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£101m to send school leavers back to class



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Photo credit: Hanson school

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The 'orphan' school that shames ministers' academy promises

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- 'Kids will be stuck with outcomes the school has had historically, it's awful'

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SCHOOLS WEEK

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Back-to-school scheme for jobless 18 and 19-year-olds

FREDDIE WHITTAKER

@FCDWHITTAKER

The government has pledged £101 million to give school-leavers struggling to find a job the chance to return to the classroom for “high-value” courses.

Rishi Sunak, the Treasurer, announced the investment for 18 and 19-year-olds as part of a package of measures designed to help the economy recover from the coronavirus pandemic.

The Treasury said it expected the “targeted high value level 2 and 3 courses” to be taken at colleges and schools, but details are scarce.

Geoff Barton, the general secretary of the Association of School and College Leaders, welcomed the investment in young people struggling to find a job.

“However, we need to remember that the government cut the funding rates for learners over 18, so there is an element of going round in circles here.”

Barton said his organisation was awaiting the detail of how the funding would be allocated to colleges and schools, but added it was “more normal for programmes for this age group, providing STEM skills education and training, to be delivered in colleges. We would expect that this is where most of these places would be provided.”

Announcing the money on Wednesday, Sunak said it would be used “to help 18 to 19-year-olds leaving school or college to find work in high-demand sectors, such as engineering, construction and social care”.

An accompanying Treasury document said: “Government will provide £101 million for the 2020-21 academic year to give all 18 to 19-year-olds in England the opportunity to study targeted high-value level 2 and 3 courses when there are not employment opportunities available to them.”

A full list of qualifications available for funding will be published in due course, but it is expected to apply to A-levels in science, technology, English and maths, as well as qualifications in ICT and construction, for example.

A Treasury spokesperson said that “given the



Rishi Sunak

mixture of academic and vocational courses – on which the government will set out more details shortly – we’d expect the courses we’re funding to be taken at both colleges and schools”.

Bill Watkin, the chief executive of the Sixth Form Colleges Association, said applied general qualifications would be an “ideal fit” for many young people. He said the initiative might provide further evidence of the “vital role” these qualifications played “and cause the government to reflect on its future plans for [applied general qualifications]”.

The government is reviewing funding for applied and other qualifications seen to “overlap” with A-levels.

Watkin added that the funding reduction for 18-year-olds would have to addressed to

ensure colleges and schools were not financially penalised for delivering the one-year courses.

The government also announced on Wednesday that schools will be eligible for grants to make their buildings more energy efficient under the £1 billion public sector decarbonisation scheme.

It said the scheme would help public sector bodies, including schools and hospitals, to fund energy efficiency and low carbon heat upgrades.

The decarbonisation scheme was a pledge in the Conservatives’ 2019 manifesto. At the time, the party pledged to spend £2.9 billion over five years. The Treasury this week said the £1 billion “represents a significant down payment on the manifesto commitment and accelerates decarbonising public sector buildings”.

£1k bonus to bring back furloughed staff

Schools that have furloughed staff will be able to access the new jobs retention bonus set up to help employers bring staff back.

The jobs retention scheme, which has placed about nine million workers on furlough, will be wound down in October.

State schools were only allowed to use the scheme for employees whose salaries came from income generated by the school, for example through the renting-out of facilities.

Under the bonus scheme, employers who bring back workers from furlough and continuously employ them until January on at least £520 a month will receive £1,000 for each employee kept on.

The Treasury confirmed the bonus would be available to “all employers who used the coronavirus jobs retention scheme”, and said full guidance would be published in the autumn.

DfE spends £££s spinning Covid response

FREDDIE WHITTAKER

@FCDWHITTAKER

INVESTIGATES

The government has spent tens of thousands of pounds in an attempt to present its response to the impact of coronavirus on education in a positive light.

The Department for Education diverted an external PR agency promoting teaching vacancies to highlight its efforts to boost remote learning. It reallocated about 10 per cent of a £117,500 contract.

The government also splashed out on a sponsored post on Mail Online presenting the positive experiences of schools that reopened in June.

The PR offensive comes as public trust in the government's response to Covid-19 plummets.

YouGov polling shows that the proportion of people in the UK who think the government is handling the crisis well was at 44 per cent on June 26, down from 72 per cent in late March.

The government has faced fierce criticism for how it handled closures after some schools refused to reopen on June 1. Ministers then abandoned plans for all primary pupils to go back before summer.

Gavin Williamson, the education secretary, is also losing popularity with Conservative Party members. A recent poll by ConservativeHome put his net satisfaction rating at -19.8. The only cabinet minister who fared worse was Robert Jenrick, the communities secretary, who is facing calls to resign for his role in a development project proposed by media boss Richard Desmond.

Last month, Four Communications, a PR firm that describes itself as "one of the leading integrated marketing agencies in the UK and the Middle East", contacted journalists on behalf of the DfE, offering "content and advice and interviews from teachers and schools who are successfully working remotely".

The press release also set out how the DfE had "committed over £100 million to boost remote education and this includes up to £2,000 per school to help them set up effective digital education platforms".

The DfE said time already contracted with the agency was switched following Covid-19.

"We reallocated the remaining hours of the



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How the article appeared on the website's homepage

contract to support the promotion of educational platforms and to ensure schools make the most of the tech support through the demonstrator schools programme."

A sponsored post last month appeared on the Mail Online homepage with the headline "A class act! Three weeks after primary schools began their phased reopening, secondaries have followed suit - here's how it's going".

Included in the piece were interviews with the leaders of the Victory Academy in Chatham, Kent, and Bonneville School in Lambeth, south London, along with a factfile-style boxout on "the benefits of going back".

The DfE said the press partnership that produced the advertorial was "part of the government's wider 'Stay Alert' campaign, led by the Cabinet Office", and that it was working with a "wide range of media outlets to share stories from teachers who have been supporting children across the country throughout the Covid-19 pandemic".

The department also said the interviews had been carried out by a journalist, independent of the DfE, and that the costs of the campaign "will be published monthly on a rolling basis as part of routine government transparency".

Mandy Gage, the principal of the Victory Academy, said her school had been approached by the DfE and was "happy to take part".

"We hope that explaining the work we have done to make our school as safe as possible has been helpful and reassuring for both our students and their parents, and for those at other schools."

The department would not say how much it had spent on the post, adding that such spending was outlined in Cabinet Office transparency data - which did not break advertising spending down by individual outlet.

However, Schools Week understands a sponsored post on the Mail Online homepage usually costs £30,000.

Ben Verinder, who runs a PR agency that specialises in education, said: "It appears that the DfE has chosen to spend money on advertising as part of a campaign to reassure parents who are worried about sending their children back to school in September."

"However, it's the experience of schools and how safe they judge it to be that will determine the attitudes and behaviours of parents in the autumn. That in turn will be shaped by the support that schools receive from the government and others, rather than by adverts or any other kind of promotion."

Council backs schools that keep pupils away

SAMANTHA BOOTH

@SAMANTHAJBOTH

EXCLUSIVE

Lancashire County Council has promised to back schools if they choose to stagger the return of year groups this September - in defiance of ministers who say all pupils must return full-time from the start of the autumn term.

But Conservative MP Robert Halfon, chair of the education select committee, said the council should be doing "everything possible" to work with schools to ensure they reopen.

"Whatever happens they need to be back in September, bar a serious second wave."

Edwina Grant the executive director of education and children's services at Lancashire, said the government's back-to-school guidance for September needed to be interpreted "in accordance with our Lancashire values".

In a message sent to schools, she said: "Everyone wants our children to have a positive school experience, learn, re-join their social groups and see their friends."

"However, this must be enabled when you consider it safe to do so. If due to your particular circumstances pupil groups need to be phased back, or have differential learning patterns, then we will support these decisions, measured alongside the very clear government expectation that all children return to schooling."

When asked for examples of where the council would support a phased return, a spokesperson said: "As we don't know the situations that we will face yet, we aren't able to give a definitive answer. Each case will be looked at individually and decisions will be taken appropriately."

But they added their "firm intention" was for all children to return in September. "We have also been very clear that the wider return of pupils to school is the decision of the headteacher, alongside their governing body, based on their localised risk assessment."

"Although individual schools will consider their own situation, this will be done alongside our overall intention that pupils should return to school in September."

The government's plans for some primary pupils to return last month were thwarted after several councils deemed it unsafe.

Halfon told Schools Week: "We need to get our



children learning again. Whatever happens they need to be back in September, bar a serious second wave. Doctors, psychologists, mental health professionals, the children's commissioner has said the damage to children not learning is enormous.

"The council should consider the risk to these children staying at home and it should be doing everything possible to work with the schools to ensure that they open again in September ... except in very exceptional circumstances that are Covid-related."

Most teachers seem certain that schools will be back to full-time instruction from September. A Teacher Tapp survey found 94 per cent of primary teachers said they felt it was either certain or likely their school would reopen, with just 3 per cent saying it was unlikely.

At secondary, 81 per cent of teachers said it was certain or likely their school would reopen fully, although 13 per cent said it was unlikely.

But reopening isn't the only area councils may come up with their own rules. Local authorities are also consulting with their schools about taking a more lenient approach on issuing fines for non-attendance.

The government has insisted parents of children who don't return will be sanctioned.

But Lancashire council said fines were a last option after other alternatives had been explored. This was in line with "our values and fully supports



Robert Halfon

the government's position".

Cambridgeshire and Peterborough councils - which backed heads who decided to delay the earlier phased reopening in May - said they were "working with school leaders to consider their position" on fines.

Liverpool City Council also said it was discussing its approach to schools reopening, but was working within DfE guidelines.

The Department for Education said "full time school attendance from September will be essential to help pupils catch up on time out of the classroom".

News

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ESFA's new funding director joins Cabinet Office

JOHN DICKENS
@JOHNDICKENSSW

The Education and Skills Funding Agency's first overall director of funding – appointed last year to oversee a new “centre of excellence” – has been poached by the Cabinet Office.

Kate Josephs becomes a director-general in the Cabinet Office to deal with the government's Covid-19 response.

She will be replaced by John Edwards, the regional schools commissioner for the East Midlands and the Humber. He will start next week.

Josephs had been overseeing the creation of a single funding operations centre of excellence responsible for schools, academies and post-16 funding.

Plans for the new team and role, the first to preside over the DfE's entire £63 billion budget, were first revealed by Schools Week.

She had also been the lead director for the ESFA's



Kate Josephs

Covid-19 core team.

Eileen Milner, the ESFA's chief executive, said Josephs had “expertly balanced two very demanding roles and has done so with great skill and capability”.

But she said Edwards would bring a “wealth of experience as an RSC and in local government”.

“I know he is very much looking forward to working with the directorate team and stakeholders to continue to develop an efficient and user-centred approach across the agency's funding responsibilities.”

Carol Gray, the current deputy director in the

East Midlands and Humber, has agreed to become interim RSC, pending a full recruitment process in the autumn.

The ESFA promised the single funding centre of excellence would “bring together existing functions to deliver an excellent and expert funding service”.

It is responsible for the “development, implementation and maintenance of an ever more efficient system across the agency with potential to grow and develop the scope of work undertaken still further”, Milner said.

It's also been announced that Katherine Cowell and Kate Dethridge have been appointed as substantive RSCs for the north and north west London and south central regions, respectively.

Dominic Herrington, the national schools commissioner, said: “Our work with the education sector across the country continues at pace to support full reopening of the school system in the autumn.”

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Investigation

Grading system wipes out a year's hard work

JOHN DICKENS

@JOHNDICKENSSW

The government has promised that no pupil will be disadvantaged by the cancellation of exams. But a new study shows that thousands of youngsters in turnaround schools will indeed be penalised. *Schools Week* investigates ...

"Kids have given up their weekends, we've had holiday interventions, 7.30am revision sessions, teachers teaching until 7pm," says Elroy Cahill, headteacher of Kingsley Academy, in Hounslow. "The kids have really grafted."

After taking over in February last year, Cahill has overseen a rapid transformation, including a huge change in staff (92 per cent of the year 11 teachers were new in September).

The school was predicting its modelled progress 8 would rise from -0.62 to +0.93, marking it as one of the "most transformed schools in the country".

In English language, for example, 31 per cent of pupils got a grade 4 or above last year. This year the school was predicting 70 per cent of pupils would reach the same level.

But then came coronavirus. And exams were cancelled.

The government has said its "priority will be making sure no pupil is disadvantaged by the cancellation". But for rapidly improving schools, such as Kingsley, that promise rings hollow.

This year teachers will be asked to submit grades for what they expect their pupils would have achieved.

However, those grades will then be standardised by exam boards, based on the pupil's prior scores at primary school and the school's historic results.



"Children will be stuck with the outcomes the school has had historically"

Ofqual, the exams regulator, won't take into account rapid improvement made this year. That wipes out the hard work of Kingsley's staff and pupils.

"We're a different school from two to three years ago, but those children will now be stuck with the outcomes that the school has had historically. These kids should have been getting 6 and 7s," Cahill said. "It's just awful."

A study by SchoolDash suggests more than 5,000 year 11s in rapidly improving schools face losing out this year.

An analysis of results in 2019 found 15 schools – representing 1,600 year 11 pupils – showed year-on-year improvements of 0.8 of a grade, on average, or more in their Progress 8 score.

A total of 45 (1.4 per cent of all the schools in the country), representing 5,400 year 11s, made improvements of 0.6 of a grade or more.

The schools most likely to have improved (and now losing out) are disproportionately those with low prior progress 8 scores and low Ofsted ratings – and with a new leadership.

The SchoolDash research was commissioned by the Academies

Enterprise Trust (AET). It was concerned about how the grading system this year would affect rapidly improving schools such as Kingsley, an AET school.

At Avonbourne Boys' Academy, in Bournemouth, just 22 per cent of pupils got a grade 5 or above in English last year. The academy's moderated centre-assessed grades predicts "very significant" rises for the boys' results to 45 per cent.

