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FRIDAY, SEP 23, 2016 | EDITION 77

# WHY THE SECRECY ABOUT ACADEMY CASH?

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## Schools demand pupils' passports

- New rules on collection of nationality data misunderstood
- Parents asked if their child is a refugee or asylum seeker

FREDDIE WHITTAKER AND BILLY CAMDEN  
@SCHOOLSWEEK

**Exclusive**

Schools are demanding copies of pupils' passports and asking parents to confirm if their children are asylum seekers or refugees amid confusion over a new legal duty requiring the collection of nationality data.

Schools Week revealed in June that the Department for Education (DfE) had expanded the census details schools must collect from

this month to include pupils' nationalities and countries of birth.

The government insisted the change was driven by a "dearth of information" about how effective the education sector was for foreign nationals. Its guidance states that schools should seek birthplace data from parents, although it is not compulsory for parents to provide it.

However, an investigation by *Schools Week* suggests that schools have misinterpreted the new rules, including

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**SPOT THE  
CONNECTION**

**BREXIT AND A NEW  
SCHOOLS CAMPAIGN**

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NEWS

Children who were not white British told to send in birthplace data

FREDDIE WHITTAKER AND BILLY CAMDEN  
@SCHOOLSWEEK CONTINUED FROM FRONT

asking for pupils' passport numbers and for parents to confirm their child is not an asylum seeker.

It comes during a time of heightened deportation concerns in some communities. Earlier this month protesters demonstrated outside the Jamaican high commission after more than 50 people – many who had lived in the UK all their lives – were deported.

The confusion could increase fears among ethnic minority families about how the data might be used, although education leaders say they have received assurances it will not be passed to the Home Office.

Diane Leedham (pictured), a specialist English as an additional language (EAL) teacher, said she was worried about the "range of interpretation" schools were placing on the government's "contentious but clear" instructions. Schools should "make it clear that parents can opt-out if they wish.

"They can't opt out of asking the question; they have to put the form out with the right questions, but they are not entitled to ask for passport numbers."

*Schools Week* found De Beauvoir primary school, in Hackney, east London, has issued a form to parents that appears to require staff to check details provided against passports and birth certificates, and asks guardians to specify whether or not their child is a refugee or asylum seeker.

At Garth Hill college in Bracknell, Berkshire, parents received different emails depending on their child's recorded ethnicity. Those with children recorded as being white British were told the school was assuming they were British and born in the UK, and they should only respond if that assumption was incorrect, while those with a different recorded ethnicity were told to send in birthplace data as a matter of urgency.

St Richard's Church of England first school in Evesham, Worcestershire, also wrote to parents this week requesting pupils' passport numbers.



Malcolm Trobe, interim general secretary of the Association of School and College Leaders, said schools should "sensitively" ask parents for the information and explain why it was being collected, but should not request documents. Schools that had done so should "simply make a very brief apology" and explain they had misunderstood the guidance.

Bright Tribe finance review still under wraps

JOHN DICKENS  
@JOHNDICKENSSW Exclusive

The education secretary has been accused of "hiding" a financial investigation into a controversial academy trust run by the government's former free schools director.

The Bright Tribe trust was the subject of an Education Funding Agency (EFA) review last month over payments it made to companies connected to its founder, venture capitalist Michael Dwan.

Lord Nash, school system minister, said the trust was ordered to revise its 2014-15 accounts to include previously undisclosed payments.

The trust, run by former EFA free schools deputy director Kathy Kirkham (pictured), disputes that the trust was told to revise its accounts.

But it is believed that the EFA drew up an action plan for the trust, last year named by former education secretary Nicky Morgan as a "top performing sponsor" and handed a slice of a £5 million of government funding to take over schools in the north.

The government's rules state it is in the public interest to publish such investigations to show "transparency about how public money is spent".

Education secretary Justine Greening has refused a request for a copy of the review by *Schools Week*, made under the Freedom of Information Act. She said releasing the information would inhibit the exchange of free and frank views between the agency and trusts.

Pressure is now mounting on the government to explain why it is withholding details of the report – with critics questioning why similar finance reviews into other academy trusts have been published.

Janet Downs, a campaigner for local schools, said: "It's important for the sake of transparency that all reviews and action plans should be published. If they aren't, then it raises the question about how many other reviews and plans remain hidden."

Stephen Timms, Labour MP for East Ham and a member of the education committee, lodged a parliamentary question in June asking if a copy of the Bright Tribe report could be put into the Commons library where it could be accessed by MPs.

The government is yet to respond. Timms said he was "puzzled" by the non-response and would pursue the matter when parliament was back after recess.

But he added: "It is an unsatisfactory situation. I don't think academisation was intended to hide information about public funding, which has always been in the public domain – and should be now as well."

Concerns about Bright Tribe's related-

party transactions were raised with the government by Will Quince, Conservative MP for Colchester, after an investigation by *The Observer* newspaper in June.

In response, Nash said an EFA review had found additional transactions should have been included in the trust's latest accounts, adding: "we worked with the trust to make these disclosures in a revised set of accounts".

In July, Lord Watson, the shadow education minister in the Lords, highlighted Bright Tribe – with four other trusts – as the most "egregious examples found by the Education Funding Agency of where the financial requirements for academy trusts were not adhered to".

Of those examples listed, Bright Tribe is seemingly the only case where a report has not been published.

The EFA, on its website, says that it aims to publish investigations when "it is appropriate to do so".

This pledge refers to a number of scenarios, including EFA assurance reviews relating to finance and governance, which seemingly fits the description of the Bright Tribe investigation.

The Department for Education (DfE) would only say that information was not routinely published and was decided on a case-by-case basis.

Bright Tribe pointed *Schools Week* to a statement on its website, published last month, which said its accounts were submitted once and "have not been amended or revised".

However, the trust said that Dwan "sought to enhance the disclosure relating to his support to ensure there was no misunderstanding".





NEWS

Campaign group promises power to the people

JOHN DICKENS  
@JOHNDICKENSSW

Investigates

A line-up of education reformers – including a former adviser to David Cameron – have launched a campaign that will “mobilise parents and teachers” to highlight the achievements of academies and free schools, but details of the group’s funders will not be released.

The Parents and Teachers for Excellence (PTE) campaign group, founded by Inspiration Trust chief executive Dame Rachel de Souza, wants to shift the education debate from school structures to school practices.

The group of 29 reformers aims to start a national movement to promote four key principles they believe improve outcomes for pupils – including more testing, better discipline and a knowledge-based curriculum.

The campaign, launched on Wednesday, has been orchestrated by James Frayne, communications chief at the Department for Education under Michael Gove, and Rachel Wolf, a former adviser to David Cameron. Wolf will also sit on the group’s advisory council. Frayne was also a former director at think tank Policy Exchange and communications manager at think tank Reform.

PTE is refusing to name its financial backers, and would only say it is being funded by a “small group of philanthropists”.

The campaign has drawn parallels with what is known as “astroturfing” – the practice of masking sponsors of an organisation to push a public relations campaign as a grassroots movement.

While at free market think tank Reform, Frayne is credited with setting up a similar organisation in the NHS, Doctors for Reform.

The group claimed to represent 1,000 medical practitioners, but again did not disclose its funding.

*Schools Week* understands one such campaign, the StudentsFirst movement in America – an education reform group that pledged to empower parents – had “impressed” PTE’s strategists as the “right way to take the debate to ordinary people”.

But Wolf said the situation in the UK was very different. Where the US was focused on getting reformers elected, PTE would instead focus on building a coalition of heads, teachers and parents “to push the things they think are important”.

The group has already gained an influential backing with its advisory council including some of the leading lights of education reform (see full list, right).

PTE states it is “strictly non-partisan”, but some social media users have highlighted that its members have links to the Conservative government.

But de Souza, a “superhead” who is credited with founding the campaign, said it was time to move the education debate from the “elites in Westminster and Whitehall”.

“We are creating a movement that will recruit and mobilise parents and teachers from across the country to make the case for change.”

But having de Souza as the public face of a campaign to empower parents could prove divisive.



The Inspiration Trust was accused of ignoring the wishes of parents when it took over the Hewett school, in Norwich, despite protests and an independent consultation finding most of the respondents were hostile to a takeover.

The trust said the consultation represented only a small number of parents, adding its plans for an extended day to deliver sport, performing arts and music enrichment – one of the PTE’s core principles – were widely welcomed.

The group’s members will now use national and local press and education events to push the case for reform. It will also try to mobilise more parent activists to join their cause (there are currently six on the council).

The PTE website will also publish research notes. The first two published on Wednesday focused on effective discipline policies and the benefits of academies and free schools.

A recent government proposal for parents to trigger the sacking of an academy sponsor has not formed part of PTE’s thinking so far, but *Schools Week* was told they would be open to helping parents push for change – when needed.

A PTE spokesperson also confirmed that it would steer clear of the grammar debate, adding that it was focused on what happens in the classroom.

WHO’S ON BOARD?

- Tom Bennett**  
Founder, ResearchEd
- John Blake**  
Lead practitioner, Harris Federation
- Christine Counsell**  
Director, Inspiration Trust
- Anthony Denny**  
Parent and governor, Jane Austen college, Norwich
- Rachel de Souza**  
Chief executive, Inspiration Trust
- Toby French**  
Lead practitioner, Torquay academy
- Claire Heald**  
Executive principal, Jane Austen college
- Karl Hoods**  
Chair of governors, Harris academy Beckenham
- Hywel Jones**  
Head, West London free school
- Michaela Khatib**  
Executive head, Cobham free school
- Mark Lehain**  
Principal, Bedford free school
- Stuart Lock**  
Head, Cottenham Village College, Cambs
- Helena Mills**  
Chief executive, Burnt Mills academy trust
- Munira Mirza**  
Former deputy mayor of education for London
- Dan Moynihan**  
Chief executive, Harris Federation
- Libby Nicholas**  
Chief executive, Reach 4 academy trust
- Sara Noel**  
Parent and governor, Cottenham Village College
- Martyn Oliver**  
Chief executive, Outwood Grange academies trust
- James O’Shaughnessy**  
Founder of Floreat Education academies trust
- Bruno Reddy**  
Former head of maths, King Solomon academy, north London
- Martin Robinson**  
Author *Trivium 21c*
- Mark Rose**  
Governor, Great Yarmouth primary academy
- Jo Saxton**  
Chief executive, Turner Schools multi-academy trust
- Tony Sewell**  
Founder, Generating Genius
- Jonathan Simons**  
Head of education, Policy Exchange
- Luke Sparkes**  
Principal, Dixons Trinity academy, Leeds
- Alex Wade**  
Parent and chairman of governors, Fulham boys’ school, west London
- Claire Ward**  
Parent, Cobham free school, Kent
- Rachel Wolf**  
Founder, The New Schools Network; former special adviser to the prime minister

PARENTS AND TEACHERS FOR EXCELLENCE: THE FOUR PRINCIPLES

- **PROMOTE A KNOWLEDGE-BASED CURRICULA THAT EMPHASISES EXTENSIVE SUBJECT KNOWLEDGE**
- **PROMOTE THE BENEFITS OF A REGULAR, RIGOROUS ASSESSMENT THROUGHOUT PUPILS’ SCHOOL LIVES**
- **PROMOTE ENRICHMENT THROUGH A LONGER SCHOOL DAY**
- **PROMOTE THE NEED FOR EFFECTIVE BEHAVIOUR POLICIES**

Vote Leave campaigner listed as director

Exclusive

One of the two directors behind the PTE movement was a key figure in the official campaign for the UK to leave the EU, *Schools Week* can reveal.

Jon Moynihan, a venture capitalist and chairman of the finance committee of Vote Leave, is listed alongside Dame Rachel de Souza, chief executive of Inspiration Trust, as a director of PTE.

The organisation pledges to shift the education debate from the “elites in Whitehall” and mobilise parents and teachers

to make the case for education reform.

Moynihan – who has donated more than £70,000 to the Conservative party – was on the board of Vote Leave and a vocal figure in the campaign.

He also donated £60,000 to Vote Leave, according to Electoral Commission figures.

He was described by the *Daily Mail* as one of the group’s “most media-friendly faces” and regularly appeared in national media promoting Brexit, including in *The Telegraph*

and on the *Today* programme.

Moynihan was the executive chairman of PA Consulting, a firm that specialises in management consulting, technology and innovation.

He is now co-principal of Ipex Capital, the high-technology venture capital arm of PA Consulting.

*Schools Week* has been told PTE will be run as a company, rather than a charity, so that it is not bound by rules restricting charities from undertaking political campaigning.

NEWS

Trust office move is just the ticket . . .

JOHN DICKENS  
@JOHNDICKENSSW

Exclusive

The country's largest academy chain is moving its headquarters to London because staff need better access to train stations.

The Academies Enterprise Trust (AET), which runs 66 schools, says the journey for its staff to and from its current base in Hockley, Essex, and to its schools across the country is "not an easy one".

The trust's lease on its headquarters is due for renewal next year, and staff were told earlier this month they would relocate to London at the end of the year. Thirty staff are based full-time in Essex.

Developing sponsors outside the capital is a central part of the government's plan for expanding the academy programme. Moves into the city, and away from regions, run counter to that.

In a letter to staff, chief executive Ian Comfort said the relocation had been approved by AET trustees and the Education Funding Agency.

He said the new office was opposite Euston station and five stops on the Underground from London's main rail stations. "With rail links from most of our academy locations going straight to London, there are significant benefits in relocating."

Founded in Essex in 2008, AET now runs 66 schools – including in London, the north of England, the Midlands and the West Country.

Latest accounts, from 2014-15, show its central services organisation posted a £1.5 million loss – down from £2.1 million the previous year.

Higher rent and office costs in the capital are an increasing issue for trusts as they expand. But AET said the main driver for its relocation was supporting its academies more effectively.

Of the other five largest sponsors, only one – Oasis Community Learning – is based permanently in its own London headquarters.

The trust was originally based alongside its sponsor the Oasis Charitable Trust, but moved to its own headquarters after an expansion.

However chief executive John Murphy has downsized the national office and created a regional management structure. Staff are now based at a regional academy or travel between them.

United Learning, which runs 42 schools, was originally based in Northamptonshire, but now, according to its website, has offices in London, Peterborough and Manchester.

Some trusts also make use of their sponsor to keep down rental costs.

The Ark academy chain, which runs 37 schools, is based in the same London office as its sponsor, Ark charity.

Charity accounts show that Ark pays for rent, service charges and general office overheads on behalf of Ark Schools, before claiming the money back on an "agreed apportionment".

Accounts show Ark Schools paid £429,000 on rent and service charges in 2015, compared with £245,000 in 2014.

Prep school forced to back down on 11-plus claims

BILLY CAMDEN  
@BILLYCAMDEN

A prep school boasting of its impressive record of getting pupils to grammar school has been rapped by the Advertising Standards Authority (ASA) for exaggerating its 11-plus successes.

St Christopher's school in Canterbury claimed a 94 per cent pass rate for last year's grammar school qualification exams – advertising the result on its website and banners on double-decker buses.

