just last November.

Good to see Johnson's government continuing with a proud tradition of re-hashing old policy announcements for an easy headline.

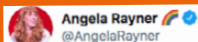
MONDAY

It's official. Angela Rayner is running for the Labour deputy leadership.

But the support for her campaign from Lucy Powell, her predecessor as shadow ed sec, was perhaps more surprising than her entry into the race.

The pair haven't always seen eye-to-eye, and Powell was often seen as a "shadow shadow education secretary" on the back benches following her resignation in 2016.

Still, good to see Greater Manchester MPs sticking together!



Many thanks to neighbouring MP @LucyMPowell for nominating me as deputy leader of the Labour Party. Lucy was at my launch on Monday in Stockport and I am very grateful for her support, like me she is a proud Mancunian MP 🙌 #angelafordeputy #TeamAngela #FightingtoWin 🇬🇧

TUESDAY

Congratulations to Andrew Warren, who has completed a year as regional schools commissioner for the West Midlands.

Warren's job is an important one in the education sector, so what are his biggest lessons from the year?

"Mmm. I've certainly learnt a lot about rail travel along the way," Warren tweeted this week. "Really useful stuff like, where to wait on the platform, which seat to choose, what gear to pack... and so much more! Also learnt a fair bit about the job too!"

Who knew RSCs had a sense of humour? (We only joke Andrew – keep up the good work!)



Andrew Warren
@AndrewWarrenUK

Mmm. I've certainly learnt a lot about rail travel along the way ...really useful stuff like, where to wait on the platform, which seat to choose, what gear to pack ... and so much more! Also learnt a fair bit about the job too!

WEDNESDAY

Given the size of the Conservatives' majority, you'd think ministers might be allowed to abstain on parliamentary votes that could prove damaging to them.

But, as ever, loyal servants Gavin Williamson and Nick Gibb were among the Tory MPs who voted against an amendment calling on the government to make staying in the Erasmus+ scheme after Brexit an "objective" for its negotiations with the EU.

Less than 24 hours later, their

department was forced to issue a statement claiming the government remains "committed" to the programme, which is worth millions of pounds in grants to UK schools every year.

If only there was some way for Messrs Williamson and Gibb to indicate their tacit support for the programme in a Commons vote...

THURSDAY

Rachel Wolf, Conservative policy wonk extraordinaire, received praise from the usual suspects for her latest Conservative Home article. It warned of shortcomings in the academies and free schools programmes, and called for parents to get more of a say over their children's education.

But we wonder if academy devotees would have been so full of praise had the same analysis come from someone on the other side.

Can you imagine them praising a Labour adviser or union figure who warned that academies "haven't worked everywhere".

Still, Wolf's intervention is still important, given her status.

Despite running a private lobbying firm, Public First, the New Schools Network founder is now even closer to the action at Number 10 than when she worked there under David Cameron.

We suspect these regular columns will continue to provide a fascinating preview of government education policy to come.



TRAINERS (HOME BASED) x 2

Trainer: £29,217- £33,913



The Bell Foundation is a Cambridge based educational charity working to overcome exclusion through language education and is delivering its vision through strategic programmes, the English as an Additional Language (EAL) Programme and the Criminal Justice Programme.

The Foundation has a rewarding opportunity for two home based trainers to work within a growing, dynamic team to develop and deliver innovative training and resources to create a positive impact for learners with EAL. It is an exciting time to join as our programmes grow and scale.

You will play a key role in the development and implementation of digital, blended and face to face training courses as part of the Foundation's EAL Programme to impact on the effective support and teaching of pupils with English as an Additional Language. You will also support the Criminal Justice Programme to develop training and resources for the Criminal Justice Sector.

You will have a proven track record of developing and delivering high quality EAL training to schools and experience of working in a comparable role. This full-time role requires experience of creating digital content and resources for educational,

learning and teacher training audiences and a sound understanding of what constitutes effective and evidence informed CPD.

With excellent digital, communication and interpersonal skills, you will be a self-starter with a can-do attitude with excellent attention to detail and an eye for quality with the ability to critically evaluate and review.

This is a home based role with two days per month from The Bell Foundation Cambridge office. As the EAL programme is delivered in different regions, you need to be willing to travel across UK.

To apply

To download further information please visit: <https://www.bell-foundation.org.uk/about-us/vacancies/>

Closing date: 17:30 on Monday 3 February 2020



SENIOR RESEARCHER

Contract Type: Two-year fixed term OR Project-based contract

Location: Westminster, London (flexible/distance working is possible, please ask)

At the CSJ, we're looking for one final person for our project team. We already have a data analyst, a researcher and team lead, and now we're looking for a Senior Researcher with a background in education research and/or working in schools or AP.

We are looking for an analytical and innovative individual with excellent research skills to join the Education unit. We're looking for someone who can problem-solve in a strategic, political way, drawing on a real-world understanding of the circumstances that lead to school exclusions. Leading on the AP improvement work, you will need to identify problems on the ground, collaborate on research to more accurately determine the local and national picture, and co-construct solutions to improve provision nationally. If you want to help change policy and practice in this area, then we'd love to hear from you.

For more information, please visit
<https://bit.ly/2MT6DmY>



HEADTEACHER/HEAD OF SCHOOL

Perry Hall Multi-Academy Trust consists of six schools based in Wolverhampton, Tamworth and Worcester.

