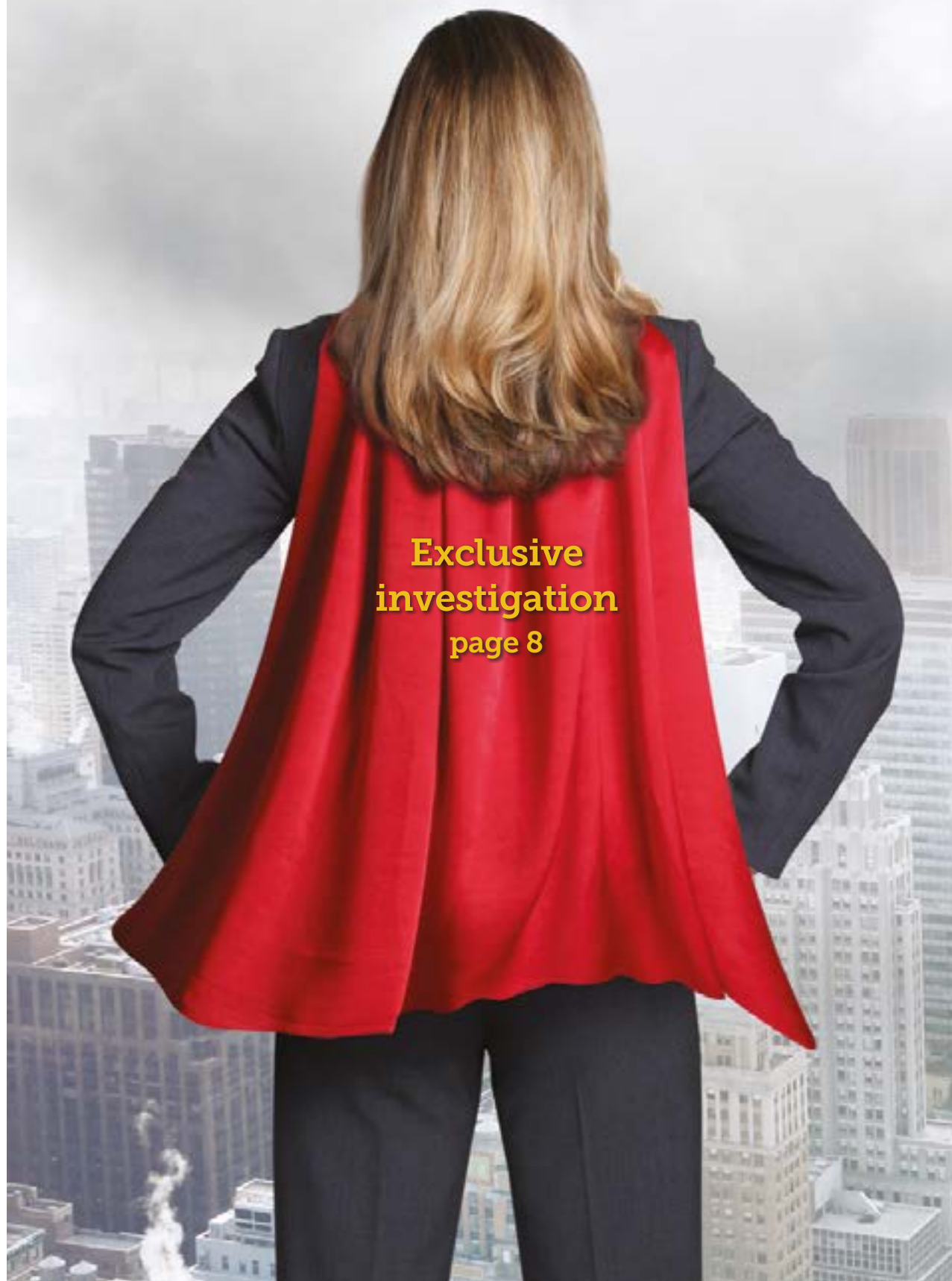


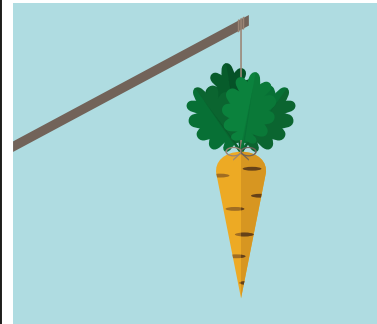


The forgotten heroines

Why aren't schools named after women?



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NEWS

Feeder pre-school charges £275 'retainer fee'

JESS STAUFENBERG
@STAUFENBERGJ

Exclusive

A primary's "feeder" pre-school has been charging parents a "retainer fee" of almost £300 to secure government-funded nursery places that should have been free.

St Peter's pre-school playgroup, in Heswall, the Wirral, charged the parents of a toddler £275 to reserve a place for her ahead of her third birthday, despite her being entitled to a free place under the government's 15-hours-a-week childcare policy.

The pre-school states on its website it is a "feeder school" to St Peter's Church of England primary. They also share the same site, which could mean the school is accountable for legal breaches on its grounds, despite its lack of direct involvement in the cash charge.

The arrangement appears to contravene government rules stating early years' providers "must not charge reservation fees for parents entitled to government-funded places".

It also seems to breach a contract between the pre-school and its main funding body, Wirral Borough Council, which states providers must not "levy any fee or charge parents in advance for the Early Years Funding Education to be refunded at a later date".

The school told parent Don Staniford it has now scrapped its retainer "policy", but only after he complained.

In a letter seen by *Schools Week*, he wrote: "It is disappointing to discover that the pre-payment made in June to reserve a place for my daughter in January 2017 was not a deposit, but a cash grab.

"My sister [who contributed to the fee], my wife and myself were led to believe that this was money to be taken off future fees [until eligible for a free place]. We were seriously misled."

Staniford said the holding fee was "particularly unjustified" given the pre-school had no waiting list, but was advertising spaces in September.

Staniford has also referred the case to Wirral borough council so other parents can "be on guard against similar sharp and illegal practices".

A council spokesperson said it was looking into the case.

Elizabeth Passmore, in her final report as the chief schools adjudicator, said in January that too many schools were breaking admission rules. Under the code governing school admissions, requests of financial contributions are forbidden from forming any part of the admissions process.

But pre-school provision generally falls outside this remit, according to Alan Park, a former schools adjudicator.

He said the legal responsibility lay with the providers, but that governors at the primary school – one of whom, Helen Clough, previously sat on the pre-school committee – might also be answerable as the apparent breach took place on the

MPs will attempt to scrap a law that forces schools to collect pupils' nationality and country of birth unless they receive reassurances from the government over potential misuse of the data.

Opposition politicians are preparing to use parliamentary procedure to try to repeal the legal move that implemented the changes to the national pupil database on September 1.

Schools now have a duty to collect pupils' birthplace data, which the government says will help it to target specialist language support.

But campaigners want the law reversed after some schools demanded copies of pupils' passports and targeted communications at non-white parents.

Now Angela Rayner (pictured), the shadow education secretary, has written to Justine Greening to ask for reassurances that the data will not be used to police immigration.

Rayner is said to be "personally offended" that parents have been asked for the data and worried about the impact on school-parent relations.

In the letter, seen by *Schools Week*, she said the school census already recorded the

language of pupils if it was not English, and said it was "difficult to believe" the additional data was needed to determine the funding needs of schools.

"I cannot see how direct communication with parents in this way, seeking this information which is already available in an anonymised form, does anything but trigger unnecessary fear, suspicion and uncertainty amongst families."

A Labour source told *Schools Week* that MPs would be prepared to use a parliamentary manoeuvre called a "prayer" to derail the legal means by which the government introduced the changes. A "prayer against" the change would kill the legislation if Labour and the Liberal Democrats got the backing of enough Conservative MPs.

Opposition politicians have already clashed with ministers in the Lords, despite assurances from Lord Nash that the data would be protected and kept separately from the rest of the national pupil database.

Under a current agreement, only school and address data for pupils already known to the Home Office is shared by the Department for Education (DfE), but campaigners remain nervous because there is no legal agreement to stop such a deal changing.

Lord Storey, the former Liberal Democrat



school's grounds.

"The school's governors should also be accountable for anything that takes place on their site, even if they are not the actual 'provider'."

The pre-school is registered as a charity. Its accounts for 2014-15 are more than 100 days overdue with the Charity Commission.

Schools Week asked the school detailed questions about its policy, but in response received a short statement from Jen Ellis, chair of St Peter's pre-school committee, which suggested the policy has been ditched.

"Our admissions policy correctly states that we do not charge a retainer fee and this has now been clarified with all parents at the setting.

"If any of our parents has any queries about our policy and procedures, we are always happy to discuss this with them."

In an email to Staniford, the school said the policy was put in place by a "previous committee".

MPs hope the power of prayer will scrap pupil database changes

FREDDIE WHITTAKER
@FCDWHITTAKER

Exclusive

leader of Liverpool council and an ex-headteacher, told the Lords on Monday that the changes had "all the hallmarks of racism".

"Children are children, and to use their personal information for immigration enforcement is disingenuous, irresponsible, and not the hallmark of a tolerant, open and caring society," he said.

But Nash assured him that the information would not be shared, and that the wording of the agreement between his department and the Home Office to stop it happening would be released "shortly".

"The DfE has no way of determining a child's immigration status, nor would we seek to do so. Providing this information is entirely optional; parents can refuse to do so if they wish."

A DfE spokesperson added: "Without evidence and data, we cannot have a clear picture of how the school system is working. We take privacy extremely seriously and access to sensitive data is strictly controlled."



NEWS

Ofsted hunts for recruits for short inspections...

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

Ofsted will offer cash incentives to lure less experienced inspectors into leading more school visits under a new action plan that also targets recruitment in struggling regions.

Inspectors will be paid to attend a new "comprehensive" training programme to boost the number of lead inspectors.

Ofsted has also launched a trial for Ofsted inspectors, formerly known as additional inspectors, to lead new "shorter" inspections of schools rated as "good". These inspections are currently run by Her Majesty Inspectors (HMI).

The incentives follow reports earlier this year of schools waiting months for inspections after Ofsted axed nearly half of its additional inspector workforce, employed as contractors, to bring them in-house last September.

Sources say Ofsted is now "desperate" to find more people who can lead inspections, but the watchdog maintains there is "no shortage" of inspectors.

Colin Richards, a former inspector, told *Schools Week* the move suggests Ofsted is having "some difficulties".

He said full-scale inspections are "increasingly stressful" because they are directed at "problematic schools with



a great deal riding on the outcome and therefore they are particularly highly charged occasions.

"As a result there is more likelihood of lead inspectors' judgments being challenged; that results in extra stress and extra time."

He said there were also concerns that inspectors did not have enough time to reflect and write up their reports and an increasing realisation that Ofsted "is asking too much of its inspectors and too much from inspections".

Ofsted said the new training will enable

more inspectors to achieve lead inspector status.

A spokesperson says there is "no specific budget" for the additional incentives, but inspectors will be paid their normal day rate to take part.

Schools Week reported in June that Ofsted had saved £3 million by delaying inspections.

The inspectorate says the delays were deliberate so that new short inspections, in which schools rated as good receive one-day inspections every three years, could be bedded in.

The watchdog launched a pilot this term in which Ofsted inspectors, rather than HMI, led the short inspections.

The trial is running in London and the East Midlands and could be rolled out nationally if successful.

Schools Week understands that Ofsted will listen to feedback from schools before deciding whether the trial has been successful, and that inspectors will be "closely chaperoned", initially by HMI.

Ofsted is also launching a recruitment campaign targeting regions it believes have "gaps in skills or experience".

But Chris Edwards, an Ofsted inspector in the 1980s and 90s, said: "A lot of people don't want to do it [work as inspectors] any more."

"When I was an inspector it was all about professional development and support.

Now it's straight in and straight out. If you give schools a bad judgement you are ending their career. It isn't a sustainable model."

An Ofsted spokesperson added: "At all times we have met statutory targets for the number of inspections completed.

"There is no shortage of inspectors. We are determined to continue to increase the number of serving practitioners who inspect for us. This is proving to be an excellent model for inspection."

...and ever so quietly ditches good practice case studies

BILLY CAMDEN

@BILLYCAMDEN

Exclusive

Ofsted has abandoned its policy of publishing good practice to help to dispel myths that it insists on "prescribed methods of teaching and learning".

The watchdog launched a dedicated webpage in 2010 on which it routinely published examples of good practice found during school visits.

However, the page has not been updated since September last year, and Ofsted told *Schools Week* this week the practice has been ditched.

A spokesperson said the priority was to "help teachers and other professionals understand the changes we have made to inspection and to dispel the myths that have grown up about what Ofsted expects when it visits a school, including the notion we insist on prescribed methods of teaching and learning".

Subject specialists have "moved away" from publishing good practice case studies and "are focusing much more on engaging in two-way dialogue with professional audiences through a variety of on and off-line channels".

The spokesperson added that other organisations now shared examples of good classroom practice.

Malcolm Trobe, interim general secretary of the Association of School and College Leaders, said the good practice policy had left Ofsted "between a rock and a hard



place".

"The accountability system is so high stakes at the moment that if Ofsted publishes anything that is designed to be best practice, then there is an assumption that is exactly what every school should be doing to get a big tick from an inspection.

"It is fine for Ofsted to stop updating the webpage because in publishing good practice, it could actually end up limiting the development of some schools."

Leon Hady, former head of Stone Soup academy in Nottingham, who now runs online teaching resource TuitionKit, said the move would help schools to meet standards "in the way that is right for them".

He said it would also end the "cut and paste" culture that became common with case studies. "Some schools would emulate

the good practice quite strictly rather than develop items that suited their learners and their needs."

The last update, published 14 months ago, is a case study of how leaders in a north London school used self-evaluation to drive improvements in quality of curriculum.

Colin Richards, chair of governors at a Cumbrian school and a former Ofsted inspector, said he has "always had problems" with the notion of good practice.

"Good practice begs the question 'good in relation to what set of values?'

"What one person may value as good another might see as poor, a third might see as 'mediocre' – it depends on their value standpoint. Why should Ofsted's standpoint be seen as privileged?"

WANTED: NEW CHAIR FOR OFSTED BOARD

The government has launched its search for a new Ofsted chair after David Hoare resigned following controversial comments he made about the Isle of Wight.

Hoare resigned as chair in August after he said the Isle of Wight was a "ghetto" where "there has been inbreeding" at a TeachFirst conference in July.

Despite being backed by Ofsted's board, which said Hoare had made a "swift and unreserved apology", he stood down on August 23, a day after meeting with education secretary Justine Greening.

The Department for Education is now inviting applications for the three-year role, which pays up to £46,800 a year for two days' work a week.

It wants an "outstanding individual" who has leadership and board-level governance experience, understands issues faced by Ofsted and has "excellent judgment and sensitivity".

Applicants are also wanted who have made "significant achievements driving change, organisational improvement and results in difficult financial circumstances".

Schools Week revealed in June that Ofsted has to save £31.5 million over the next four years, something outgoing chief inspector Sir Michael Wilshaw said would be challenging and require "significant change".

Applications close on November 21. For more information, visit <https://publicappointments.cabinetoffice.gov.uk/>

NEWS

RSC DECISION ON NEW SIXTH FORM STAYS UNDER WRAPS

JOHN DICKENS

@JOHNDICKENSSW

The Department for Education has pulled out of fighting the first judicial review brought against a school commissioner ruling, avoiding a spotlight on the secret decision-making process.