The school website says it is the "only independent primary school whose goal is for each child to maximise his or her potential by the time they reach the age of 11".

But the ASA has ordered the school to remove or alter its branding after a Freedom of Information (FOI) request revealed only 53 per cent of its pupils actually passed the exam, with others passing on appeal.

The disclosure comes just weeks after the government unveiled its plan to reintroduce grammar schools, fuelling worries that aggressive marketing tactics could become common in primary schools.

Joanne Bartley, a campaigner from the anti-grammar expansion group Kent Education Network who lodged the FOI, said: "Parents in Kent are desperate to get their children into grammar schools so there is a lot of debate about which schools have the best pass rates.

"The 11-plus is not transparent and results are never published so schools can easily put up false figures, and the appeals bit of the process is very unfair."

She pointed out that the school "talks about its fees as an investment because it gets children into grammars. We can expect a lot more heavy marketing for 11-plus test pass rates and prep schools lying about results to attract parents who want their child to get into a grammar."

About 13 per cent of pupils at grammars come into the state-funded schools from a private school.

The FOI revealed that of the 17 pupils from St Christopher's who took the 11-plus in 2015, nine passed outright (53 per cent).

Among those who did not pass, five were successful on headteacher appeal with a separate case won after a parent appeal.

Fifteen of the 17 pupils therefore won a place at a grammar school – equivalent to 88 per cent, a proportion still lower than claimed.

David Evans, headteacher of the £8,400-a-year prep school, said he recognised his school had made a mistake and apologised for the misleading claim.

"But the difference between the 94 per cent we claimed in our earlier advertising



and the 'over 88 per cent' we have now is just one pupil, whom we are confident would have passed on appeal."

Explaining the appeals, Evans said that "some children may not perform well in the test on the day", adding: "We feel that it is important not to define these pupils as failures."

Following a complaint by Bartley, the ASA told St Christopher's to amend its advert.

The ASA published its informal ruling online on Wednesday confirming that St Christopher's agreed to amend the advertising without the need for a formal investigation.

TRUST FOUNDER DISPUTES REVISED ACCOUNTS

JOHN DICKENS  
@JOHNDICKENSSW

Exclusive

The co-founder of an academy chain that is due to be wound up has claimed the trust released inaccurate financial accounts to try to "embarrass him".

Trevor Averre-Beeson resigned as chief executive of the Lilac Sky Schools Academy Trust (LSSAT) in March last year, before its nine schools were handed to new sponsors in July this year.

It is unclear why LSSAT dropped the schools, but it is now known that the Education Funding Agency (EFA) is taking a closer look at the trust's finances. Payments from the trust to firms run by its founders have totalled more than £1 million in the past two years.

*Schools Week* also reported earlier this month that the trust had issued a revised set of accounts for 2014-15 detailing additional payments to relatives of Averre-Beeson.

But in a statement issued this week, the former chief executive said the revised accounts contained "a number of omissions and inaccuracies" that he said were an "attempt, for reasons unclear, to maximise embarrassment to me".

The revised accounts included Averre-Beeson's daughter receiving a salary of £63,298, which *Schools Week* understands is disputed as "over-stated".

Averre-Beeson said he was baffled as to why the accounts were reissued, and insisted all relevant declarations over potential conflict of interests had already been provided to auditors.

"There was no attempt to hide either the payments made to the companies or the salaries of members of my family."

He said his school improvement consultancy, Lilac Sky Schools, was invited by the Department for Education in 2012 to set up a trust and sponsor schools after delivering services to councils in Essex and Kent.

But he said to "avoid any perceived conflicts of interest, I voluntarily decided my companies should stop providing services to the trust in 2015". He then stepped down as chief executive.

The EFA is yet to publish any findings from its investigation.

When approached by *Schools Week* over why the trust's accounts were revised, and asked about the allegations of omissions and inaccuracies, LSSAT declined to comment.

Meanwhile, one of Averre-Beeson's improvement firms, previously named Lilac Sky Schools Ltd, has been rebranded as Henriette le Forestier Schools Ltd.

That company has bought the Virgo

Fidelis preparatory school, a private school in Norwood, south London, which has been renamed the Henriette le Forestier preparatory school.

Sister Bernadette Davey, headteacher of the Virgo Fidelis convent senior school, said its junior school had been leased on a 25-year deal to Averre-Beeson.

"The trustees made this decision as we have many commitments and we are sure that the school is in safe hands for the future."

Averre-Beeson said this was a "new phase in the school's life", adding: "We have decades of experience of successfully running schools and look forward to supporting the children, families and staff of the school to the be the best that they can be."

He said Lilac Sky – through both the private consultancy firm and the trust it sponsored – has run more than 17 schools, many of which has been taken out of a low Ofsted category.

However LLSAT – under Averre-Beeson's reign – was ordered to hand over one school, Tabor academy, in Essex, after it was placed into special measures in January 2015.

Averre-Beeson, the former head of the school that Tony Blair rejected for his son – Islington Green in north London – has long been an advocate of private firms running schools.

He told *The Guardian* newspaper in 2012 that for-profit firms were more focused on improving a school than a new head would be, and has said previously it would be "appropriate" for firms to get performance-related bonuses, or fined for failure.



## NEWS

## Inquiry follows primary assessment 'chaos'

FREDDIE WHITTAKER

@FCDWHITTAKER

MPs have launched an inquiry into primary assessment to investigate the impact of recent reforms on teaching and learning.

The education committee inquiry will consider the consequences of a year in which the government was forced to scrap baseline tests for infants and was embarrassed by a security breach that led to the cancellation of the key stage 1 spelling, punctuation and grammar test.

It also comes after just 53 per cent of year 6 pupils met the government's new expected standard in their key stage 2 SATs, which former education secretary Nicky Morgan claimed was a "good start", but the schools community rebuffed.

As part of the inquiry, MPs will examine the advantages and disadvantages of assessing

pupils at primary school and the next steps needed to improve the system.

They will ask if more training and



Russell Hobby

support is needed for teachers and school leaders to help them to "design and implement effective assessment systems".

The inquiry, one of three due to be launched during the party conference season, has been welcomed by Russell Hobby, the general secretary of the National Association of Head Teachers, who called for a review of primary assessment in the wake of the blunders.

Hobby said he was pleased the committee had recognised that the "chaos and confusion surrounding assessment cannot continue.

"The poorly designed tests and last-minute changes we have seen this year do not add value to teaching.

"A complete review of primary assessment is needed to develop a system that works for pupils, parents, teachers and school leaders, rather than one that just ticks boxes for bureaucrats and politicians."

Hobby is also leading an independent assessment review group into the primary tests that will report at the end of the year.

A spokesperson for the education committee said the MPs' inquiry was likely to examine whether SATs focused too heavily on English and maths "leading to schools neglecting other areas of the



Neil Carmichael

curriculum like science and modern languages".

Neil Carmichael, the Conservative MP who chairs the committee, said: "This summer saw the introduction of arguably the biggest reforms in primary assessment since external assessment was introduced 25 years ago.

"In this inquiry we want to look at the impact of the new national curriculum assessment and how the current system affects teaching and learning."

Carmichael said news of test boycotts in certain parts of the country, plus data showing that almost half of pupils in England failed to meet new standards in reading, writing and maths, pointed to "unresolved issues in the way we prepare our children for secondary school and help them to reach their potential.

"As a committee we will want to examine how children are assessed, how well the SATs are being delivered, and what steps the government should take in the future to make sure our education system delivers for all children."

The committee has called for written evidence, which can be submitted online until October 28. Public evidence sessions will begin in November.

## GREENING GIVES GO AHEAD TO 77 FREE SCHOOLS

JOHN DICKENS

@JOHNDICKENSSW

Seventy-seven free schools have been approved by the new education secretary, Justine Greening.

The new schools will provide more than 45,000 places and join the 31 free schools announced by David Cameron as his last act as prime minister.

More than a quarter of the 77 will be opened by the REAch2 academy trust, which has been given permission to open a further 21 primary schools.

*Schools Week* revealed the trust's expansion plans in May. At the time two-thirds of its schools were still to be inspected by Ofsted.

The Harris Federation has also been given permission to open three new secondaries and a primary school.

One of the schools, in Sutton, south London, will specialise in science and have a link to the London Cancer Hub, a leading science campus.

Other new schools include the Saracens high school, in Barnet, north London, backed by a partnership between rugby club Saracens and the Ofsted-outstanding Ashmole academy.

The Cumbria Academy for Autism – a new special school proposed by local parents – will have a "strong focus on the development of life and vocational skills alongside academic learning and will help to ensure more local children with autism get the specialist help and support they deserve".

London has the largest number of approvals (24), creating more than 19,000 new places in the capital.

Fifteen schools have been approved for the east of England, delivering more than 9,000 places. Eight will open in the south west, and seven in both the south east and north west.

Greening also confirmed that 56 new free schools opened this month.

"Our country needs more good school places for children. This next wave of free schools means more options for parents so they can choose a place that really works for their child's talents and needs," she said.

More than three-quarters of mainstream free schools are now in areas with a shortage of school places, with almost half in the most deprived communities.

However, the first of this year's delays has also been revealed.

The *Bournemouth Daily Echo* has reported that Livingstone academy, backed by Games Workshop co-founder Ian Livingstone, will not open in September next year as expected.

Steve Kenning, chief of the Aspirations academies trust that is overseeing the school, told the newspaper that the council and Department for Education needed more time to find a suitable site.

The school is now due to open in September 2018.

## DfE admits to alternative provision failures

FREDDIE WHITTAKER

@FCDWHITTAKER

The government "needs to do better" for pupils in alternative provision, says a senior civil servant following claims that teens have been left in "grotty" institutions with an "ad-hoc" approach to safeguarding.

Harriet Becher, the deputy director of the Department for Education's disadvantage division, said outcomes for children attending pupil referral units were "not good enough", after complaints at a Westminster Education Forum in central London last Friday about the quality of provision.

But she also sought to play down a rise in the rate of school exclusions, despite the number of permanent and fixed-term exclusions increasing for the third year running. She said the rise was "not necessarily a bad thing".

Pupil referral units (PRUs) provide education to pupils excluded from mainstream schools, whether permanently or for a fixed term, but campaigners say that some schools use them to boost league tables.

Mital Raithatha, an education and community care solicitor at Just for Kids Law, told the Westminster event that



Harriet Becher

in some cases the units were a "back door to an exclusion", adding: "We are finding some students, especially those doing their GCSEs, are just left there.

"The theoretical six-week period where they're reviewed to see if they can be integrated back into mainstream education is completely ignored," she said.

Raithatha was backed by Richard Watts, chair of the Local Government Association's children and young people board, who said some schools were using alternative provision to "remove children from the denominator of a school's GCSE league table performance".

His comments have been back by Education Datalab research that suggests that some schools might boost results by removing more challenging pupils before these exams.

The government is hoping new rules from the *Education for All* white paper, requiring schools to retain responsibility for pupils enrolled at PRUs, will address the problems. If implemented, the grades of excluded pupils will count in performance figures.

Ofsted has also voiced concerns about alternative provision (AP), after a three-year survey found schools were often switching from poor quality provision to in-house interventions.



Mital Raithatha



Richard Watts

Sheena MacDonald, from the inspectorate, told Friday's event that some provision she had visited had been "pretty grotty" and admitted there was "a bit of ad-hockery" around important issues such as safeguarding.

Becher admitted that just 1 per cent of pupils in AP came away with five GCSEs including English and maths, compared with almost 60 per cent of all children. That rate was "not good enough. We need to be doing better."

Government statistics show that the number of fixed-term exclusions rose 12.5 per cent between 2013-14 and 2014-15, while the number of permanent exclusions rose 17 per cent in the same period.

"I don't think we think that's necessarily a bad thing," Becher said. "If exclusions are being made, we're trusting headteachers to make the right decision for their pupils and there is a process in place to ensure exclusions are reasonable and fair."

NEWS

CALL FOR NEW BODY TO BROKER ACADEMIES

FREDDIE WHITTAKER @FCDWHITTAKER

Academy brokering should be taken away from the government and placed with a new independent schools regulator to thwart cronyism, says a leading think tank.

In a new report *Academy Chains Unlocked*, Reform has called for the national and regional schools commissioners and parts of the Education Funding Agency (EFA) to form a new body that could then merge with the schools wing of Ofsted.

Reform’s research found that both the EFA and commissioners had “considerable power” in deciding which trusts should take on academies, but that some chain bosses reported being more “in the loop” than others.

The government has previously faced criticism over close links between its officials and certain academy chains, as well as claims that pressure was applied on some trusts to expand too quickly, leading to financial and performance issues.

Amy Finch, Reform’s head of education, told *Schools Week* that making the commissioners independent of government would avoid the potential for conflicts of interest. Similar changes had been made in the NHS.

“There is nothing in the current school commissioning framework that prevents unwarranted favouritism of some academy chains over others,” she said. “We know that this was an issue under the coalition, when chains already known to be struggling were asked to take on more schools.”

Reform’s report acknowledges recent efforts to make the schools commissioners more transparent, but the organisation has questioned whether bodies inside the government can ever be truly impartial.

The report recommends “one, independent body responsible for commissioning academies” and that the responsibility for funding academies be removed from the commissioners.

If all schools became academies, the government “should consider merging the new commissioning body with the schools wing of Ofsted, so that there is one independent regulator of all schools”.

Reform’s survey also shows a worrying collective view about the minimum number of schools needed to make chains efficient.

Finch said: “Our research is the first to examine views on how large academy chains need to be before they can reduce unit costs, such as energy and back-office functions.

“Chain chief executives believe it is [on average] about 5,000 pupils, or 10 schools.”

About 10 per cent of trusts have this number of schools.

A government spokesperson claimed all academies were subject to a “strict and transparent system of oversight and accountability” through the commissioners.

“We are confident this system ensures decisions taken are in the best interest of schools and their pupils.”

Expert view: Amy Finch, page 15

£70m careers company insists it has ‘achieved a lot’

FREDDIE WHITTAKER @FCDWHITTAKER **Exclusive**

The Careers and Enterprise Company will do more to support and train teachers, its chief executive has said after criticism of the organisation’s use of public money.

Claudia Harris has denied that the CEC, which now has 25 full-time staff and 13 contractors, is turning into a quango, and insists it has “achieved a lot” in its first year.

Announced by former education secretary Nicky Morgan in late 2014, the company has been in operation since June last year, employing 75 regional “enterprise co-ordinators” to work with schools on careers guidance.

It has also launched a mentoring programme and activities with business volunteers in careers’ “cold spots” across England.

But Gerard Liston, an enterprise and employability consultant, told *Schools Week* he had “real concerns” about a “lack of progress and lack of sustainability” at the CEC, and said its funding – £70 million over this parliament – would be better spent on training teachers to deliver careers guidance in classrooms.

“There is a real limit to what can be achieved in a school through one day a month with a volunteer from business,” he said, adding that he was disappointed with the “lack of results and the superficial nature” of projects from CEC so far.