Our Trust vision is to enable individual academies to flourish with autonomy, whilst ensuring a strong ethos of support and collaboration across our schools.

Teachers within our Trust belong to a community of professionals, and benefit from a wide range of networks and development opportunities.

Stanley Road is an exciting place to work that celebrates the diversity of its children and staff. Due to the Headteacher retiring, we are looking to appoint a Headteacher/Head of School depending on experience.

Those we recruit are able to demonstrate that they share our values, are enthusiastic to work with colleagues within and beyond their school. They work to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If this is you, we would be delighted to receive your application.

Please visit www.perryhallmat.co.uk/career-opportunities/ for further details



**M O S S B O U R N E
F E D E R A T I O N**

PRINCIPAL

Background

Mossbourne Parkside Academy is currently seeking an experienced and outstanding leader, who will share the values and visions for the future of the Academy. The successful candidate will exude optimism, commitment, and above all, hard work. You will bring a track-record of successful leadership and a commitment to driving outstanding outcomes for all young people. As the Principal of Mossbourne Parkside Academy you will be expected to develop a happy, exciting and vibrant learning environment, so that we continue to develop our reputation for high academic performance and pastoral care.

Working for a Mossbourne Federation Academy means being part of a community of exceptional practitioners. Colleagues are warm, welcoming and supportive; each morning you can expect a 'hello' from a friendly face. As one of the country's leading federations, expectations of staff are high. The Mossbourne Federation engages with, and supports its workforce, thus creating an inspirational working environment which nurtures the development of personal and professional excellence.

Set within the metropolitan borough of Hackney, all Mossbourne Federation academies are in close proximity to London Overground stations, providing a no-fuss commute for colleagues living in other London boroughs. London's fashionable 'East and West Ends', are also only a short distance away.

Federation staff are rewarded through access to a comprehensive benefits package, including but not limited to:

- First Rate Professional Development
- NQT Training Programme
- Season Ticket Loans
- MossBike Cycle to work scheme
- Coaching and Mentoring
- Employee Assistant Programme
- Corporate Gym Membership
- Discounts at local restaurants
- Recruitment Applicant Awards
- The Mossbourne Allowance (conditions apply)

If you are passionate about innovative education, have a commitment to personal excellence and are ready for a new challenge, we welcome your application. For further information about the role, please refer to the recruitment pack on our website.

To apply for this position, please follow the link to our website and complete an application form at www.mossbourne.org/vacancies
You can also follow us on LinkedIn page at <https://www.linkedin.com/in/mossbourne-federation-663a96188>

NB: Applications may be considered whilst the post is being advertised. Mossbourne Federation reserves the right to close adverts earlier than the stated deadline

"The Mossbourne Federation is committed to safeguarding the welfare of children and young people and expects all staff to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service."



The Athelstan Trust has vacancies for two positions. We are looking to recruit two outstanding teachers.

Your support to our leaders and teachers will be vital in ensuring that all our schools achieve the same successes. Joining a school improvement team led by the CEO, you will use your passion, subject knowledge and expertise to drive forward the quality of teaching and learning. This is an exciting role that requires flexibility, a team spirit, and a willingness to learn and it will suit individuals who want to take a step-up and work at a more strategic level across a range of schools.

Lead Practitioner Mathematics

L11-L15 (£52,643 - £57,986)

From September 2020 or sooner

Closing Date: 3 February 2020 at noon

Interviews: 12 February at Bradon Forest School

The successful candidate will:

- be an outstanding teacher with a proven track record of securing sustained excellent outcomes
- have up-to-date knowledge of subject curricula and assessment requirements
- be proficient in teaching Mathematics, preferably to A Level
- have proven experience of identifying and implementing effective strategies for improving attainment in Mathematics in challenging schools at KS3 and KS4
- have a highly effective style that is both consultative and influential
- be able to demonstrate resilience, motivation and commitment to driving up standards of achievement
- be able to work across a group of schools and show significant impact in developing capacity and improving outcomes for young people

Lead Practitioner English

L11-L15 (£52,643 - £57,986)

From September 2020 or sooner

Closing Date: 3 February 2020 at noon

Interviews: 13 February at The Dean Academy

The successful candidate will:

- be an outstanding teacher with a proven track record of securing sustained excellent outcomes
- have up-to-date knowledge of subject curricula and assessment requirements
- be proficient in teaching English, preferably to A Level
- have proven experience of identifying and implementing effective strategies for improving attainment in English in challenging schools at KS3 and KS4
- have a highly effective style that is both consultative and influential
- be able to demonstrate resilience, motivation and commitment to driving up standards of achievement
- be able to work across a group of schools and show significant impact in developing capacity and improving outcomes for young people

The Athelstan Trust is a Multi-Academy Trust consisting of three secondary schools (Bradon Forest, Malmesbury School and The Dean Academy) in Wiltshire and Gloucestershire with another approved to join in April. Our schools share a deep commitment to delivering an excellent comprehensive education to all our students.

Please send an application form and a letter of application, no more than two sides of A4, outlining how your skills and experience make you a suitable candidate to admin@theathelstantrust.org

An application pack is available on the Athelstan Trust's website: <https://theathelstantrust.org/about/trust-vacancies/>

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Until the end of March we're offering a discount of
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