A judicial review led by the Association of Colleges (AoC) over the government's decision to fund a new sixth form at Abbs Cross academy and arts college, in Hornchurch, Essex, was due to take place on Tuesday.

The AoC claimed Tim Coulson (pictured), schools commissioner for the east of England and northeast London, flouted government rules after approving the request from the Loxford school trust.

New government rules, introduced in April, say new sixth forms must have 200 pupils or offer 15 A-levels.

The Department for Education (DfE) said schools must also be rated good or outstanding by Ofsted. Abbs Cross is in special measures.

But as *Schools Week* revealed on the morning of the hearing, the Department for Education (DfE) backed out, and instead reversed its approval.

Coulson also appears to have breached rules a second time over an already opened sixth form that was approved at the same time as Abbs Cross, and also sponsored by the Loxford trust.

Mary Bousted, general secretary of the Association of Teachers and Lecturers, said:



"Regional school commissioners can't just make decisions that are inexplicable and be able to get away with it.

"This [judicial review] decision should act as a clear shot to regional schools commissioners – this is not the Wild West. They can't just make these gun-slinging arrangements and get away with it."

A DfE spokesperson said Loxford asked ministers to reverse the approval after it emerged the trust had not "adequately conducted" a consultation with the local authority.

Coulson approved the Abbs Cross sixth form at a meeting in May, alongside a second application from Loxford to open a sixth form at Tabor academy, in Braintree, Essex.

The academy has been in special measures since November 2014.

Two sources also told *Schools Week* the sixth form, which opened in September, has fewer than 20 students. Both the school and the trust did not respond when asked about this, despite repeated attempts by *Schools Week*.

The headteacher board minutes from the May meeting show Coulson and his advisers considered the "criteria for consideration of significant change" – suggesting they were aware of the government's new sixth-form rules, which were published in April.

The approval and how it was reached, which was likely to have been explored in detail during the judicial review, will now

remain out of the public gaze.

Bousted added: "We don't know how headteacher boards makes decisions. There is insufficient challenge and scrutiny – they can't just make decisions that don't appear to follow DfE guidance.

"These decisions need to be properly examined – there currently isn't that process."

Julian Gravatt, assistant chief executive at the AoC, said the review highlighted that the guidance and processes of establishing new school sixth forms had "some flaws".

He said the union had been told the DfE was now reviewing the guidance.

The new rules were introduced to ensure future school sixth forms were "financially viable and value for money".

Schools Week revealed in October last year that two school sixth forms – Ormiston Ilkeston Enterprise academy, in Derbyshire, and Hayfield school, Doncaster – were due to close over funding pressures.

Research by Education Datalab found more than 40 per cent of current school sixth forms did not meet the guidelines.

A DfE spokesperson said the Tabor sixth-form approval was taken following advice from the Education Funding Agency and the headteacher board.

A consultation that showed 81 per cent of respondents were in favour of the proposal was also taken into account. The spokesperson added: "It is expected that the sixth form will have 200 pupils from 2017-18."

NEWSPAPER WINS BATTLE FOR BOARD'S PAPERS

The government has released a tranche of documents used by school commissioners to make key academy decisions.

Official documents used to inform decisions made by Tim Coulson, schools commissioner for the east of England and northeast London, and his headteacher board have been released to the Eastern Daily Press (EDP) after a 17-month Freedom of Information battle.

The government originally refused the newspaper access to the information, put together by civil servants, but was forced to hand over the documents after the paper appealed to the Information Commissioner's Office.

However, the 146 pages of documents were heavily redacted and the newspaper has now appealed for more information to be released.

Redacted information, according to the newspaper, included issues from a review of an academy trust's accounts and Coulson's views on the suitability of other trusts to take over schools.

However, the papers do show that Coulson and his advisers consider exam results and any connected private finance initiatives when deciding whether schools should be converted to academies.

A review of the decisions covering schools in the EDP's patch also found that in 13 of 15 cases, headteacher boards approved the recommendations made by civil servants.

SPOT THE SERVING HEAD ON COMMISSIONER'S BOARD

FREDDIE WHITTAKER

@FCDWHITTAKER

A former union president and academy trust chair are the latest to take up school commissioner adviser roles.

Martin Post, the regional commissioner for north west London and south central England, announced in a newsletter sent to schools this week that Tony Draper, Peter Little and Seamus Oates have joined his headteacher board.

The board, chaired by Post, is one of eight that advise the commissioners on decisions over new free schools, approving academy conversions and removing schools from trusts where problems are identified.

Draper is a past president and vice-president of the National Association of Head Teachers and headteacher at Water Hall primary, in Milton Keynes.

Oates is the executive head at TBAP, a trust with five alternative provision academies and a teaching school alliance. Little is chair of the Bedfordshire schools trust and the Reach4 academy chain.

The trio will now join elected members Richard Edwards and Sir Michael Griffiths, both former heads, and serving heads Claire Robins and Teresa Tunnadine on the board. Dame Yasmin Bevan, another former head, is the only other appointed member.

The commissioners faced questions from



Tony Draper



Peter Little



Seamus Oates

MPs earlier this month about why they had so few serving heads on their boards.

Jennifer Bexon-Smith, the commissioner for the east Midlands and the Humber, was forced to defend her board, which has no serving heads, during a parliamentary committee hearing.

She said two elected members were heads when they joined and were now chief executives of multi-academy trusts.

"What they bring is that experience and expertise of running schools," she said.

"For me, [the name] headteacher board, I suppose you can argue about the terminology, but they have all fulfilled, in my particular case, that role – so it would seem

appropriate."

Heads of local authority-maintained schools cannot currently be elected to the boards, and no schools commissioner has co-opted or appointed one.

Bexon-Smith said it was "entirely appropriate and proper" that those elected came from an academies background.

"The view at the moment is that the decisions are around conversion to an academy and dealing with schools that are converting to become an academy," she said.

"It is about that journey and it is that experience and that professional expertise that we draw on within the headteacher board."

NEWS

New free schools chief resets Cameron's target

FREDDIE WHITTAKER

@FCDWHITTAKER

The government would need to triple the average number of free schools opened each year to meet higher targets for 2020 demanded by Toby Young, the newly appointed director of the New Schools Network.

The journalist and author was appointed last month to lead the government-funded charity after its former chief, Nick Timothy, left to join Theresa May at No 10.

In his first interviews after his appointment, Young called on ministers to increase their 2015 target of 500 new free schools between May 2015 and May 2020.

Speaking to *Schools Week* this week, he clarified that he would be happy if 750 were approved in this parliament even if some opened after the next election.

He raised concerns that the government was only committed to funding 500 schools and wanted assurances it would provide cash for additional schools if they were approved before 2020.

He said the target of 500 was no longer ambitious enough, given the need for almost half a million new school places.

Analysis by *Schools Week* shows that an average of 219 new schools would need to open in each of the next three academic years to meet the target of 750 new schools opened by 2020.

According to figures on the Department for Education website, 96 new mainstream, special and alternative provision free schools opened in the past two years, 54 in 2015 and 42 this September - an average of

Toby Young



72 per year.

At present, 226 projects are already approved and in the pipeline, but a further 178 would need to be approved and all of these opened by 2020 just to reach the government's current target.

Young points to government figures showing an expected increase in the pupil population of 458,000 by 2020, claiming that the 226 approved schools will provide 140,000 places, assuming an average of 600 per school, but leaving a shortfall of more than 300,000.

"The free schools programme has been so

successful it looks as though the 500 target will be met several years ahead of schedule," Young told *Schools Week*.

"Consequently, if the government wants to sustain this momentum, meet the basic need for new places and see the new proposer groups identified in the green paper set up schools, it will have to increase the target to 750."

The appointment of Young, a Conservative supporter who founded the West London Free School, has bolstered claims of a "revolving door" between the government and the NSN.

The charity was launched in 2009 by Rachel Wolf, who later became David Cameron's education adviser.

Young's predecessor is now Theresa May's chief of staff, Another former NSN director, Natalie Evans, was appointed by May as leader of the House of Lords in July.

Schools Week understands that James Johnson, a former NSN researcher, has also left the charity for a position in No 10, while Katherine Howell, who departed in 2014, now advises Evans in the Lords.

Campaigners have questioned the performance of existing free schools following the release of Progress 8 data, casting doubt on whether an acceleration in the programme is the best way to meet a need for more places.

The first publication of new Progress 8 scores last month show that the small batch of free schools who had GCSEs last year had an average progress score of 0.02, compared with 0.09 among converter academies.

However, the government statistics watchdog, the UK Statistics Authority, has previously warned against inferring conclusions from data on the first waves of free schools because of their small size.

Henry Stewart, from the Local Schools Network, says: "Before we start talking about a huge expansion in free schools, shouldn't we look at the evidence? Where is the evidence that free schools perform any better, and especially that they perform better than other new schools?"

Additional reporting by John Dickens

Harris plans vocational courses-only school (with GCSE resits)

BILLY CAMDEN

@BILLYCAMDEN

One of the country's largest academy trusts is to open a 16-19 free school offering only vocational courses and GCSE resits.

The Harris Professional Skills Sixth Form (HPS6F), a standalone free school in Croydon, south London, will offer 170 places for professional skills course, with another 60 places for students retaking GCSEs before progressing on to a vocational qualification.

It is set to open on a temporary site next year, before moving into a former police station in South Norwood in 2018.

The free school is unusual for focusing on vocational rather than academic qualifications, as these are typically provided in further education sector.

But Andrew Barr, the new school's principal, said the Harris academy chain recognised a "need for a larger vocational contingent"

within the trust and wanted to create a "niche offer for students who would find a traditional large college more difficult to cope in".

HPS6F will offer four pathways: construction, manufacturing, business, and media. Pupils in year 12 and 13 will combine vocational courses with level 3 English and maths qualifications and employability skills.

Mick Fletcher, an FE policy expert and the founder of Policy Consortium, said the venture was "rare" and he was "worried" about the large proportion of GCSE places at the school.

"Each year, 40 per cent of the intake will just be on full-time GCSE retake. All the evidence shows that is pretty demotivating...and people tend to drop out, leading to poor success rates. That to me seems a poor thing to start on."

But Dan Moynihan, head of the Harris federation, said the option would benefit youngsters in Croydon who were not in education, employment or training (NEET).

"NEETs often miss the first entry for local colleges, who, for example, have an entry in September. We are offering a second date of entry to vocational courses for students who are otherwise NEET in October and November."

As HPS6F is a free school, it does not have to abide by new government guidance for academies wanting to open a sixth form that says leaders must prove they can get more than 200 pupils and offer a broad curriculum with at least 15 A-levels.

Free schools must, however, still be able to

demonstrate demand in their local area, and that the venture will be financially viable and provide "value for money".

Croydon already has five general FE colleges and three sixth-form colleges, but Moynihan says the provision for NEETs and GCSE takers means the new school "will not impact negatively on other sixth forms or colleges".

Micon Metcalfe, director of finance and business at Dunraven school in south London, said HPS6F was an "interesting proposal" that "potentially ensures Harris can offer pathways to all post-16 learners; especially as A-levels become more linear and academically focused".

She added that larger multi-academy trusts (MAT) had "much more flexibility" to open small standalone sixth forms because they could "shield" them from running out of cash.

HPS6F will open for GCSEs places in September next year on a temporary site in Beckenham before the Croydon school building is ready in September 2018.



Dan Moynihan



Micon Metcalfe

NEWS

GREENING HOLDS UP FINDINGS FROM STUDY OF OLDER TEACHERS

BILLY CAMDEN @BILLYCAMDEN

Exclusive

A group of educationists scrutinising the consequences of teachers working until their late 60s expect their interim findings to be published this month, seven months after they were sent to government.

Under new government policy, teachers born after April 6, 1979, are required to work until 68 before claiming a full state pension. For older teachers, state pension age starts at 60 for women born before April 5, 1954, and 65 for men born before April 6, 1954. The age then rises progressively.

The Department for Education (DfE) set up the review group to make sure the policy change did not detrimentally impact the workforce and that older teachers would still have the capacity to “drive up standards”.

Its members planned to publish interim findings in February this year, according to documents drawn up when the group began, but the report is still yet to surface.

Schools Week understands the group submitted its report to ministers in February but it has not been given the necessary sign-off from education secretary Justine Greening.

Valentine Mulholland, head of policy at the National Association of Head Teachers and member of the review group, said she assumed the delay was because of Greening “wanting to be 100 per cent clear about anything that is already in the public domain”.

She added that purdah before the general election and local elections of 2015, and the EU referendum earlier this year, also pushed back publication.

The final version of the report, which was initially planned to be published in October this year, has subsequently been pushed back until 2017.

Andrew Morris, head of pay and pensions at the National Union of Teachers and a member of the review group, said the group predicted it would submit its final report “early next year”, but it was “up to the DfE when it actually publishes it”.

Longer working lives is a hot topic after new analysis by the Education Policy Institute revealed teachers in England work more hours than almost anywhere else in the world.

Morris said the project was examining evidence within teaching and other professions of “working to particular ages and the impact on health in retirement”.

The group has also looked at existing employment practices that “might support working longer or make the aspiration of teachers working longer something that the government might need to reconsider.

“When it is published I’m sure it will be subject to some debate,” he said.

A DfE spokesperson said the group’s report would be published “in due course”.

Weakening currency hits school ICT costs

JOHN DICKENS @JOHNDICKENSSW

Schools are facing hikes of more than 10 per cent in their ICT costs after tech giants say post-Brexit exchange rates will force up prices.

Microsoft is due to increase prices on some of its cloud services by 22 per cent from January 1, after price rises were announced by Apple, Lenovo, HP and Dell – all of which said the hikes followed the recent weakening of the pound against the US dollar.

Schools are now being told they will have to pay more for technology services such as cloud-based IT systems and 1:1 iPad schemes.

Mark Orchison, managing director of 9ine Consulting, said: “From the day after Brexit there were noises from suppliers about the expected increase in cost for ICT equipment and software.

“What is now transpiring is a general move by manufacturers and suppliers to enforce price increases.

“Without a change in currency values, I believe schools are likely to see upwards of a 10 per cent increase in their ICT overall budget in the next 12 months, and in many cases, the cost increases are must-haves – such as Microsoft licensing, replacing PCs and servers. These will be unfunded costs that schools need to cover.” These could amount to £20,000 a year for a secondary school.

Schools leaders already face significant budget pressures, as funding levels stagnate and costs rise.



Paul Finnis, chief executive of the Learning Foundation, a charity promoting technology in schools, said that schools most often quoted financial pressures as the reason not to buy new technologies.

More schools are moving their ICT services to cloud-based services – in which data and programs are stored and accessed over the internet instead of physical hard drives – which are hosted by tech companies.

Department for Education guidance, published in July, states that moving to a cloud system could make “significant savings” and enhance learning and teaching.

But a large academy trust, which did not want to be named, is now facing a 10 per cent increase for technology products. A spokesperson said it was shopping around to reduce the cost.

Schools Week has been told that tech firms are contacting schools to piggyback on price increases and pitch for more business.

European Electronique has written to its

schools and urged them to get in touch to “mitigate any impact these increases may have” and receive “pre-increase pricing” for products.

The company said IT vendors could not absorb the price increases.

Orchison added: “We have many cases where suppliers have been providing quotes, with the caveat that should the orders not be placed, the costs will increase in November by between 5-10 per cent as a direct consequence of the dollar exchange rate.”