*Moments of Choice*, a key research piece for the organisation, found a variation in the understanding of study and career options among young people, but was based on interviews with just 35 young people.

Deirdre Hughes (pictured), former chair of the National Careers Council, said the report repeated findings already well-known in the sector.

“It’s great that they want to be known as an evidence-based organisation,” she said. “But we don’t need to have a quango producing what’s there already. What we need is to get

independent, impartial careers advice back into communities.

“I would really, really like to see this funding making a difference at grassroots level.”

Harris denied the research was old news, claiming it had looked further into the “science of how people make decisions”.

She said one of the key findings was that the “huge amount of data” provided to young people about careers made it “rational for them to turn off”, something that other research had failed to pick up.

Harris agreed the CEC needed to do more with teachers, and said it was “in the early stages of exploring” what it could do to help classroom staff and how its existing work could be “mapped into the curriculum”.

But she said its focus had to be wider than just schools.

“The problem here is a system failure, and the new insight is that you can’t solve this in schools alone, because the research is so clear that one of the key levers is helping kids to go to see things outside schools.”

She added that the Gatsby Foundation was running a pilot in which it trained teachers in its “benchmarks for good careers guidance” and tested their knowledge against that of the CEC’s enterprise coordinators.

Teach First was also working in 15 schools to train middle leaders on the Gatsby benchmarks, and would be extending the pilot into 45 schools next year.

BRING BACK THE CLASSICS TO ‘TRANSFORM EDUCATION’

FREDDIE WHITTAKER @FCDWHITTAKER

Latin and classics should be taught “in every primary school” with ancient Greek added at secondary level, says a leading academic.

Professor Dennis Hayes, from the University of Derby, warns that Latin and classics, like modern languages, are becoming “the preserve of public schools”, and that the revival of classics in state schools would “transform education”.

His claims come as the government prepares to force independent schools to support state sector teachers to deliver such subjects. As part of its green paper reforms, the Department for Education wants to make independent schools do more to justify their charitable status, which gives them tax breaks.

In its consultation document, the department highlights as an example of good practice the work of the York Independent-State School Partnership, which provides Latin GCSEs to maintained school pupils and night training for teachers.

But Hayes urged state schools themselves to offer a classical education.

“As a minimum Latin and classics should be taught in every primary school and continued into secondary school with the addition of ancient Greek,” he said, adding that the subjects could be offered by state

schools through the Classics for All programme or the use of retired Latin teachers.

He wants to “start a debate” about his proposals in his home county of Derbyshire.

It follows critical comments he made at the Commons education committee’s purpose of education conference last week.

“If you go to Derbyshire schools, the kids are basically not learning anything.

“There’s these lovely kids in Shirebrook for instance. They’re great kids, but they’re not being taught anything. They would love Latin.”

Hayes said the teachers in his teacher training session would “hate” the idea of a move to teach classics in all schools, because they “think the only thing you need is Google. They confuse information with knowledge”.

But Marian Stockdale, a Labour politician who represents Shirebrook on Derbyshire County Council, said Hayes was “out of touch” with schools in the area. Results for the county were good “on the whole”.

“Latin would more than likely be the last thing many will want to take up,” she said, calling the proposals in the green paper “outdated, antiquated and completely



out of touch”.

“I can’t see schools falling over themselves to take up the offer in the working-class areas. We have high-flyers like other areas, but Latin doesn’t make futures.”

Mary Beard, the University of Cambridge classical scholar, told *Schools Week* there was “no magic bullet”, and that the education community needed to be “careful about putting all eggs in one basket”.

“There are all kinds of subjects that raise children’s aspirations. That said, Latin, Greek and classical civilisation can be an eye-opener.

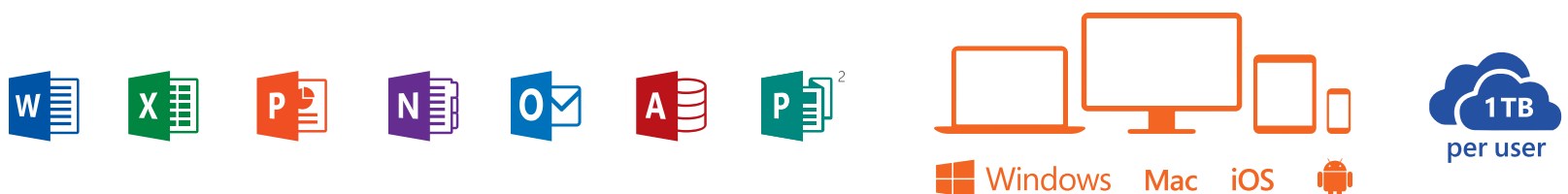
“They offer all kinds of new ways of understanding the modern world as well as the ancient, and they are a wonderful way of exploring foundational literature and ideas, without having to ask the way to the train station in them.”



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# FIRST TO THE FINISH

BILLY CAMDEN  
@BILLYCAMDEN

Investigates

Independent schools disproportionately represent Great Britain at elite level sport, but an analysis of this year’s Olympic and Paralympic medal tables shows that state schools are starting to close the gap.

Just under 70 per cent of Team GB’s medal-winning athletes at the Olympics were educated at state-maintained schools with a handful of athletes, including diver Tom Daley, given scholarships to independent schools.

According to Sutton Trust figures, 36 per cent of British medal winners at the 2012 London Olympics attended a private school, compared with 7 per cent of the population.

That proportion has decreased over the past four years as our analysis shows that 32 per cent of medal-winning athletes at Rio were educated at independent schools.

Meanwhile, analysis by *The Good Schools Guide* of Team GB’s Paralympic

medallists reveals that 82 per cent were educated at state or special schools and just over 10 per cent at independent schools. The other 7 per cent were from unknown or overseas schools.

Ralph Lucas, editor of the guide, said it was a shame that the Olympic medal tables “did not reflect the proportions of state and independent educated people in the wider population”.

He said the education distribution in the Paralympics “appears to be much more representative of the country as whole”, but added that it was hard to draw “firm conclusions” as to why, with the relevance of the type of school attended by Paralympians who became disabled later in life being “questionable”.

Julie Robinson, general secretary of the Independent Schools Council (ISC), put the “unusually high” proportion of independent school Olympic medallists down to the sector’s “broad range of sports and activities offered, good facilities, elite coaching and full fixture lists playing against the best school teams.

“Perhaps most important of all is the time independent schools are able to put into coaching and competition [compared with state schools]. All this means standards are elevated to very high levels.”

Past figures from the ISC show that private schools have almost as many swimming pools between them as the state school, higher education and further education sectors combined.

Proposals in the government’s green paper, *Schools That Work for Everyone*, also suggest that private schools could soon be pushed into sponsoring schools to haul up standards in the state sector.

If the plans go ahead, private schools will be incentivised to spread their “expertise through the system”.

John Claughton, retired chief master of King Edward’s school in Birmingham, said independent schools already shared sporting facilities and coaching with the state sector.

He said the government’s proposals for more collaboration “will obviously be

beneficial”, but he warned the balance between the numbers of independent school pupils winning Olympic medals compared with state schools would “not happen overnight.

“For the independent sector to do what it does requires a lot of very different factors to work together. If independent and state schools work together in the coming years it won’t automatically and immediately change that balance, it might make a bit of a difference but not a massive one quickly.”



Paralympic cyclists Jon-Alan and Louis Rolfe (Photo/Casey E)



Jade Jones (right) in action against Sweden's Nikita Glasnovic during the women's 57kg Olympic taekwondo semi-final (Photo/Owen Humphreys)

## PARALYMPICS GOLD



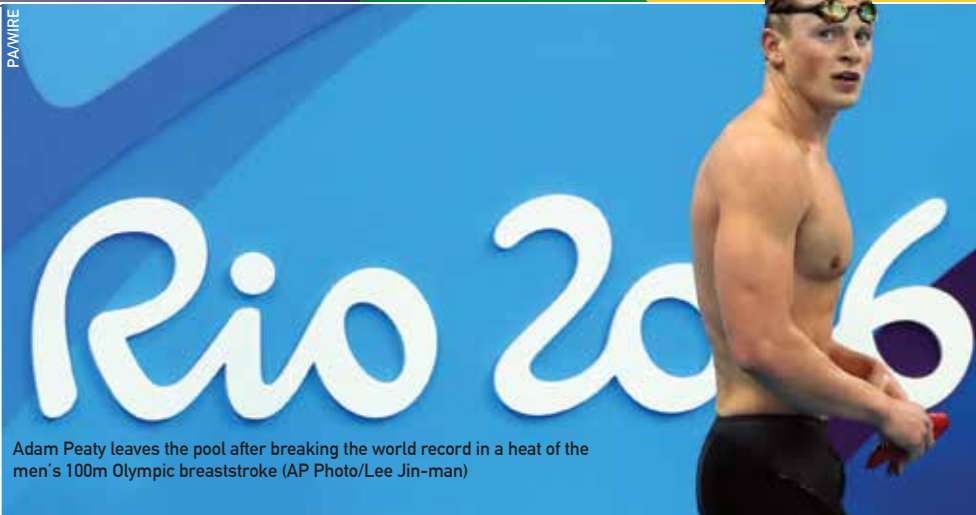
ATHLETE	SPORT	MEDAL	SECONDARY SCHOOL	TYPE
Aaron Moores	Swimming	Gold	Rowdeford School, Wiltshire	State
Adam Duggleby -pilot	Cycling	Gold	Howden School	State
Aled Davies	Athletics	Gold	Ysgol Llanhari, Rhondda	State
Andy Lewis	Paratriathlon	Gold	Unknown	
Anne Dickens	Paracanoe	Gold	Unknown	
Anne Dunham	Equestrian	Gold	Unknown	
Bethany Firth	Swimming	Gold	SERC Bangor, Longstone School, NI	State
Chris Clarke - guide	Athletics	Gold	Denbigh School, Milton Keynes	State
Corrine Hall - pilot	Cycling	Gold	Raynes Park High School	State
Daniel Brown	Rowing	Gold	Little Heath School, Reading	State
David Smith	Boccia	Gold	Cedar School, Southampton	State
Eleanor Simmonds	Swimming	Gold	Aldridge School, Walsall	State
Ellie Robinson	Swimming	Gold	Northampton High School	Inde
Emma Wiggs	Paracanoe	Gold	Watford Grammar School for Girls	State
Georgina Hermitage	Athletics	Gold	George Abbot School, Guildford	State
Gordon Reid	Wheelchair tennis	Gold	Hermitage Academy, Helensburgh	State
Grace Clough	Rowing	Gold	High Storrs School, Sheffield	State
Hannah Cockroft	Athletics	Gold	Holy Trinity Senior School, Crawley	State
Hannah Russell	Swimming	Gold	Mount Kelly, Devon	Inde
Helen Scott -pilot	Cycling	Gold	Earls High School, Halesowen	State
Hollie Arnold	Athletics	Gold	College Ystrad Mynach, Caerphilly	State
James Fox	Rowing	Gold	Jack Hunt School, Peterborough	State
Jeanette Chippington	Paracanoe	Gold	Unknown	
Jessica Stretton	Archery	Gold	Longdean School, Hempstead	State
Jo Frith	Archery	Gold	Bridgwater College	State
Joanna Butterfield	Athletics	Gold	Adwick School, Doncaster	State
Jody Cundy	Cycling	Gold	Marshland High School, Norfolk	State
John Walker	Archery	Gold	Monk's Walk School, Hertfordshire	State
Jon-Allan Butterworth	Cycling	Gold	The Streety Academy, Birmingham	State
Jonnie Peacock	Athletics	Gold	St Ivo School, Cambridge	State
Kadeena Cox	Cycling	Gold	Wetherby High School	State
Karen Darke	Cycling	Gold	Calder High School, Yorkshire	State
Lauren Rowles	Rowing	Gold	North Bromsgrove High School	State
Laurence Whiteley	Rowing	Gold	Hurworth House School, Darlington	Inde
Lee Pearson	Equestrian	Gold	Westwood High, Leek	State
Libby Clegg	Athletics	Gold	Royal Blind School, Edinburgh	State
Lora Turnham	Cycling	Gold	Gateacre Comprehensive School, Liverpool	State
Louis Rolfe	Cycling	Gold	Parkside Community College, Cambridge	State
Matthew Wylie	Swimming	Gold	Biddick Academy, Sunderland	State
Megan Giglia	Cycling	Gold	Unknown	
Michael Jones	Swimming	Gold	Mount Kelly, Devon	Inde
Natasha Baker	Equestrian	Gold	Bishop Ramsey School, Ruislip	State
Oliver Hynd	Swimming	Gold	Ashfield School, Nottingham	State
Oliver James (cox)	Rowing	Gold	The Nobel School, Hertfordshire	State
Pam Relph	Rowing	Gold	Welbeck Defence Sixth Form, Loughborough	Inde
Paul Blake	Athletics	Gold	The Blandford School	State
Rachel Morris	Rowing	Gold	Weydon School, Surrey	State
Richard Whitehead	Athletics	Gold	Dayncourt School, Nottingham	State
Rob Davies	Table tennis	Gold	Brecon High School	State
Sarah Storey	Cycling	Gold	Poynton High School, Cheshire	State
Sascha Kindred	Swimming	Gold	Mossley Hollins High School, Manchester	State
Sophie Christiansen	Equestrian	Gold	Charters School, Berkshire	State
Sophie Hahn	Athletics	Gold	Our Lady's Convent School, Loughborough	Inde
Sophie Thornhill	Cycling	Gold	Poynton High School, Cheshire	State
Sophie Wells	Equestrian	Gold	Sir Robert Pattinson Academy, Lincolnshire	State
Stephanie Millward	Swimming	Gold	The Corsham School, Wiltshire	State
Stephen Bate	Cycling	Gold	Unknown	
Susie Rodgers	Swimming	Gold	King Edward VI High School for Girls, Birmingham	Inde
Will Bayley	Table tennis	Gold	Beacon Community College, Crowborough	State



# ING LINE



Hannah Cockroft wins the women's 400m T34 final at the Paralympics (Photo/Adam Davy)



Adam Peaty leaves the pool after breaking the world record in a heat of the men's 100m Olympic breaststroke (AP Photo/Lee Jin-man)