United Learning took on the school last year with the Avonbourne Girls' Academy, which has slightly higher historic outcomes.

Both cohorts have since been merged and taught by the same staff and in the same classes for the most part of the year. This will leave the trust able to see any negative impact the Ofqual model has on the boys' performance due to their school's historic lower performance.

A United Learning spokesperson said while Ofqual had a "fundamentally impossible job", children in "fast-improving schools will suffer detriment if Ofqual relies solely on its statistical model as the basis for awarding".

Ofqual said putting too much weight

Continued on next page



Elroy Cahill

Investigation

on teacher-assessed grades was "likely" to produce results that were "overall too lenient", so its approach put more weight on the statistical expectations.

But the United Learning spokesperson added: "If centre assessment grades are not used as a core part of Ofqual's model, they will be unable to get results right in schools where past performance is not an accurate guide to current performance. Students' results this summer will depend solely on the performance of a completely different group of young people, taught very differently."

The Prescott School, in Knowsley, was predicting a -0.39 Progress 8 score this year, a huge improvement on the -1.17 of 2018.

David Donnelly, the chief executive of the Heath Family (NW) MAT that runs the school, said if results were moderated using a three-year average, then "the worst-case scenario for Prescott students is that they are disadvantaged by about half a grade a subject".

When ruling out taking into account schools' improvement trajectory this year, Ofqual pointed to its own research showing results in just 0.8 per cent of schools increased by more than the national average change in 2015 and 2016. Additionally, 0.5 per cent also had results that decreased by the national average in those years.

As well as the small numbers, it said the "lack of stability in improvements or deteriorations in performance would mean that, for the overwhelming majority of centres, a statistical model that reflected centre trajectory is likely to be unreliable in predicting trends in performance this year".

The SchoolDash study challenges that. It found 11 schools that improved by at least 0.8 of a grade in 2018 – and all sustained or improved these increases into 2019. Of the 51 that increased by at least 0.6 in 2018, 40 (78 per cent) sustained them into 2019.

Timo Hannay, SchoolDash's founder, said any moderation policy that did not allow for these effects "risk disadvantaging thousands of students."

"At least attempting to identify which schools are likely to have shown rapid improvement this year seems like the only fair thing to do."

Bexleyheath Academy in London, also an AET school, is projecting a 20 percentage point rise on the 46 per cent of pupils who got a grade 4 or above in English and maths last year.

Graham Napier, its head, said there had been an "intense focus" on year 11 and 13 pupils, with school running from 8am to 6pm.

"The pupils can see just how far they have come for that to be taken away. A proportion predicted a good pass will be stuck with 2s and 3s. They won't hit the requirements for university. It will be heartbreaking for them."

But can anything be done?

Napier said there should some way to take rapid improvement into account in such exceptional circumstances, highlighting that pupils in new free schools will be given grades without historic outcomes potentially weighting them down.

Cahill said such cases should have a right of appeal. He suggested panels made up of regional schools commissioners and serving and former leaders who could weigh up the evidence.

"If this system is about not disadvantaging kids, then this just flies in the face of that."

But Leora Cruddas, the chief executive of the Confederation of School Trusts (CST), said the solution lay further up the chain.

"It is very important that universities, sixth-form settings and employers give



Leora Cruddas

additional latitude. In this year more so than in others, it is important to give students the benefit of the doubt and take a broad approach to evidence."

Ofqual said its standardisation process would ensure higher education institutions and employers could "have confidence" in this year's results.

A spokesperson said: "The exceptional arrangements in place this summer are the fairest way of giving as many students as possible the opportunity to progress, despite the cancellation of exams."

But this will do little to console pupils in schools such as Kingsley.

"We've done a huge amount to build up the trust of our community again, a community the school had failed in the past," Cahill said. "But they will see the kids have got results that fall well short of what the school has been saying. They won't blame Ofqual, they'll see it as another example of the school failing them."

Ofqual won't reveal standardisation model for new free schools

Ofqual won't say how it will standardise grades submitted by new free schools who have their first cohort getting results this year.

Teacher-assessed grades will be checked against schools' results from previous years to ensure they aren't too generous.

However, any improvements made this year won't be taken into account.

Aggrieved school leaders of turned-around schools have said Ofqual must have a process for standardising results by not including a school's prior outcomes, highlighting new free schools who have their first cohort getting results this year.

When asked how results for these schools will be moderated, Ofqual claimed some

schools are still to submit their teacher-assessed grades, despite the deadline being nearly a month ago.

They added: "Until that is complete, it would not be fair to publish detail which might influence those submissions for a small number of centres. We will be saying more in the coming weeks about how the standardisation model works."

Unity Howard, director of New Schools Network, said it's "essential" new free schools "are not penalised by the blanket approach that has been proposed. Ofqual are aware of our concerns and we are hopeful this will be resolved so that students get the results they deserve."

A man with short brown hair and blue eyes, wearing a black t-shirt and a watch, stands with his arms crossed in a library. Bookshelves filled with books are visible in the background.

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We won't judge, but we'll act if we have to, says Ofsted

JOHN DICKENS

@JOHNDICKENSSW

"Serious issues" identified during Ofsted visits in the autumn could result in "immediate action", the watchdog has said.

The inspectorate has promised its new programme of lighter-touch visits, to start in September and targeting mostly 'inadequate' schools, are collaborative and not about "passing judgment".

A letter on the outcome of discussions with schools will be published following the visits, instead of the usual inspection report and grade.

When asked if the visits could turn into full inspections, an Ofsted spokesperson said: "The autumn visits aren't inspections, but clearly we could not ignore the most serious issues, such as safeguarding concerns, if they arose.

"These would be identified in the published letter and taken into account at the school's next inspection, or, if they required immediate action, they would be referred to the appropriate authority."

The inspectorate will pilot its new programme of "visits" in September before it is rolled out in October, with all 'inadequate' schools visited alongside a "sample" of others.

Ofsted has said the visits, which will check how schools are dealing with welcoming pupils back, will mostly be for 'inadequate' providers because they "might need the help the most".

Chris Jones, Ofsted's director of corporate strategy, said: "The visits are intended to be helpful, and so we want to visit the schools that might need the most help. As well as a whole range of others."

But the watchdog has been criticised over the level of expertise inspectors could provide for schools recovering from a pandemic.

Jones said Ofsted's aim was to collate "as much research as we can for inspector training" so it could "spread good practice in almost real time so everyone can learn as we go".

Rather than a grade or normal report, a



Amanda Spielman

"brief" letter would explain the outcome of discussions with school leaders so parents could understand what steps were being taken.

This would allow inspectors to provide "appropriate challenge" to school leaders, without "passing judgment".

Findings would also be used to report on the national back-to-school picture. Inspectors would also look at blended learning and safeguarding.

Amanda Spielman, the chief inspector, said the visits were about "constructive conversation – we're not trying to catch schools out".

But Nick Brook, the deputy general secretary of the school leaders' union NAHT, said: "Following years of high stakes accountability, it is entirely understandable why some school leaders will greet this news with a fair degree of trepidation."

Details of visits will be based around "professional conversations" that identify barriers schools are facing with all pupils returning, how children are settling back in behaviour-wise and how any wellbeing issues are being addressed.

Inspectors will also look at how leaders ensure pupils resume learning their curriculum, including any remote education.

Geoff Barton, the general secretary of the Association of School and College Leaders, said heads would need "a lot of convincing that these visits will bring real value.

Otherwise they will simply be a distraction.

"As such, the rationale, consistency and tone set by inspectors is going to be more important than ever. These visits must not turn into inspection by another name, at a time when schools and colleges will have so much to deal with."

Inspectors will not use the education inspection framework; an operational note will be published in September with further details.

Schools will get up to a day's notice of a visit.

Ofsted said it would have further conversations with unions about the visits and would publish more details as appropriate.

Brook said the biggest threat to good decision-making from government was lack of insight. "If these visits are genuinely about working collaboratively to gather on-the-ground intelligence, then Ofsted could potentially help fill in the blanks and prompt the government to act swiftly in response."

Full inspections are planned to return in January, but Ofsted said the date would be "kept under review".

Orphan school's pupils and community 'abandoned by academies system'

JOHN DICKENS

@JOHNDICKENSSW

Ministers have insisted they are committed to finding an academy trust to take over an "orphan" school that has waited nine years for a sponsor and which has again been rated 'inadequate'.

Ofsted inspectors found a "sizeable minority" of pupils at Hanson School, in Bradford, do not "regularly follow the rules", with disadvantaged youngsters not achieving "as well as they should".

The 1,600-pupil school was handed an academy order by the government in 2011 after being put in special measures.

Since then, three academy trusts have been commissioned to support the school, but all walked away. The school has been in special measures for six of the past ten years.

Mary Bousted, joint general secretary of the National Education Union, said the case shows if you "make education a marketplace then sponsors will treat it like that".

She added: "Calling these schools 'orphans' implies some unforeseen and tragic accident; it is more accurate to say that the school, its pupils and its community have been abandoned by this system."

The problems at Hanson stem from unresolved talks between Bradford council and a leisure provider on the school's site, as well as Hanson's annual £1 million PFI contract and deficit, which is now reportedly £4 million.

Since the latest trust to provide school improvement services, Gorse Academies Trust, left in July last year, Bradford council has been running the school.

Ofsted found the council has "begun steps to improve the school", with leaders "starting to plan the curriculum to make sure that pupils know and remember more".

Current governors are now "clearer about the strengths and weaknesses of the school".

Bradford councillor Imran Khan, portfolio holder for education, employment and skills, said: "We hope that school is now given the chance to continue driving forward with improvements and not



subjected to another disruptive move to make it an academy."

The council has made a formal request for the academy order to be revoked to "stabilise the school".

But a Department for Education spokesperson told *Schools Week*: "While we recognise the conversion process for Hanson School has been longer than expected, we remain committed to securing a strong academy sponsor with the capacity to help support the school."

They said they will continue to work with the school's governing body and the council to "bring about the necessary improvements, while support is also being provided via Bradford's Opportunity Area programme". That includes setting up another "challenge panel" run by the local Teaching School Hub to provide support.

Ofsted found there has "not been the

stability and consistency of governance to support the school in moving forward. This means that the school has not improved."

The current headteacher, Richard Woods, who joined in April 2016, has worked with four different governing bodies and five chairs of governors.

Concerns raised included pupils' achievement in English and humanities being consistently low and the number of exclusions being "too high".

But the report added: "Leaders are aware that they have not won the hearts and minds of a sizeable minority of pupils."

Jon Hairsine, chair of governors at the school, said the report was "more of a reflection of the troubled recent history of the school", adding: "We as new leaders are dedicated to the children who attend the school and want to make sure we give them the best start in life."

With an academy order first issued in 2011, Hanson has been in takeover limbo for longer than any other school in the country. The next longest waiting are three schools that were issued orders in 2014.

When challenged about these schools last year by *Schools Week*, national schools commissioner Dominic Herrington said Hanson had "improved – and that's really important we keep up that progress. At the same time, we're working through all those issues... we redouble our efforts and never stop talking to the LA to find ways through all those cases."

'WE DIDN'T WALK AWAY', CLAIMS THIRD SPONSOR

The Gorse Academies Trust has said it didn't walk away from Hanson – claiming instead its improvement contract wasn't renewed by the council.

The trust supported Hanson via a three-year service level agreement, which started in 2017, but left in July last year.

A trust spokesperson said they were "proud" to bring about "significant improvements" at the school, pointing to a 2018 Ofsted report which saw the 'inadequate' rating removed.

The report noted TGAT was providing "extensive and effective support". But TGAT said senior officers new to Bradford council "came to a view that the local authority was best-placed to oversee the school's journey of improvement."

They were informed in May last year by the council that TGAT's services were "no longer required", the spokesperson said.

"The school sadly received an Inadequate judgment from Ofsted a year later."

When challenged about this, Bradford council said it was the regional schools commissioner who would "decide when to notify TGAT if the contract would be renewed or not", adding the latest 'inadequate' judgment came just "15 school weeks later".

Cllr Imran Khan, portfolio holder for education, employment and skills, said they have "raised some concerns with Ofsted about the report" which identifies "many long-standing issues" regarding the areas TGAT was tasked with improving.

Weekend catch-up isn't 'detention', school tells parents

SAMANTHA BOOTH

@SAMANTHAJBOTH

Children who have fallen behind during the coronavirus crisis must not be made to feel they are being "penalised" by having to attend after-school catch-up classes, one school has warned.

The move came after Mossbourne Victoria Park Academy, a secondary in Hackney, emailed parents to say a catch-up programme for pupils who have "not engaged" with online learning could include 6pm weekday and Saturday catch-up sessions.

A parent at the school told the *Hackney Citizen* newspaper that their child was struggling with keeping up with the amount of online learning, describing the catch-up as a "detention".

But principal Nicholas Rutherford told *Schools Week* the correspondence was about making sure that "parents and students are absolutely clear" about the plans when all pupils return in September.

He added: "If we want to help them with catch-up, it's in no way a punishment."

The government has pledged £650 million in catch-up funding for schools next year.

Government-backed guidance suggests extending the length of the school day to provide additional academic or pastoral support to particular pupils.

The Education Endowment Foundation guidance states this intervention can have a "small positive impact" on learning, attendance and behaviour.

However, it adds: "To be successful, any increases in school time should be supported by both parents and staff."

A report by The Centre for Education and Youth in May found that some head teachers believed catch-up summer schools may be seen as "punishment" by pupils.

Alix Robertson, an associate at CfEY, said schools are working hard to find ways to help pupils, but added they will want to work with families to avoid young people feeling they are being "penalised".

She said: "Catch-up should be made



Mossbourne Victoria Park Academy

available to all, but with a special focus on those most in need, and careful attention must be paid to the wellbeing of the pupils involved, not just exam preparation."