He said UK-based software developers and manufactures were also considering price increases, increasing the price of management information systems and learning platforms.

Schools Week revealed in October that Avanti Court primary, in east London, increased the price of its school meals after “post Brexit” higher costs for wholesale food.

Parents will pay about £20 extra per year.

Grammar-style comps are what’s needed, says Wilshaw

FREDDIE WHITTAKER @FCDWHITTAKER

Comprehensives can have a “grammar-school ethos”, Sir Michael Wilshaw (pictured) claims in another attack on plans to expand selection.

The Ofsted boss told the Freedom and Autonomy for Schools National Association (FASNA) conference on Wednesday morning that grammars were not the answer to the nation’s problems, but there was no reason why comprehensives should not “celebrate the importance of tradition, ritual and formality”.

The chief inspector has been one of the fiercest critics of government plans to open new grammar schools, and he warned on Wednesday that the proposals could put at risk the successes of schools as “remarkable escalators of opportunity” for the children of immigrants and “great forces for social cohesion”.

He said there was “no reason” why headteachers should not “insist that children should stand up when staff enter the classroom or sing a school song or learn whole tracts of Shakespeare by heart.

“My heart sinks sometimes when I visit schools where heads walk into classrooms and none of the children pay a blind bit of attention.



“As a consequence of all this, and in spite of the enormous strides we have made in the past few years, the comprehensive name is still associated in the minds of many with mediocrity, laxity and failure. For many journalists and politicians, their reputation remains tarnished.

“This is why the proposal to set up more grammars has, despite the evidence, found a wider welcome than it had any right to expect. Grammars are back on the agenda because self-styled progressives refused to back comprehensive reform in comprehensive schools.”

Wilshaw also warned that the performance of children whose parents were born outside the UK was a successful aspect of the school system which had “largely gone unnoticed”, and that the “short-sighted” and “needless

return to selection and segregation” selection could “dissolve” the cohesive power of schools.

“Schools are the place where different communities integrate. Schools provide the glue that helps hold our society together,” he said. “How short-sighted would it be if we carelessly did anything to dissolve it through a needless return to selection and segregation?”

Wilshaw, who stands down next month after five years in post, said the outperformance of children of immigrants compared with their native peers had become an “ingrained trend” in England but was not replicated across Europe.

“We regularly castigate ourselves – rightly – for the poor performance of white British pupils. Children of immigrants, conversely, have in recent years done remarkably well.”

Data from 2015 shows that Chinese children were the highest-performing ethnic group, with 76.6 per cent achieving five A* to C GCSEs, including English and maths. Other Asian pupils also did well, with 72.1 per cent of Indian children achieving the benchmark.

The same data shows that in 2015, just 24 per cent of white British boys eligible for free school meals got five A* to C GCSEs, with English and maths.

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NEWS: GENDER SPECIAL INVESTIGATION

COACHING FOR WOMEN TEACHERS FAILS TO TAKE OFF

JESS STAUFENBERG
@STAUFENBERGJ

A government scheme to encourage more women to become school leaders has been dubbed a “tick-box exercise” by those involved in the initiative.

Launched by the Department for Education (DfE) and National College for Teaching and Leadership (NCTL) nearly eight months ago, the scheme promised to link 1,000 women teachers with 1,000 coaches and school leaders by International Women’s Day in March 2017.

But only 257 coaches are involved at present. Even fewer teachers have signed up, with 30 coaches saying they have not been approached at all.

Progress is hampered by the government’s failure to reimburse coaches and a poorly designed government website, says Hannah Wilson, professional learning consultant leader at the Harris Federation and a coach in the scheme.

“There’s a bit of a dichotomy here, because the DfE has said it wants to support women teachers, yet why are they not paying anyone for their time?”

Meanwhile, more than 40 teaching schools have won £20,000 in diversity and equality grants, demonstrating funds can be made available when prioritised, Wilson says.

Benny Osei-Bonsu, a pastoral manager at Harris Academy Greenwich said being coached had encouraged her to take the National Professional Qualification for Senior Leadership (NPQSL).

“I speak to my coach a lot on the phone, and I’ve seen her twice. She’s good at checking in weekly. I never would have gone for the NPQSL otherwise.

“I’ve been in education for 10 years, and there’s a lack of BME [black and minority ethnic] leaders and other senior staff. I want to inspire other BME teachers.”

Osei-Bonsu came across the scheme at a WomenEd event but said it was unlikely she would have otherwise found it.

The initiative was launched in response to figures showing that while 74 per cent of teachers are female, they only make up 65 per cent of headteachers. That gap widens among chief executives of the 25 largest multi-academy trusts with just three headed by women.

A spokesperson for the DfE said the government was investing £270,000 in the establishment of nine school-led regional networks, which would support the coaching pledge.

“The Women Leading in Education programme was developed with school leaders in direct response to calls from the sector for more coaching and support for female teachers. All coaches are required to provide feedback on their work and we gather feedback from participants as well. This is used to ensure the programme is meeting the needs of teachers.”

WHAT’S IN A SCHOOL NAME

JESS STAUFENBERG
@STAUFENBERGJ

Exclusive

Multi-academy trusts are six times more likely to be named after men than women, an exclusive *Schools Week* investigation has revealed.

Analysis of the names given to multi-academy trusts (MATs) show 63 are named after men while only 10 are named after a woman – and none after a female MAT founder.

Free schools, opened since 2010, are also continuing the trend with male-named schools opening at twice the rate of those named after women.

The high proportion of schools named after religious figures accounts for much of the imbalance, with those named after saints, bishops and cardinals overwhelmingly male.

But local heroines are poorly represented, while local heroes such as Sidney Stringer, Samuel Ward, Sir Harry Smith, Sir John Lawes, Malcolm Arnold, Charles Kao, Sir Frank Whittle, Ted Wragg and William Temple all have schools and MATs named after them.

Vivienne Porritt, researcher at the UCL Institute of Education and co-founder of campaign group WomenEd, says: “Historically, which is where a lot of school names are from, women have been absent – not from the action, but from the narrative for a very long time. So there’s a huge amount of time in terms of playing catch-up.”

Yet the trend continues among more recently opened schools. Among free schools opened since 2012, 10 are named after women compared with 22 after men.

And that imbalance widens for free schools yet to open. Just two are set to be named after women: St Anne’s High School for Girls in Luton and Queen Elizabeth Studio in Cumbria, compared with 11 after men.

Porritt suggests that one reason for the underrepresentation of female-named schools could be due to historically fewer women leaders in education.

“If the name of your school is saying there’s a male focus, and the headteacher is male, and most of the senior leadership team is male, then the community continues that narrative. It’s about girls in school and female teachers looking to leadership too. You can’t be what you can’t see.”

Of 96 MATs and free schools named after men, 63 per cent took names from religious figures such as St Barnabas, Cardinal Hulme, John Paul, Guru Nanak, Bishop Konstant and Blessed Edward Bamber. Eleven named after religious women included Mary Magdalene and Our Lady of Lourdes.

Famous men from history were also more likely to make school, with the Bobby Moore Academy, Da Vinci Studio School, and Sir Isaac Newton Sixth Form some of the most recent examples.

From a *Schools Week*-compiled list of 40 famous British women, only ten has schools or colleges named after them: Ada Lovelace, Edith Cavell, Elizabeth I, Elizabeth Woodville, Jane Austen, Judith Kerr, Joan of Arc,



Margaret Beaufort, Lilian Bayliss and Mother Teresa.

Two male founders (but no women) gave their names to schools or MATs – the David Ross Education Trust and the Darwen Aldridge Enterprise Studio.

Stephen Wilkinson, chief executive of The Queen Katherine School multi-academy trust in Cumbria, said the school’s namesake, Henry VIII’s sixth wife Catherine Parr, had been chosen by prominent women in the community at the time.

“A woman was instrumental in choosing the name of the school, and the first head was a woman, a very dynamic person, so there is a female connection between Katherine and the education committee at that stage. We’re proud of the local connection.”

Jez Bennett is principal of the Elizabeth Woodville school in Northamptonshire, where the young Elizabeth supposedly met her future husband Edward IV.

“It’s important that schools recognise

local people of all genders, but we know that disproportionately men have been overrepresented in those areas – so it’s absolutely right that we celebrate influential and important women,” he said.

The Lady Margaret School in London was also named after a powerful Tudor matriarch, Margaret Beaufort, but more contemporary women are almost absent.

Several schools are named after a female teacher or student who died: the Ruth Gorse Academy in Leeds is named after a “brilliant” head of PE who died from cancer at 35. The Elliott Hudson College, also in Leeds, is named after Hannah Hudson and Natasha Elliott, former pupils who were killed in transport accidents.

The Michaela community school, run by headteacher Katharine Birbalsingh, is also named after: “an extraordinary teacher whose old-school Caribbean values ensured huge success for her pupils”.

JANE AUSTEN COLLEGE, NORFOLK

FOUNDED: 2014, AS PART OF THE INSPIRATION TRUST
TYPE: 573 PUPILS AT 11 TO 19 MIXED FREE SCHOOL WITH AN ENGLISH SPECIALISM
PRINCIPAL: CLAIRE HEALD

Who is the woman? An English novelist writing in the early 19th century, best known for six novels exploring social norms and female characters.

Why her? “We chose Jane Austen as we really wanted to find a name for the school that would fit suitable with our English and arts specialism but also offer an iconic and inspirational figure

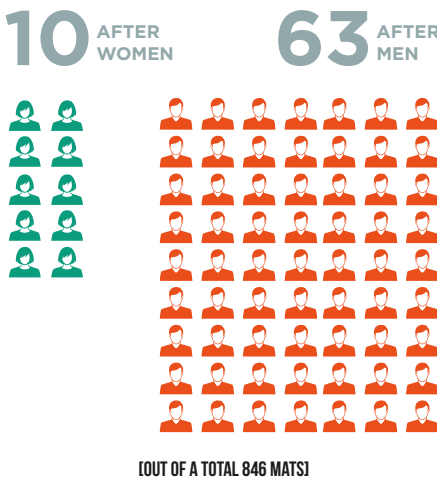
for our students to be motivated by,” Heald says. “Also, we have a partnership with the Sir Isaac Newton Sixth Form, and Jane Austen, we felt, offered the perfect complement to Sir Isaac Newton in terms of gender balance and the shared focus on maths, science and the arts. Jane Austen was also not afraid to challenge convention in her writing.”



E? LOTS OF HEROES, FEW HEROINES

THE HARD STATS

MULTI-ACADEMY TRUSTS NAMED AFTER WOMEN OR MEN



FREE SCHOOLS OPENED NOW NAMED AFTER WOMEN OR MEN

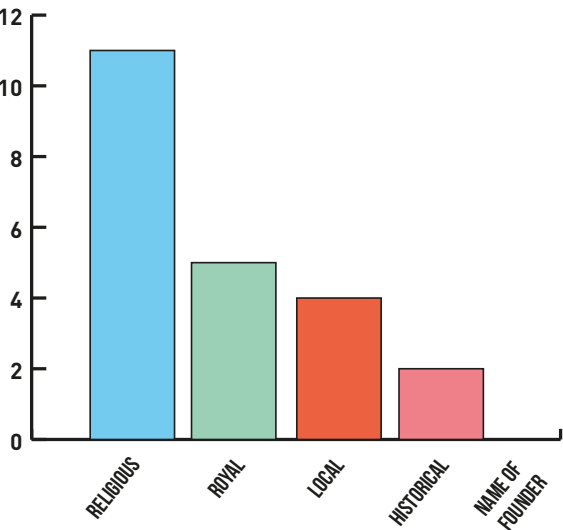


FREE SCHOOLS IN THE PIPELINE NAMED AFTER WOMEN OR MEN



Percentage of named free schools (open already and in pipeline) and MATs after women that are

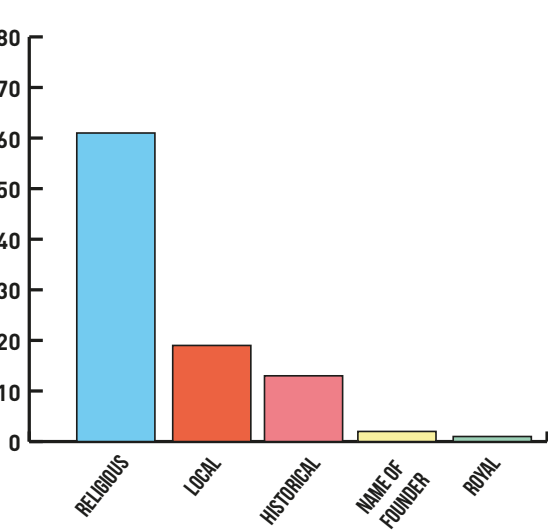
- 1. HISTORICAL
- 2. RELIGIOUS
- 3. ROYAL
- 4. LOCAL
- 5. NAME OF FOUNDER



[22 named in total, falling into these categories]

Percentage of named free schools (open and in pipeline) and MATs that are named after men

- 1. HISTORICAL
- 2. RELIGIOUS
- 3. ROYAL
- 4. LOCAL
- 5. NAME OF FOUNDER



[96 named in total, falling into these categories]

PICK'N'MIX: SCHOOLS WEEK SUGGESTS WOMEN'S NAMES FOR SCHOOLS

- Agatha Christie – novelist
- Angela Berners-Wilson – first female priest
- Barbara Castle – politician
- Betty Boothroyd – first female Speaker
- Cartimandua – Celtic queen
- Caryl Churchill – playwright
- Charlotte Brontë – novelist
- Charlotte Cooper – first female Olympic gold medallist
- Constance Markievicz – first woman voted to Commons
- Diana Princess of Wales – compassionate figure
- Doris Lessing – playwright and novelist
- Eleanor of Aquitaine – powerful mediaeval figure
- Elena Lucrezia Cornaro Piscopia – first female to receive degree
- Elizabeth Fry – social reformer
- Emily Brontë – novelist
- Emily Davies – women's university education campaigner
- Emily Davison – suffragette
- Emmeline Pankhurst – suffragette
- Florence Nightingale – nursing pioneer
- Frances Buss – women's education campaigner
- Helen Bamber – human rights activist
- Saint Julian of Norwich – mystic
- Lady Mary Wortley Montagu – writer
- Lilian Faithfull – headmistress and women's rights campaigner
- Margaret Thatcher – politician
- Marie Curie – chemist
- Mary Seacole – nursing pioneer
- Mary Shelley – novelist
- Mary Wollstonecraft – women's rights campaigner
- Nancy Astor – first female in parliament
- Octavia Hill – social housing pioneer
- Virginia Woolf – writer
- Victoria Woodhull – entrepreneur

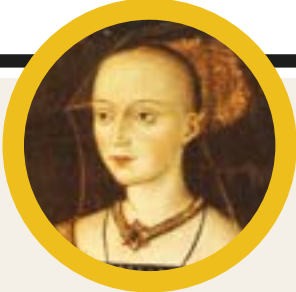
ELIZABETH WOODVILLE SCHOOL, NORTHAMPTONSHIRE

FOUNDED: 2011 AFTER TWO SCHOOLS MERGED, NOW PART OF TOVE LEARNING TRUST
TYPE: C. 1,000 PUPILS AT 11 TO 18 ACADEMY SCHOOL
PRINCIPAL: JEZ BENNETT

Who is the woman? She wielded political influence through her second marriage to Edward IV and played an important role in securing Henry VII's place on the throne.