## PARALYMPICS

TYPE OF SCHOOL	MEDALS WON
STATE	103
INDEPENDENT	13
OTHER**	9
TOTAL	125

\*\*INCLUDES SCHOOLS OUTSIDE THE UK

## OLYMPICS

TYPE OF SCHOOL	MEDALS WON
STATE	86
INDEPENDENT	40
OTHER**	3
TOTAL	129

\*\*INCLUDES SCHOOLS OUTSIDE THE UK

# OLYMPICS GOLD



ATHLETE	SPORT	MEDAL	SECONDARY SCHOOL	TYPE
Adam Peaty	Swimming	Gold	Painsley Catholic College, Derby College	State
Alex Danson	Hockey	Gold	Farnborough Hill	Inde
Alex Gregory	Rowing	Gold	Bredon Hill Sch, Prince Henry High School	State
Alistair Brownlee	Triathlon	Gold	Bradford Grammar School	Inde
Andrew Triggs-Hodge	Rowing	Gold	Upper Wharfedale School, N Yorks	State
Andy Murray	Tennis	Gold	Dunblane High, Sánchez-Casal*, ESP	Inde
Bradley Wiggins	Cycling	Gold	St Augustine's School, Kilburn	State
Callum Skinner	Cycling	Gold	James Gillespie's High School, Edinburgh	State
Charlotte Dujardin	Equestrian	Gold	Vandyke Upper School , Beds	State
Chris Mears	Diving	Gold	Willink school, Reading	State
Constantine Louloudis	Rowing	Gold	Eton College	Inde
Crista Cullen	Hockey	Gold	Oakham School	Inde
Ed Clancy	Cycling	Gold	Shelley College	State
Elinor Barker	Cycling	Gold	Llanishen High School, Cardiff	State
George Nash	Rowing	Gold	Winchester College	Inde
Georgie Twigg	Hockey	Gold	Repton	Inde
Giles Scott	Sailing	Gold	Sharnbrook School, Beds	State
Giselle Ansley	Hockey	Gold	Kingsbridge Community College, Devon	State
Hannah Macleod	Hockey	Gold	Hitchingbrooke School, Cambs	State
Hannah Mills	Sailing	Gold	Howell's School GDST, Cardiff	Inde
Heather Stanning	Rowing	Gold	Gordonstoun	Inde
Helen Glover	Rowing	Gold	Millfield School	Inde
Helen Richardson-Walsh	Hockey	Gold	West Bridgford School, Notts	State
Hollie Webb	Hockey	Gold	The Ecclesbourne School, Derbyshire	State
Jack Laugher	Diving	Gold	Ripon Grammar	State
Jade Jones	Taekwondo	Gold	Flint High School	State
Jason Kenny	Cycling	Gold	Mount St Joseph School, Farnworth	State
Joanna Rowsell-Shand	Cycling	Gold	Nonsuch High School, Surrey	State
Joe Clarke	Canoeing	Gold	Alleyne's High School, Staffs	State
Justin Rose	Golf	Gold	Robert May's School, Hants	State
Kate Richardson-Walsh	Hockey	Gold	Priestnall Secondary School, Stockport	State
Katie Archibald	Cycling	Gold	Glasgow Academy	Inde
Laura Trott	Cycling	Gold	Turnford School, Herts	State
Laura Unsworth	Hockey	Gold	Sutton Coldfield Grammar School for Girls	State
Liam Heath	Canoeing	Gold	George Abbot School, Guildford	State
Lily Owsley	Hockey	Gold	Clifton College	Inde
Maddie Hinch	Hockey	Gold	Kings College, Taunton	Inde
Matt Gotrel	Rowing	Gold	Chipping Campden Sch	State
Matt Langridge	Rowing	Gold	Hartford High School, Cheshire	State
Max Whitlock	Gymnastics	Gold	Longdean School, Herts	State
Mo Farah	Athletics	Gold	Isleworth & Syon School	State
Mohamed Sbihi	Rowing	Gold	Hollyfield, Surbiton	State
Nick Skelton	Equestrian	Gold	Bablake School, Coventry	Inde
Nicola Adams	Boxing	Gold	Agnes Stewart CE, Leeds	State
Nicola White	Hockey	Gold	Hulme Grammar, Oldham	Inde
Owain Doull	Cycling	Gold	Glantaf Welsh Comprehensive School	State
Paul Bennett	Rowing	Gold	Roundhay School, Leeds	State
Pete Reed	Rowing	Gold	Cirencester Deer Park School	State
Phelan Hill	Rowing	Gold	Bedford School	Inde
Philip Hindes	Cycling	Gold	Heinrich Heine Gymnasium, GER	State
Sam Quek	Hockey	Gold	Birkinghead High School for Girls	Inde
Saskia Clark	Sailing	Gold	Colchester County High School for Girls	State
Scott Durant	Rowing	Gold	Lancaster Royal Grammar	State
Shona McCallin	Hockey	Gold	Repton	Inde
Sophie Bray	Hockey	Gold	Tiffin Girls' School	State
Steven Burke	Cycling	Gold	Park High School, Colne	State
Susannah Townsend	Hockey	Gold	Sutton Valence	Inde
Tom Ransley	Rowing	Gold	King's Canterbury	Inde
William Satch	Rowing	Gold	Shiplake	Inde



James Gibson, Jody Cundy, and Jodie Butterworth (Photo/Adam Davy)







## EDITOR'S COMMENT

@miss\_mcinerney | [laura.mcinerney@schoolsweek.co.uk](mailto:laura.mcinerney@schoolsweek.co.uk)

# School are not mini-immigration offices – and never should be

Schools should not make parents show their children's passports. For anything.

That's a really simple rule. It's also a rule the Department for Education won't write that clearly. I don't know why. But it should.

So let us be clear. Schools have no right to make parents show a passport. Schools do not need to see a child's passport to admit them. Parents absolutely can refuse to show their child's passport and still receive a free education for them.

Schools must now ask parents for their child's country of birth and nationality, but there is no requirement that parents give it, nor that schools pass the information to the government. If parents refuse to tell you, just leave the box empty.

We live in unusual times as far as national identity goes. For the first time in generations we are actively retrenching our open borders and there is a sense that immigrants are less welcome than in the past.

(We don't need to kid ourselves that England has been overly welcoming in the past, but things certainly seem worse right now.)

If among this growing sense of

uncertainty, schools jump in and heavy-handedly ask parents to hand over passports so they can give information to the government, there is a genuine risk that parents will withdraw their children altogether and children not getting an education is never a good outcome.

Luckily, the Department for Education has confirmed, clearly, that passport checks are not a requirement for schools and headteachers should, as the leader of the Association of School and College Leaders says, cease this practice and apologise if they have inadvertently parents that they must hand over their papers.

But with an impending clampdown on immigration, it isn't beyond the realms of possibility that a Home Office minister has the bright idea of using school administration checks to find undocumented persons.

The school community needs to be ready to point out that any such moves would not be a good idea. They would be a very bad one.

Document checks on entry to school are likely to lead to vulnerable groups, wary of government administration and fearful of their place in the country, to keep their children away

from schools and instead put them into unregistered institutions. Pupils in these school are at a higher risk of radicalisation and sexual exploitation, as Ofsted's recent investigations have found.

Document-checking is also stigmatising – treating one group of children as "other" for no good reason. Imagine being a parent receiving the sort of email highlighted in our cover story, in which you are told that if you are white you are presumed to have been born in Britain, but if your skin is black then you must write in and explain yourself. Does that sound welcoming to your child? Would you feel confident that your child was going to be treated equally?

If schools are ever compelled to check passports and birth certificates, and then forced to send this information to the government, it would drive a wedge between its leaders and the communities they serve. After all, whose side are headteachers on? Should they put the educational benefit of a child attending school ahead of the government's desire to clamp down on over-staying immigrants –

or vice versa?

This is not to say we should worry, unthinkingly, about the collection of data. More information about children could be a help. For instance, it would be useful to have much finer detail about the languages children speak at home.

We previously reported how achievement data for ethnic groups often mask huge variations. For example, pupils identified as black African and speak Igbo achieve highly in their GCSEs compared with the national average, whereas Portuguese-speaking children of black African heritage have a GCSE pass rate only half the national average.

It therefore makes sense for schools to ask for information about a child's nationality and birthplace. But this needs to be done in a kind, informed, considered and, ultimately, optional manner.

Schools are not mini-immigration offices and everyone should be alert to ensure they are not pushed to become so.





# READERS' REPLY



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## Dan Moynihan profile

**Christine Bayliss, Sussex**

A very inspiring profile of Dan Moynihan at Harris Federation last week. Your photographer picks up exactly that "hair stands up on your neck" feeling when you go into a really good school and see teachers literally change kids' life chances in front of your very eyes. His point about the idea of new grammar schools seriously undermining good comprehensives is probably the most important argument he makes here – keep repeating it!

## Faith schools welcome 100 per cent faith-based admissions

**AssemblyTube, address supplied**

Faith, noun: a strong belief in the doctrines of a religion, based on spiritual conviction rather than proof. There is a current desire for education practice to be based on evidence. Why is it acceptable for state schools to promote indoctrination of young minds based on spiritual conviction? Look to the Middle East for exemplars of the results of such indoctrination. We are surely moving in the wrong direction with this policy.

## Minority ethnic students are baffled by British values

**@eleonorasfalcon**  
I suspect most white British children would be baffled by that question too

**@Gwenelope**  
As are the teachers...

**@victully**  
This is why I love teaching young people! They have #nailed this issue. 'They want to be engaged.' Yessss!

**@ded6ajd**  
Post Brexit, some may wonder whether there's a hint of oxymoron in some versions of 'British Values'. @SchoolsWeek @OpenUniversity

## Rebrokered academies to be given three-year Ofsted grace period

**@teresamaryclark**  
@SchoolsWeek Were we not told children should not have to spend a single day in a "failing" school? Three years is an awful lot of single days.

## Dan Moynihan profile

### REPLY OF THE WEEK

**Mark Watson, address supplied**

Although I support the academies programme (and that certainly doesn't mean the same thing as supporting all academy trusts), I've never quite been able to swallow Dan Moynihan's salary. In fact, on several threads on your website, I've railed against it.

However this article was genuinely inspiring. Step away from the salary and you see someone, and an organisation, not prepared to accept anything less than the best for the children that come to their schools. They actually put children and what they get out of their school life above everything else and the results prove it. What they have done with their schools is extraordinary and an example to all other trusts and local authorities of what you can do if you really put the education of children front and centre.

And if the "central charge" (or top slice) is less than they were paying to the local authority, then yes, does it matter what anyone gets paid. Teaching is so important that the best people should do it, and be paid accordingly. I'm a parent and I want my child taught by someone with a first in maths who could just as easily get a high-paying job with NASA. I want the great teachers in and the poor teachers out.

Still not completely sold on the £400k pa, but I'm a lot closer than I was!



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# PROFILE

LAURA MCINERNEY  
@MISS\_MCINERNEY

Mary Bousted, general secretary of ATL and TUC president

Mary Bousted is sitting in her central London office near Trafalgar Square and quibbling with my first question.

“It’s funny you say I’m strident, because that’s not how I feel.

“It’s simply that it has always been apparent to me that the direction of travel set in train by Michael Gove would come unravelled. And it is unravelling quickly.

“You can see it in the Department for Education’s own analysis of multi-academy trusts,” she says. “Fifty-four per cent are seriously underperforming. You can see it in the impending crisis over school places. You can see it in the 11 per cent of the profession leaving before retirement.

“All these things were predicted, and predictable. I feel like I’m a bit of a Jeremiah really, because for a long time I have been predicting things would come a cropper and now they are.”

She takes a deep breath. The nearby press officer steadies herself. She continues.

“The government has this belief that the market will provide. Right from the beginning of that bold experiment I said the market would not provide for half a million teachers – which is what’s needed – and it won’t provide for school places at a time of a rapidly growing population. There are 18 per cent more primary pupils over the next few years, who will feed into secondary. The market won’t provide places if you don’t provide a proper career structure and salary for teachers.

“And the market certainly won’t provide if you make teacher training routes so confusing that nobody knows how to get into teaching, you make the application process difficult and then you suddenly find that 14 out of 17 subject lines haven’t recruited needed teachers.”

She is annoyed too at exam structures, comparable outcomes, primary testing, the abolition of levels, the way the national curriculum was written. Politicians were told these things would be a problem, she says, but ignored the advice.

“So yes, I find it very hard not to be strident about those things, if strident is what you call it. What I think I am doing is just telling it how it is. People think I am strident because they don’t like what I’m saying. But whenever I say something, I always back it up. I’ve always got evidence.

“So is it that what I am saying is strident, or is it that it’s just unpopular?”

As general secretary of the Association of Teachers and Lecturers since 2003, she has spent more than a decade watching education secretaries come and go (Greening is her seventh), and listening to members telling her how their workload has spun out of control while their pay and conditions have been undermined by academies, who no longer have to follow standardised rules on such things.

Her complaints are, by and large, fair and backed up by evidence. Teacher recruitment figures are not encouraging. Report after report shows multi-academy trusts perform little better, on average, than other school types. There is indeed an upcoming secondary school places shortages that will be more difficult to deal with than the primary crisis. The lack of local co-ordination for resolving the problem is worrisome.

But her ire is not reserved for the government.

She believes Ofsted is in a “dangerous place” following the appointment of Amanda Spielman, the former chair of Ofqual, as its new chief inspector.

“She was rejected by the select committee, and if you look at the charges, she didn’t appear to know enough about primary education, special educational needs, further education . . .”

Bousted is concerned Spielman has never taught and



# MARY BOUSTED

that former Ofsted chair David Hoare said this was a key reason for her selection. “The danger is that for Ofsted there’s an anti-professional, anti-teaching agenda that has now been set.”

The new education secretary, Justine Greening, appears to have got to a soft spot, however.

“I have met her twice and it’s clear that she’s a mistress of detail in a way that I never felt Nicky Morgan was,” she says. She seems genuinely optimistic about working with her.

Her verdict on schools minister Nick Gibb is less positive. Last year, at a panel event hosted by *Schools Week*, Gibb accused Bousted of “low expectations” – a moment that led to a tongue-lashing from her, and still rankles now.

She believes his record in the role is why he retained it even after May’s reshuffle. “You could look at it and say Nick Gibb has got an expanded brief as minister for school standards, so his stock is rising, or you could look at the appointment in the tradition of Theresa May, who seems to like the divine comedy of putting people in charge of something they have messed up!”

The press officer is now scribbling furiously.

But this is the sort of comment that has made Bousted incredibly popular. In 2003 she saw an advert in *The Guardian* for the ATL and decided to “give it a go” though, she says, she didn’t expect an interview.

The union had lost about 10 per cent of members the year before her appointment. “I had to work to raise the profile, to get the union really visible again: to teachers, to government, to key stakeholders.”

Her efforts paid off, with subscriptions increasing from about 195,000 in 2004 to around 210,000 in 2013, though numbers have dipped again in the past two years.

Bousted can whip up emotion but also practical ideas.

That passion can sometimes come at a price, however. She confirms that she once had a stand-up row with Michael Gove, (“there was a lot of shouting and finger-pointing”), but she also believes fierce opposition led to his retreating on some ideas – for example, on bringing back O-levels. In the end she believes it was his unpopularity with the profession that got him fired.

“Any minister who thinks they can act with impunity, or that they will not be held accountable in the end, is very, very foolish.”

Her passion for education began with her father, head of her primary school, St Osmund’s, in Bolton.