The email to parents at Mossbourne says that work set at home is "not voluntary" and if individual circumstances means it's not possible, "we should have been informed so that we can provide support".

It added: "We understand the challenges involved in trying to make sure your child completes all of their work, and so our policy remains that students will not be sanctioned if they fail to complete work set."

"However, we will be putting together a programme of catch-up sessions next year for students who have fallen behind, which students must attend if selected."

It adds that a catch-up programme could include – but was not limited to – sessions at 6pm and on Saturdays.

Rutherford said the school has provided laptops to parents, as the government-funded devices didn't arrive until July, as well as printing out work for parents to collect.

He said the letter is "quite clear that if there are things that have stopped students completing work then absolutely, tell the school, make sure we know, maybe we can support".

He added: "But when we come back it's just about making sure that parents and students are absolutely clear – if we want to help them with catch up it's in no way a punishment ... [or an] unpleasant experience. It's meant to be a support for them when they come back for school and I hope it will be taken like that."

Stuart Lock, chief executive of Advantage Schools, said schools investing significant resources to teach and supervise pupils learning on Saturdays and after school "must be commended".

He added: "No school leader is going to do this without considering individual circumstances, but in this case the school appears to have signalled its intention in advance."

But there may be complications with enforcing compulsory after-school sessions.

Michael Brotherton, partner at law firm Stone King, said that "requiring a student to attend school after hours and/or on a Saturday can only be made compulsory if it is a detention."

"And given that detentions can only be given as a sanction for a breach of the school rules, it's difficult to see how a school can effectively impose a detention when it is unlikely that the school rules will have covered this point in any case."

Jo Hutchinson, director of social mobility and vulnerable learners at the Education Policy Institute, warned that conflating issues of academic progress with discipline is "likely to prove counterproductive".

"It could very easily lead to disengagement from pupils and their families, resulting in poorer progress in learning."

Brotherton suggested the "easiest way" to approach such plans would be to "extend the school day by a period of time which allows for a catch-up session every day for a certain number of students, and then it wouldn't be detention based".

MATs to take charge in 'left-behind' areas

FREDDIE WHITTAKER

@FCDWHITTAKER

The government will shift its focus to expanding "good" multi-academy trusts over the next 12 months to raise standards in left-behind areas.

The Department for Education has advertised for two senior officers, one to lead its multi-academy trust capacity and school improvement unit, the second to head its mainstream free schools policy unit.

The adverts, first reported by Education Uncovered, state that MATs are the DfE's "preferred vehicle for school improvement", and that it wants "all schools to benefit from being part of a MAT, where they choose to do so".

It also praises trusts that "have played key roles in supporting all schools to recover from the Covid crisis, such as through the innovative Oak Academy online provision of lessons".

Raising standards, "especially in areas left behind", is a key priority for Gavin Williamson, the education secretary. The advert says the expansion of good MATs is "critical to this".

But the government admits that "at present, supply is limited in some of the most deprived areas".

The Conservative party made "left-behind" areas a key part of its general election campaign last year.

Boris Johnson said such towns had been "overlooked" for "too long", despite those communities feeling their "voices had been heard for the first time in decades and their lives would improve" after the "UK voted to leave the



Gavin Williamson

EU in 2016".

Leora Cruddas, the chief executive of the Confederation of School Trusts, welcomed the new jobs. There was "no doubt that groups of schools working together in a single governance structure have shown themselves to be the most resilient of school structures during the Covid-19 pandemic", she said.

But Melissa Benn, a founder of the Local Schools Network, which campaigns for local accountability for schools, said the adverts "suggest that the government has clearly not listened to a range of voices within education recently urging it to pause and rethink school policy in the light of this crisis".

"Instead, it looks like it will plough on with ill-thought out plans to sweep every school it can into a multi-academy trust, extend its controversial free schools policy and support only those initiatives that align with this agenda,

such as the newly created Oak Academy."

The free schools role will focus on "approving new schools into the pipeline", with another 30 mainstream free schools expected to be approved in the autumn.

The postholder will also be responsible for opening the 220 schools already "in the pipeline" and moving "around 100 free schools open in temporary accommodation to a permanent building on a permanent site".

Both jobs were advertised with a salary range of £60,290 to £72,782.

It comes at a time of reform for the school improvement system, with a growing role for academy trusts.

In February, a review of the national leaders of education (NLEs) network recommended that "transformative" academy trust chief executives and improvement directors be let into the programme for the first time.

A week is a long time at the DfE

FREDDIE WHITTAKER | @FCDWHITTAKER

The Department for Education has a team working on "policy a week ahead" in response to the coronavirus pandemic, *Schools Week* has learned.

The team has at least two members and is set up to respond to emerging issues relating to schools and early years.

It follows criticism that the department's response to the pandemic has been too reactive, with decisions made at the last

minute and without proper consultation.

However, the DfE said the phrase "policy a week ahead" was not meant to be used in isolation or "interpreted literally".

It said the phrase was used for one aspect of the work of its central schools coronavirus response team.

Part of the team's role is to plan the next steps for schools and to plan further stages of support from the department.

One example of the team's recent work was the guidance for schools on September reopening.

But one source familiar with the inner-workings of the department said: "If I were in DfE, and being criticised for acting too reactively and 'short termistly', I really, really wouldn't have called a team 'policy a week ahead'."

News

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Twitter and Facebook asked to help with exam security

FREDDIE WHITTAKER
@FCDWHITTAKER

Ofqual has called on social media giants to help it to police exam paper leaks.

The exams regulator's annual report, published this week, shows 68 security breaches last year – the same as in 2018.

There was a "marked decrease" in schools or colleges opening or handing out the wrong exam paper, falling from 40 cases in 2018 to 25 last year.

But the number with an actual or potential question paper leak rose from 14 in 2018 to 24 last year.

The "most significant" was the leak of an Edexcel A-level maths paper, Ofqual said.

However, Edexcel's owner, Pearson, had taken extra security steps after an earlier leak and was "able to quickly identify the source ... and those students who were most likely to have had prior access to the materials".

According to Ofqual, Pearson sanctioned two staff and 21 students, including 16 who were disqualified. Eight of those were further debarred.



Ofqual said it was "satisfied that Pearson took appropriate steps to secure the delivery of the 2019 exam and made sure that students were treated fairly". A criminal investigation is ongoing.

The report also revealed that Ofqual has "spoken with some of the main social media companies" to "explore ways they can help to tackle the sale of real or fake papers online".

It follows "several instances of individuals on social media claiming to have copies of live papers in summer 2019, and in some cases offering them for sale".

The annual report says that where possible

exam boards sanctioned students who had requested or shared the information.

However, Ofqual said it was "not possible to collect reliable data on the number of hoax leaks of exam papers or associated materials each year".

Schools Week understands that initial discussions with companies, including Twitter and Facebook, explored ways in which they could work with Ofqual and exam boards during a normal exam series

The regulator also revealed how it had been affected by Covid-19, with capacity reduced between 15 and 20 per cent at the pandemic's peak. This was at a time enquiries about cancelled exams were flooding in.

Meanwhile, the number of exam errors reduced by a fifth, from 90 in 2018 to 71 last year. But the regulator said this was "still disappointing", considering the work it had done to reduce such numbers.

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Councils scramble for places as building falls behind

FREDDIE WHITTAKER

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EXCLUSIVE

Covid-19 has left pressured councils scrambling to complete building projects on time, a Schools Week investigation has found.

The pandemic halted construction in most sectors, leaving some councils resorting to contingency plans and others with projects going to the wire.

Analysis by Schools Week of local authority school place scorecard data, published by the Department for Education earlier this month, found some councils having to increase their places by as much as 6 per cent next year.

For example, Southampton's scorecard shows it needs to add 780 secondary places to its May 2019 capacity of 12,768, an increase of 6.11 per cent.

In Leicestershire, where council chiefs need to create 1,490 secondary places and 1,190 primary places by 2021, building delays will leave The Fusion Academy in Barwell sharing a site with an existing school.

The academy, a school for young people with communication and interaction needs, will temporarily be housed on the site of the nearby Dorothy Goodman School until late October while its new buildings are completed.

"The council's ability to provide additional places has been affected by the pandemic," a spokesperson said. No scheme had been stopped, but some had been delayed.

The news comes as pupil numbers continue to swell and as a population bulge caused by a baby boom in the early 2000s makes its way from primary to secondary level.

The latest school census data, published last month, shows the number of school pupils in England reached 8.89 million in January, up 71,100 on the previous year.

Cheshire East council, which must boost secondary places by 1,190, also faces delays.

Kathryn Flavell, its cabinet member for children and families, said the pandemic "has had some effect on the programming and sequencing of capital projects. This has caused some delays to build programmes."

She said the council was working closely with schools on interim plans to minimise the impact



this September. "We will monitor the impact on programmes expected to create additional places for September 2021."

In Peterborough, most of the 440 additional places needed for 2021-22 should be met by Hampton Lakes Primary, which opened in September 2019 in temporary accommodation and is due to move to its permanent site this year.

But Covid-19 has delayed the building project, although a council spokesperson said it would be finished in late August.

"We are confident about this date at present, but do have a contingency plan in place for accommodating pupils should the building not be ready for a September opening."

Coronavirus isn't the only issue facing councils trying to create school places.

Jonathan Pryor, Leeds council's executive member for learning, skills and employment, said his "most significant issue" was a DfE-delivered free school that was running late, "which has impacted our ability to provide a local school place for children in Leeds".

The removal of council power to build and open schools meant school place delivery could take a lot longer than it "necessarily should".

"This is completely outside our control, yet the statutory duty to provide those places still rests with us – all the responsibility, but no authority."

Other councils were more optimistic. A

spokesperson for Telford and Wrekin council said its plans were well advanced before the pandemic. Most projects were "on track for delivery in accordance with the original timescales".

Coventry council said its projects were "all on target to be able to meet demand from 2020 onwards", and a Surrey council spokesperson said plans were "already in place to ensure sufficient school places".

Darren Paffey, Southampton's cabinet member for children and learning, said he was "confident" it would have enough secondary places "even while we wait for the additional capacity that our new school build will bring".

Some councils also warned against drawing conclusions from the scorecard data.

For the scorecard analysis, local authorities are split up into different "planning areas", with the places needed in each area added together.

However, a Waltham Forest spokesperson said that because the DfE did not count planning areas with a surplus, any local authority "could be seen as having a need for additional places if just one planning area has a projected deficit".

Pryor said the data was "not all it appears to be", as the pandemic stopped its collection this year. "This means that the forecast has not been updated with any changes this year."

The DfE was approached for comment.

News

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Parting is such sweet sorrow (but not with a kiss)

SAMANTHA BOOTH
@SAMANTHAJBOTH

It's one of the most famous Shakespearean plays, known for the heart-wrenching romance of two star-crossed lovers.

But any hugs during school productions of *Romeo and Juliet* could be a thing of the past. Instead, they will become, as one head puts it, a "touch-free romance".

With the government's hygiene and social distancing measures in place in response to coronavirus, theatre schools are having to find creative and innovative ways to keep performing arts engaging, but safe, when they reopen fully in September.

Schools Week has spoken to heads whose schools are having to hire more space, focus on solo performances instead of big groups and think about how they will use touch-free acting and dancing.

Private and state schools have had to adapt since the start of lockdown, helping pupils who don't have much space in their homes and overcoming internet delays that make live group singing online near impossible.

The Department for Education's guidance for September states there may be an "additional risk of infection" in environments with singing and musical performances.

It suggests limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments and ensuring good ventilation.

Singing, wind and brass playing should not take place in larger groups, such as school choirs and ensembles or school assemblies. More guidance would be published "shortly".

Birmingham Ormiston Academy (BOA), which specialises in performing arts, is hiring rehearsal space at a local theatre – costing tens of thousands of pounds – to ensure the post-16 students have a safe space to perform during the autumn term.

Gaynor Cheshire, the chief executive of the school for 14 to 19-year-olds, said its sponsor, the Ormiston Trust, funded the hire. "Our unique selling point is delivering a distinctive education to our youngsters so we've got to keep it going.



That's why they've chosen to come to BOA."

The school has focused most of its online learning on the theory of performing arts, and come September that will probably shift to solo and monologue work, with scope for a pre-recorded Christmas show.

At the BRIT school in south London, Stuart Worden, the principal, suspects there will be duets in which "Romeo doesn't hug Juliet", adding: "The romance will be a touch-free romance."

Since lockdown, the school has added a new strand to its website – "Brit Now" – to promote pupils' online work.

He said this had helped them to become more creative online, but could not include live singing because of internet delays. Each student instead recorded his or her own lines, which were mixed in post-production.

Independent schools have also faced challenges. Italia Conti, a London theatre academy, has announced the closure of its junior school in Islington at the end of July next year.

But demand still seems to be there. Sylvia Young, who runs her own theatre school in Marylebone, west London, said it has had additional applications. Auditions have been held online with school reports used as academic evidence.



Stuart Worden

She said wifi presented the the biggest challenge. The school was yet to reopen to students because of the distances many have to travel.

"Occasionally you hear teachers saying 'if you can't do this, do it on the spot,'" she said. "At first I think they found it hard to find their spaces, but they've improvised – the majority of the ballet barres are the bannisters at the bottom of their stairs."

Elmhurst Ballet School in Birmingham receives funding from the DfE's music and dance scheme (MDS) to subsidise students' fees.

Jessica Wheeler, the principal and chair of MDS school network, said the Department for Education had indicated that funding was unlikely to rise this year "which in real terms with increased costs will impact on an increasingly tight budget".

"We would normally have our funding amount confirmed in April, but we are still waiting for it to be finalised - which means we are not able to communicate next year's fees to parents, or draft the 2020-21 school budget and cash flow forecast."

The government has announced a £1.57 billion support package to "protect" the future of Britain's museums, galleries and theatres.

But heads are still concerned about their pupils' job prospects.