Why her? "Legend says that Elizabeth Woodville stood under an oak tree that is between the two schools, and there allured King Edward because of her beauty", Bennett says. "We have

two schools who were rivals coming together, like the House of York and House of Lancaster, which Elizabeth brought together. She was very independent, cared about her children, but was also quite Machiavellian. She had some tough times, ups and downs, and that's a good message for the children to remember."



EDITH CAVELL LOWER SCHOOL, BEDFORDSHIRE

FOUNDED: 1974
TYPE: 225 PUPILS 3 TO 9 MIXED LOCAL PRIMARY SCHOOL
PRINCIPAL: HEATHER COOKE

Who is the woman? A British nurse during the First World War who saved soldiers from both sides without discrimination, known for saying "patriotism is not enough". She was arrested, accused of treason and shot by firing squad.

Why her? "Edith Cavell was both strong and nurturing, which is the ethos we encourage here in our school," Cooke says. "We're a real

family school, we care for each other. We're a multicultural school too, and Edith Cavell stood for not discriminating between people – so she's a real inspiration for us." The school presents a slideshow to pupils to explain who Cavell was and why the school is named after her. When the Royal Mint decided to produce a £5 coin with her name on, the school was presented with a rare copy to keep.



'Breakfast clubs should be on every school's menu'

JESS STAUFENBERG
@STAUFENBERGJ

Breakfast clubs are more cost-effective than the government's flagship £1 billion universal infant free school meals policy in improving outcomes for pupils in disadvantaged areas, according to researchers.

A year-long trial in 106 primary schools, funded by the Education Endowment Foundation (EEF), found pupils made an extra two months' progress when a free breakfast club was introduced.

It was trialled in schools with 35 per cent or more pupils on free school meals, but was available to any child.

Researchers said breakfast clubs cost far less but might be more effective in improving academic attainment, lateness, absence rates and behaviour.

Ellen Greaves, senior research economist at the Institute of Fiscal Studies (IFS) and author of the evaluation report, said: "One policy conclusion for schools is it's really clear this [breakfast club initiative] has a positive impact at a relatively low cost. It's a lower cost than universal free school meals for infants, which is a national policy."

She said the main finding was an improvement in pupil attainment at key stages 1 and 2, which was attributed to improved concentration and behaviour.

Greaves said a further breakdown found pupils with higher prior attainment made

more improvement than their peers.

But she added: "Because the classroom environment improved so much, it improved outcomes for all. If you're better placed to take advantage of a better learning environment, you will."

The government will pump £10 million a year into expanding breakfast clubs from 2017.

Ministers have now been called on to go further. Sir Kevan Collins, chief executive of the EEF, said: "They [the government], and school leaders more generally, should consider using a free, universal and before-school model to benefit attainment."

However, schools in the trial said if the fairer funding formula was delayed again – its introduction has already been pushed back a year to 2018 – many would not have the budget to continue the initiative.

Universal infant free school meals cost £437 for each eligible pupil a year – and also claim to boost pupil productivity.

Meanwhile the breakfast club trial, run by charity Magic Breakfast, costs £11 per eligible pupil per year, although that did not include the extra staff cost of paying teachers to cover the early morning shift.

Warren Hills community school, in Leicestershire, which received funding during the trial, still needed to find an extra £9,000 to cover staffing, but used its pupil premium funding.



Andrea Lane, headteacher at the school that has 53 per cent of pupils on free school meals, said: "As long as the government continues to recognise that we need the pupil premium funding, and as the fairer funding comes in place – and Leicester is one of the places hit by the funding formula – we would definitely earmark our pupil premium for the breakfast club."

Schools get funding for one year under the Magic Breakfast scheme, which has corporate sponsorship from major food

retailers. If they want to continue, it costs from £500 a year for schools with fewer than 200 pupils to £1,500 for schools with more than 400 pupils.

A Department for Education spokesperson said they trusted schools to decide how best to use their pupil premium funding, which could include providing breakfast clubs. "From next year we will be investing £10million a year from the soft drinks levy to fund the expansion of healthy breakfast clubs."

COMMITTEE TO HEAR EVIDENCE ON GRAMMARS

The schools minister Nick Gibb and several leading academics have been summoned to an "evidence check" hearing on the government's proposals for new grammar schools.

The education select committee will grill Gibb and five other key witnesses at the session next Tuesday.

An announcement last month that the government wants to see an expansion of selection by ability has sparked a heated debate, with anecdotes of social mobility often pitted against evidence to the contrary. MPs said they wanted to take a closer look at the pros and cons of the policy.

A panel of academics will attend as witnesses – including Becky Allen, director of Education Datalab, and professor Anna Vignoles from the University of Cambridge's education department. The Department for Education's chief scientific adviser, Tim Leunig, will also appear.

A public consultation on the plans set out by the government in its Schools that Work for Everyone green paper will close on December 12.

Neil Carmichael, the Conservative chair of the committee and one of a growing number of grammar school sceptics inside Theresa May's party, said MPs wanted to get "underneath the rhetoric".

"The air has been thick with the sound of claims and counter-claims on the benefits and disadvantages of grammar schools. This session gives us a valuable opportunity to hear the cases for and against."

Pearson drops plan for engineering A-level

JESS STAUFENBERG
@STAUFENBERGJ

Exclusive

Proposals to develop a new engineering A-level have been dropped.

Schools Week reported last year that the Royal Academy of Engineering (RAE) had submitted plans to develop a more creative engineering A-level to exam board Pearson, in an attempt to encourage more girls into undergraduate courses.

But the board rejected the proposal, saying its content "overlapped" with new physics and design & technology A-levels.

The RAE, the UK's national academy of engineering, worked for 18 months alongside industry experts, higher education bodies and schools to propose the new A-level.

The organisation has now joined statisticians in criticising the government's "narrow" set of A-levels after engineering, statistics, history of art, critical thinking, archaeology and 23 others, face the axe next September

Professor Helen Atkinson, chair of the RAE's education and skills committee, said: "Accountability measures have created perverse incentives, encouraging some schools to focus pupils on a narrow set of subjects rather than a broad and balanced offer."

The uptake of some creative subjects, including art and design & technology,



and performing arts, has dropped after the government introduced the EBacc and its focus on a "core" academic curriculum.

Meanwhile, 32,678 girls took A-level maths compared with 52,390 boys last year, with only 3,983 girls taking further maths compared with 10,583 boys.

And about 75 per cent of physics A-level students last year were male. Just over 60 per cent of design & technology students were also male.

Statistics A-level drew in pupils who would not have done the maths A-levels, said Harvey Goldstein, professor of social statistics in the graduate school of education at the University of Bristol.

"It's teaching people basic techniques in how to analyse data and then being able to interpret and make inferences in what's going on. It's a statement about the real world. Mathematics will teach techniques, but much less about how to make judgments on that."

But a spokesperson for the National Centre for Excellence in the Teaching of Mathematics (NCETM) said that an element of statistics would be compulsory in maths A-level from September 2017. About 800 UK students sat a separate statistics A-level this year.

A spokesperson for Pearson said after meeting the RAE it became clear there would be "too much overlap" with new D&T and physics qualifications.

But they added: "We absolutely recognise the importance of this subject and are committed to continuing to offer routes into the industry via both academic and vocational routes – and through our updated A-levels in physics and design & technology."

A Department for Education spokesperson said the department wanted more students studying STEM subjects. "We know maths and physics, in particular, are crucial to studying engineering in higher education."

The latest figures also show entries to STEM A-levels have increased 13 per cent since 2010, the spokesperson said.

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NEWS

While you we

Suffolk head bids for ASCL post

JOHN DICKENS
@JOHNDICKENSSW

A Suffolk headteacher has thrown his hat in the ring to become general secretary of the Association of School and College Leaders (ASCL), launching an “unprecedented” challenge to the union’s preferred candidate.

Geoff Barton (pictured), head of the King Edward VI School in Bury St Edmunds, announced last week that he will challenge education consultant Chris Kirk, the union’s preferred candidate, for the post.

Barton now has to get nominations from 75 full ASCL members across 10 branches by November 14 for his challenge to proceed.

He told *Schools Week* on Tuesday that he had received 14 nominations and was hopeful of gaining the required support.

His decision to stand was sparked by rage at the government’s grammar school plans – “where did this policy come from?”

Barton has held school leadership roles for 20 years and is well-known for his forthright views and criticism of the government and Ofsted.

He said his campaigning background could help to ensure the union was “robust enough in rejecting some ideas”.

“This is a critical time for education, with so much policy rustled up from nowhere. Do we need a more robust challenge to policy without evidence?”

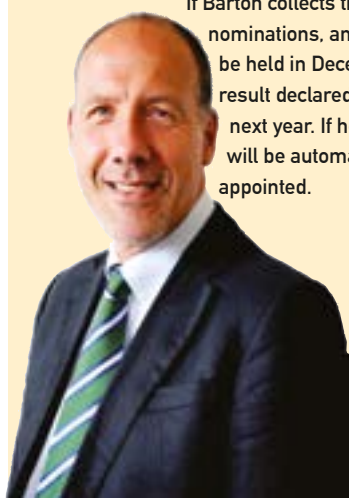
Former general secretary Brian Lightman told *Schools Week* the challenge was “unprecedented”, adding the previous three general secretaries were all appointed unopposed.

Kirk has held leadership roles at PwC and is a former chief executive of GEMS Education Solutions, a school consultancy firm.

Sian Carr, ASCL president and chair of the association’s nomination committee, said Kirk had the experience and skills to ensure the union played a key role in shaping future education policy.

“He will be able to provide the leadership that enables ASCL to take forward our vision of a school-led self-improving system that creates the conditions in which every child and young person can realise achievement, no matter what their social background.”

If Barton collects the required nominations, an election will be held in December with the result declared in February next year. If he fails, Kirk will be automatically appointed.



DFE FORCED TO PUBLISH REPORT ON SCHOOL MEALS

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

The Information Commissioner’s Office has told the Department for Education that it must publish a report that has found small schools are struggling to meet the cost of providing free school meals.

Schools Week revealed in January that ministers had refused to publish a report by the small schools taskforce into the viability of providing universal infant free school meals (UIFSM).

A leaked version, seen by *Schools Week* in August, showed the taskforce had found thousands of small schools were struggling to deliver the meals. The government, however, later ended an annual £2,300 subsidy to help these schools.

Ministers must now publish the full findings within the next month.

It follows campaigner Andy Jolley successfully overturning a decision by Lord Nash to refuse the release of the report under the Freedom of Information (FOI) act. Jolley, a former school governor and free school meals blogger, appealed to the commissioner’s office (ICO), an independent regulator, which then asked the DfE to provide information supporting



its argument for refusal.

He said: “The Department for Education (DfE) seems determined to eke out every possible excuse for delaying this report.

“For them it’s a win-win, the funding to small schools has quietly been cut and they avoided the avalanche of criticism we would have seen had there been evidence they were ignoring an expert report’s conclusions.

“It’s little more than delaying tactics, postponing bad publicity until the initial fuss dies down.”

Jolley asked for a copy of the report in November last year. The DfE originally responded by claiming it did not have a copy of the “final report” so could not release the information.

However *Schools Week* revealed in January that the taskforce – first set up in 2014 – had actually already reported

its findings to the government. A leaked version had the publication date of “May 2015”.

The report found that the ongoing small schools subsidy was required for schools serving fewer than 100 meals a day.

Without extra funding, the taskforce said schools would face annual losses of just under £4,000. The scrapping of the small schools grant could nudge that shortfall closer to £6,500 per school.

Jolley was told the report could not be published because it would “prejudice public affairs”, a decision signed off by Lord Nash.

The DfE told the ICO that the small schools report was “unreliable with [a] weak evidence base”, so publication of its findings would “cause confusion and uncertainty” in small schools.

The department said it had instead decided to publish a toolkit report for small schools, in December last year, which would “serve a more useful purpose”. It included “substantiated findings” of the small schools report.

The ICO ruling, seen by *Schools Week*, said that when the report was commissioned by the DfE there was an understanding it would be published.

Trust under investigation ‘asked to take on more schools’

JOHN DICKENS
@JOHNDICKENSSW

An academy trust has been asked by the government to take over three schools – despite still being under investigation over payments to companies owned by its founder.

The Bright Tribe trust has been under investigation by the Education Funding Agency (EFA) since September over related-party transactions between founder Michael Dwan and companies he is connected with. The government says these payments were “not properly disclosed”.

Stephen Timms, Labour MP for East Ham, revealed during an education committee hearing on academy finances last week that the trust has been asked to take on three more schools.

In response, EFA boss Peter Lauener (pictured) said he felt the trust had responded to concerns about the transactions, that procurement practices were being changed and the EFA would “be going back to check they are in better order”.

The government refused a request by *Schools Week* to see a copy of the financial review of the trust, made under the Freedom of Information act, in September.



The refusal notice stated publication would “inhibit the exchange of free and frank views between the agency and trusts”.

Lauener told committee members the Bright Tribe investigation was a “regular business multi-academy trust review”, which he said were not regularly published.

But “significant” public interest meant the report would now be published within weeks.

The EFA boss also revealed that 1,055 of the 2,905 academy trusts that submitted accounts last year had related-party transactions – payments between trusts and connected parties.

He said 74 (7 per cent) warranted further scrutiny, with 24 trusts found to have broken rules when dishing out cash to related parties.

Last year, 50 individual transactions to companies related to leaders within academy trusts were worth more than £250,000 each, amounting to about £13 million in total.

The disclosure follows a series of news stories that have led to calls for such related payments to be outlawed.

The most recent case highlighted Wakefield City trust that paid nearly £450,000 to companies belonging to its interim chief executive and his daughter.

But Lauener said related-party transactions could be beneficial to schools; the most important thing was that they were managed properly.

However, Sir Amyas Morse, comptroller and auditor-general at the National Audit Office, earlier told the committee that the EFA had to intervene speedily in troublesome trusts.

“If you want to have a system that is relatively unregulated ... I think it’s reasonable to say it will be more turbulent than having a system of council-run schools.

“Intentionally the intervention route is slower and requires some provocation to bring it on.

“But you have to determine what sort of oversight works with that – it’s a lot of trial and error involved.”

Bright Tribe declined to comment on whether it would take on more schools.

re away...



SEND pupil progress should not be tracked, says report

JESS STAUFENBERG

@STAUFENBERGJ

The Rochford review has published a list of 10 recommendations for the statutory assessment of primary pupils with special educational needs – almost a year after its expected release date.

The report of the review, chaired by Diane Rochford, executive headteacher at John F Kennedy academy in Hertfordshire, was welcomed by special educational needs (SEND) teachers who praised its “brave” recommendations for pupils with complex needs.

But while it suggests seven new statutory areas of assessment, it recommends that progress for pupils with SEND are not tracked – which one SEND expert said would be “unforgivable” if accepted.

An interim review, released last December, brought in interim pre-key stage standards to replace the “P levels” used to assess pupils below the lowest standards in the national curriculum and “designed to sit alongside, and complement, the old national curriculum”. Seventy-eight per cent of

respondents to an online survey felt the P levels were no longer fit for purpose.

Taking account of views from Ofsted, Ofqual, the National Network of Parent Carer Forums and the Council for Disabled Children, and 1,700 responses to the online survey, the report’s recommendations include making the interim standards permanent and training new teachers in their use.