“He was a dedicated teacher, way before his time. He



# SCHOOLS THAT ENABLE ALL TO THRIVE AND FLOURISH



## JOHN TOMSETT

HEADTEACHERS' ROUNDTABLE,

HEAD OF HUNTINGTON SCHOOL, YORK

## It always comes back to recruitment and retention

Two weeks after Theresa May's bombshell green paper, the Headteachers' Roundtable today releases its alternative, *Schools that Enable All to Thrive and Flourish*. John Tomsett introduces our four-page look at the policy ideas of a July conference that have become a blueprint for change.

I don't imagine there is a single person working at the Department for Education who wants to create a worse school system than the one we have. Far from it. When I have worked with the department over the past few years, civil servants have been exemplary in their commitment to creating the best education system in the world.

I would even say that every education secretary has aimed to leave our school system in a better condition than when he or she inherited it. And yes, that very definitely includes Michael Gove. But the thing is: those of us in the profession have not always agreed with every policy the chief of Great Smith Street has proposed.

I have always thought that Michael Fullan's mantra, Listen to the naysayers is decent enough advice. The thing is, The Headteachers' Roundtable is not comprised of a bunch of naysayers; rather we are a collection of headteachers and principals who want to help the department improve our school system.

We lead a mix of institutions, from small primary schools to increasingly large academy chains. We do not carp from the sidelines. We are a profession-based, non-party political think tank. All we obsess about is securing what is best for the learning of all children.

In May 2014 we published our education manifesto, *A Great Education for All*, whose strapline

## We do not carp from the sidelines

resonates more loudly than ever: Only great teaching will make our country's education system great. It's that simple. And in the two or so years since then, a school-led system has begun to emerge from the post-Govian chaos that has the potential to improve the educational lot of every child in the country.

Our latest set of policy proposals, captured in our alternative green paper, *Schools that Enable All to Thrive and Flourish*, address the pressing issues for those of us leading schools and academies, right here, right now.

The fundamental issue that all of us – school leaders, initial teaching training providers and the department – must address successfully is teacher recruitment. This fact remains: without enough truly great teachers we have no chance of providing the education our young people deserve and our country so desperately needs.

Our three main policy proposals are inter-connected and all come back, in some way, to the teacher recruitment and retention issue. A more equitable, less penal accountability system may well stop us haemorrhaging some of our best teachers and school leaders. A package of effective strategies for recruiting the very best teachers and then providing the school environment to retain them is the

next step to raising standards. We then need values-led, collaborative school structures that focus upon improving the quality of teaching and learning above all else.

Underpinning these core policy areas is a plea from those of us who are doing more with much less money for the department to direct funding wisely. This week our ever-shrinking local authority in York announced that external careers adviser time has been cut to support just five of our most vulnerable students. We have nearly 500 key stage 4 students. When £41 million is set aside for the Shanghai mathematics initiative, and a further £50 million is found to fund additional grammar school places, you can, perhaps, see why we shake our collective heads in dismay.

We hope we've encapsulated in our alternative green paper the best policy ideas of the 200 attendees at our Sheffield conference in July.

What delights us is the support for our ideas from people such as Dr Becky Allen and Professor Rob Coe, luminaries in evidence-informed education. It means that these proposals come doubly endorsed, by colleagues working in the classroom every day and by experts whose research means they might just know what works!

Our alternative green paper is deliberately detailed. The proposals need more kicking around, for sure. They have rough edges aplenty. But they will, we feel certain, provide policymakers with a blueprint for creating an education system where all of us – including the disadvantaged, the high-flyers and those with special needs – can thrive and flourish.

*John Tomsett is one of the authors of the Alternative Green Paper*

## LAURA MCINERNEY

EDITOR OF  
SCHOOLS WEEK



## Politicians need to know about Maltesers

Allan Leighton, the supermarket guru, tells the story of his first day working at a factory that made Maltesers. If any of the round chocolates dropped off the conveyor belt, his job was to sweep them up. As a smart graduate, he was convinced it would be easy.

For eight hours he drove himself doolally trying to control the sweets as they rolled away from his brush.

Only after several hours did he finally ask an experienced worker how to do it.

The older man laughed gently, took the broom from Leighton's hand, stamped on the chocolates, and handed him the broom back. "Now try brushing them," he said.

The Malteser story perfectly makes the point that if you want to know how best to do a job, ask the people who do it day in and day out.

Enabling All to Thrive and Strive is the culmination of experiences hard-won over many decades by people dedicated to the schooling of all children. Children across the country, across attainment ranges, across ages, across behaviour boundaries, across family types. These guys know what they are talking about.

It is not a white paper based on what will win votes. Or please a prime minister. Or be acceptable to the stick-in-the-mud civil servant on floor three who will only implement policies in line with the latest government diktat on ICT. It is not based on any ridiculous compromise. It is based on the job and the children.

These proposals are also not easy. It isn't a huggy love-in white paper in which school leaders say they want no testing, no accountability, no inspection.

What the paper boasts is a better version of testing, a tougher one in many ways; a better version of accountability, one that is humane but motivating; a better version of using data to inform inspection.

And yes, some ideas are more radical: student loan forgiveness, compulsory membership for the College of Teaching, sabbaticals every 10 years. These policies would be expensive and maybe controversial. But why not at least consider them? White papers are there to challenge the status quo.

In the end, this proposal shows how people doing the actual hard job of leading schools believe it could be better.

Better the politicians listen now, than spend all their time running after policies not fit for purpose.

The Headteachers' Roundtable is a non-party political group of headteachers operating as a think-tank, exploring policy issues from a range of perspectives. Our goal is to provide a vehicle for people working in the profession to influence national education policymakers so that education policy is centred upon what is best for the learning of all children. The original core members of The Headteachers' Roundtable met through Twitter in 2012. The think-tank initially consisted of secondary and special school headteachers and formed in response to frustration regarding Government educational policy and the Opposition response to it. The group has now extended to include primary school colleagues. Its origins and subsequent growth are down to the power of social media as a tool for connecting people to try and bring about change where they believe it is needed.

ABRIDGED VERSION OF THE  
ALTERNATIVE GREEN PAPER

The five principles guiding our work are

1. The pace of educational change should not be affected by party politics;
2. Schools must be able to offer all their pupils the chance to thrive and flourish;
3. Educational change should begin by identifying the desired outcomes for children;
4. Prioritising high-quality teaching & learning and the curriculum will lead to world-class assessment and accountability;
5. The teaching profession should be centrally involved in developing future education policy.

A lot has changed since the Headteachers' Roundtable first conceived the idea of writing an Alternative White Paper in April. A new Prime Minister, a new Secretary of State for Education and a level of uncertainty about which elements of the original White Paper, *Education Excellence Everywhere*, if any will be retained and implemented following the publication of a Green Paper, *Schools that Work for Everyone*.

In writing this paper, our group of experienced and diverse headteachers and school leaders never sought to respond to *Education Excellence Everywhere* nor *Schools that Work for Everyone* rather to demonstrate there was another way. The alternative way proposed is rooted in our collective experience and knowledge of the school system further informed by evidence from a range of sources and expert advice. Both the recent white and green Papers missed the point; they largely addressed political imperatives rather than the educational necessities of creating a school system that enables all to thrive. By all, we obviously mean the children and young people but also the teachers and support staff who are critical to the system and the quality of education offered.

The commentary and policy proposals below provide for a different approach; one in which our children and young people can thrive and flourish. If this is to happen we need to retain and recruit the very best teachers and school leaders. The days of political diktat, from on high, followed by crushing and multiplying accountability measures have to stop; the damage is becoming too great.

Accountability: Policy Proposals

For National Accountability

1. **National Reference Assessments** to monitor standards of attainment nationally. These should be independent of the curriculum of the day to ensure comparability over time. These assessments provide a means to hold to account the whole system. Ultimately the Secretary of State for Education, who should be responsible for ensuring the educational standards are at a consistently high level, would be held to account. It would also be a means by which the impact of different policies may be evaluated in terms of pre-school and school effectiveness.
2. **Standardised National Assessments**, starting in reception and at four year periods (current Years 4, 8 and 12), externally administered, should be sat by a representative and statistically sound sample cohort of approximately five thousand pupils nationally.
3. **Anonymised standardised national assessment data** should be available, within an agreed ethical code, to individuals or organisations for research and evaluation. By analysing the data from a variety of perspectives, patterns of learning and development can be explored and the findings inform future policy and practice.

For Determining School Effectiveness

4. **Introduce an Office for Standards in Education Quality Mark (the Ofsted MoT)** for schools providing an effective education to their pupils. The quality mark should be based on schools meeting an agreed multi-year contextualised value added measure, secure Safeguarding processes, unqualified audited accounts and reviewed on an annual basis. By judging a school's effectiveness on a three year contextualised value added measure the annual volatility of this measure at an individual school would consequentially be dampened.

For new schools there would be an expectation that they had standardised assessment data available to replace



the multi-year contextualised value added element until the latter measure became available.

5. **The use of floor targets based on attainment measures should cease immediately** as they are more a measure of a school's intake than the quality of the education provided to pupils. To assess the effectiveness of the education offered by a school a contextualised multi-year value added measure should be used. The general principles on which the contextualisation would be based should be placed in the public domain but the specific formula, which may be evolved over time, would not. This

would prevent schools and other organisations wasting time on trying to game the measure and allow them to focus on improving the quality of teaching, assessment, learning, care, guidance and support offered whilst fully recognising the importance of contextual factors

6. **A National Quality Regulator for Standardised Assessments should be appointed to provide a regulated market for the provision of standardised assessments for each year group.** Schools would be responsible for determining which year group would sit the standardised assessments and which provider they



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used. The aim would be for schools to have regular data about the progress their children were making during their time at the school. School leaders and teachers would need training and support in the analysis and valid conclusions they could make, using the data, in order to identify periods of relatively weak or good progress and respond accordingly.

7. **A standardised objective teacher-led baseline assessment should be introduced nationally at the start of reception.** The same assessment must be used by all schools. The assessment should be conducted by the reception class teacher. To limit the potential

for any conflict of interest, in the Teacher Assessment, a sample of schools' assessment outcomes should be externally moderated by a local or regionally procured moderation team. In addition, a sample of individual pupils' assessments should be cross-referenced with other personal data to identify inconsistencies as well as checking the authenticity of data at an item level. These measures will provide the assurances required about the reliability of the data on which future conclusions will be made.

- a. Once the measure has been established locally based HMI would seek to determine why a particular primary schools was so

successful, based on its multi-year contextualised value added measure, through correlation type research and report accordingly.

- b. Once the measure has been established locally based HMI would be responsible for supporting the Regional School Commissioner in determining whether primary schools with consistently low multi-year contextualised value added were in need of alternative governance arrangements. As part of this process, Ofsted inspectors would need training and support in the analysis and valid conclusions they could make, using the school's internal standardised assessment data, and whether the school had responded effectively to the information available.

8. **Key Stage 1 assessments, in their current form, should be discontinued as a means of holding primary schools accountable both as an attainment measure and as the basis of any value added measure.**

9. **Introduce a National Baccalaureate for primary schools** based on core learning, a personal project and a personal development programme. It would aim to help broaden the curriculum and recognise the achievements of pupils within a broader view of education.

10. **Create an Expert Working Group should be established to consult and report, to the Secretary of State, on a means of determining the quality of education offered by Special Schools, Pupil Referral Units and Alternative Education Providers.** Its remit should be to establish whether there is a valid and reliable means of determining a Special School's, Pupil Referral Unit's or Alternative Education Provider's effectiveness that would mean the same Ofsted MoT approach could be taken to all types of schools.

### Recruitment and Retention: Policy Proposals

1. **Introduce one centralised entry route into the profession**  
Develop a single national pathway into Initial Teacher Training which

helps candidates decide on the training they want (HE/School Direct (PGCE) or School based Vocational/ Apprenticeships). This pathway could have a set of simple questions that would shape the information, advice and guidance for each candidate suggesting a possible best route. Arguably UCAS is best placed to deliver such a system.

- a. This will require clear and tougher selection onto Initial Teacher Training, with HMI support, to ensure we bring the best candidates into the profession and seek to raise the profession's status amongst applicants and the general public. The selection process should be robust to ensure the best candidates are successful. Although a degree classification is an indicator, it is not the guarantee of a great teacher. The selection methods should also look at the characteristics, behaviours and attitudes each candidate has and the potential to be a successful teacher.
- b. As the current model requires candidates to pay for their fees, the cap on recruitment onto training routes should be removed. Over-supply of teachers has the benefit of raising the quality of those who successfully gain employment.
- c. Where there are shortages in certain subjects, the trainees' fees for shortage subjects should be removed.
- d. We need to ensure that the Secretary of State is held responsible for sufficient teachers. This should lead to the development of the Regional School Commissioners' role to ensure that regional differences are accounted for. If caps on recruitment to the Initial Teacher Training Programme continue they should be considered at a regional rather than a national level.