Worden said: "I am concerned that the industries that our students go into need help, not cosmetic help, deep help, to survive this period in the way the other parts of the country have been supported."

News

EXCLUSIVE



'Supersized' trust broke financial rules

JOHN DICKENS
@JOHNDICKENSSW

A "supersized" trust has been investigated over allegations of financial mismanagement just 14 months after opening from scratch with ten schools.

The Education and Skills Funding Agency (ESFA) looked into the Galileo Multi-Academy Trust in June last year, following concerns about its finance and governance.

In April 2018 the government approved the trust opening ten primary schools across Redcar and Cleveland.

The ESFA is yet to publish its report. But annual accounts for last year state the trust broke rules over a "for-profit" contract with a company linked to one of its directors.

The company or director are not named. The trust, which is listed as having "strong connections" with the Diocese of York, would not reveal which company the auditor's conclusion related to.

In the accounts, Heather O'Driscoll, from Waltons Clark Whitehill auditors, said they found the trust's procurement processes "were not adhered to when procuring services from related parties".

"Business interests were not always recorded or declared at trustees' meetings, and transactions with related parties were not at cost," she added.

The trust featured in a *Schools Week* 2018 investigation into "supersized" trusts. We revealed 31 trusts had taken on five or more schools that year, compared with 20 in 2016-17.

Four trusts – of which Galileo was one – opened from scratch with ten or more schools.

The ESFA visited the trust in late June last year to "carry out a fact-finding visit following allegations relating to financial management and governance", according to annual accounts. The allegations related to incidents between March and May last year.

Since then, Galileo has seen a churn of trustees. Seven left between September 20 and November 4, including Jamie Peacock, a former England rugby league captain.

None of the nine trustees listed in the trust's first annual accounts for the year ending August 31, 2018, are still in position.

Anna Coulson, the chief executive, left in April this year.

Before Easter, Galileo appointed Les Walton, the chair of the Northern Education Trust, as interim chair to "get the trust on the right footing for the future".

Walton, a former chair of the Education Funding Agency advisory group, said the trust board's "prime concern" was to "ensure the best interests of the children are met."

"This includes ensuring that good governance is front and centre of our board's aims, approving and implementing key policies, reviewing key procurement service level agreements and contracts, and implementing an appropriate staffing structure."

An internal review, commissioned by the trust and led by a third party, has been completed, following concerns from headteachers and the ESFA investigation.

New contract tendering is taking place for services, including an internal auditor, HR, IT, catering and governance.

It is not clear whether concerns about expansion were raised when the headteacher board of the north of England RSC approved schools to join the Galileo trust in January 2017.

The meeting's minutes just state that for each conversion "key discussion points" were Ofsted, school improvement, and finance, with no further information.

Schools Week reported in 2018 that the trust's schools had worked together within a teaching schools alliance before breaking away to form the trust.

The Department for Education has not responded to a request for comment.

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Pearson looks at using markers in £1bn scheme

SAMANTHA BOOTH

@SAMANTHAJBOTH EXCLUSIVE

An exam board may redeploy its markers as tutors so it can get involved in the government's £1 billion catch-up plans.

Pearson has contacted examiners with "appropriate skills and experience" to "explore" whether the board could be part of the programme.

Of the £1 billion catch-up funding announced by the government last month, £350 million will pay for subsidised tuition in a national tutoring programme (NTP). Schools will use the rest to fund catch-up programmes.

Pearson has sent an expression of interest form to markers, telling them that it is "purely indicative at this stage, as further information about the NTP becomes available".

The NTP will run open funding calls to selected tutoring organisations, according to the Education Endowment Foundation (EEF), the group overseeing the scheme.

They will be chosen on how closely their delivery fits with existing evidence on tutoring, which EEF said suggests the most effective is "high dosage" one-to-one or small group tutoring delivered by trained tutors.

If organisations do not have robust evidence of their impact, evaluations will determine eligibility to access extra NTP funding.

There are two roles: a tutor outside a school who would provide, for example, one hour of tutoring a week for 12-15 weeks, and an NTP coach who would be in schools full-time, providing intensive support for pupils most in need.

Pearson would not give further details, but a spokesperson said: "We always aim to support government initiatives, so we are currently reviewing whether there is a way we can help the delivery of the tutoring programme."

Exam boards have had to decide how to remunerate examiners this year after summer tests were cancelled.

But neither OCR or WJEC are considering something similar. AQA did not respond to a request for comment.

EDITORIAL

DO YOU HAVE A STORY?
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If 'one day in a failing school is too long', how do ministers explain 3,000 days?

Back in 2015, when education secretary Nicky Morgan was announcing her ill-fated plans to turn all schools into academies, she warned: "We think a day spent in a failing school is a day too long when their education is at stake."

The statement sets the context for just how badly the government, and its much-lauded academies programme, has failed the children of Hanson School, in Bradford.

Since the school was rated 'inadequate' and handed an academy order, in April 2011, a total of 3,388 days have passed.

Remarkably, an academy trust has still not been found to take over the school. In the intervening nine years and three months, three sponsors brought in to provide improvement support have all walked away.

As well as the 1,600 pupils currently attending the school, ministers have failed the thousands that have since left.

That has been further compounded by the school being rated 'inadequate' again this

month. What's even more depressing is there's still no solution in sight.

The council is currently running the school, cherry picking positive parts of the Ofsted report to back its formal request that the academy order be rescinded.

But the government is having none of it – insisting it will find an academy. In the meantime, it's setting up (another) "challenge panel" run by the local Teaching School Hub to provide support.

The academies programme has transformed education for many children, but it has also failed others, too.

The issues with this school are tricky, and the delays mostly relate to legal issues (it has a very expensive PFI contract).

But it's nothing short of a scandal that the best the government can come up with – after nine years – is another sticking plaster, instead of the long-term solution so desperately needed.

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'Significant number' of pupils will likely mix on school transport, warns EPI

Amanda Harvey

Many children have no option but to use public transport. My local buses are always packed with children and parents at school times. This will increase the risk of spreading coronavirus - something that will worry parents with underlying health conditions. The government appears to be focusing on the risk to children of returning to school and are ignoring the risk to other people who are vulnerable to the virus.

Teachers can move freely between classes and most staff expected back – DfE guidance

Michele Plattst

The government has been insensitive towards schools and their staff throughout this pandemic. It's been the most stressful situation of my working life. While the rest of the world was furloughed, we were risking not only our lives, but the precious lives of our own families. I do not feel privileged that I have contributed to providing childcare - I feel let down, like a second-rate citizen. This lasting memory shall never be forgotten.

Our collective effort will make a full autumn return possible

Wendy Hockett

It's a relief to hear our children will return to school, but I don't believe they should ever have closed! To hear threats of local lockdowns with returns to online teaching or "blended learning" (part-time schooling!) dismays me. The risk to children from this virus is small, and we need to make sure our actions are proportionate to the risk. Preventing children from using PE, science and art equipment is wrong; continuing to make teenagers distance in schools is not only unrealistic, but makes life a misery for pupils and teachers enforcing the rules. Why not stick with sensible hand hygiene and give our children the education they deserve?

Plan to move 2021 exams to June 'little more than tinkering at the edges'

Jennifer McDonald

The consultation is implying that all that is changing [in drama] is a reduction in the expectation of performance times, rather than any examined or non-exam-assessment components. It seems Ofqual hasn't considered the length of time it takes students to

REPLY OF THE WEEK

Mr Bannon, @MrBannon2

'Significant number' of pupils will likely mix on school transport, warns EPI

In London @TfL has scrapped free travel for children as well. On top of the difficulties of socially distancing, the disadvantaged are not going to be able to afford to travel to school every day. [It will be] £1.50 per journey with a day pass available for £4.50. That will be tough.



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

come up with and prepare for practical work. It seems to be the case that for a much maligned, but valuable subject (particularly now, when students' mental health and wellbeing need to be considered), we are again penalised as the "powers that be" don't understand how rigorous and tough a subject drama actually is.

Heads must issue absence fines so poor don't 'suffer', claims Williamson

Ruth Horwood, @ruth_horwood

So, if it is those "vulnerable, poor" children who don't return - how is fining their parents going to help them? They need to be given the confidence to know school is a good and safe place to be.

Sarah Bowie, @sarahevb

If pupils with the most disadvantages don't attend school, their parents will be fined, making them even more disadvantaged. And this is supposed to be for their benefit. Spectacularly illogical. Let's hope headteachers see sense and ignore this unnecessary draconian directive

DfE fails to meet target of delivering 230,000 laptops by end of June

Ben Ford, @Mr_Ben_Ford

They have arrived at one of our local authorities in the worst possible state - "set up" by the DfE with no software. The laptops are locked down so we can't yet update them, adding more time to what should be a day turnaround.

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Profile

JESS STAUFENBERG | @STAUFENBERGJ

“Magna became like Marmite. You either loved it or you hated it”

Richard Tutt, executive principal, United Learning Bournemouth and Poole cluster.

Schools Week meets Britain's other 'strictest headteacher' to find out what drives him and what he's doing next.

If there's one school that people interested in education have heard of (aside from Michaela Community School in north London), it's Magna Academy. Like Michaela, Magna, near Bournemouth, was until recently a byword for stringent discipline, prompting endless media coverage.

Richard Tutt, the Magna head from 2013 until August 2019, was regularly dubbed “Britain's strictest headteacher” by the press – often sharing the title with Michaela's Katharine Birbalsingh.

The national coverage ranged from his advertisement for a “director of isolations and detentions” in 2017 – only “strong disciplinarians” need apply – to the school keeping its ‘outstanding’ Ofsted grade last year despite inspectors noting “higher-than-average pupil movement”.

“Magna became a name, a bit like Marmite. You either loved it or you hated it, and they put us in the headlines because they knew people would read it,” Tutt tells me.

Tutt is no longer at the school where he made his name. After taking Magna from an ‘inadequate’ to ‘outstanding’ judgment, in September last year he left the Aspirations

Academies Trust to join United Learning, the country's largest academy chain, as executive principal of five academies across Bournemouth and Poole. In September he will become regional director of nine schools across the south, with responsibility for teaching and learning for the trust. On the same team as chief executive Sir Jon Coles and Dame Sally Coates, director of secondary education, what Tutt thinks and does will matter to many staff and children in the coming years.

He is unexpectedly open to my questions, which doesn't seem to befit a man regularly the subject of media interest. Perhaps that's one advantage of not being a big tweeter. As we chat about

Profile: Richard Tutt



Richard on the beach in Norfolk aged 4

education reforms he's liked since 2010 – "the academic ethos", "the way the profession is more evidence-informed" – he throws in the following: "By the way, I wouldn't call myself a Conservative. I wish the Labour Party could embrace a lot of the ideas around the knowledge-rich curriculum, because it really is about social justice."

I also want to know what he thinks of comments from Natasha Ullah, the current head at Magna. In December she told the *Bournemouth Daily Echo*: "There is no doubt that Richard Tutt, as principal of this school, led Magna to a period of academic success," but added: "It does seem that his philosophy didn't reflect the Aspirations Academies Trust. I'm here today to tell you that, moving forward, it's about having a happy and productive community". Ouch. Tutt responds with equanimity: "She's a new head and wants to set out her own vision, which is absolutely fine and right."

Perhaps Tutt's past can provide clues to his approach. His father, who left school at 14, was in the RAF and his son was born on a military base in West Germany. Both parents were determined he would go to university. When I ask about discipline at home, he replies that "they had a really good balance on rules. I suppose it was about expectations around manners."

But they weren't pushy. When the family settled in Kent, there was no hue and cry when Tutt failed the 11-plus. He credits his secondary modern teachers for not lowering their expectations. "They still wanted us to do A-levels and go to university. They still had that belief." It shaped his view that selective education and programmes such as "gifted and talented" are falsely premised



Richard and his wife on holiday

on an idea of innate ability. "I have this mantra – you teach to the top and scaffold down. It doesn't matter what set you're in, you're still going to have the same rigorous academic curriculum."

Tutt got a place at the University of Manchester to read economics but, crucially, his school years also exposed him to out-of-control behaviour.

"My mantra? You teach to the top and scaffold down"

"There were skinhead gangs and big fights on the field. Transitions around the site could be quite scary. Wrong place, wrong time, and there would be bigger kids who would push and shove you around."

The silent transitions between lessons that Tutt introduced at Magna in 2015 begin to make more sense. His early experiences also explain some of his later professional decisions. "It's why my first choice of headship was Magna, because it was a secondary modern. The schools I'm overseeing now, they're technically secondary moderns too." This year Tutt was interim head at Avonbourne



Richard in his dad's RAF uniform aged 5

Boys' Academy and Avonbourne Girls' Academy, which share the catchment with grammar schools.

Although it's at Magna that Tutt hit the headlines (and again at United Learning this year for isolating pupils wearing the wrong uniform), he honed his views during 11 years at Goffs Academy in Hertfordshire. "That's where I started to shape how I felt about pedagogy. It was around the time where, if there was a problem with discipline in the classroom, then it was the teacher's fault for not engaging the kids enough, rather than an issue with the culture of the school."

Promoted to assistant principal in 2008, Tutt

Profile: Richard Tutt



Richard and his family

suggested to the new head they track pupil assessment data every six weeks, set targets, introduce a more academic curriculum and scrap mixed-ability classes in favour of English and maths sets. "That started to change the school into one with a high-expectations culture," he says with a note of pride. Four years later, the school had moved from the bottom 5 per cent to the top 5 per cent for contextual value-added at GCSE, Tutt says - a pretty powerful vindication of his approach.

But there is evidence that some children felt unhappy and afraid when Tutt took this approach to Magna. His new requirement in 2016 for poorly behaved pupils to apologise to the whole school prompted one godparent to write on Facebook: "She is frightened to go to school and she is a good girl. It is nothing short of bullying." Another said their son ended up in detention for a ruler that was the correct length, but which folded, while another commented parents were "in tears". There are, however, supportive comments too.