The interim standards require teachers to assess each child against sentences beginning “the pupil can...”. Teachers assess each child as either “below”, “at” or “above” the interim standards in various subjects.

For pupils unable to access subject-specific learning, the report recommends assessing against seven areas of “cognition and learning”: responsiveness; curiosity; discovery; anticipation; persistence; initiation and investigation.

It says schools should decide their own approach to such assessments as the review did “not feel it would be appropriate to prescribe any particular method or approach for assessing these pupils”.

The review says that data from the assessment should not be submitted to the government, but instead be used to “support conversations with parents and carers, inspectors, regional school commissioners, local authorities and governors”.

According to the latest data, it is estimated about 10,000 pupils in each year group will need to be assessed using the new standards. Some of the cohort will fall within the new seven areas of assessment, although it is not known how many.

Heidi Dennison, deputy head at Frank Wise school in Oxfordshire, said she was “happy not to be hamstrung by the P levels anymore.”

Gill Waceba, head of Woodfield school in Hertfordshire, said the review was one of the first on SEND education that she “really felt excited” about.

“I really like the focus on cognition and learning – the holistic approach is just what our children need.”



She added that it was more important data was used by schools and shared with parents and governors than sent to the Department for Education – “unless we know exactly what the department is going to do with it”.

But Barney Angliss (pictured), an SEND consultant, called on Justine Greening, the education

secretary, to reject the recommendation not to track pupils’ progress in the seven areas of learning.

“I admire that the report has come up with these seven areas, it was brave. But on the question of whether the government should collect that data – yes, because ultimately the government has a responsibility towards those children.

“If it’s important to collect data on other children, it’s important to collect data on these children too. It’s unforgivable not to.”

A department spokesperson said the report’s recommendations would be part of a consultation in early 2017.

GREENING CALLS FOR 1 PER CENT CAP ON TEACHERS’ PAY IN 2017

JOHN DICKENS

@JOHNDICKENSSW

The education secretary wants teachers’ pay rises to be capped at an average of 1 per cent next year, despite warnings of the need for a “significantly higher rise”.

Last year the School Teachers’ Review Body (STRB) said a pay uplift “significantly” higher than 1 per cent would be needed in the course of this parliament “to ensure the teacher pay framework remains competitive”. The body highlighted concerns such as workload, a decline in earnings and “more rewarding career opportunities” elsewhere.

But in a letter to the STRB, Justine Greening (pictured) called for pay to be capped again at 1 per cent in 2017-18.

She said schools will be able to choose which staff get rises, which could be based on performance.

“The recent pay reforms mean that schools are now best placed to decide how pay awards can be targeted to meet their specific local recruitment and retention needs.”

News of the proposed pay cap comes



after Ian Mearns, Labour MP for Gateshead, recently criticised the soaring pay of academy trust chief executives.

He called for ministers to step in to approve chief executive pay, but Jonathan Slater, permanent secretary at the Department for Education, said “ministers don’t see it as their role to approve rates of pay”.

Malcolm Trobe, interim general secretary of the Association of School and College Leaders, said a 1 per cent rise wouldn’t make much difference.

“At some stage the government is going to have to get real about understanding we have a significant crisis in teacher recruitment and retention.

“One of the key factors is teacher salaries. The graduate employment market is much more competitive than it was a few years ago, and the salaries of teachers are not, in general, keeping up with graduate salary levels.”

But in her letter Greening said the government was committed to increasing autonomy for all heads and governing bodies to develop pay arrangements “suited to the individual circumstances of their schools”.

However the STRB said last year that schools were “not yet confident” using new pay flexibilities.

Former education secretary Nicky Morgan said she wanted schools to offer teachers bonuses and salary advances for rental deposits to ensure the best teachers were rewarded. However, the government has not brought these options to fruition.

The STRB is due to make its official recommendations on 2017-18 pay by April next year.

GOVE SWITCHES ON SELECTION

Michael Gove has backtracked on his historical resistance to new selective schools by saying the prime minister’s plans to expand grammars is “right” and will “spread excellence”.

Speaking to the BBC’s *World at One*, the former education secretary backed proposals to end the ban on new grammar schools – despite his suggestion only last month that Justine Greening consult more experts before pressing ahead.

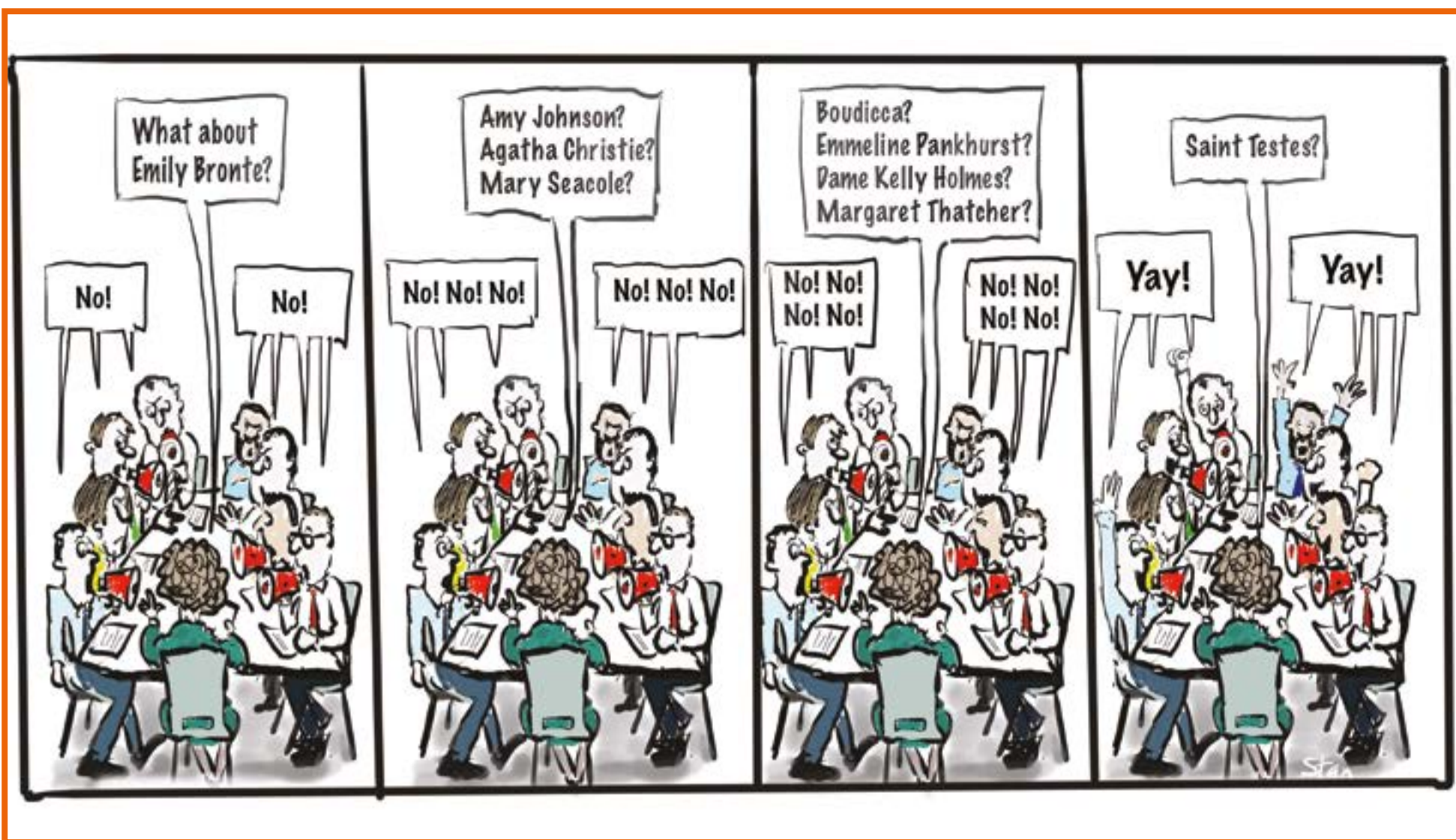
When pressed as to why he and former prime minister David Cameron – who said reintroducing grammar schools had “always been wrong” – did not expand academic selection themselves, Gove blamed a busy agenda and the Liberal Democrats.

“The first and overwhelming reason [we did not consider grammar schools] is we were in coalition with the Liberal Democrats and the Liberal Democrats wanted no increase in selection.”

Gove’s words are his firmest commitment for May’s education agenda since toning down his opposition to selection after his expulsion from the Cabinet

When asked by the *East Anglian Daily Times* in December 2014 whether it was “time to repeal the ban on grammar schools”, Gove reportedly laughed and said: “No, is the short answer. I mean you can have lots and lots of social mobility in a society without having to have selection at 11.”

While education secretary, Gove also refused plans by a Kent grammar school to expand in 2013, although did say at the time he was open to future expansion.



EDITOR'S COMMENT

@miss_mcinerney | laura.mcinerney@schoolsweek.co.uk

Women need to get even, so let's ban men from school names

Is anyone bored of hearing the ways women are disadvantaged in education? I am. Commentators like me bang on and on about women being relatively less likely to become leaders, less likely to get into Oxbridge, more likely to get low wages. Frankly, it all gets a bit samey.

But that's because inequality is boring. After a while it starts seeming so inevitable you start believing there must be sensible reasons for it. Maybe women don't want the stress of leading schools? Maybe they are paid less because they took years off to look after children? Maybe their high-pitched voices are too whiny for Oxbridge tutors' ears?

Sometimes an inequality is so blatantly unnecessary, though, it reminds that we shouldn't be bored. What we should do is

change it.

Our report on page 10 this week reveals that multi-academy trusts are six times more likely to be named after men than women. Six. SIX!

This can't be blamed on history. MATs only came into existence in the past 10 years. It's not effort, either. Schools can be named after anyone, however insignificant to the wider world.

One could argue the disparity is because more men are more famous. But if we keep sticking their names on schools their prominence only gets higher and higher.

There's no get out for religious names, either. Many schools were named after male saints. But there are more than 600 female saints recognised by religions.

Admittedly, few are recognised by the Roman Catholic church, but literally thousands have been beatified, and although the exact number is disputed there are hundreds of women even on the smallest lists. Point is: there are loads of women to choose from.

Historical imbalance is the last excuse. "These schools were named in an era when men's achievements were better known," people say. And they are right. So how about this. How about we simply ban any more schools from naming themselves after men until the women's numbers even up?

There's loads of great women to choose from – we've devised our own list on page

11 – and I'm pretty certain you can find more. Banning things rarely goes down well. But I don't see the harm in this one. It's not like someone will lose a limb if instead of naming a future free school after David Beckham we name it after Jessica Ennis-Hill. (You laugh, but there's a Bobby Moore academy).

Imagine how much less boring inequality would be if it led to schools being named after Doris Lessing, Nancy Astor and Marie Curie.

Should anyone think they can curry favour by suggesting the Laura McInerney free school however, I wouldn't recommend it.

It's a nightmare to spell.



Contact the team

To provide feedback and suggest stories please email news@schoolsweek.co.uk and tweet using @schoolsweek

To inform the editor of any errors or issues of concern regarding this publication, email laura.mcinerney@schoolsweek.co.uk with Error/Concern in the subject line.

Please include the page number and story headline, and explain what the problem is.

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Finance Manager

Salary: £30,000 - £40,000 per annum

Location: London

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Closing date: 30th November 2016 | Interviews to be held over 6th and 13th December

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Department for Education

Closing date: noon on Friday 9th December 2016

Closing date: 7th November, 2016
Interviews: W/C 7th November, 2016



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Hours: 35 hours a week

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Carers Trust is the largest UK wide charity for the nation's 7 million unpaid carers. Together with our Network Partners, we provide support, information, advice and services for children, young people and adults caring, unpaid, for a family member or friend. There are an estimated 700,000 young carers aged under 18 years old in the UK. The negative impact of caring can be significant and enduring on a young person's physical health, emotional wellbeing, socialisation and life opportunities.

Carers Trust aims to improve the identification and support of young carers in education, with a particular focus on schools. Schools are ideally positioned to play a collaborative role in identifying and initiating support for young carers and their families. We are looking for an Education Policy and Development Manager to develop, deliver and manage this essential, innovative and high-profile work to ensure that young carers are identified early and enabled to fulfil their potential.

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SCHOOLS**WEEK**



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I'm here to make recruitment that bit easier

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Academy sponsors owe £13m in pledged funding

David Marriott, Wiltshire

Brilliant work, Local Schools Network. The devil is always in the detail.

Interesting that these chains did not make it into Sir Michael Wilshaw's recent celebration of seven effective MATs...

Nottingham pursues cap on out-of-hours work

Beccy, address supplied

This policy will be misused by management. They will make working this time an expected amount. So, no time at all ever with family and friends in the week. It is not going to help teacher wellbeing. How on earth do people care for dependants, run their homes, rest their minds, get over illness, etc? Not to mention how it will be used in performance management by untrained managers. I can hear the comments now.

Debra Kidd, Oldham

Ok, so if you work from 8am until 6pm, you're "only" expected to do another two hours a night? Wow, thanks. Only 12 hours a day. Woo hoo.

Joseph Dunn, address supplied

This tells me that if this is the solution to teacher recruitment, then it is still no wonder that politicians do not understand the true nature of what it is to be a teacher. I do not know any other country that would engage in such discussions. If there is a problem with teacher retention, then surely the politicians need to engage in meaningful dialogue with teachers at grassroots level. Until this happens, nothing of any importance will change.

Greening wants more school placements for trainees

@edujdw : She's right, but moving within MATs is not the answer.

@David_Spendlove : It isn't just the variety needed but the space and tools to be able to reflect and critique on the differences. Otherwise it is school tourism.

In praise of uncomfortable facts (and historians)

@ArabellaNorthey: Depressing that RE specialists have been seen to take a short-term approach... what happened to their philosophical training?

@FrederickBremer: I'm a historian and a head, but there is nothing "super" about what I do. One person doesn't make a great school.

Government u-turns on year 7 resit manifesto pledge

Matthew McGee (Facebook)

Good news. This was one of the most absurd education policies the government came up with (and there are a great many to choose from). I always wondered what the consequence would be if a child did not achieve level 4 in the year 7 resit — yet another resit? Being denied entry to year 7? Nothing at all (which makes the resit slightly redundant)? At least this is one burden secondary schools won't have to put up with.

The 7 positive outliers on Progress 8

@edvainer : Congratulations to all @KSA_ Secondary and to @MHaimendorf on amazing results for their children. Proud and grateful to be learning from you!

Academy trusts should 'exchange' back office services

Roger O' Thornhill, address supplied

That'll be like the shared services that local authorities used to run before the government decided they didn't like that model any longer. Talk about reinventing the wheel...

Appoint an architect to get the job done

Deborah Carr (Facebook)

The fact that the school system has been turned into a business model is where it is going wrong! We have CEOs instead of principals or heads. Children are not statistics, commodities or produce in a factory and neither are the teaching staff. The public are misled with Ofsted reports and don't look at whether the staff or students are happy. Our education system is being ripped apart for those with business interests to make profit...

@quincebrandy2 : That would be because politicians have created a culture where key performance indicators are paramount. Reward those who tow party line.

Appoint an architect to get the job done

REPLY OF THE WEEK

Leora Cruddas, ASCL

There are strong lessons in this research for our high-stakes accountability regime. However, there is a problem I think with the presentation of "types" of leaders.