2. **Introduce a Regional Initial Teacher Education Macro-Cluster structure to enable regional stakeholders, including TeachFirst, to work together to develop a longer term strategic plan based on rolling three**

# Roundtable recommendations

<p>year guaranteed funding streams. This will allow each region to develop:</p> <p>a. A co-ordinated sub-regional hub-based ITE/Early Career development model that includes a focus on the areas of greatest need, providing greater access to ITE and Early Career development whilst retaining cost efficiencies. This should particularly focus on ensuring hard to reach areas have good coverage.</p> <p>b. Dispersed centres of excellence for ITE and PD that will develop innovative school led, academically robust models of teacher development. These could include multiple ITE providers and school partnerships working together following jointly agreed principles, delivery and QA models and maximising of efficiency through shared teaching/school support etc.</p> <p>c. New models for expertise sharing that impact on student outcomes, staff development and leadership through secondments, joint appointments, sharing of staff expertise across partnerships, staff mobility, joint research, etc.</p> <p>3. Provide a National Service Benefit for teachers where loans are paid off over time based on length of service, for example, after five years equivalent</p>	<p>full-time employment in a state school half is paid off and after ten years the loan would be fully paid off. This incentive could be enhanced to fill vacancies in areas or subjects which struggle to recruit by shortening the length of time required, i.e. after three years half is paid off and after six years the loan would be fully paid off.</p> <p>4. In order to attract great leaders to areas of greatest need, <b>establish a National Recruitment Fund which will provide well-targeted funding for areas of deprivation to attract talented headteachers, English and maths teachers.</b> Applicants to the National Recruitment Team must be able to provide evidence of prior impact on pupil outcomes over a number of years. There should be three to five year contracts available with security of tenure for talented leaders who commit themselves to working in schools in the most deprived areas of the country, with a guaranteed post once they have finished that three-year contract. A generous relocation package should be available.</p> <p>5. <b>Support the College of Teaching with compulsory membership for all teachers.</b> Raising the status of the teaching profession in this country to become the finest in the world requires the</p>	<p>profession to fully support the College of Teaching. With the College now established membership should be compulsory for all teachers, with schools given the freedom to pay fees on teachers' behalf from school budgets. It will be the main body to represent the profession, independent of government, setting standards for teachers based upon on-going research into effective practice. We need to develop a professional culture where all teachers are continually refining their teaching skills. The College will be empowered to enforce school compliance in delivering teachers' entitlement to professional development. The other key function of the College of Teaching will be to support the growth of great school leaders to meet the pressing demand for talented Headteachers.</p> <p>6. <b>Introduce entitlement to a professional development programme leading to QTS for all teachers after a maximum of two years' induction and a Masters-level professional qualification after five years.</b> All schools should offer a high quality, research-informed professional development programme for all teachers. There is no shortcut to securing great teaching in every classroom in this country; improving the quality of teaching so that it raises</p>	<p>students' achievements requires substantial and sustained professional development. In order to improve the quality of teaching, increase the attractiveness of the profession to our best graduates and retain more teachers, schools, in partnership with Initial Teacher Education providers, will deliver a two-year Induction Programme for all entrants to the teaching profession with a five-year pathway to a Professional Qualification with Masters Degree Equivalence and the potential to progress to Doctorate level available. This will make teaching the profession of choice because of the quality of professional learning.</p> <p>7. <b>Introduce 10<sup>th</sup> Year Funded Sabbaticals.</b> Teachers in their 10<sup>th</sup>, 20<sup>th</sup> or 30<sup>th</sup> year – the sabbatical may be deferred for personal or professional reasons - would be entitled to engage in educational research, deepen subject and subject pedagogical knowledge, support the development of Initial Teacher trainees, engage in placements in different school contexts and or countries or undertake a placement in an industrial or commercial environment. Alternatively, the sabbatical could be used to undertake intensive leadership training linked to the person's next stage within her/his career.</p>
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# WHO'S WHO IN THE HEADTEACHERS' ROUNDTABLE

### MEMBERS

- Binks Neate-Evans** – Headteacher, West Earlam Infant and Nursery School, Norwich
- Caroline Barlow** – Headteacher, Heathfield Community College, East Sussex
- Chris McShane** – Founding Member, Independent Consultant and Personal Development Coach
- Dave Whitaker** – Executive Principal, Springwell ('Special') Community School and Barnsley PRU
- Duncan Spalding** – Headteacher, Aylsham High School, Norfolk
- Helen Keenan** – Headteacher, Brownhills School, Walsall
- Helena Marsh** – Principal, Linton Village College & Executive Principal, Chilford Hundred Education Trust
- Jarlath O'Brien** – Headteacher, Carwarden House Community School, Surrey
- John Tomsett** – Headteacher, Huntington School, York


- Jon Chaloner** – CEO of GLF Schools
- Keziah Featherstone** – Headteacher, Bridge Learning Campus, Bristol
- Liam Collins** – Headteacher, Uplands Community College, Wadhurst, East Sussex
- Rob Campbell** – Headteacher, Impington Village College and Executive Principal, Morris Education Trust, Cambridge
- Rona MacKenzie** – Principal, Lincoln UTC
- Ros McMullen** – Founding Member, MD of RMCeducation Specialising in Leadership Development
- Sally Hamson** – Headteacher, Wollaston Community Primary School, Northamptonshire
- Stephen Tierney** (Chair) – CEO BEBCMAT (Christ the King, St. Cuthbert's & St. Mary's Catholic Academies)
- Tom Sherrington** – Headteacher, Highbury Grove School, Islington, London
- Vic Goddard** – Principal, Passmores Academy, Harlow




STEPHEN TIERNEY




JOHN TOMSETT



ROS MCMULLEN



VIC GODDARD



LIAM COLLINS







Mary Bousted as a child with her father, Edward Bleasdale

# “I AM JUST TELLING PEOPLE HOW IT IS”

devised a new reading scheme so all the children could read and write. There were no excuses for anybody.

“When he died, the church had to install a loudspeaker system into the carpark because the church was so packed.”

But her education motivation is more than that. She was not happy at her girls’ grammar school where she failed maths, twice, and where she felt teachers had favourites. She determined to do better for her pupils.

She became a head of English, then a teacher trainer, eventually heading teacher training schools. She comes alive when she talks about pedagogy and classroom practice.

“I made sure pupils knew they were not going to be let off the hook. They needed to know every hair on their head would be counted. They needed to know they could not get under, past, through or around you.”

It is the iron will developed in the classroom that

is perhaps the most important trait for dealing with politicians, and it is this same determination that means she will now be president of the Trades Union Congress for a year – overseeing work across unions.

Before we finish, I ask if there’s anything more she would like to add, perhaps about what it is like to be a union leader.

“It is the most tremendous privilege to be able to say what you think without fear,” she says. “There’s no powerful levers politicians can exert on you, no one can set Ofsted on me. Of course that brings huge responsibility, but it is also the privilege of being able to say what you think. How many teachers would like to be able to do that?”

## IT’S A PERSONAL THING

- What’s your favourite book?**  
*A Room With a View*. Because it’s so light and bright and sparkling and so funny, but also so profoundly human.
- If you were invisible for a day what would you do?**  
Go somewhere important and see what’s going on. The DfE’s not big enough . . . I’d like to spend a day shadowing Theresa May. See what it’s like at the centre of politics.
- If you could live in any historical period which would you choose?**  
I wouldn’t go anywhere where there weren’t antibiotics and anaesthetics! I’m very happy in the here and now.
- What did you eat for breakfast?**  
Plain yoghurt with granola. No, that’s a lie. I had toast and Marmite. I normally have granola, but I didn’t fancy it today.
- What would you want to put on a billboard?**  
I would want to put on that *Child Poverty Blights Lives*. It is a sin and a crime.
- A dinner party with three people. Who are you going to pick, dead or alive?**  
Jane Austen, because she’d be very witty and would have things to say. JFK because he was such a fantastic leader, and I’m always impressed by film clips. He was also good looking. And Len Vygotsky because he was in Marxist Russia at the beginning of the revolution, came up with the best speech signing system for deaf children ever, as well as a new theory of mathematics . . . and he went head to head against Piaget, against stages of development, and came up with the theory of learning, which is profoundly wonderful today. He also wrote beautifully.

## Curriculum Vitae

Past employment history:	
1982-87	English teacher, Bentley Wood high school, Harrow
1988-91	Head of English, senior teacher, Whitmore high school, Harrow
1991-95	PGCE course Leader for English, University of York
1995-97	Director of Initial Teacher Training, University of York
1997-99	Head of Secondary Education, Edge Hill University
Education	
1971-78	Mt Joseph grammar school, Bolton
1978-81	BA English language and literature, University of Hull
1986-88	MA English language and literature in education, Institute of Education, London
1993-99	DPhil (education), University of York





# JAMES KEWIN

Deputy chief executive, Sixth Form Colleges' Association

## Sixth-form colleges have been overlooked in May's plans

**The government should consider how greater investment in sixth-form colleges could drive up standards, says James Kewin**

Sixth-form colleges share the government's ambition to create an education system that works for everyone, not just the privileged few. But the plans unveiled earlier this month to achieve this are flawed and incomplete. Flawed because they overplay the importance of independent schools and universities, and incomplete because they overlook the role of sixth-form education in general, and sixth-form colleges in particular.

### Sixth-form colleges are engines of social mobility

Sixth-form colleges are engines of social mobility – the *Sixth Form Colleges' Association (SFCA) Manifesto* shows that the sector outperforms school and academy sixth forms while educating more disadvantaged students and receiving less funding. We believe the government should look beyond the independent sector and consider how greater investment in sixth-form colleges could ensure they, rather than just independent schools, can help to drive up standards in schools and help young people to progress to university. Sixth-form colleges have more experience of students educated in the state system, and have real expertise in ensuring they are well prepared for higher education: data from the Higher Education Statistics Agency indicates that sixth-form college students get better degree classifications than their independent school peers.

Universities can, of course, do more to engage with schools, but this should be in partnership with other sectors and not in return for an increase in fees. Tuition fees of £9,000 per year are twice as much as the average funding received by 16 to 19 institutions that typically offer more taught hours and greater one-to-one support. Greater investment in 16 to 19 education is much more likely to improve the quality and diversity of

sixth-form students who go on to study at higher education institutions than simply allowing universities to charge higher fees. Cuts to the 16 to 19 education budget have resulted in some sixth-form colleges losing a third of their funding since 2010. SFCA's funding impact survey highlights the dramatic effect this has had on students.

What would the proposal to increase and expand grammar schools mean for sixth-form education? Every grammar school in England has a sixth form – about 50,000 16 to 19-year-olds are enrolled at a grammar school compared with 161,000 in sixth-form colleges. Grammar school sixth forms tend to be larger than non-selective schools or academies (an average of 302 students compared with 201), but are much smaller than sixth-form colleges that have an average of 1,716 students. If the government allows existing grammars to expand, as well as new schools to open, the number of selective sixth forms is likely to increase. This is not good for social mobility – just 3 per cent of grammar school students were eligible for free school meals at 15, compared with 11 per cent in sixth-form colleges.

The Spens report on secondary education published in 1938 concluded that there is general agreement that much of what is most valuable in the grammar school tradition depends on the existence of a sixth form, and given that all existing grammar schools have a sixth form, this 80-year-old shibboleth could continue to influence the government's thinking. SFCA will assemble the evidence to ensure that it does not, and will instead emphasise the role that sixth-form colleges already play in driving up standards and aiding social mobility, and what more could be done with greater investment.

All sixth-form providers (colleges, schools, academies) are "selective" in the sense that they have entry requirements to ensure that students are equipped to meet the demands of 16 to 19 education in all its diversity.

But this is very different to selection by ability at age 11, something the weight of evidence reveals is a barrier to social mobility, and the expansion of which is unlikely to help realise the prime minister's ambition of a country that works not for a privileged few, but for every one of us.



# ALEX SUTHERLAND

Research leader, RAND Europe

## Free school meals are still the best measure of deprivation

**It may not be the clearest way to allocate extra funds to disadvantaged pupils, but it's the best there is, says Alex Sutherland**

Every year, the UK government allocates £2.5 billion to state schools to support disadvantaged pupils via the pupil premium. To figure out how to allocate these funds, the government uses free school meal eligibility to measure pupil socioeconomic disadvantage. The idea is that free school meal eligibility is linked to lower pupil achievement, and the additional funding can help state schools to narrow the achievement gap between students who receive free school meals and those who don't.

Yet some within the academic community and government recognise the limitations in using free school meal eligibility as a predictor for pupil achievement. Some have argued that other measures of family background, such as parental education or neighbourhood deprivation, would be more predictive – and would thus be better indicators of pupil deprivation.

There are two key limitations to using free school meal status. First, free school meal eligibility fluctuates with economic cycles, since the number of pupils eligible increases during times of economic hardship and shrinks during boom times. At the same time, research suggests that parents feel stigmatised when registering their children as eligible, making them reluctant to do so. This results in too many or too few pupils being recognised as disadvantaged, which has a direct impact on funding.

The Department for Education commissioned RAND Europe and the University of Cambridge to measure the effectiveness of free school meals as a predictor of pupil achievement in England. The research considered whether other measures of socioeconomic status did a better job of explaining variation in pupil achievement at primary and secondary school.

The study also tested household education, parental occupation, household income, household characteristics such as housing tenure, and neighbourhood measures such as neighbourhood poverty (measured by the Income Deprivation Affecting Children Index). These, with the free school meal measure and a number of other pupil characteristics, were explored through combining data from the *Millennium Cohort Study* and *Longitudinal Study of Young People in England*, with publicly available data from the UK census and administrative data from the government.

Results were remarkably similar for primary

and secondary pupils. When combined with the other pupil characteristics, models with measures of free school meal eligibility worked best, in practical terms, for explaining variation in pupil achievement. While models with parental education and parental occupation were marginally better at predicting pupil achievement, the potential costs of switching to either of these approaches far outweighed any slight gains. Switching to either approach would require significant investment to collect data, and collecting data on parents' education levels or occupations on a national scale could be a challenge.

### Free school meal eligibility fluctuates with economic cycles

Neighbourhood measures were a worse predictor of pupil achievement than free school meals. However, results did differ, with neighbourhood measures a stronger predictor of a child's achievement at primary than secondary school. This difference may be because of the much smaller catchment areas for primary schools or because the effects of peers are weaker during primary school.

More importantly, neighbourhood measures may only serve to exacerbate the educational inequalities that free school meals seek to reduce, as individual circumstances can vary widely within the same neighbourhood. Using such measures could mean that schools whose catchment area includes children from relatively poor(er) backgrounds in rich(er) neighbourhoods receive less funding, while those with children from relatively rich(er) backgrounds in poor(er) neighbourhoods receive more.

Despite (or perhaps because of) the well-known limitations of using free school meal eligibility, our research suggests that it is presently the most practical measure of pupil deprivation. Free school meal eligibility performs better and is more feasible to use than neighbourhood measures. Similarly, other indicators that are marginally better in terms of predictiveness would not be cost-effective to collect.

*Alex Sutherland is the lead author of "Understanding the Factors Associated with Academic Achievement" research project*



# OPINION

**The government's determination to expand selection must be done within the current system – and that includes academies, says Amy Finch. But academy chains vary in their effectiveness; Reform's new research attempts to find out why**

Selection in 2016 looks very different from grammars and secondary moderns, Theresa May insinuated last week at prime minister's questions. But her green paper isn't going to convince sceptics, as the chapter on selective schools talks almost exclusively about grammars.

But in one sense May is right. If the government expands selection – by ability, specialism or faith (Reform thinks it shouldn't) – then it will need to do it within the current system. That system is one where 40 per cent of state-educated children attend academies, more than half of them in academy chains. Even 140 of the 163 grammar schools are academies, and 21 of these are in a chain of two or more schools.

The government's policy on academy schools and chains remains vital to its reform agenda. Some may have noticed that one of the proposed "conditions" of setting up a new selective school would be to partner with an academy chain or sponsor a new academy. The government also wants to encourage multi-academy trusts to select within their trust.

But the government should not go stale on academies: the policy needs reform. The evidence on academies and chains suggests there is wide variation in their impact on pupil



## AMY FINCH

Head of education, Reform think tank

## Academies are vital to May's reform agenda

attainment, just as for maintained schools, but research has failed to establish why. There is a big black hole in terms of rigorous evidence.

Yesterday Reform made a step towards filling this gap in the first survey of academy chains. If we are to understand why chains vary in their effectiveness, as the Department for Education itself has found, then we need to know more about what chains do.

The results are detailed. One of the key takeaways is that nearly all the chains surveyed want to grow in both the short and long term. Chains are more interested in taking over low-performing schools than high-performing ones, but they don't want schools in financial difficulties or in remote locations.

If the desire for chains to grow is realised, then this creates a huge role for the "managers" of the system: the schools commissioners. Reform has recommended that this role be taken away from the government to avoid the

potential for conflict of interest. But that is not all. We also think the commissioners should be enabled to take a step back in the initial matching of schools to sponsors, and to make the rebrokerage process more transparent and open.