The last straw for some school leaders was Ofsted's acceptance last year of Tutt's explanation that "higher-than-average pupil movement" was because they couldn't cope with Magna's

high standards. Those in special education and alternative provision, in particular, queried the point of such stringent measures if other schools were left to pick up the pieces. It wasn't helped by inspectors noting the school's special educational needs co-ordinator wasn't qualified and leaders couldn't describe their SEND provision.

A later TES report claimed Tutt's team were

"You can't have high expectations without high support"

"softening" their approach because pupils had begun to see punishments as "badges of honour". Tutt contests the claims.

"I feel really heartfelt about those kids that left. We wanted to give them the best. We employed a counsellor, where there had never been one at Magna before. We had a social worker and an ex-

police officer on site working with the families. You can't have high expectations without really high support." He says a surplus of secondary school places in the area made it easy for pupils to move on. "Also some kids left I think because they didn't like the homework or our detentions system. But when I arrived at Magna the roll was only half full. By the time I left, it was heavily oversubscribed."

Tutt adds that progress for pupils with special educational needs was very strong, which inspectors noted. I ask him whether pupils stopped taking the sanctions seriously. "I don't think that's what was going on at all. We were continually evaluating if it was working, and making tweaks and changes. If you stick rigidly to what you're doing, it goes wrong."

The most interesting challenge now facing Tutt may relate more to his staff than pupils. At Magna he came across the work of Siegfried Engelmann, an American educationist who in the late 1960s developed a model for "direct instruction" to bring about the biggest academic gains for disadvantaged pupils. Tutt explains: "It's basically an extreme form of explicit teaching, worked out and almost scripted for the teacher. So lessons are really intense, highly interactive, at the extreme end of teacher-led. It comes with an exact textbook and workbook."

Tutt also studied Barak Rosenshine's "principles of instruction". When he introduced a programme at Magna based on this approach, he was spotted by Coates at United Learning. This year, the trust has just finished piloting its own direct instruction programme.

"That programme will come to me to evaluate, which we'll do once Covid is over," Tutt says. Its goal is to ensure 90 per cent of year 8 pupils reach age-related expectations in English and maths.

It's a big leap up from headship, with enormous influence. The question will be whether he can take teachers and parents with him.

I ask if he ever expected to reach this point. "When I set out, I certainly didn't have any intention of being where I am now. For me, it's just heartbreaking when a school gets into such difficulties. That's why I do this."

Opinion

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

This year's appeals process will be far from straightforward, say Esther Maxwell and Geraldine Swanton. But schools can avoid unwanted disputes

The cancellation of this year's exams represents an unprecedented challenge to the awarding of grades. Ofqual's consultation to decide how this should happen determined that awarding calculated grades provided the fairest means of promptly allowing students the opportunity to move on to further study or employment.

But that decision could result in an influx of subject access requests (SARs) where parents, carers or students have concerns that a mark has been affected by bias or discrimination. A clear understanding of the regulator's guidelines for awarding grades and the right expert advice can help schools to make careful judgments and effectively handle potential disputes.

In online guidance, Ofqual advises that, when awarding calculated grades, schools should make an "objective judgment". However, while the process, which will be familiar to readers, is designed to be as fair as possible, it is important to recognise that it involves an element of subjectivity and, therefore, a risk that decision-making will be affected by bias or discrimination.

Ofqual has ruled out allowing individual pupils to challenge their teacher-assessed grades on the grounds that an appeal would have to be undertaken by "someone better placed than the student's teachers to judge their likely grade if exams had taken place". However, where a student, their parent(s) or a carer believe that the wrong grade has been awarded as a result of bias or

ESTHER
MAXWELL

Legal directors and
education specialists,
Shakespeare Martineau



GERALDINE
SWANTON



Will this be the summer of subject access requests?

discrimination, they will have the right to complain to the school and/or make a complaint of malpractice or maladministration to the awarding organisation.

Students themselves, or parents or carers on their behalf with a student's consent, can also submit SARs to schools (and examination bodies)

by or on behalf of a data subject (a student), for copies of their personal information held by data controllers – in this case, schools – as well as certain information as to how that personal data is processed. This information could include how their grades were assessed under the new system, but the exact nature of what

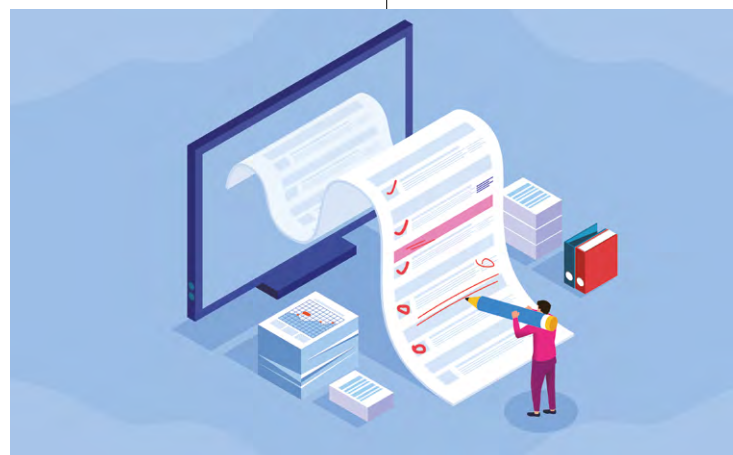
“Ofqual's decision puts schools at higher risk

under data protection legislation to find out what information relating to them was discussed and shared with examination bodies to enable the result to be determined.

A SAR is a written request made

must be provided will depend on the wording of the request.

It is vital to note that, as students graded for GCSEs, AS or A-levels will be over the age of competence, schools must seek students' consent



before sharing their personal data with parents.

Furthermore, with a high likelihood that schools will see a spike in parental complaints and SARs once results are released, it is important that they take steps to document their decision-making. By keeping a factual account of their discussions and clearly demonstrating how they have followed Ofqual's guidance, they can avoid allegations of unconscious bias by demonstrating that grades were awarded based on academic judgments.

It is also essential that schools are aware of the required time spans for responding to SARs. Under the Data Protection Act 2018, schools asked to disclose personal data consisting of marks or other information they have processed for determining the results have until the end of five months from the date of the request to respond. Alternatively, they have until the end of 40 days from the date on which the results were announced.

Just as the process of awarding calculated grades is uncharted territory, the appeals process will be far from straightforward too. Seeking advice from experts at the earliest possible opportunity will be key to staying on the right side of the law, while ensuring a fair outcome for students and schools alike.

Ofqual's decision in favour of calculated grades is positive for students, but it does put schools at higher risk. By clearly documenting their decision-making process, following published guidance and understanding the rules around SARs they can ensure unwanted disputes are avoided and students get the grades they deserve.

Opinion

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

Lockdown diaries – a week in the life of...



ALLANA
GAY

Headteacher, Vita et Pax
School, north London

Monday June 29

The final piece falls into place. After rewrites, reconsiderations and reviews, the timetable that brings all our class groups back is in motion. With 90 per cent of our pupils on site, the main challenge is to navigate them around safely. Luckily it's a small school and our conscientious parents ensure their children understand what they have to do.

Parents are smiling rather widely as they drop the children off, clearly relishing their new-found freedom. Although our collective moments are temporarily banned, being with each other brings vitality back into the building. Masks, sanitisers and handwashing are all in place, and the new rules don't seem to have dampened the school's joyful spirit.

I cross my fingers that all runs smoothly. Two weeks to go. First I'll just have one final check of that playground timetable!

Tuesday June 30

Teaching is the highlight today. Class 5G, as they are now called,

are discussing the contrasting experiences of Florence Nightingale and Mary Seacole in Crimea. With everything that's happening around them, their discussion draws in modern experiences and their curriculum. I always enjoy these classroom moments - but they still could not name a black British civil rights leader.

The day passes as a blur when I'm teaching. Soon enough it's back to the office for the daily check of DfE announcements. Summer holiday arrangements. Hmm... I have already made them!

A virtual governing body meeting crowns the day. Good feedback, lots still to be done, and a few questions about September to which the only response is still "I don't know if we can yet".

Wednesday July 1

An in-school, out-of-action moment as I begin my MA with a virtual induction day. I like being able to balance my work day with time out for my own learning.

The school flutters with students



surprised each time I pop out of the office. Class 6 is filming scenes of their fashion shoot... Oops... leavers' video. Considering the experiences they have missed in this final year, it is heartening to see the smiles. There are questions about water-fights and barbecues, but I'm not sure I can risk the social gathering, even so close to end of term.

A junior student suggests we stay non-uniform forever. Give them an inch...

Thursday July 2

The in-tray keeps growing. I pass the revised timetable to the art therapy lead. "Any more changes?" she says with a laugh. That has been the way over the past few weeks: implement, check, change.

The DfE's next set of guidance on September opening is ready by evening. No doubt it will refer predominantly to mainstream schools, but the amount dedicated to teaching fish how to swim never ceases to surprise me. Naturally there is another funding announcement that

the independent sector cannot access. Quelle surprise! I wish I could explain to a senior aide that we are not all Eton and have remained open and teaching, like our state counterparts.

Back home, I realise I missed a phone call meeting. Back on to the laptop to apologise and reschedule. Once in a while a plate drops.

Friday June 3

Student reports are flooding in and the senior leadership team is on hand to proof-read. There is palpable excitement around the juniors. The BBC is filming in school and they have the chance to be in the background, so they're all practising their "calm-and-studious" face.

My mind whirs into the weekend. There are plans for September to put in place, yet so much of that depends on our parents' businesses recovering. And I still need to finalise the class allocation notice. And write headteacher comments on those reports. And the summer provision list. And...

Reviews

BOOK REVIEW



Schools in their Communities: Taking Action and Developing Civic Life

Edited by Dr Sebastien Chapleau

Published by Citizen School and Big Education

Reviewed by Gerry Robinson, headteacher, leader in inclusive education, activist

In many ways, chapter five of *Schools in their Communities* offers an apt summary of the collection of essays that make up this book. The chapter tells the story of School21's community choir, a process described as "life-affirming", "enriching and empowering". The results, we are told, have been a celebration of the power of community projects.

Made freely available, the book creates a powerful chorus of voices committed to ensuring the "health, wellbeing and success of their communities", encouraging those who are interested in community action to take their next steps.

As Dr Karen Edge says in her foreword: "Our schools' roles as central to our communities have never been clearer to the wider public." Indeed, from food banks to mental health support, schools are increasingly referred to as a fourth emergency service. In a pandemic that has asked so much of them to ensure children and their families are looked after, yet seen them so roundly criticised by politicians and the media, that acknowledgement is indeed "life-affirming".

Often, though, this community support is a one-way process; schools offer and families receive. This is not a criticism of schools; in fact, it is an approach rooted in exactly the kind of values of generosity and care upon which great communities are based. However, as most of these essays remind us, if this work is to have

a sustained impact it must lead to parents, children and other stakeholders becoming active agents for change, rather than passive recipients of support.

The importance of engaging students in community projects is perhaps most powerfully conveyed in chapter one, in which we meet Ruth and her fellow pupils at St Antony's primary. Ruth has been affected by a proposed housing development: her best friend is one of the first to be rehoused and she has no idea if she'll ever see her again.

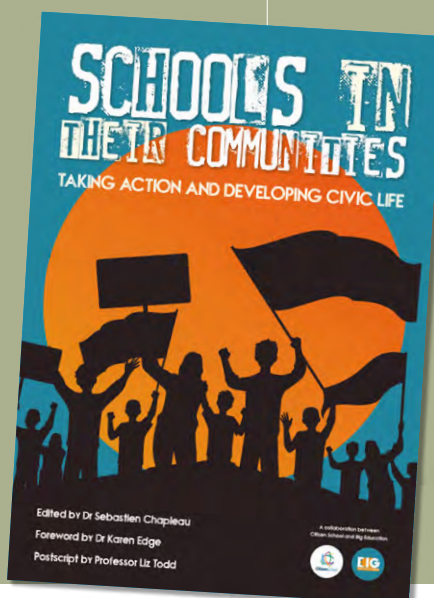
Ruth's anger and dismay that there are no affordable homes in the new development is echoed by adults in the local community, including several faith leaders. Attempts to spur the council into action has little effect, until the children become involved. Over the course of their campaign, Ruth speaks in front of hundreds of people and the class marches to the council offices to present their persuasive letters, bringing balloons, flowers and chocolates to sweeten the deal.

I strongly recommend you read the outcomes of their campaign, but it is not giving away too much to

say that chief among them is the sense of empowerment Ruth and her peers feel for having been involved in such a monumental community project. As the essay concludes: "Ruth will forever feel powerful." Isn't this something we want for all our young people?

As these essays make clear, schools are already engaging students and their families in community action. From parent-based ESOL classes to student-led campaigns against domestic violence, this collection will inspire anyone who is keen to see what collaborative engagement looks like in practice. None of them would claim that every one of their projects was smooth sailing, but in many cases it was the process itself that resulted in long-term impact on the progress and life chances of students and their families.

The collection's editor, Sebastien Chapleau, writes that the pandemic has brought us to a point in time when we can redesign our education system to be more community-centred. He urges us to "reconnect to the very reason that many of us became educators in the first place: a holistic view of what education and schools can do to make society a much better place". With this celebration of grassroots activism and stakeholder engagement in hand, we really have no excuse not to.



Reviews



James Murphy, School partnerships director, Thinking Reading

@HORATIOSPEAKS

Education is, as we all know, a vast and endlessly complicated subject. One of the main reasons for the deluge of blogs in recent years is that there is much to write about - from many points of view.

Perhaps because of the ongoing health crisis and its related economic, political and cultural shocks, a theme seems to be emerging across the blogosphere that could be summed up as: keep the main thing, the main thing.