The structuralist orientation of the research means that a great deal has already been decided about how the story of leadership will be told. It reduces the impact of the thoughtful and deliberate actions and decisions of individual leaders. In the end, I believe it is fatally deterministic. It over-simplifies.

Laker's research may help to shatter the familiar landmarks of our thoughts about leadership — but in the end it too is an attempt to tame the abundance and complexity of leading a school.

We need theories of leadership that focus on agency, ethics and courage, not destiny and determinism. To be useful, we need research that is less about leader-types and more about the specific steps and actions successful turnaround leaders take in their first three months and six months, and then a year and two years.

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REPLY OF THE WEEK
RECEIVES A SCHOOLS
WEEK MUG!



PROFILE

LAURA MCINERNEY
@MISS_MCINERNEY

Nicky Morgan, former education secretary

Every education secretary has a story of the day they were appointed. Estelle Morris forgot to take photo-ready shoes. Shirley Williams accepted via a late-night phone call in New York. Nicky Morgan mostly tried not to fall over.

Summoned from a symposium at the Treasury (where she was financial secretary), she was told the prime minister wanted to see her in ten minutes' time.

"I can be there in about ten," she said.

"Exactly ten," the voice said, "there's no 'about' about it."

At the time it was unthinkable that Michael Gove, who held the position for more than four years, would be toppled. But as she hurried to Downing Street her husband, Jonathan, texted to say Cameron's friend had been sacked. "That's interesting," she remembers thinking.

Her overriding memory of walking up to No 10 was a fear of tripping. "You're aware that you've got all the eyes of the media on you," she says. And then, in the door, an offer of coffee, and an *X Factor* moment in which the prime minister announces, "I want you to become... [LONG PAUSE]... the education secretary."

Two years later, and she too is sacked. In her first major print interview since then, we are in her office in parliament where she has a fetching magenta radio – a 44th birthday present from Jonathan, the week before.

It has been a tricky month. The first Conservative MP to speak publicly and loudly about concerns over grammar schools, she has also continued to be vehemently in favour of staying in the EU, against the grain of the government's Brexit bent.

She is also disappointed that *Education Excellence Everywhere* – the 128-page plan for education policy announced by her team earlier this year – has essentially been scrapped in favour of a six-page consultation on greater selection.

Yet, critics say it is her own fault. Weak in standing up for the profession, she was cast as a poor leader who u-turned when the going got rough over her plan to make every school an academy and who signed off the first "satellite" expansion of a grammar school to a site several miles away, thereby opening the door for Theresa May's selection plans.

But spend any time with her and you will know that she is steelier than she sometimes appears. She gives a robust defence of the charges.

On grammars, she says she pored over the decision to ensure it was legally correct. "I'm a former lawyer so I know what the value of precedent is," she says, "We had a manifesto commitment to expand good schools, including grammars... but I think the expansion of one selective school in an area that already has selective schools is very different from saying we will have more new schools across the system.

"We are on the verge of seeing real excellence in our education. We see it already. And to throw something else into the mix... as I said at the party conference, government departments only have so much bandwidth to deliver reforms."

Pressed on whether she would rebel in a vote on selection, she says she "won't rule it out" and, given the grief she was given over her all-academy plan from backbenchers, she feels it is fair, now that she sits among them, to protest when unhappy about policy.

On the u-turn, she admits it was a difficult day and says she believes all schools should still become academies. The idea contradicts her first speech given at Conservative party conference as education secretary. At the time, she said "the name on the school" didn't matter as much as what happened inside. What changed her mind?



NICKY

"As I visited more and more schools, I could see that those that were academies, were... there was a freedom, and it was a freedom to innovate.

"I could see that was unleashing a real desire to do things and do them well across the system. So that's why I think we made the commitment manifesto about the failing and the coasting schools. Then I started being asked everywhere, 'You do want us to become an academy, don't you?'. And I would say 'Yes I do' because I think that is what unleashes the innovation."

Putting a deadline of 2022 on schools to convert was, she feels, the nail in the coffin.

"We were at risk of losing what was overall the right direction of travel, by people very much focusing on the date and not asking the right questions on what's right for our school at this stage.

"It was disappointing... because I do believe in schools becoming academies.

"But that goes with the territory of being secretary of state. You have to develop a tough skin but you have to listen to people whose opinions you value most."

So whose opinions does she value most? She gives a non-committal answer. In office she spent time "working out the motivation" of individuals and deciding who was genuinely trying to tackle a problem versus being difficult. It's less blatant than Michael Gove's "enemies of promise" but there's a sense that in-groups were established.

Returning to grammars, we discuss the government's encouragement for multi-academy trusts to move children

around their school sites based on ability once they have been enrolled. Doing so neatly avoids the ban on selection by ability, but enables grammar-style school "sites".

She shoots the bored disbelieving look of a headteacher who has caught a pupil with his phone out. Again. If the expression were words, it would be "Oh please".

She says the reality is that children don't move once they are in a school, although she does wonder how schools will deal with rising or falling numbers in classes. She then rattles off other issues – including funding fluctuations and the cost and practicalities of transport.

In recent weeks an education department decision, made during her tenure, to gather data on pupils' nationality and birthplace has made the headlines because of fears that the information will be used to check on children's immigration status.

Though cagey about how the decision came about,

IT'S A PERSONAL THING

- What is your favourite book?**

North and South by Elizabeth Gaskell; it reminds me of my sixth form
- If you were invisible for a day, what would you do?**

As little as possible!
- Would you get a tattoo?**

No. I'm not keen on needles
- What do you eat for breakfast?**

Cereal if I'm being good. A bacon sandwich if I'm not.
- What was the most memorable party you attended as a child?**

Roller-skating at Thorpe Park in Surrey



Morgan visits Lutterworth college, Leicestershire



At an international education ministers' meeting in Japan, May, 2016

“IT WASN’T ME
WHO NAMED
THE CATS”

MORGAN

she says “there was talk” about the data being used for immigration purposes when the decision was made. However, the education department has said this will not happen and has created a memorandum of understanding with the Home Office to guard against it.

She defends the concept of asking for more nationality data, though.

“I think the government is right... we kept being asked questions about the impact of immigration on education, and it formed part of the referendum campaign because of all the pressure on places, allegedly. So we do need to know a bit more information about nationality.”

So what does life hold next? She is writing a book, she says, about character education – a topic she enthused about during her time in office and one she wants to see continued as a theme by the government. And she has also had new additions at home: two cats, Merlot and Shiraz.

(She is at pains to explain she didn’t name them.)

The day she lost her Cabinet post, her husband tweeted that he had lost a bet and cats would now be bought. Morgan explains it was actually a deal with her son who had asked for a dog before the last general election. Told they could only get one “if mummy lost her seat”, he immediately began canvassing family and friends to vote Labour. Crushed when she was re-elected, they said that if she was reshuffled away from Cabinet, they could get cats.

It’s an unusually long-game for an eight-year-old, but then both his parents are in politics (Morgan’s husband is a councillor in Loughborough) and if close colleagues of his mum are to be believed, she certainly doesn’t see her current turn on the backbenches as the end of her political career. Although she didn’t manage to muster enough signatures to run for leader of the country this time, I wouldn’t bet against her trying in the future.



Shiraz (top) and Merlot: the Morgan family cats

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EDUCATION FOR ALL EXPLAINER

So it's goodbye to the bill . . . or is it?

FREDDIE WHITTAKER

@FCDWHITTAKER

New laws forcing more schools to become academies will not happen in this academic year. That's about the only certainty in a week of seemingly abandoned plans

It's official. The Education for All bill is no more.

Or so almost everyone was proclaiming last week when a throwaway line in a statement from Justine Greening on technical education said there was no need for new laws to push the government's full academisation agenda.

The education secretary told parliament that although it remained the government's ambition that "all schools should benefit from the freedom and autonomy that academy status brings", ministers did not need wider legislation "to make progress on our ambitious education agenda".

But the proposals in the white paper never made it as far as a draft bill and so it is difficult to speculate about how many of its policies – if any – have been abandoned.

Changes to initial teacher training, for example, first mooted in the white paper, will go ahead through the introduction of new recruitment caps for certain subjects, while *Schools Week* understands that work on changes to teacher accreditation, including the potential scrapping of qualified teacher status, continues behind closed doors in Whitehall.

A promised teacher vacancy website could also be established without the need for any legislation.

Last week's announcement did make clear, however, that new laws forcing more schools to become academies will not happen in this academic year.

Former education secretary Nicky Morgan, who created the white paper, said she was unhappy with the decision, but optimistic that her plan to force schools to become academies in areas where councils were struggling to support them might resurface.

"I am obviously disappointed that the opportunity to continue to raise standards is going to potentially be deferred by at least one session of parliament," she told *Schools Week*.

"I think what's happened is that they've got their green paper, they are consulting on that, so I wasn't particularly surprised."

The government issued a new consultation document, otherwise known as a green paper, in September, outlining plans to reintroduce schools that select by ability and faith.

Morgan said existing reforms, such as forcing coasting and failing schools to become academies, would still go ahead.

The first publication of school progress measures in the league tables this year also gave "a very clear sense" of where further



action was needed.

Scrapping the bill has, however, created a potential financial gap.

In last year's autumn statement, the chancellor scrapped the education services grant – a £600 million cash pot handed to councils each year to support schools – but the deal was based on an assumption that councils would gradually see their responsibilities for schools diminish as they all became academies, as outlined in the white paper.

Morgan said that her negotiations with the chancellor ahead of the budget were "predicated on the white paper being followed through, and all those reforms taking place.

"So that really is a matter for the government, that if it wants to put reforms on pause or change direction, it obviously has to think 'how does that fit with the spending review decisions that have been taken?'"

Natalie Perera (below), executive director of the Education Policy Institute, said there was now "no clear legislative vehicle" for several key reforms.

"On one hand you have plans to cut the ESG entirely, but no vehicle for removing the remaining [education] duties from local authorities. You are effectively asking them to do the same with far less money.

"That calls into question whether we will end up by proxy with a situation where local authorities are encouraging their remaining schools to convert.

"If they find they

can't cope with supporting those schools because they no longer have the funding, then it's quite feasible that they might start to nudge their remaining schools to go."

Others remain sceptical about whether the bill's end will mean a change direction for the government.

John Fowler, a parliamentary expert who advises the Local Government Information Unit, said continued assurances from ministers that the government still wanted

all schools to become academies meant changes were still on the cards.

Fowler said the shelving "just bows to the inevitability of the parliamentary timetable", and said he was convinced that the government was "still planning for full academisation".

"In other words, no change in longer-term objectives. And [I expect] several massive bills over the next few years."

Nicky Morgan profile, page 16

WHAT IS HAPPENING TO THE WHITE PAPER?

- **Intervention in "underperforming" and "unviable" councils** – the plan to focus forced academisation on council areas deemed to be underperforming or those with so few schools left that they are considered unviable will not form part of any legislation in the near future, but the government already has powers through the Education and Adoption bill to intervene where schools are failing and coasting.
- **Achieving excellence areas** – this has been repackaged as the government's new "opportunity areas". Greening announced at the Conservative party conference that ten areas will benefit initially. They will also have access to the excellence in leadership and teaching fund, another white paper policy that has survived the cull.
- **Teacher vacancies website** – this tool was being developed to help schools to save money on advertising. It was proposed by Nicky Morgan in response to concerns raised by the National Association of Head Teachers and others that some schools

were spending tens of thousands of pounds on advertising charges every year. This could be introduced without legislation.

- **Qualified Teacher Status** – a government plan to replace QTS with a "stronger, more challenging" accreditation is now in limbo, but *Schools Week* understands work is still going on behind the scenes. Any change would need legislation to amend the 2002 Education act.
- **British education journal** – this is another proposal that could be put forward without legislation, but would cost money at a time when the department is under pressure to increase funding for schools themselves.
- **National governors' database** – this is already being set up. New guidance was issued to schools in the last term, giving them instructions on the data they need to collect from their governors.
- **Responsibility for alternative provision** – this was due to be passed to schools to stop them using pupil referral units as dumping grounds for certain pupils. The future of the policy is now uncertain.





ANNETTE PRYCE

National Union of Teachers LGBT
executive equality seat holder

My LGBT story should never be repeated

Posters on walls in schools don't cut it – it's how teachers and school leaders deal with specific incidents that really makes a difference, says Annette Pryce

Here's a story: it's about a teenage girl who was 14 when she came out at school as a lesbian. After months of verbal abuse and no support, a senior teacher caught her truanting.

When he discovered the reason, he asked her how she knew she was gay, asked if she "knew what lesbians did in bed", then asked her to "describe it for him", prompting her with details of possible activities that two women would engage in.

It doesn't end there. He mused about what he would tell her parents if she was physically attacked (as though it was inevitable) and bullied her into telling her parents: "I'll give you until Friday to tell them or I'll tell them for you."

It's about being there in the moment

Wind this story forward 18 years.

The teacher became a head. The 14-year-old girl went on to become the LGBT executive member for the National Union of Teachers. This is my story.

I needed an ally when I was 14, but there was no one in my corner. When I became a teacher, I made it my mission to ensure that history didn't repeat itself. Despite this, I spent the first eight years in the closet (to students) as a PE teacher. I then switched subjects, came out and never looked back.

One major element of being an ally in schools, whoever you are, is about challenging negative language. Not all of it has homophobic, biphobic or transphobic intent, but can be just as damaging. It isn't all about assemblies and posters on the walls – though these help – it is more about being there in the moment. When it's just you and 30 students and someone in that class has said something offensive, what will you say?

What will you say on behalf of that student who wants to melt into their chair? What will you say to that student who comes out to you?

There is a confidence gap for most teachers and leaders and some teachers even believe it is a safeguarding issue when a student comes out to them. It isn't.

Here are five basic principles you should be aware of to be an effective ally.

Understand your privilege: you feel safe, they won't

Them coming out to you will be the biggest thing they'll tell you, so don't trivialise it and don't make any assumptions. On that note, bisexual students are probably not confused, and trans students are likely to have known for a long time before they take the step of confiding in you.

Listen and do your homework

Don't expect them to educate you but conversely, don't explain to them what you think is going on. Accept that you may find yourself challenged, but don't judge.

Speak up – not over

Don't ignore negative language when it happens. We always worry that we won't have enough time to deal with these incidents, but taking the time in the first instance will have a domino effect, and next time it will take less.

You'll make mistakes

It's OK to not have all the answers, or to not know exactly what to say. You can only do your best and silence is so much worse. Don't make them believe that not trying is the way to go through life.

Ally is a verb

Don't give colleagues a free pass. If you care about your students you'll care about them in other classrooms. Challenging staffroom homophobia/biphobia/transphobia is just as important.

Being an ally isn't just about being a hero to everyone; sometimes just one is enough. As teachers and leaders we face choices in the classroom and corridors every day, and some days we choose to speak up and help students see beyond bigotry and hatred through to compassion and understanding.

Assemblies, posters on the walls and LGBT history months are great, but it's those small moments that can make all the difference.



EMMA KNIGHTS

Chief executive,
National Governors' Association

Headteacher research was a tipping point

The high-stakes accountability system is no excuse. Schools are funded by public money and it's time to reclaim their moral purpose, says Emma Knights

Tight budgets and policy changes are making it tough for many in schools at the moment, whether you are a teacher, a school leader, a governor or a trustee. So it's an awkward time to be raising the thorny issue of how we reward our school leaders. But – with apologies to all those fabulous senior leaders who deserve huge amounts of praise, and all those governing boards doing a magnificent job overseeing schools – I do agree with Sir Michael Wilshaw when he said on BBC's *Newsnight* recently that not all governing boards are making the right decisions when it comes to leaders' pay.