When a school is deemed "failing", either in or outside a chain, commissioners currently go to their list of approved academy sponsors to find a chain to take it over. As our report reveals, this "rebrokeage" can occur even before a formal notice from Ofsted, the Education Funding Agency or a schools commissioner has been issued. This has caused problems in the past, with large chains already known to be struggling asked to take on schools far beyond their reach. Schools have then had to be taken away and commissioned again.

Establishing an online sponsor forum for both failing schools and any school wishing to

find a sponsor could prevent this happening again. Rather than waiting for the school commissioner's phone call, chains would need to submit short, online bids setting out why they want to take on the school and how they could improve it. The idea is that through this process, the initial matching to sponsor and school would be improved. More chains could put themselves forward. And, a bit like a job application, those who put themselves forward would (mostly!) be serious about the role.

## There is a big black hole in terms of rigorous evidence

The report also recommends greater opportunity for chain-led commissioning which, again, would reduce the burden on commissioners, allowing them to focus on under-performing schools. Currently, if a chain is struggling to turn around a school and finds another chain that would be prepared to take it on, they can approach the regional schools commissioner to ask for a "swap". However, this does not happen and chain bosses believe it would bring negative attention even if the swap was in the best interest of pupils. Actively encouraging these commissioning activities could lead to a better, more sustainable academy system.

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# REVIEWS

## TOP BLOGS OF THE WEEK

To view individual blogs visit [www.schoolsw week.co.uk/reviews](http://www.schoolsw week.co.uk/reviews)



Our blog reviewer of the week is Jill Berry, a former head, now educational consultant and Twitter addict @jillberry102

If you know me, you will not be surprised when I say that I am a believer in accentuating the positive. I hope I'm not a blithely naive, overly-optimistic Pollyanna, but teaching and school leadership are tough, so I use Twitter and blogs to lift me rather than to make me feel even more ground down. All the blogs in this week's selection had a positive impact.

**Don't tell me there's no joy**  
@ragazza\_inglese

Summer Turner's post from the last part of the summer term and exam season is a beautifully written and compelling account of the joy to be found in teaching, despite those parts of the job that make it tough. Yes, "schools are in the business of dealing with human lives, which are complex and sometimes impossibly difficult" but still, "our schools, our teachers, our children are full of joy. Just watch us twirl".

**On becoming a teacher**  
@huntingenglish

Alex Quigley's post also focuses on the rewards of teaching, while fully recognising the demands and frustrations. I used her and Summer's posts with on-the-job trainee teachers this August to illustrate something that I think is vital for those embarking on their careers. As Quigley neatly puts it, "I don't believe in revelations and it is too easy to romanticise teaching, but sometimes it catches your heart and it leaves an indelible impression."

**Identity, professionalism and me**  
@HeadofEnglish

Caroline Spalding picks up the idea of developing a professional identity as a

teacher while being true to yourself and authentic as a person. She reflects on professionalism as she prepares to make the move to senior leadership while, at the same time, letting her hair down (or changing its colour) over the summer. She concludes, "like my core values, professionalism for me is unchanging. The way I present myself, see myself, and am seen by others – my identity – may change. But what I believe, work for, and the way I work, will not."

**7 powerful questions for leaders**  
@informed\_edu

On the subject of leadership, David Weston suggests seven questions that leaders might profitably ask their staff, a post I thought could be particularly helpful to anyone embarking on a new leadership role this autumn.

As he says: "Communication is the life-blood of an organisation"; getting communication right and establishing the most positive, mutually respectful relationships are essential foundations on which to begin to build.

**The benefit of experience**  
@chrishildrew

Chris Hildrew's reflections on his first year of headship have been fascinating. Here he considers the importance of experience and the danger of "schools undervaluing experienced staff and the 'cult of youth' that sees some schools placing too much emphasis on new career entrants with 'fresh ideas' and 'energy'."

We must ensure we value and make the most of the experience of those who have dedicated significant time to honing their craft. Hildrew also considers the ways in which we can prepare and ensure we continue to develop personally and professionally but, ultimately, "the fact is, you only really get better at doing this job – teaching, or headteaching – by actually doing it."

**Not all screen time is equal**  
@josepicardo

Finally, following a fascinating Twitter debate this summer about screen time and whether it is acceptable to talk about "addiction", "dependency" or "detoxing" about our use of technology, Jose Picardo wrote this brilliant piece about how not all screen time is equal. "Maybe technology is not the problem. Maybe it's just down to human behaviour", he says – and that using medical terms to refer to appropriate or inappropriate behaviour may not be helpful. You may agree with his stance, or you may disagree, but I guarantee that this post will make you think.

## BOOK REVIEW

**Modernising School Governance: Corporate planning and expert handling in state education**

**Author** Andrew Wilkins

**Publisher** Routledge

**ISBN-10** 1138787477

**ISBN-13** 978-1138787476

**Reviewer** Nigel Gann, education consultant



Andrew Wilkins' work has already challenged some of the comfortable platitudes of the world of school governing: drawing attention, for example, to the "democratic deficit" in English schools that is still not recognised by some leading proponents of governance.

His book is aimed at those who want to understand the history, political significance and possible futures of school governing in an education system dominated by a neoliberal view of leadership as management and compliance, rather than a values-based process about priorities and preferences.

Unlike governors of other organisations, school governors, including academy trustees/directors, have little input into the key priorities of schools. What makes a school "good" is determined by the current secretary of state and chief inspector, not by the people who lead them. Wilkins traces the process by which this came about.

It is, in places, not an easy read. That is, it is uncomfortable to those of us who have advocated lay governance in state-funded schools and worked to make it more effective. But neither is much of it easy to grasp, unless you have at least a nodding acquaintance with the thinking of Michel Foucault, the French philosopher and historian of ideas. If you struggle with concepts such as "disintermediation", "transcendental continuities", and "genealogical enquiry", then some substantial passages will pass you by. But don't let this put you off, because there are crucial issues here for what we want from our schools that are not being addressed by our politicians, our school leaders, or those organisations that advocate for governors and parents.

In a neoliberal state "modernised" governance, according to Dr Wilkins, is the only way of managing performance-centred schools. New public management involves the aggressive sidelining of stakeholder governance in favour of the centralised setting of values, curriculum and performance measures. Wilkins traces the

history and the philosophical roots of this in schools.

If anyone is still saying that politics should be kept out of education, this book will remind them that "school governance is deeply political", by its very nature. Wilkins takes us through the age of managerialism in all its manifestations, into the most recent decentralisation of individual schools, paralleled by the centralisation of education policymaking under Thatcher.

The moves towards purely skills-based governance are a major source of debate and concern. There is some conflict between the "apolitical" (not that there can be such a thing) advocates of "good governance" and "disinterested" (not that there can be such a thing) academic observers, often participant observers, and critics. Meanwhile, austerity and corporatisation are the two key motifs in the background to governance. While governors struggle with the latest tweaks in school performance indicators, the most important issues facing them are probably child poverty and the future of their school as an autonomous institution.

Is the pendulum beginning to shift back? Certainly, charter schools in the US are under attack for their costs, their culture, and their lack of public accountability. Already some of the key elements there of neoliberalism are beginning to unravel. Perhaps private firms are not the best organisations to run the US prison service? Maybe, here, railways would be more efficient in their old nationalised format?

This book charts the "momentous shift in power from politicians and bureaucrats to company directors, senior school leaders and governors, and an expanded role for business involvement, expert handling and corporate planning in the running of schools". Surely we do need a national debate about governance. Maybe, "we need to create new definitions and practices of what it means to be a governor and an engaged citizen". Let's do it, please, or politicians and business leaders will continue to do it for us. This book is a good and important start.



### Next week

**Big Ideas in Education**  
By Russell Grigg  
Reviewed by Michael Slavinsky



Colin Richards on Matthew Arnold

Zimmer-framed educationist that I am, I was delighted to discover *Schools Week*’s new column on the history of education. So delighted, in fact, that I promptly (foolishly?) proposed a contribution of my own on a subject that is close to my heart – and that of the illustrious 19th-century poet and (which is less well known among the wider public) schools inspector, Matthew Arnold.

My topic is the policy introduced in the 1860s, known as “payment by results”. Its main purpose was to ensure that schools receiving government grants met minimum standards. Inspectors assessed schools on an annual basis, with payment of the grant determined in large part by the number of children in a school achieving the expected standard.

Although many inspectors commented on the deleterious effects of this policy, arguably the most trenchant comments came from Arnold himself.

And while I will not go so far as to draw direct parallels with the present (this is a history column, after all) I have taken the liberty of translating Arnold’s words for a modern audience – a process that has been rather illuminating...

Here, he warns of the dangers of setting floor targets:  
“School grants earned by the scholar performing a certain minimum expressly laid down beforehand must inevitably

THE PAST WILL MAKE YOU SMARTER



PAYMENT BY PERFORMANCE

concentrate the teacher’s attention on the means of producing this minimum and not simply on the good instruction of his school. The danger to be guarded against is the mistake of treating these two – producing of this minimum successfully and the good instruction of the school – as if they were identical” (MA 1869).

Which may be translated as:  
“Focusing on getting the maximum number of pupils meeting ‘threshold’ requirements ‘measured’ by national tests/examinations has concentrated teachers’ minds wonderfully, but has distracted them from wider consideration

of the overall quality of education in their schools. The danger has been one of equating the meeting of targets with successful education. The two have not proved identical.”

Arnold also comments on the constraining effects of results-related pay on creativity:  
“The mode of teaching in schools has certainly fallen off in intelligence, spirit and inventiveness. It could not be otherwise. In a country where everyone is prone to rely too much on mechanical processes, and too little on intelligence, a change in the department’s regulations...

inevitably gives a mechanical turn to the school teaching and a mechanical turn to the inspection, is and must be trying to the intellectual life of a school” (MA, 1867).

Or, in the 21st century:  
“Teaching in schools is not as creative or as lively as it once was. The government’s insistence on ‘driving up’ standards as measured on pencil-and-paper tests of dubious validity and reliability has led to too much mechanistic teaching and inspection, where judgments of standards by inspectors have been determined far too much by test scores rather than by professional judgment. All this has adversely affected the intellectual life of the schools and the intellectual vitality of their teachers.”

And finally, on teaching to the test:  
“In the game of mechanical contrivances the teachers will in the end beat us . . . it is now found possible, by ingenious preparation, to get children through the revised code examination in reading, writing and ciphering, without their really knowing how to read, write or cipher”(MA, 1867).  
No translation required. Plus ça change...  
Justine Greening and Amanda Spielman, please take note.

Colin Richards is emeritus professor of education, University of Cumbria



A week in Westminster

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

THURSDAY:

We now have a date for the by-election of David Cameron’s safe Tory seat and a list of names rumoured to succeed the former PM is circulating. But what will the party’s chosen candidate think about grammar schools?

At the moment, free schools fan Toby Young and arch-Eurosceptic Daniel Hannan are said to be in the running, with Oxfordshire County Council leader Ian Hudspeth and former employment minister Esther McVey.

Young has expressed misgivings about the policy, while Hannan has voiced his support for “pluralism” in education, including grammar schools. McVey appears to be keeping her cards close to her chest but she did attend Belvedere school in Liverpool, a former selective independent school now turned all-ability state school – and still rated as outstanding.

FRIDAY:

In a green paper-induced coma.

MONDAY:

’Tis the season to go to party conferences, or maybe not, if you’ve been the victim of an administrative cock-up.

Team *Schools Week* was left facing the prospect of staffing the Labour conference in Liverpool without our northern powerhouse, Miss McInerney, after the press team said they had not received her application. Her confirmation email suggested otherwise.

However, the party saw sense, realising it might look a little foolish if it refused to let in someone due to chair at least two conference events.

TUESDAY:

A proposal to remove academy

accountability functions from the DfE won the support of an unlikely backer in Frank Green, the former national schools commissioner.

True to his name, Frank took to Twitter to post positive comments about a recommendation by the Reform think tank that a separate organisation should look after academies and their sponsors (see page 6).

He agreed that the schools commissioners he used to oversee should be taken out of government and merged with parts of the Education Funding Agency, then linked with bits of Ofsted to create a sort of mega-inspectorate for academies.

Green tweeted it was a “good idea as long as Ofsted reformed at same time, so potential conflict as well as conflict of interest resolved”.

I bet current national commissioner David Carter is green with envy at his predecessor’s newfound freedom of expression...

WEDNESDAY:

Another day, another acronym.

This time, it’s PATE – or the Parents and Teachers for Excellence campaign group – which has a real ring to it (see page 3), although they’ve gone with PTE for now.

Enter stage right Dame Rachel de Souza, who said that: “For too long, the education debate has taken place amongst elites in Westminster and Whitehall”. So we were somewhat surprised to see so many people with government links on its board, including DfE behaviour tsar Tom Bennett and James Frayne, former special adviser to Michael Gove, among others.

We were even more surprised to find that the director of the company behind the campaign is none other than billionaire Jon Moynihan, a board member of Vote Leave.

Next week we’re at Labour conference. Joy uncontained. So long until then!

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School Bulletin

with Sam King



Hampstead school, north London, receives the 2016 secondary award from David Baddiel

## Shine a Light awards open

Applications for the fifth annual Shine a Light awards, which recognise the contributions of teams, settings and individuals across England that support children and young people's speech, language and communication, are now open.

They were launched in 2011, and next year are boosted by a partnership between the Communication Trust and Pearson.

Applications close on January 12, with the awards ceremony held in London on March 23.

A celebrity host is set to be revealed nearer the time, following on from comedian David Baddiel, who was the guest of honour at this year's ceremony.

Chris Hall, director of clinical assessment at Pearson, said: "The continued popularity of the awards proves how much is being achieved across the country to support young people with speech, language and communication, and this work is too often unrecognised."

For more information on how to apply, go to [shinealightawards.co.uk](http://shinealightawards.co.uk)

## Literacy scheme funding boost



Pupils pretend they're in a lion's den



Vicky Sawka (left) leads a session



Pupils incorporate a tent into their imaginary community

A creative initiative that explores literacy attainment through drama-based learning has secured further funding.

The Huddersfield-based Imaginary Communities programme is currently funded through the Arts Council England, Paul Hamlyn Foundation and CAPE UK.

Developed in 2010, the scheme now works with 40 classes of children across ten primary and secondary schools in Yorkshire.

Representatives from the programme work alongside teachers to develop interactive drama workshops with literacy attainment monitored before and throughout the programme.

Pupils are encouraged to create imaginary worlds and develop characters for themselves, with activities that include keeping a diary while still in character to develop writing and literacy skills.

Findings suggest that the initiative works well with pupils below the national average in literacy and with those who don't speak English as a first language.

Vicky Sawka, Imaginary Communities' lead artist, said: "It's rich contextualised learning; anyone can be what he or she wants to be within a devised setting."

## A playground you can eat

### FEATURED

Stamford Hill primary school in Tottenham, north London, has installed an edible playground as part of a countrywide initiative to combat childhood obesity.