Five things new school leaders need to know

@learningspy

David Didau encourages school leaders to concentrate on one thing above all others: "The primary role of school leadership is to remove extraneous demands on teachers so that they can focus on planning and teaching the very best curriculum possible." Everything else, he argues, must operate in harmony with this rule. It's a tall ask when there are so many pressures and agendas for school leaders to deal with – but it is worth reflecting on whether anything matters as much as enabling teachers to teach well.

TOP BLOGS of the week

A year at The Totteridge Academy: the things I've learnt

@adamboxer1

Adam Boxer takes up a similar theme as he reflects on a year in his new position as a head of science at an academy in north London. The lessons he draws from his time are practical, concrete and very much to stripping away the extraneous, and focusing on what is really important. Underlying the whole piece is a clear sense of why things are, or are not, done: "Everything I'm asked to do is meaningful and has purpose."

Equity in the English classroom

@greeborunner

Zoe Enser shares a powerful set of concerns for teachers that are particularly important in the context of "recovery" as schools (hopefully) re-open in September. Though we see a great deal of disadvantage in our schools, we need to deal with our students as individuals, rather than assign them blanket labels that can lead us to deliver what we think they ought to have, rather than what they really

need. There is a great deal more to explore in her blog, which is nuanced, detailed and practical.

How school leaders can best support pupils to regain lost learning

@ProfCoe

Much misdirection of teacher and student effort could be saved by pondering on the points that Rob Coe raises here. Writing as an associate of the Education Endowment Foundation, he outlines the assessment issues that schools will face after the summer. It is not possible to teach students until we know what they have forgotten, remembered, misremembered, practised or ignored. And it is not possible to assess these things in a meaningful way unless we use formative assessment wisely: to identify the various components of the skills and knowledge we want them to have, and to use assessment methods that will show most clearly what has been acquired and what may be missing.

The hidden lives of learners and me

@HuntingEnglish

Finally, Alex Quigley reflects on the impact of Graham Nuthall's research, detailed in *The Hidden Lives of Learners*. I am a former student of Nuthall, so there was a familiar resonance with Quigley's realisation that classrooms are complex places full of individuals with different learning histories and different agendas.

That realisation, which seems so obvious once it has arrived, is then followed by seeing that the teacher's job is to work out, somehow, what is going on in those young minds – a task that requires much rethinking about how classrooms, assessment and learning work. As much as anyone, Nuthall learned to keep the main thing as the main thing. I hope that in the turbulent days ahead, we can do the same.

Research

This week, Sam Sims and Harry Fletcher-Wood share their new research into effective professional development. Contact them on Twitter @DrSamSims and @HFletcherWood to discuss it with them

What are the active ingredients of effective teacher development?

Sam Sims, research fellow, UCL Institute of Education and Harry Fletcher-Wood, associate dean, Ambition Institute

Effective and sustained professional development is collaborative, subject-specific and practice-based, and should be supported by external expertise and teachers' buy-in. So goes the consensus view of the research community. But in a recently published article in *School Effectiveness and School Improvement*, we question the evidence underpinning this consensus.

We began our investigation when we came across examples of professional development that included all these features, but didn't seem to improve student learning. We wondered why, and dug into the evidence underpinning the claims.

We worked our way back to an early, influential review, but found it was based on just a handful of professional development trials. Some trials looked at the experience of fewer than 20 teachers; others employed weak research designs, examining the effect of professional development on one group of teachers without showing the similarities with the group they were compared with. We felt these trials would not now be accepted as robust evidence.

Additionally, reviewers had looked for the features these trials had in common. This is problematic, because a professional development programme might include a feature that doesn't contribute to its success. I might ask teachers to collaborate, for example, but if my programme works, that doesn't mean it was because they collaborated.

We concluded that there is not yet enough



evidence to expect school leaders and teacher educators to provide professional development that is collaborative, subject-specific, and so on. We simply lack evidence. For some features: collaboration may contribute to professional development; or it may just be common in successful and unsuccessful programmes. For other features, we are more suspicious - some effective professional development programmes are not subject-specific, for example.

To be clear, we're not saying that collaboration or subject-specific professional development are necessarily bad, we're saying that they are not essential to the success of a professional development programme.

So what should we do next? We suggest that we can be confident that something is an active ingredient - that it contributes to the success of a professional development programme - if we see two things:

- 1) Programmes that include the active ingredient tend to work, while programmes that don't include it tend not to work
 - 2) We have an explanation for why the active ingredient works, which shows that it works in many different domains.
- Here, we want to illustrate that kind of reasoning and some of the

active ingredients it suggests. We're not claiming certainty, we're illustrating the kind of thinking we suggest school leaders, teacher educators and researchers pursue to design and learn more about professional development.

First, what programmes work? The type of professional development for which there is the best evidence is instructional coaching. A recent meta-analysis found consistent evidence of improvements in teaching and student learning as a result.

Second, what active ingredients explain this? Usually, in instructional coaching, an experienced teacher visits classrooms regularly, but briefly. They identify a specific way to improve, discuss it with the teacher, practise together, and visit the next week to see if it's worked.

There are several possible active ingredients encouraging the teacher to act:

- Focusing on specific changes - attention and working memory capacity are limited, so it's easier for people to improve one thing at a time
- Setting goals - people are more likely to act if they have a clear aim
- Implementation intentions - planning when and how to act makes action more likely
- Deliberate practice - necessary for mastering a new skill
- Feedback - helps people adjust their efforts.

We can be confident that an active ingredient contributes to professional development if we see it in many successful professional development programmes and we know how the active ingredient tends to influence people, in schools and beyond. We believe that identifying active ingredients in professional development could powerfully improve our ability to make it work for teachers and students.



10 things | you probably wouldn't know if *Schools Week* hadn't told you

1 DFE 'MISLED' PARLIAMENT OVER BREXIT 'PLANS'

The department told parliament it had taken "decisive action" with plans to mitigate a no-deal Brexit should its staff be seconded to other government departments. However, when asked for a copy of the plans, *Schools Week* was told they didn't exist!

2 OFSTED SOUNDS THE DEATH KNELL FOR 3-YEAR GCSEs

Our October investigation revealed that schools had been marked down by Ofsted for running three-year GCSEs, an issue that later blew up – with schools ditching the practice and accusing Ofsted's new curriculum focus of disadvantaging poor pupils.

3 REBOOTED TROOPS TO TEACHERS FAILED TO TAKE-OFF

Education secretary Gavin Williamson had announced the scheme during his tenure as defence secretary to "inspire a generation of children". But we revealed that just 22 armed forces veterans took up the scheme in its first year – despite attractive bursaries of £40,000.

4 ELECTION THREATENED HUNDREDS OF SCHOOLS' NATIVITY PLAYS

With stark warnings over the impact of the December election on school nativity plays – we did the research and found that one in 12 primaries were facing disruption. The story was picked up by most of the national press and led to the government intervening to ensure the show went on.

5 SCHOOLS MAKE TEACHER BODY CAMS PERMANENT

We revealed secondary schools in England were piloting body-worn cameras to tackle bad behaviour – with two vowing to deploy them in the longer term. The story was followed up by most national outlets, sparking a debate on the ethics of recording children in the classroom.

6 HOW THE GOVERNMENT'S FREE SCHOOL MEALS VOUCHERS LEFT CHILDREN HUNGRY ...

Along with others, *Schools Week* had chronicled the major problems schools were having with accessing the vouchers. But this in-depth investigation heard firsthand from the cash-strapped parents who were going hungry because of the government's failures.

7 ... AND THE £85M FREE LAPTOPS SCHEME FELL SHORT, TOO

We also revealed that the government's promise to provide free laptops to disadvantaged pupils was less than a fifth of what some academy trusts needed, leaving heads having to manage expectations for parents who were expecting laptops for their children.

8 DFE SPENT £50K TRYING TO HIDE ACADEMY FAILURES

For a department that has been so hot on schools saving money, it was surprising to find out the DfE had spent almost £50k trying to keep secret its failure to properly vet a businessman it allowed to run an academy trust that later collapsed.

9 DEMANDS FOR BBC TO REMOVE LOCKDOWN LESSONS

The spirit of everyone pulling together to get through the covid-19 pandemic was somewhat challenged after we revealed the BBC had been ordered to take down its free lessons over fears they would squeeze commercial curriculum providers out of the market.

10 HEADTEACHERS STRUGGLE TO KEEP UP WITH DFE COVID GUIDANCE

We investigated after conflicting reports on the amount of coronavirus guidance published by the Department for Education. Our analysis found that school leaders had had to read almost 100 new guidance updates during the pandemic – a quarter of which were publishing during anti-social hours.



Favourite front pages

EDITION 192: NOVEMBER 1, 2019



The tongue-in-cheek image, put together by our designer Nicky Phillips, illustrated a hard-hitting investigation into the disruption Boris Johnson's December rush to the polls would have on nativity plays.

EDITION 211: APRIL 24, 2020



The stark image revealed the heart-breaking stories of poorer families being left to go hungry because of failures with the government's free school meal voucher system. The headline was a mother's desperate plea to her child's school.

EDITION 194: NOVEMBER 15, 2019



A front page of two halves, this unconventional cover reported on two important wins for our campaigning journalism that both deserved front-page exposure.

EDITION 214: MAY 15, 2020



After promising a comprehensive plan to get pupils back to school, prime minister Boris Johnson was accused of "abdication responsibility" to heads over his "ill-thought-out" proposals as he scuttled back into No 10.

EDITION 200: JANUARY 17, 2020



A bizarre tale for our landmark 200th edition – the tax evasion allegations that led back to a free school's fire exit. Our expose led to the Serious Fraud Office being called on to investigate.

EDITION 217: JUNE 12, 2020



A constant theme of the past few months, education secretary Gavin Williamson was facing criticism for his coronavirus response – this time over a failure to reveal proposals for getting all pupils back to school in September.

Diversity count

Can our readers 'see what they can be'?

JL DUTAUT

@DUTAUT

The events of the past few months have again brought to the fore the media's responsibility to ensure there are no 'under-represented groups'.

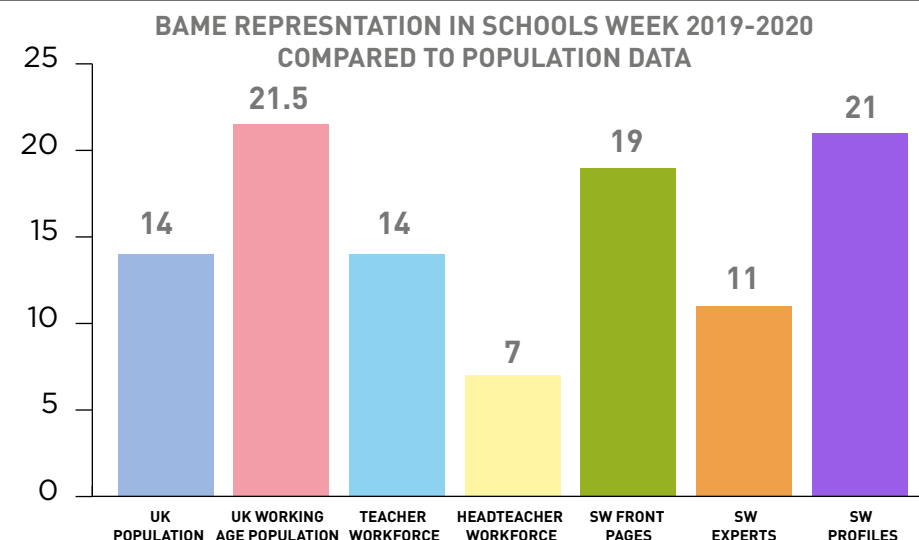
At *Schools Week*, we have seen an 11-point increase in the representation of women in the 34 editions of the past year, but the result is still short of truly representing female domination of the profession.

The Department for Education's latest workforce census reveals that women make up 76 per cent of the teaching population and 67 per cent of headteachers. Across our 34 front pages this year, 44 per cent have been women. On our experts pages, it's a different story, with 57 per cent of the 109 contributions coming from women, up 9 per cent from last year.

According to the same census, 86 per cent of teachers and 93 per cent of headteachers identify as white, compared with 78.5 per cent of the working-age population in England.

Of the 135 images on our front pages, 25 have been identifiable as BAME, just shy of 19 per cent and up from last year's 15 per cent. Of the 109 expert contributors, 12 have been BAME this year, just over 11 per cent and up from 7 per cent last year.

The numbers might be travelling in the right direction, but the progress is too slow. The number of BAME expert contributors exceeds the proportion of BAME headteachers, for example, but falls short of the proportion of BAME teachers by



3 percentage points.

Our aim must be not just to match the profession's make-up, but to exceed it where possible. BAME teachers and leaders have told us of the racism they have experienced, and the profession itself falls short of representing the population at large, so we have a duty to ensure everyone who reads *Schools Week* can "see what they can be".

More than that, a number of our BAME contributors this year – and we are grateful for their voices – have written specifically about BAME issues. We must move beyond that to ensure BAME voices and views are expressed across the full range of all education topics

We hope all the organisations we give a platform to will also consider their part in increasing BAME and female representation. Crafting a piece in partnership with an editor is excellent leadership development -

and standing out of the limelight to allow others to step into it is excellent leadership practice. For our part, we would be as delighted to publish a new voice as a recognised one.

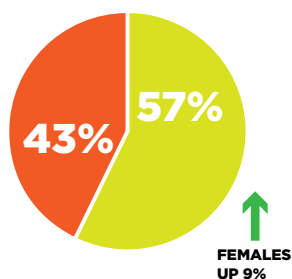
So if there are BAME employees working in your institute, think tank or school leadership team, why not set them the challenge to tell that story that needs telling? Why not urge them to put forward their opinions to a national audience?

For our part, we will continue to increase further the representation of BAME and female voices, as we have done through our profiles. Of these 19 interviews, ten have been with female leaders, 52 per cent (up two from last year). Four have been with BAME leaders, a small number, but 21 per cent, up ten points from 2018-19 and fully three times the proportion of BAME school leaders.