Last week's research from the Centre for High Performance (CHP) crystallised National Governors' Association thinking after our own work on executive pay. As academy accounts are in the public domain, it is possible to work out which trusts are paying salaries disproportionate to the number of pupils educated. We had raised our growing concerns with the Department for Education (DfE) and the School Teachers Review Body (STRB), and applaud Lord Nash, the minister with responsibility for academies and governance, for his 21 October letter to chairs of academy boards of trustees in which he reminds them there is no room for complacency, including on "excessive salaries for senior staff which are not linked to their performance".

But that is not the end of the matter: we have been pushing for benchmarking information on leaders' pay to be made available for a couple of years and STRB has also suggested this would be helpful to governing boards making these decisions. A complete free-for-all has not resulted in sensible practice.

However, the CHP research highlights an even deeper problem: we appear to be paying the least to leaders who make a long-term difference, and more to those only making a short-term difference, largely by gaming the system. Calling it "gaming" gives the wrong sort of feel to this: it is not a bit of fun. Refusing to accept or moving out pupils who are not doing well is a serious business,

which in some places has reached shocking proportions. Sadly, I overheard two business staff of academies on a train journey who agreed "the reason that school is not doing well is they will take any pupils and that doesn't make business sense". Apparently this school was in the throes of becoming part of one of their multi-academy trusts, pending negotiations with the DfE to see how much additional resource the trust could obtain.

We need to stand up to leaders who talk a great game

Since I began working with schools, I have heard the excuse that the "high stakes" accountability system forces people into this immoral behaviour. We shouldn't blame the system for our own choices. We are bigger than that. We are not mere actors; we are decision-makers with knowledge and experience who need to reflect and say enough is enough. For me, hearing about the CHP data was that moment of "enough now".

We need to reclaim "moral purpose", or maybe better, revert to "public duty". The Nolan principles of public life – selflessness, integrity, objectivity, accountability, openness, honesty – need to be taken to heart and become the bedrock of behaviour. Schools are funded by public money to do the best by children and young people. Governing boards paying large rises to already well-paid senior leaders when teachers' pay is stagnating and budgets are tightening is not financially efficient; even if it were moral, it would not be good business sense. It is particularly inefficient if we can't even identify the leaders who do the best job.

Governing boards need to ask more questions. Surely together we can devise a system that rewards those who really make the medium-term difference to pupils, not the ones who talk a great game, seek attention, but have no real substance. They are taking the rest of us for fools, and we need to stand up to them.

David Blow explains why your Progress 8 scores may have been lower than you had predicted

The move to Progress 8 has undoubtedly been fairer than the previous measure of five A*-C GCSEs, especially for schools with lower prior (key stage 2) attainment, who were likely to have lower outcome attainment (at key stage 4).

In terms of the government's "floor" standard, about 150-200 schools that were previously below the floor (of 40 per cent achieving five A*-Cs including English and maths) benefited directly, as Progress 8 revealed the good work they are undertaking.

However, many schools were surprised to find their published scores lower than they had predicted, and certainly lower than the calculations they made in August, based on their actual results. The reasons are two-fold.

First, many schools announced their "Progress 8 score" in August from their MIS system, without being fully aware that the calculations were based on 2015 national Attainment 8 averages. The figures published in October by the Department for Education (DfE) were based on the 2016 national Attainment 8 averages, which were higher than 2015, especially for pupils of low and average prior attainment. The result was that Progress 8 scores for virtually all schools were lower than they appeared in August.

Second, as I predicted in July, many schools nationally have changed their curriculum so pupils are sitting more GCSE subjects in the EBacc3 "bucket", especially



DAVID BLOW

Head of The Ashcombe School, Surrey,
and member of ASCL data group

Progress 8 is fairer, but some flaws need fixing

pupils of low and average prior attainment. The purple lines in the graph (right), show this happened in practice for June 2016.

As a result, the national EBacc3 Attainment scores increased. Because Progress 8 is a relative measure, schools whose EBacc3 bucket was already full (and so their school EBacc3 Attainment scores remained the same) were likely to see a reduction in their Progress 8 score, even if their results and entry policy remained the same. This in turn had a similar effect on the overall scores.

There are likely to be national increases again in June 2017, probably smaller – and with the additional complication of the switch to 9-1 and numerical values for A*-G – but schools should be more familiar with the new measures by then.

Overall, while Progress 8 has undoubtedly

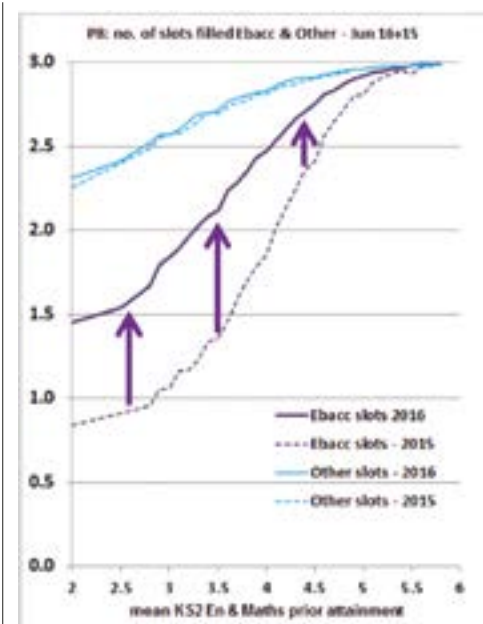
encouraged schools to focus on all pupils in a range of subjects – rather than just those on the C/D borderline in English and maths – a number of policy issues still need to be addressed. For now, schools need to be aware of their potential impact on June 2016 results.

DfE banding scheme

Unfortunately, the DfE at a late stage chose to adopt a banding scheme for Progress 8 to appear on the performance tables "Compare" website, which makes inappropriate use of confidence intervals. School A can have a higher score than School B, and yet because it has a few more pupils be in a lower band!

Outliers

As an average measure, Progress 8 is susceptible to the disproportionate impact of statistically impossible outliers. An example of this would be the able pupil who is in hospital



at exam time, leading to a pupil Progress 8 score of, say, -7. In a school of 100 pupils, the impact on the school's P8 score would be -0.07 – not an insignificant amount.

Subject and qualification neutrality

Ideally, pupils should be able to choose within each bucket the appropriate subjects and qualifications without affecting the Progress 8 outcome. This is not the case.

In short, while some adjustments need to be made, the change from a threshold performance measure (5A*-C) to one that looks at the performance of all pupils is to be welcomed as a principle for school accountability measures.

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PEARSON TEACHING AWARDS

TEACHING OSCARS HONOUR

The country's top teachers and school leaders were honoured at the the start of half-term at a London ceremony. Alix Roberston and Samantha King report

Ten outstanding teachers and school leaders won gold at this year's Pearson teaching awards.

The annual event, often called the "Oscars of the teaching world", was hosted by comedian and actor Hugh Dennis at the Guildhall in London on October 23.

Nominees were put forward by pupils, parents and colleagues. The winners received a gold Plato award for excellence in their category.

Dennis said that he was "genuinely proud and honoured" to host the ceremony, adding: "The inspiration and support of my fantastic teachers got me to where I am today."

Winners this year include the science, technology, engineering and maths team from Sandringham school in Hertfordshire, who made live contact with astronaut Tim Peake on the International Space Station in the first amateur radio call from the UK to the station.

The pupils' talk with Peake was seen by about 18 million people on various news stations in the UK.

The primary teacher of the year award went to Jashu Vekaria of Uxendon Manor primary school in Kerton, north London.

The awards audience heard that Vekaria gave up her room in the staff sleeping quarters on a school trip to ensure that a student with Down's syndrome was able to go – spending the night in a shed with no electricity, heating or



Michael Butcher, Pembrokeshire College, winner of the Award for FE Lecturer of the Year

lighting to allow the child's parents to stay with them.

Vekaria said the pastoral side of teaching was a career highlight. "When children have needed me more than just to help them achieve a level, and nearly 10 years later come back and given me that hug to say 'thank you, you've really made a difference', that's my biggest achievement."

Hardial Hayer, winner of the headteacher of the year in a secondary school award, has led The Radclyffe School in Oldham, Lancashire, for 20 years.

He has introduced an "experience day" for every student, allowing pupils to visit venues that, for many, would otherwise be inaccessible.

The awards ceremony was broadcast on BBC Two as Britain's Classroom Heroes on October 30 and included appearances from celebrities such as Strictly Come Dancing star, Brendan Cole.

Rod Bristow, president of Pearson UK, said: "A huge congratulations to the 2016 winners.

"Great teaching makes the biggest difference to a child's education and it's incredibly important that we take this moment each year to recognise that."

The Pearson teaching awards are open to every school in England, Wales and Northern Ireland.

Established by Lord Puttnam in 1998, they are managed by the independent charity Teaching Awards Trust.



Host: Hugh Dennis



William Emeny
Teacher of the Year in a
Secondary School



Jashu Vekaria
Teacher of the Year
(Primary)



Patsy Carr
Teaching Assistant of
the Year



Helen Carter
Outstanding New Teacher
of the Year



HEROES OF THE CLASSROOM



Presenter: Nina Sosanya

Outstanding School Team of the Year



L to R: Ferghal Moane, Hannah Semple, David Hassett, Kirsty Jackson, Alan Gray

The team of five from Sandringham school in Hertfordshire were behind the live link made with astronaut Tim Peake on the International Space Station.

Leading up to the big event, the science, technology, engineering and maths team ran a "space week" at the school, making every aspect of the curriculum extra-terrestrial: from PE

lessons focusing on zero gravity, to design and technology lessons producing phone holders that would keep devices from floating away in space.

The team believe they got the award not just because of their success contacting Tim Peake, but because they "sustained that work since then, with a focus on girls and engineering especially".



Jane English
Lifetime Achievement

Jane English has taught three generations of pupils in her 38-year career, starting as a PE teacher before progressing to her current role as principal at Paignton community and sports academy, and chief executive of the Bay Education Trust.

English clearly makes an impact on her pupils, past and present, with ex-student and West End star Hugh Maynard returning to serenade her at the awards ceremony.

She said: "Hugh was a bit of a character at school, but developed into a charming and talented gentleman. It was a delight and such a surprise to see him."

Her focus on instilling "British values" and a sense of pride in her pupils and staff contributed to her achieving the coveted award, say organisers.

English said: "Although the award is about me, I wouldn't have got it without the pupils who have worked their socks off."



Richard Brown
Excellence in Special
Needs Education

Richard Brown won his award for his work at Cricket Green school, an all-through special school in south-west London, including a project on "stranger danger" – something that he says his students have found "universally difficult" to comprehend.

With almost £5,000 from the Wimbledon Civic Theatre Trust, last year Brown drafted in the help of a film-maker to create the 20-minute *Watch It!*. Students grasped the concept after getting involved with filming and began to correctly identify the "safe" strangers. There are now plans to turn the film into a national resource for schools.

"Parents accept the fact that perhaps a lot of pupils aren't going to become doctors and astronauts, but what they want is for them to be safe in the community," Brown says.

His advice to teachers working with special needs pupils is not to fall prey to perfectionism: "I'm not saying don't try and be perfect, but give yourself a break".



Hardial Hayer
Headteacher of the Year
(Secondary)

Hardial Hayer has spent the past 20 years as headteacher of the Radclyffe School in Oldham, a mixed comprehensive for 11 to 16-year-olds in Lancashire, where he employs almost 100 specialist staff to relieve teacher workload.

Before this, he says that his biggest challenge was as the head of a school where pupils had low aspirations.

"Students that came to the school didn't have family support. You have to have the critical mass believing that they want to achieve highly and that there's a purpose to education, but they didn't have that."

From this, he took away the idea that the right staff were vital to raise aspirations.

"Some roles do not need to be done by teachers. We have a good team that does whatever needs to be done to make sure our school is a success. Teachers then don't have to do tasks that aren't directly related to teaching."



Matt Middlemore
Headteacher of the Year
(Primary)

After spending ten years in the army, Matt Middlemore's military dedication paid off when he joined Tregolls school in Cornwall, bringing it out of special measures and dramatically improving pupil performance in year 6 within just three years.

He is a "big believer in Ofsted", after they supported his school through difficult times. "They sat down with us one afternoon and said 'what can we do to help you? If you do this and this, you'll be on the right track'."

Middlemore, who switched careers when he was 26, says his time in the army gave him certain transferable skills. "The odds are always against you in education, so you've got to make the best of what you've got."

"You can't pick your soldiers, you can't pick your governing body or your teachers, but if you can get them to be the best they can be, then the rest comes naturally."

He puts his award down to "all the success stories" that have come out of the school during his tenure.

REVIEWS

TOP BLOGS OF THE WEEK

To view individual blogs visit www.schoolswEEK.co.uk/reviews



Our reviewer of the week is Andrew Old, teacher and blogger @oldandrewuk

Religious education in a secular age

by @AndyLewis_RE

The author notes that the purpose of RE is often unclear, and emphasises the importance of knowledge about religion: “we should be desperately trying to teach our students as much as we can about religion as it still holds a huge cultural value, and is vital in the understanding of a significant percentage of the global population.”

Three tips for developing digital learners

by @greg_ashman

The teacher who wrote this post, who is studying for a PhD in the psychology of education, introduces evidence about what enables students to be able to find information from the internet. It turns out that practice with computers is not half as important as background knowledge about the topic being researched.

How to reduce a disadvantaged child’s chances of a leg up in life

by @iQuirky_Teacher

A primary teacher asks some searching questions about early years education. Why is there not more focus on how to behave, vocabulary or learning to concentrate?

Improving schools; it’s all about the teaching

by @MissDCox

This post describes the pointlessness of many of the practices intended to improve schools, such as: “learning to learn lessons, motivational speakers for students, gifted and talented programmes, revision sessions, elaborate marking policies, teacher tips, Mocksteds”. The author claims that, if behaviour is sorted, then the most important focus should be on teaching and whether

it leads to learning. She claims that only two questions need to be asked about the success of lessons: “Did they all learn what you wanted them to learn? How do/will you know?”

The air traffic controller paradox: why teaching generic skills doesn’t work

by @C_Hendrick

This discussion of how the mind works, warns against expecting skills learnt doing one activity to be transferred to another. Air traffic controllers do not excel at all activities that involve keeping track of several things at once. We should be sceptical of claims that it is possible to teach generic skills, which can then be used in a multitude of ways.

The case against black history month - impact

by @teach_well

History is meant to be a form of scholarship, not indoctrination. This post challenges whether black history month is an example of the former or the latter. “If we are to understand the nation we live in we need to learn its history and not a deliberately conflated version of those of other nations that does little to enhance our understanding of the society that we live in, worse still introduces false ideas of the past which create barriers between different groups in the here and now.”

Sunbucks, Heimekem and the College of Teaching

by @JamesTheo

That’s not a spelling mistake; it does say “Heimekem”. The author is considering counterfeit products that resemble well-established brands. The point he is making is that the College Of Teaching should have a clear purpose of its own and not be seeking to copy the activities of existing organisations.