Raised beds will be installed for salads and root vegetables, fruit trees established and compost areas set up. The aim is to educate children about where their food comes from, with planting and harvesting workshops held throughout the year.

Support from the People's Postcode Lottery has enabled Trees for Cities, the charity behind the scheme, to set up edible playgrounds in primary schools across London, Reading, Manchester, Leeds and Birmingham.

The first edible playground was created in 2003, and there are now more than 30 in the UK, with plans to roll out 40 more over the next three years.

Stamford Hill is one of 10 schools that will act as flagship projects, chosen because of their location in cities with high levels of childhood obesity and food poverty.

Kathy O'Sullivan, the school's headteacher, said: "As part of our ongoing work on healthy eating we have installed a kitchen and employed our own cook. A cooking room is also being installed so we can develop the cooking curriculum across the school.



Pupils learn how to plant out herbs



Pupils at Stamford Hill enjoy their crop



An edible playground in Lady Margaret primary school, west London

"We are keen to extend our work on healthy schools . . . growing our food felt like the next logical step."

On average, installing an edible playground costs about £30,000, which covers everything from the initial design, construction, educational

support and project management.

David Elliott, chief executive at Trees for Cities, said: "Our edible playgrounds programme addresses several key areas of concern around children's health. They teach pupils where food comes from, that healthy food can be the easy choice, in and out of school, and encourage physical activity."

## CALL FOR MORE UNSUNG HEROES

Sir Daniel Moynihan, the chair of the education honours committee, is encouraging more schools to nominate their unsung heroes for awards.

Subject leaders, long-serving teachers, support staff and lollipop ladies are among those the committee wants to see put up for a nomination.

Honours are awarded biannually through the New Year's honours list, which is announced on New Year's Day, and the Queen's Birthday list, announced in June.

"Schools don't think that it [the honours] is for them . . . and it is for them," said Sir Daniel.

"We're looking for people who have made a sustained and significant contribution, or done something innovative and gone beyond their job. There are loads of people in our schools who do that stuff. We need to find out about them."

Schools can nominate staff through the GOV.UK website. The process involves filling in an initial form to say why someone is worthy of an honour, with letters of support testifying why the nominee does a good job, with supporting evidence.



# MOVERS & SHAKERS

Your weekly guide to who's new and who's leaving

**Rob Jones**, headmaster of Rendcomb college in Gloucestershire, has been appointed to the Society of Heads' education committee.

The society was formed in 1961 when a group of independent school leaders decided they needed a forum for sharing ideas and experiences. It now has more than 100 members.

Jones completed a masters in educational leadership at the University of Buckingham before becoming an economics and business teacher.

He was appointed deputy head at Shiplake college, Henley-on-Thames, in 2011, moving to Rendcomb last year.

"I am delighted to be asked to join such an important committee and look forward to playing my part in helping the member schools," he said.

"This committee discusses and advises on the big issues in education and I know that this opportunity will help in my leadership of Rendcomb."

The Education Fellowship academy trust has made senior appointments at two of its twelve primary schools across Northamptonshire.

**Kerry Mills** has been appointed principal



Rob Jones



Kerry Mills



Sarah Sears

of Risdene academy in Rushden.

Formerly vice-principal at Oakley Vale primary school, she began her career in education as a trampolining coach, working with children from the age of 13 upwards, before completing a degree in sports psychology. She got a full-time job as a teacher and after two years, progressed to being a lead teacher for gifted and talented pupils.

After taking part in opening a new school,

Mills became a specialist leader, supporting and developing leadership capacity within schools, and developing teaching and learning. This led to her job at Oakley Vale, a position she held for almost three years.

Mills said of her new role: "This is a new challenge for me and a new step in my career. The opportunity to impact on a

group of children on a much wider scale offers the very best opportunities.

"One of the things we've shared is a new vision and set of values for the school. We hold the values of positivity, respect, integrity, determination and excellence, and that underpins what we're going to do."

**Sarah Sears**, the former vice-principal at Risdene, has been appointed principal at Warwick academy in Wellingborough.

Sears, who was at Risdene for eight years, previously worked in private and state schools in London, Dublin and Manchester, including teaching pupils with special educational needs at a Dublin girls' school.

She has a BEd honours in primary education, specialising in art and design.

She is most looking forward to "being the boss". "As a deputy for eight years I've never made those ultimate decisions that I think are right and will impact on the children in a positive way.

"I'll be making sure that staff morale is good and that we look after each other, work as a team and make sure we actually do have a work-life balance."

If you want to let us know of any new faces at the top of your school, local authority or organisation please let us know by emailing [news@schoolsweek.co.uk](mailto:news@schoolsweek.co.uk)

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**Required from** January 2017/or sooner

The Achievement Director for Business Studies & ICT is a key role within the Academy, leading an already committed and very willing team. We offer a very broad and balanced Business Studies & ICT curriculum which has the highest of profile within the Academy. You will be able to develop and implement Business Studies & ICT within a brand new Academy; a really exciting challenge and opportunity.

We are looking for someone who is a committed professional and has a real passion for Business Studies & ICT. The successful candidate will be an Outstanding teacher, enthusiastic and have a deep understanding of all aspects of their subject. There will be excellent CPD opportunities to support you in your development as a leader within the Academy and across the Federation.

## ACHIEVEMENT DIRECTOR OF SCIENCE

**Location:** Orpington, Kent

**Job Ref:** 1677

**Salary:** LPS + £1,500 Harris Allowance + Health Cash Plan + Harris Benefits  
(see our benefits page for full details)

**Closing Date:** 10th October, 2016

**Interviews:** Wednesday 12th October & Thursday 13th October

**Required from** January 2017/or sooner

The Achievement Director for Science is a key role within the Academy, leading an already committed and very willing team. We offer a very broad and balanced Science curriculum which has the highest of profile within the Academy. You will be able to develop and implement Science within a brand new Academy; a really exciting challenge and opportunity.

We are looking for someone who is a committed professional and has a real passion for Science. The successful candidate will be an Outstanding teacher, enthusiastic and have a deep understanding of all aspects of their subject. There will be excellent CPD opportunities to support you in your development as a leader within the Academy and across the Federation.



### What we are looking for:

- Outstanding and committed teachers with a deep understanding of all aspects of their subject.
- Practitioners with the ability to help develop colleagues to reach your high standards.
- Experienced teachers with sound understanding and knowledge of all aspects of teaching and learning.

### Why work at Harris Academy Orpington?

- An opportunity to join an ambitious new academy at the heart of the local community.
- A focus to provide a quality learning experience both inside and outside the classroom.
- An excellent career move as a stepping stone to senior leadership.
- Harris Academy Orpington combines the traditional values of good manners, strong discipline and respect with excellent teaching.
- Generous Harris Benefits package and excellent opportunities for personal and professional development.

Harris Academy Orpington replaces The Priory School, an 11-18 co-educational school with 1,100 pupils on roll. Harris Academy Orpington combines the traditional values of good manners, strong discipline and respect with excellent teaching. Our highly skilled and committed teachers inspire students to work hard and achieve their absolute best. Lessons are interesting and engaging and students are enthusiastic about learning.

**For any other queries please contact the HR Manager, Julie Nemeth**  
[J.Nemeth@harrisorpington.org.uk](mailto:J.Nemeth@harrisorpington.org.uk)

Discover more by visiting [www.harriscareers.org.uk](http://www.harriscareers.org.uk)  
to start a quick and easy online application.

*Harris Academies are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check. In line with our commitments to safeguarding, the Harris Federation uses preferred agencies and is unable to work with any agencies where Terms of Business have not been agreed by both parties prior to an engagement.*





LYONSDOWN SCHOOL  
PRIDE OF PLACE - Established 1906

New Barnet, EN5 1SA  
Non-selective preparatory day school, Girls 3-11, Boys 3-7  
Approximately 200 on roll

HEAD

START: SEPTEMBER 2017, OR EARLIER  
CLOSING DATE: 10AM WEDNESDAY SEPTEMBER 28TH 2016

We are looking for an inspiring, motivating and dynamic leader, passionate about providing excellence in education, to succeed Mrs Lynn Maggs-Wellings who is retiring after more than ten years’ dedicated and exemplary service.

We would like to hear from you if you share our family ethos and commitment to providing a nurturing environment, valuing each child as an individual, and achieving high academic standards. Our new Head will be able to retain Lyonsdown’s traditional values whilst having the vision, energy and passion to lead the school forward, embracing 21st century opportunities.

We can offer an exciting leadership opportunity in our friendly, welcoming and vibrant school community – enthusiastic children with excellent attitudes to learning and school life, parents who are committed to the values and ethos of the school, dedicated and experienced staff and an effective and supportive Board. We enjoy a North London location in an attractive residential area, with easy access to rural areas.

**Further information can be downloaded here:**  
<http://www.rsacademics.co.uk/vacancies/head-lyonsdown-school>

**Informal visits by prospective applicants are warmly welcomed and a member of the Board would be delighted to share Lyonsdown with you.**

**Please contact our Chair, Andrea Morley, to make arrangements:**  
[lyonsdownchair@gmail.com](mailto:lyonsdownchair@gmail.com)

*Lyonsdown School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to enhanced DBS and other checks in line with safer recruitment best practice.*





## “Inspire a generation of ASD learners to realise their full potential”

Play a pivotal role as Headteacher of SGS Pegasus School, Bristol

### SGS ACADEMY TRUST

**Ref:** HT101  
**Salary:** Leadership spine: £54,503 to £73,144  
**Location:** Stroud, Gloucestershire

**Contract Type:** Permanent Full-time

**Closing date for applications:** 9.00 am Monday 26th September, 2016

**Expected interview date:** Thursday 6th October, 2016

Based at our purpose built new £8m Free School designed to enable ASD learners to succeed in a mainstream environment, the SGS Pegasus School is situated close to the main M4/M5 corridor at Patchway, on the South Gloucestershire / Bristol border.

As part of the South Gloucestershire and Stroud Academy Trust (SGSAT), the SGS Pegasus School will open to our first intake from September 2017. The School will be a ground breaking development providing a genuinely innovative school for children and young people, aged between 4 and 19, who have autism.

At full-capacity, the School will cater for 80 pupils who will access the national curriculum while still receiving the specialist support they need. We are absolutely committed to ensuring learners leave the School feeling fulfilled and able to play a valuable and contributing part of society.

The School has been developed in partnership with South Gloucestershire Council in direct response to their need to provide excellent local education within the area for learners with ASD. Many learners are currently transported out of the region to receive specialist education and on completion of their studies find it hard to transition back into their local community.

The Trust are passionate in their belief that our pupils should have the same opportunities that most of us take for granted – nationally only 15% of young people with autism go onto university, further education, training or employment – however, we estimate that at least 85% of our pupils will! We need an exceptional individual to realise this ambition.

We are seeking an outstanding Leader with knowledge and understanding of ASD and who can absolutely demonstrate that they are a passionate, child-centred practitioner with the ability to lead the School forward within a rigorous professional environment focused on the progress and achievement of children. The successful applicant will need experience of multi-agency working.

For an application pack please email: [sharron@onlyfe.co.uk](mailto:sharron@onlyfe.co.uk)

The successful applicant will be required to obtain and maintain a satisfactory Disclosure Certificate as a requirement of the job.

*South Gloucestershire and Stroud College welcomes applications from all sectors of the community and is an equal opportunities employer.*

*SGS Academy Trust embraces diversity in all its aspects and aims to employ a workforce which reflects, at every level, the community it serves. Our aim is to create an environment which respects the diversity of staff and students enabling them to achieve their full potential, to fully contribute and to derive enjoyment from working and studying with the Trust.*

*The Trust aims to ensure that all actual or potential employees and students are treated fairly and appropriately regardless of age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, sexual orientation, trade union activity and unrelated criminal convictions.*





# Director for Inclusion

Leadership Point 6-10

Start date: January 2017 or earlier

Do you want to be part of our journey of transformation to become an outstanding growing Junior School? We are looking for an experienced and dynamic leader to join us and become a member of our newly-formed, highly-driven leadership team.

The Full Time Director for Inclusion will have responsibility for developing an inspiring vision using the new SEND Framework and Code of Practice to support children with SEND to make outstanding progress. They will develop the newly-formed Inclusion team to meet the needs of all children and our community.

For full details contact **Angela Watts**, Principal or **Brenda Stuart**, School Business Manager on **01933 381600** | [head@ruskinjunior.net](mailto:head@ruskinjunior.net) or visit [www.educationfellowship.net](http://www.educationfellowship.net)

Visits to the school are welcomed.

Closing date for applications: Friday 7th October

Interviews: Wednesday 19th October

Ruskin Academy is an Education Fellowship academy.



*Ruskin Academy and The Education Fellowship are committed to the safeguarding of children and adopt safer recruitment procedures. Posts are subject to enhanced DBS clearance. We have an Equal Opportunities Policy which aims to make sure that we treat everyone fairly.*



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CALL

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ADVERTISING@SCHOOLSWEET.CO.UK  
WWW.SCHOOLSWEET.CO.UK



# MATs SUMMIT 2016

COLLABORATION | EFFICIENCY | SUSTAINABLE GROWTH

Thursday 13th and Friday 14th October 2016  
Beaumont Estate, Berkshire

Join fellow MAT leaders from across the country for two days of talks from high profile speakers, in-depth strategic masterclasses and unrivalled networking opportunities.

[www.MATSummit.co.uk](http://www.MATSummit.co.uk)

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SCHOOLSWEEK



## SCHOOLS WEEK Sudoku challenge

		3				1		
	1	8				2	5	
				5				
	9		8		3		1	
6			1		7			8
2								6
		7	4	1	5	8		
		9				7		
			2		9			

Difficulty:  
**EASY**

	3			1			5	
							7	1
7			9			4		
8								
	5	2	6	3				8
	7			4		2		
5		3		7				
			4	9				7
6		7			3	8		

Difficulty:  
**MEDIUM**

**Solutions:**  
Next week

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

### Last Week's solutions

2	4	5	1	3	8	9	7	6
8	6	1	7	9	5	4	2	3
7	9	3	6	4	2	8	1	5
3	2	6	4	8	7	5	9	1
5	1	4	2	6	9	3	8	7
9	7	8	3	5	1	2	6	4
6	5	9	8	7	3	1	4	2
4	8	2	5	1	6	7	3	9
1	3	7	9	2	4	6	5	8

Difficulty:  
**EASY**

8	1	5	2	9	3	6	4	7
9	4	6	7	1	5	3	8	2
7	2	3	8	6	4	5	9	1
3	7	9	5	8	2	1	6	4
2	5	4	1	7	6	8	3	9
1	6	8	4	3	9	2	7	5
5	9	1	3	4	8	7	2	6
4	3	7	6	2	1	9	5	8
6	8	2	9	5	7	4	1	3

Difficulty:  
**MEDIUM**

## Spot the difference to WIN a *Schools Week* mug



What's the caption? tweet a caption @schoolsweek



Spot five differences. First correct entry wins a mug. Tweet a picture of your completed spot the difference using @schoolsweek in the tweet.