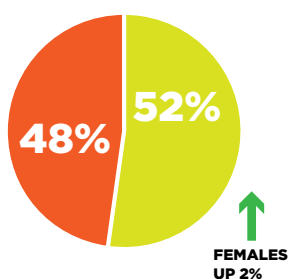
The work goes on.

GENDER BREAKDOWN

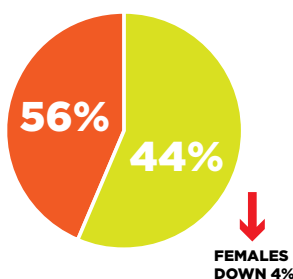
EXPERTS



PROFILES



FRONT PAGES



● MALE ● FEMALE

EXPERTS

TOTAL ARTICLES (EXCLUDING ONLINE) - 109

FEMALE EXPERTS - 62

MALE EXPERTS - 47

PROFILES

TOTAL ARTICLES - 19

FEMALE INTERVIEWEES - 10

MALE INTERVIEWEES - 9

BAME INTERVIEWEES - 4 (21%)

FRONT PAGES

TOTAL PEOPLE PICTURED - 135

FEMALE - 59

MALE - 76

BAME - 25 (19%)

Books set to make a splash in 2020-21

JL Dutaut selects some exciting prospects from education titles due to be released in summer and beyond

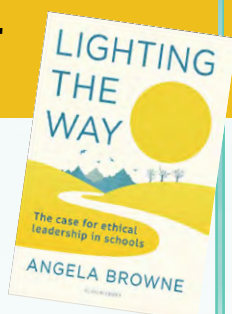
Lighting the Way: the case for ethical leadership in schools

By Angela Browne

Published by Bloomsbury, July 9

Angela Browne, the star of the BBC Two documentary series *School* and a former headteacher, offers a positive, ground-up approach to leading a school in times of challenge. It provides an in-depth, realistic look at the current system, enabling school leaders to understand and contextualise their roles,

before offering practical solutions to help them develop their leadership style, navigate the challenges they face and have a significant impact on their school and wider community.



Running the Room

By Tom Bennett

Published by John Catt, August 14

Behaviour is a curriculum. This simple truth is the beginning of creating a classroom culture in which everyone flourishes: pupils and staff. *Running the Room* is the teacher's guide to behaviour. Practical, evidence-informed, and

based on the expertise of great teachers from around the world, it addresses the things teachers really need to know to build the classrooms children need.

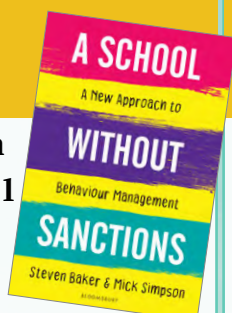


A School Without Sanctions

By Steven Baker and Mick Simpson

Published by Bloomsbury, October 1

Executive headteacher Steven Baker and headteacher Mick Simpson help primary and secondary teachers to meet challenging behaviour with compassion instead of punishment. Drawing on their experiences in challenging environments, such as pupil referral units and young offender institutions, the authors explore their strategies for managing behaviour without sanctions.



Becoming Buoyant: Helping Teachers and Students Cope with the Day to Day

By Marc Smith

Published by Routledge, July 20

Marc Smith, a teacher and chartered psychologist, explores how teachers can help students to bounce back from daily setbacks and challenges. Drawing on the five main principles of academic buoyancy – confidence, coordination, control, composure and commitment

– *Becoming Buoyant* investigates the evidence base from which the techniques are drawn and offers practical guidance on applying them in the classroom.



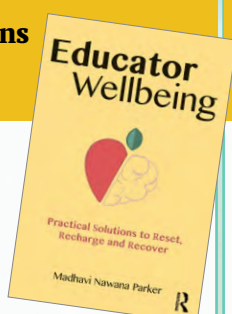
Educator Wellbeing: Practical Solutions to Reset, Recharge and Recover

By Madhavi Nawana Parker

Published by Routledge, August 27

Written in response to the pandemic, *Educator Wellbeing* focus is on the long-ignored expectations that educators should go above and beyond to serve their students and communities, and the impact this has on their wellbeing. A practical guide for teachers to build

sustained wellbeing, the book provides a toolbox of preventive and responsive strategies to help them look after themselves so that they can continue to look after their students.



Back on Track: Fewer things, greater depth

By Mary Myatt

Published by John Catt, September 15

Taking a hard look at processes and practices to consider whether they are adding value to the core purpose of schools, Mary Myatt applies Greg McKeown's "disciplined pursuit of less" to show how leaders can create the time and space to do deep, satisfying curriculum work. More than a workload

issue, the book argues, it is about focusing our efforts on the most important agenda item in schools – the development of an ambitious curriculum for every child, in every school.



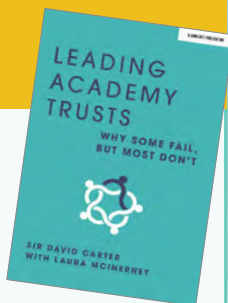
Books set to make a splash in 2020-21

JL Dutaut selects some exciting prospects from education titles due to be released in summer and beyond

Leading Academy Trusts: why some fail but most don't

By Sir David Carter with Laura McInerney
Published by John Catt, August 7

So, you want to be an academy trust leader? This personal and accessible book by David Carter, the former national schools commissioner, shows you how. From understanding the purpose of academy trust leadership to putting all stakeholders at the forefront of your mission, this book is full of insider knowledge on making a success of the role.



Educating for a Characterful Society: Responsibility and the Public Good

By James Arthur, Nicky Morgan and others
Published by Routledge, September 10

The national curriculum states that schools should reaffirm commitment to the virtues of truth, justice, honesty, trust and a sense of duty. This aim, loosely defined as "character" education, is widely agreed to be critical to healthy development and a fair and democratic

society. But what exactly is "character" and how best to educate for it? Five prominent figures, including Nicky Morgan (pictured), the former education secretary, provide their answers.

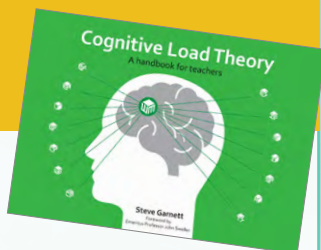


Cognitive Load Theory

By Steve Garnett
Published by Crown House, August

Professor Dylan Wiliam recently called cognitive load theory (CLT) "the single most important thing for teachers to know". This pocket guide by Steve Garnett, an international teacher trainer, with a foreword by John Sweller,

promises a complete, yet concise, summary of what CLT involves and how it can impact on pupil performance, as well as a wide range of classroom-based teaching strategies.

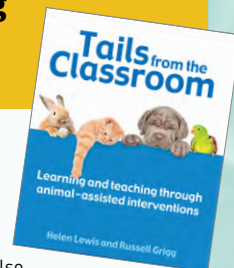


Tails From The Classroom: Learning And Teaching Through Animal-Assisted Interventions

By Helen Lewis and Russell Grigg
Published by Crown House, September

This academic year was shaping up to be the year of the school dog until events took a turn. When things get back to a semblance of normal, *Tails from the Classroom* will come in handy. Bringing together research and real-life

case studies, it also includes lots of practical guidance on how to set up, manage and evaluate a project, while ensuring the welfare of all participants.

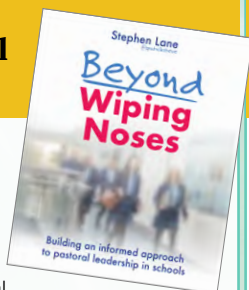


Beyond Wiping Noses: building an informed approach to pastoral leadership in schools

By Stephen Lane
Published by Crown House, September

Teacher and head of year Stephen Lane (aka Sputnik Steve) presents a case for developing a research-informed, academic approach to the pastoral aspect of teaching, and sets out how pastoral care fits in as a crucial aspect of the function and purpose of schooling.

With practical insights into how schools can get it right, *Beyond Wiping Noses* is the result of Lane's 20 years of practice and expertly surveys the field of pastoral provision and leadership.

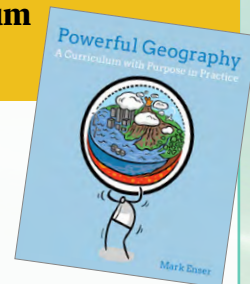


Powerful Geography: A Curriculum with Purpose in Practice

By Mark Enser
Published by Crown House, January 2021

Mark Enser explores the purpose of the geography curriculum and its various practical applications. Delving into how teachers can take their students' learning beyond the acquisition of knowledge and towards its power to transform how

they see the world, the book promises to address the changing nature of school geography, how to approach sequencing the curriculum and how best to facilitate geographical enquiry and fieldwork.



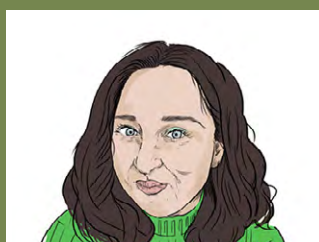
BLOGS: YEARLY ROUNDUP

This summer we asked our blog reviewers to tell us about their most memorable blogpost of the school year. Here's their pick.



KATE OWBRIDGE, EXECUTIVE HEADTEACHER, ASHDOWN PRIMARY SCHOOL

@KATEOWBRIDGE



RACHEL PAGET, KS3 CO-ORDINATOR, PENKETH HIGH SCHOOL

@MSPAGETENGLISH



JAMES POPE, DIRECTOR OF WHOLE EDUCATION AND FOUNDER OF INSPIREEDUCATE

@POPEJAMES



PENNY RABIGER, DIRECTOR OF ENGAGEMENT AT LYFTA EDUCATION AND A STEERING GROUP MEMBER OF THE BAMEED NETWORK

@PENNY_TEN

Most memorable blog post of 2020-21

Kate Owbridge

Returning to civilisation @southgloshead

I wish I'd read this blog when I began headship 16 years ago. It could have been written any time, but in a year that has been as weird as it has been scary, and as tedious as it has been stressful, it is a blessing to read someone's take on the same situation and find yourself nodding or saying "yes" out loud. Reaffirming, confidence-building and uplifting is how I'd describe it. @southgloshead - you're my hero, or at least someone I'd be happy to be cast away with.

Rachael Paget

Time for a change @FunkyPedagogy

This blog captures the zeitgeist. We are at a sea-change moment where we can evolve for the better or maintain a divisive status quo. The pandemic has forced us to adapt our approaches and The Black Lives Matter protests demand that we change our ways. This blog taps into the benefits that we have reaped from doing things differently. It also touches on the need to keep forging forward with this progress, making CPD more accessible for all and more representative of all. It's "Time for a change".

James Pope

A new broom @MoreMorrow

I reviewed this blog, which launched the Education Leadership Collective, last month - which seems a lifetime ago! Dan Morrow reflects on society's response to Covid-19 and how we can reimagine and reprioritise our work, focusing on the true "purpose of education". As we return to a semblance an adjusted normality, it would be easy to forget the sentiment of his words. Even though we all want normality, we must retain the desire to build something new. To not do so, to sweep the inequalities back under the carpet when all this is done, would squander an opportunity.

Penny Rabiger

Critical Mass and White Ally @WeAreInBetaPod

The We Are in Beta podcast seeks to find education's good news and its opportunities for learning through the stories of real-life school leaders. Each week, Niall Alcock and co-producer Jay Singleton quiz school leaders on the twists and turns that led them to where they are now, what the big issues are, and their predictions for the future. None has stuck with me more than the double-bill of episodes called Critical Mass and White Ally. Anyone with an interest in the practicalities of creating an inclusive school team will find these helpful.

BLOGS: YEARLY ROUNDUP



This summer we asked our blog reviewers to tell us about their most memorable blogpost of the school year. Here's their pick.



HEAD OF SECONDARY SCHOOL
TEACHER TRAINING, UNIVERSITY OF
BUCKINGHAM

@ETHICAL_LEADER



JON HUTCHINSON, ASSISTANT HEAD,
REACH ACADEMY FELTHAM AND
VISITING FELLOW, AMBITION
INSTITUTE

@JON_HUTCHINSON_



ROBIN CONWAY, DIRECTOR OF
RESEARCH AND INNOVATION AT
JOHN MASON SCHOOL

@JMSREFLECT



JL DUTAUT, COMMISSIONING
EDITOR, SCHOOLS WEEK

@DUTAUT

Most memorable blog post of 2020-21

Hannah Wilson

Imagine if racism had a scent @Ethical_Leader

It may be unusual to pick a post from my own blog, but I published it as an ally for inclusion on behalf of someone I am connected to. This "Black, Muslim, immigrant woman" feared retribution if she were named as the author. In the wake of George Floyd's death and the activity, agency and urgency around the #BlackLivesMatter campaign, we have seen an increase of people speaking out about racism. To share how you have been treated by the system, how you have been made to feel by society, is a courageous thing to do. Here, we are confronted with the idea of choosing which of three forms of racism – microaggressions, subtle or overt – we would rather suffer. And much, much more besides.

Robin Conway

Term time well-being @fod3

Lockdown seems to have encouraged a lot of people to rethink their priorities; many are pondering carefully about how to adjust their work-life balance in the future. This drew my attention back to this excellent piece written by @fod3 in what seems like a lifetime ago (January). Her journey from 16-hour days to something much healthier contains advice many of us may wish to adopt when we return to school.

Jon Hutchinson

Ice Ice Baby: curriculum beneath the surface @steverollett

"I am worried. There's an iceberg ahead. We can see it approaching..." The curriculum revolution was getting into full swing before the world collided with a global pandemic. Just before it did, Steve Rollett was concerned with a different kind of catastrophe; superficial curriculum reform at different levels of education. I have selected what is a unique blog because Rollett grounds his analysis in fresh literature, and presents a genuinely innovative course to avoid striking ice.