This much I know about...not publishing data targets to students and parents

by @johntomsett

Tomsett, a head in York, explains why he does not believe in giving target grades. “Publishing targets or minimum expected grades for individual students can have, in my experience, two dangerous consequences. Too many students reach their targets and stop trying, claiming that ‘a grade B will do. I don’t need better than that’; others get stressed by aiming for an aspirational target they perceive to be beyond their reach and consequently give up.”

BOOK REVIEW

Mental Health and Well-Being in the Learning and Teaching Environment

Edited by Colin R Martin,
Mick P Fleming and Hugh Smith
Publisher Swan & Horn
ISBN-10 1909675024
ISBN-13 978-1909675025

Reviewed by Bukky Yusuf, teacher, leader and consultant

★★★★☆

While I was initially daunted by the 376 pages on “mental health and well-being in the learning and teaching environment”, I was soon drawn in by the case study on the stress some heads face during Ofsted inspections, stress that can lead them to take their own lives.

The overarching aim of this book is to highlight how much education can learn from mental health professionals – principally in developing holistic views of issues that impact well-being.

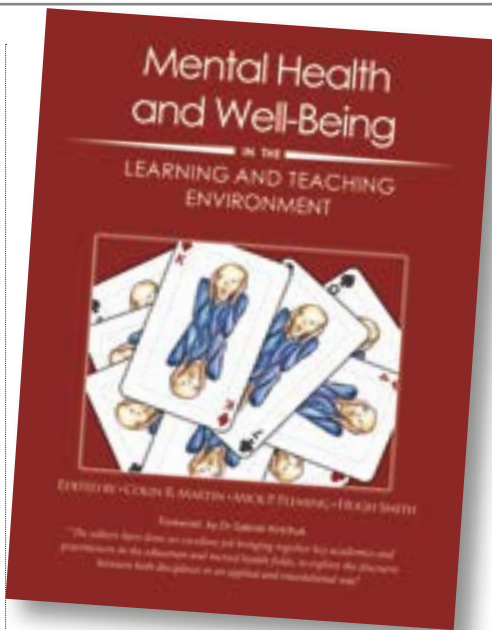
This is a fascinating yet rather “weighty” book (in the topics addressed and how heavy the book actually is!) that is packed full of case studies, data, diagrams, supporting evidence and further reading. You could gain a flavour of each chapter through the helpful “key messages” box at the end of each chapter or you could cherry pick chapters of interest, but those interested or researching this field should be read it from start to finish.

Few will be surprised by the health and safety executive (2012) findings that education and teaching professionals experience higher levels of stress, cognitive stress, burn-out, physical and mental health issues and suicide rates than other occupations.

The book is structured around three key questions:

1. How can we support students and teachers who experience difficulties within the educational setting?
2. How does this affect their learning and wider relationships?
3. What can we do, as colleagues and educators, to help?

I learnt a number of key aspects, including four attachment styles and how they manifest within a learning environment. For example, students with “insecure, disorganised” attachment styles exhibit behaviours often misrepresented as confidence, rather than a manifestation of vulnerability; these can represent up to a third of students within an average class. This surprised me and made me consider my own students through a different paradigm. I thought about my most disruptive students and wondered whether



they were part of this group, and reflected on whether I (or any other teacher) was really supporting their learning.

It was enormously useful to read the 12-page overview covering the key features of common disorders in schoolchildren in the UK: what educators should look out for, what to try within the classroom and specialist intervention.

This was a practical way to help me trial different strategies for students who struggle with their learning. It also provided me with a good starting point for respective discussions with the head of year, special educational needs coordinator and designated safeguarding lead. I am still keen to identify who these students might be and, more importantly, what can be done to support their learning across the whole school.

There is nothing like this book on the market. It does not patronise the reader; nor does it pretend to hold all the solutions for mental health issues that educational institutions have to deal with. But it recognises and values the roles and contributions that educators make to the lives of their students.

It is upon this foundation that it helps to provide insights, strategies and policies to support mental health in a holistic way. This is what makes it a book that every educator must read. I hope many have the tenacity to do so.

Next week

The Slightly Awesome Teacher

By Dominic Salles

Reviewed by Heidi Marke

It is very trendy to say that reviving grammar schools would be a return to the 1950s. However, grammar schools are actually a medieval concept.

A consequence of the Norman Conquest in 1066 was the growth of merchant trade in England. Slavery was banned, buildings were thrown up, and trading boomed. But the population was underskilled for such changes.

As is often the case, wealthy tradespeople decided that more education was the answer and many put their pennies into building schools that would teach Latin, the universal language used by tradespeople across Europe. The focus on language lent its name to the institutions that soon became known as “grammar schools”

Available only to children whose parents were wealthy enough to afford the fees, the schools focused on drilling the Latin language. Long days – from sunrise to sunset – focused on chanting the phrases, as well as teaching pupils logic (arguing) and rhetoric (public speaking).

In the 1400s, the grammar schools moved to become supervised by universities – in particular, Cambridge and Oxford. A marvellous journal article by Herbert Salter and Mary Lobel, published in 1954, describes the lucrative nature of the “grammar masters” appointed each year by university committees whose job sounds a lot like that of executive principals: visiting

THE PAST WILL MAKE YOU SMARTER



GRAMMAR SCHOOLS AREN'T FROM THE 1950S, THEY'RE FROM THE MIDDLE AGES

LAURA MCINERNEY

schools each week and checking on the work of school-based masters and non-graduate teachers.

The roles were found to carry so much potential for corruption that the universities



Bayeux Tapestry

insisted on changing staff every three years to limit it. Even worse, the non-graduate teachers were heavily taxed to pay the masters’ wages. Though, in a nod to transparency, a

list of their names was kept in school and read out loud publicly three times a term, so that if any were not “true scholars” they would be excluded – which is about how transparent the current headteacher board system is today.

Salter and Lobel’s piece also describes a 14th-century statute on what the masters had to teach. Sounding scarily similar to today’s primary school writing assessments, pupils were expected to be given “verses to compose and letters to write, taking care about choice of words, lengths of clause, and so on”. In a move that would make Nick Gibb’s heart skip a beat, children were also expected to write out items “on parchment on a holiday” and “repeat them by heart on the following day”. Character education was also in vogue with words that might corrupt the young removed from sight.

But the person who would really excite the current government is John Anwykyl, poster-boy of the grammar masters, and the first to publish school texts teaching Latin along humanist lines; they included question and answer sessions, mnemonics, illustrations and quotations. As head of Magdalen college, the country’s first free grammar school, his work was rewarded with a 15-year contract for which he would be paid £10 a year (equivalent to a salary of £65,160 today) and a rent-free house. Sadly, he died just one year later, but his books went on to be republished several times after his death.



A week in Westminster

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

THURSDAY:

For an announcement as big as the end of a flagship government policy, you’d expect it to at least have its own headline.

But the government opted to fly under the radar with the shelving of the education bill – which would have forced coasting schools to become academies – and slip the news into a separate announcement about technical education.

Given that the response has been mostly positive, Week in Westminster wonders why the government would bury an announcement that has led to widespread confusion for councils, schools, parents, journalists, MPs... (that’s enough – Ed)

Labour’s Angela Rayner, who never skips a beat in responding loudly to all government actions (not even to check if her responses are, you know, accurate), was forced to explain herself after issuing a statement welcoming the dropping of a plan to bring in grammar schools this autumn.

That plan is, of course, still very much alive, it just wasn’t planned to be in the new laws this autumn.

FRIDAY:

The government appears to be putting money where its mouth is on workload, but the cash won’t be spent freeing up teacher time.

The National College for Teaching and Leadership is offering grant funding of up to £30,000 for “groups of schools to carry out collaborative research projects into efficient and effective approaches that reduce workload”.

These approaches could relate to marking, planning and resources and data management, and will help groups to take the principles and recommendations from the three workload reports released earlier this year.

The funding will be welcomed, although perhaps not to those who have already carried out research on this issue without a bung from Whitehall.

MONDAY:

Lord Nash, the DfE’s chief batsman in the House of Lords, was quick to reassure

fellow peers that a “memorandum of understanding” between his department and the Home Office preventing the sharing of pupil nationality and country of birth data will be published “shortly”.

The government’s position has moved a great deal on this, since *Schools Week* was told a few weeks ago to use the Freedom of Information act to secure a peek at it, though back in those days it was simply referred to as an “agreement”.

Meanwhile, if there was ever a question about what members of the House of Lords actually do all day, we now have an answer: they read *Schools Week*. The paper was mentioned four times in the debate and our stories quoted much more often.

Lord Nash didn’t seem to be so much a fan, claiming that he wished to dispel some of the “myths” peddled in “some parts of the media”. (He didn’t: we had already reported everything he said).

Hmm. Maybe he’s still sore about being painted with auburn hair in our cartoons? When we get those headteacher board minutes Nash, then we’ll change it. Deal?

Meanwhile, the hunt is on for a new chair of Ofsted after David Hoare left a large Isle

of Wight-shaped hole in the organisation.

Driven out for comments made about the island, his replacement will have a tough job telling other people what to do. Luckily he or she will get paid £46,800 a year for two days’ work per week.

TUESDAY:

Dunno. Busy applying for the Ofsted chair gig.

WEDNESDAY:

BREAKING NEWS: Sir Michael Wilshaw criticised the government’s grammar schools plan. Again.

He also replayed favourite hits from his farewell tour, including “All schools are mediocre”, “Here comes the chat about immigrants”, and “I will always love authoritarian headteachers”.

School Bulletin

with Sam King



Bapchild and Tonge school "eco-warriors" use the app to report an overflowing bin

Phone app cleans up school

The latest technology has turned pupils at a primary school in Kent into digital eco-warriors who keep the area around their school clean.

Using a free environmental reporting app, pupils at Bapchild and Tonge primary school identified rubbish and overflowing bins near their school.

Susannah Butcher, eco-school leader at the school, said: "It was an excellent chance for us to do some real work in trying to combat the problem of litter in the school area.

"Smartphones and tablets are a big part of

children's lives, so showing them how these can be used in a positive way made the lesson really enjoyable for them."

The Love Clean Streets app, which is supported by the charity Keep Britain Tidy, allows users to alert the authorities to graffiti, fly-tipping, potholes, dog mess and litter in their communities. It has been modified specifically for use in primary schools.

Sophie, 11, a pupil at the school, said: "I hate seeing litter on the way to school. With the app I can let someone know where it is and it is cleaned up."



A researcher at Alzheimer's UK in Southampton

KS3 learning resource on dementia

A leading dementia research charity is hoping to inspire the next generation of researchers through a new key stage 3 learning programme.

Alzheimer's Research UK has developed Brain Box, which aims to teach 11 to 14-year-olds more about how the brain works, how it's affected by dementia, and what researchers are doing to tackle it.

Supporting the science curriculum, the programme provides teachers with materials such as videos, case studies and games they can integrate into their lesson plans, focusing on students' scientific enquiry skills.

The resource also aims to help pupils to develop skills in experiment planning, development, analysis and evaluation to give them a taste of what a career in scientific research might be like.

Hilary Evans, chief executive of Alzheimer's Research, said: "We know that so many children feel the impact of dementia, but less than a third of parents would be confident explaining dementia to their kids.

"We're lifting the lid on this potentially scary topic and helping young people to develop their own ideas about how research can tackle it."

Pupils score with football-themed curriculum

FEATURED

An education charity that uses football to develop critical thinking and analysis skills put pupils to the test at a recent live debate.

Football Beyond Borders (FBB) targets pupils who are underachieving at school and aims to use their interest in football to get them back on track academically.

Pupils from years 6 to 10 in the FBB schools programme took part in a live debate in October at Amnesty International headquarters in Shoreditch, east London, taking to the stage to persuade audiences they had the strongest argument for which footballer should be the charity's next ambassador.

The debate encouraged them to gather evidence and facts about players, and present balanced arguments as to why their favourite players were better than those from opposing teams – with an audience vote deciding the winner. One team represented Barcelona's Lionel Messi, with the other fighting the case for Cristiano Ronaldo of Real Madrid. Ronaldo was victorious.

Established in 2009, FBB delivers a football-themed literacy curriculum alongside weekly football coaching sessions to develop team spirit. It also runs annual football tours for students who meet their targets for behaviour, attendance and academic performance.

Tom Treadwell, a teacher at Quest



academy in Croydon, said: "FBB had a significant impact on my year 7 students. The pupils we chose were hard to engage, and I have seen a marked improvement in their attitude to learning and reduced number of behavioural issues.

"Perhaps most importantly, the project has helped them to be more aspirational and has given them something they take a huge amount of pride in."

The charity says that 40 participants who were involved in the first year of the FBB programme in 2014-15 improved their attendance, while the number of incidents of bad behaviour fell 27 per cent.

FBB currently delivers its schools programme to 320 students in schools across London and Wales.

Clockwise from top: a fresh crop of graduates from the FBB Schools Programme; a group of youngsters showcase their debating skills; Putting forward the argument for Ronaldo as the charity's next patron

MOVERS & SHAKERS

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

Colin Morrison has been appointed chair of the new Boarding Schools Partnership.

Set up by Lord Nash and sponsored by the Department for Education, the partnership launches early next year as an information service, helping local authorities collaborate with charities to place vulnerable or disadvantaged children in state and independent boarding schools.

Morrison's voluntary role is a move from his 15-year chairmanship of the Royal National Children's Foundation (RNCF).

He has held executive roles at a number of high profile publishing companies, including British Business Press, the UK Professional Publishers Association and Axel Springer.

In his new role he will be responsible for driving the project and ensuring local authorities get the information they need to make the best assessment for disadvantaged learners.

Morrison said: "Boarding school really can help to transform the lives of disadvantaged young people. We're hoping this really creates some momentum to get back to a situation where boarding schools can be considered for more vulnerable children than they currently are."



Colin Morrison



Claire-Marie Cuthbert



Adam Goldstein

Claire-Marie Cuthbert is the new chief executive of Evolve, a multi-academy trust based in Mansfield, north Nottinghamshire.

The trust has three schools: secondary school Brunts academy, special school The Beech academy and primary school The Bramble academy.

Ms Cuthbert, a former RE teacher, was previously head of James Calvert Spence college in Amble, Northumberland.

She plans to focus primarily on overseeing the trust's strategic direction and ensuring that the children within it reach their full potential.

"I am really privileged to be appointed as

CEO of Evolve. There's a significant amount of work that needs to be undertaken, so it's challenging. I'm having to do a restructure here at trust level, and I'm also reconstituting the board.

"It's how we learn from those challenges, and how we capitalise on our areas for development. It's a very exciting time for me, personally and professionally, but also for The Evolve trust."

Cuthbert says she has been driven by the idea that children's life chances "shouldn't be predetermined by what postcode they live

in", and draws from her own experiences in education.

Adam Goldstein has been appointed as executive director of operations at Reach4 academy trust.

Reach4 is made up of 14 schools and is the sister trust of Reach2, the largest primary-only academy trust in the country.

The new role will involve all aspects of the non-educational side in Reach4 schools, including dealing with HR and governors at both trustee board level and regional level.

Goldstein was a management consultant at professional services provider PricewaterhouseCoopers for almost eight years and worked on Every Child Matters for the Department for Education. He is also an independent director for special school multi-academy trust, Macintyre academies.

Speaking of his new role, he said: "A smooth functioning operational side is a core part of helping improve things educationally, so I'm just looking forward to playing my part in helping Reach4 achieve things for its schools."

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

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SCHOOLS WEEK **Sudoku challenge**

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

Difficulty:
EASY

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

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN a *Schools Week* mug



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