JL Dutaut

Teacher, reanimated @whatonomy

Early in lockdown, when online learning was culturally optional and scant knowledge of the depth of the crisis still allowed scope for humour, Mark Aston revived a defunct character from a 2016 blog series (2016?!). Three-time winner of WeWork NetuprenEDUdisruptor of the Year award, Michael Benzine – a satire of edtech early adopter teachers – and his long-suffering teaching assistant, Glynis Hardacre, made a return to the mockumentary-styled blog in late March. The resulting send-up of video-conferencing lessons suggests the author's deep affinity with his subject, and should be a must-read for Lord Adonis. "Are you playing Rocket League, Jacintha?" Michael asks. "A bit."

CLICK ON REVIEWS TO VIEW BLOGS +



Research

Every edition of *Schools Week* closes with an insight into new education research. Here are just five of the 35 we've published this academic year that we think will grow more relevant in the coming months

5 research insights we loved this year

JL Dutaut, commissioning editor,
Schools Week

No more heroes. Time to change the record on school leadership

Jen Barker, dean of learning design, and Tom Rees, executive director of school leadership, Ambition Institute

September is always a time of change and hope for the future in education. And while things have taken a turn for the worse since this piece was written at the start of the academic year, its message resonates. Sometimes there's more research than our weekly page can accommodate, and this piece didn't appear in that spot for that very reason. It is based on Barker and Rees's research into seven persistent problems faced by school leaders. Their conclusion: the paradigm of the hero head that has dominated for a decade must end. "We think expertise is a better bet," the authors say, naming the areas of expertise every head needs for a successful, fulfilling and sustained career.

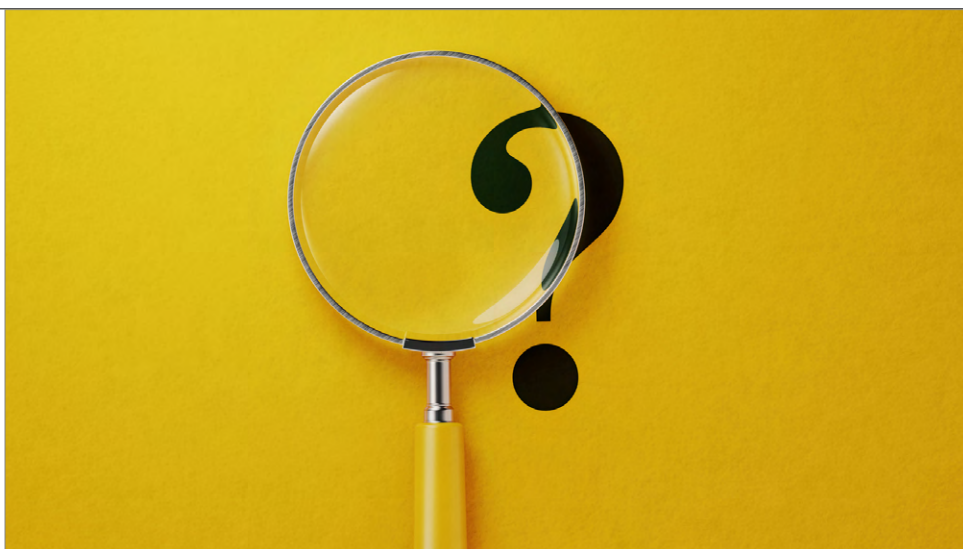
How can we build and sustain headteachers' capacity in difficult times?

Rachel Lofthouse, professor of teacher education, Leeds Beckett University

A different take to the challenges faced by heads. Rachel Lofthouse refers to research undertaken by CollectivED before Covid-19,

noting the role's personal toll even in normal times – loneliness, excessive workload, high stress, high-stakes accountability and insufficient rest. These are all problems experts say the pandemic has exacerbated.

The solution proffered is a simple one: "The coaching model created a protected,



confidential, sustained and supported space which gave headteachers the time to prioritise the issues that needed resolving."

Why do students value science but not want to be scientists?

Louise Archer, professor of sociology of education, UCL Institute of Education

The ongoing lack of women in STEM professions and of girls aspiring to them has been a recurring theme of expert contributions in *Schools Week* and its sister paper, *FE Week*. In April, professor Louise Archer revealed research that showed the importance of building 'science capital' – a range of experiences complementary to the acquisition of scientific knowledge – and ensuring those experiences don't reinforce the restrictive "association of science with 'cleverness' with masculinity". "In particular," Archer concludes, "changing everyday science teaching practice has a far greater positive impact than trying to change young people's minds about science."

Are schools ready to dismantle period stigma?

Kate Bowen-Viner, senior associate, Centre for Education and Youth

A lifetime ago (January), the government announced free period products in schools.

Few students have been in classrooms for most of the intervening period, but as they gear up for a fuller return in September and as a new sex and relationships education curriculum comes into force, Kate Bowen-Viner's piece is a helpful reminder that free products are far from the end of the story. Menstruation stigma affects the behaviour of girls and boys alike and "exists in different social settings, using context-specific language". The evidence presented suggests any attempt to tackle it needs to be youth-led.

Can professional development play an integral role in improving teacher retention?

Jack Worth, school workforce lead, NFER Continuous professional development has been a recurring theme of this year's research page, including in this edition. In February, the National Foundation for Educational Research and the Teacher Development Trust gave *Schools Week* an exclusive insight into their new research suggesting that autonomy is key to ensuring CPD leads to teacher improvement and student outcomes. That doesn't mean total freedom, the piece suggests, but "involving teachers in choosing [their] goals, and ensuring they have some influence over how they show they are meeting them".

YEAR^{IN} WESTMINSTER

Our review of what went into central government 2019-20

AUTUMN

The school year started with a reminder that Nick Gibb is gradually taking over the world as his brief was expanded to include early years.

Gibb has survived four education secretaries, including Nicky Morgan, whose decision to approve the expansion of the Weald of Kent grammar school to a satellite site in 2015 came under scrutiny again in September.

The school renewed media interest after announcing pupils would be taught separately on its sites – something Morgan claimed would not be the case when she rubber-stamped the controversial move five years ago.

Party conference season was then forced upon us like some large glass of substandard lukewarm wine. The two main parties went into overdrive, with Labour trying its best to say as much as possible, while the Tories said as little as they could.

A controversial motion calling for the abolition of private schools dominated Labour's conference, although the policy was watered-down by the time it made its way into Angela Rayner's speech.

Labour also announced plans to scrap Ofsted and replace it with...something.

The following week Gavin Williamson did his best to sound as engaging as possible, while saying almost nothing during his conference speech in Manchester.

Suddenly it was time for another election, as if we haven't had enough recently. All political parties went into school-spending overdrive, with the Tories trying to pretend a decade of austerity hadn't happened and Labour desperately trying to outspend the party, but unable to campaign on school cuts as effectively as in 2017.

We all know what happened next.

SPRING

The newly re-elected government started the year as it intended to go on, by pledging a piecemeal response to a huge national problem.

Yes, that's right, instead of providing free breakfasts to all pupils, as promised in 2017, it extended its small-scale breakfast clubs pilot for another year. Its generosity knows no bounds.

A reappointed Williamson immediately had to set about finding two new special advisers after Richard Holden accidentally became an MP and Katharine Howell moved to Downing Street. Innes Taylor, an ex-Tory policy chief, replaced Howell, while ITV newsman Angus Walker eventually took Holden's old post.

Along came February, and with it a campaign for leaders to withdraw their labour as jobbing Ofsted inspectors. But not everyone was on board with the Headteachers' Roundtable campaign, as ASCL broke ranks to say it was "not convinced".

Then came the news *Schools Week's* front pages had been dreading: a mini reshuffle in which the outspoken Lord Agnew, the DfE's chief bean-counter, departed for the Treasury, leaving a large champagne bottle-shaped cloud over the schools community.

The beginning of March brought coronavirus, which did something all those before have tried and failed to do: suspend Ofsted. Inspections were paused by March 16; partial school closures were announced a few days later, as were the cancellation of exams.

SUMMER

With the new term came a new shadow education secretary, Rebecca Long-Bailey, who used her first interview with this newspaper to warn that the lack of an "overarching message" on education contributed to Labour's defeat in December.

Her time was shortlived. She was fired just a couple of months later by new leader Sir Keir Starmer, who claimed she had shared an article that "contained an antisemitic conspiracy theory".

Still, at least she lasted longer than Pat Glass, who held the job for two days in 2016.

Later, we learned that Nick Timothy, that deft political strategist who helped his former boss, Theresa May, lose her majority at the 2017 election, had been appointed as a non-executive director of the DfE. A timely reminder that political failure doesn't matter if you have friends in high places.

Then again, the DfE needed all the help it could get following a series of blunders in its response to the coronavirus pandemic. The national free school meals voucher system struggled to cope with demand, while heads said the free laptops scheme was unfit for purpose.

The determination of ministers for schools to reopen more widely in June didn't go according to plan, with many heads deciding it wasn't safe. The government was also criticised for failing to consult unions.

Now the end of term is approaching and ministers have made promises about the return of all pupils in September. Public health experts think a second wave of the pandemic is likely, and heads are still grappling with confusing and incomplete guidance.

nasen
Helping Everyone Achieve ■■■



Education Officer

Location: Tamworth

Salary: £47,000 - £51,000

Hours: Full Time

Contract Type: Indefinite

Closing Date: Please apply promptly as the post needs to be filled as soon as possible and the vacancy will close as soon as sufficient applications have been received

The role

nasen is looking to recruit an experienced teacher to work as part of the Education team. If you have senior leadership experience in an educational setting, an in depth understanding and appreciation of the SEND policy landscape, have extensive experience as a practitioner working with children and young people with SEND, as well as proven ability to write and deliver training to education professionals, then we would love to hear from you.

nasen

nasen (National Association for Special Educational Needs) is a membership charity organisation that supports all education practitioners. We provide: Continuing Professional Development (CPD), resources, advice, information and much more to enable all staff to meet the needs of all their pupils.

Further information

- For further information and to download the full job description, please click on the following link: <https://nasen.org.uk/news/job-vacancy-education-officer.html>
- For informal enquiries about the role, please contact the Education Director, Alison Wilcox: alisonw@nasen.org.uk
- To submit an application, please submit a CV and covering letter addressed to the HR Administrator, sadiec@nasen.org.uk. Applications will be reviewed as they are received.

Current Benefits

- 25.5 Days annual leave excluding public holidays (plus one additional day at Christmas and Easter)
- Flexible hours (to be agreed)
- 8% Employer Pension contribution
- Enhanced parental leave
- Employee Assistance Programme
- Supported professional development
- 10% London weighting
- Friendly and relaxed atmosphere
- Dog-friendly workplace

HEAD OF SCHOOL

Start Date: January 2021

Salary: L30 – 33 (£83,757 - £90,145)

Job Role: Full time, Permanent



The Shared Learning Trust

**THE CHALK
HILLS ACADEMY**

The Chalk Hills Academy is seeking an exceptional candidate to provide outstanding leadership to our academy. You will work closely with the Executive Principal to ensure that excellence and high standards are attained in all areas. As Head of School, you will provide operational leadership, making marked improvements in teaching, learning and student performance.

This is a pivotal role in our academy's leadership structure; a role where you will shape our future with drive and ambition, building on the good work that is already taking place.

We are looking for a student focused leader who will:

- lead from the front
- be visible to the school community
- be concerned about rewards

- be consistent
- build on current good progress and move the Academy to an Outstanding Ofsted rating
- encourage high standards of achievement and behaviour through rewards and structure
- build strong relationships by being approachable and getting to know students
- build strong relationships by being approachable and getting to know staff
- have experience of Sixth Forms and will continue to build this in terms of both student outcomes and financial viability

If you share our vision for education and are passionate about raising educational attainment and standards to ensure all learners reach their full potential, you will be well placed to join our academy and make a difference.

Visits and discussions with the Executive Principal are warmly welcomed.

Closing Date:
Friday 11th September at 9am

Interviews:
21st & 22nd September

[successful candidates on day one will go through to day two **22nd**]

If you are interested in this job opportunity, please do apply online today via our career site on <https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

HEAD OF CORPORATE GOVERNANCE AND COMPLIANCE

37 HOURS PER WEEK, ALL YEAR ROUND
SALARY: NJC SCALE POINTS 33 TO 41
£35,934 - £43,662 (APRIL 2019)



Are you interested in joining a Trust with a commitment to making the difference to children and young people?
Do you have an interest in governance, education and ensuring schools can be the best they can be?

We are looking to recruit a dynamic Head of Corporate Governance and Compliance with a strong understanding of school and academy governance and excellent organisational and interpersonal skills. In this role you will be a key part of a small but friendly central MAT team, and have the opportunity to make a difference to the governance of 17 diverse schools across Bradford, supporting the education of over 8,500 students.

In return we can offer you the opportunity to join a family of schools who are committed to providing high quality education within the context of Christian beliefs and values. We truly believe our staff are our greatest asset in delivering that vision, and we are looking for an exceptional and motivated individual to join our Governance team.

The core responsibilities of the post include central and local governance management, acting as Company Secretary and oversight of quality assurance and compliance across key areas within the Trust. To read the full job description and to find out more visit <http://www.bdat-academies.org/vacancies> where you can download a candidate information pack and an application form and set up an informal discussion.

Closing date: Noon on Monday, 27th July 2020

Interview date: Monday, 3rd August 2020

SCHOOLS WEEK | FE WEEK | EDU WEEK JOBS

Recruitment advertising during the Coronavirus Pandemic

To assist organisations over the forthcoming weeks, Schools Week, FE Week and EduWeek Jobs will be offering the following:

- **Free recruitment advertising** for **Coronavirus cover roles** at education settings remaining open to support key-workers
- **On all online listings**
 - A **free of charge** extension by up to 8 weeks after the closing date
- **On all adverts within the digital editions**
 - A **free of charge** second insertion of your advert

CLICK HERE TO

ADVERTISE A ROLE



CLICK HERE TO

SPEAK TO A MEMBER OF THE TEAM

