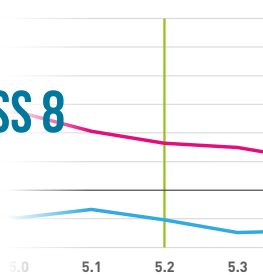




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BEHIND PROGRESS 8
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THE GRAMMAR SCHOOLS GAMBLE

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NEWS: GRAMMAR SCHOOLS SPECIAL

A WEEK IN THE LIFE OF A GREEN PAPER

It started when a top-ranking civil servant was pictured entering Downing Street holding on to a memo, its contents brought into focus by long-distance press camera lenses. It gathered speed during the next three days before an official unveiling last Monday in the Commons. **Freddie Whittaker** traces the early days of the new prime minister's first major policy reform – and the biggest education shake-up for 50 years

Investigates

A leaked memo last week led to schools learning of Theresa May's plan for more selective schools – by ability and by faith – in her first major policy reform since taking power.

It all began last Tuesday when Jonathan Slater, the permanent secretary at the Department for Education, was pictured entering Downing Street with the memo that revealed plans for a consultation on grammar school expansion and the creation of new ones.

Then on Wednesday, Lord Nash, the education minister, spoke about 66 grammar schools that "prioritise free school meal applications"; on Thursday, the prime minister's motives were revealed during a speech to backbench Conservative MPs in which she spoke of her desire to see an end to "selection by house price".

Summoned to parliament to explain, education secretary Justine Greening said selective schools were, at that time, only "an option".

But by Friday, in a grand building on Carlton House Terrace to which members of the education press were not invited, the prime minister announced a £50 million funding pot to help existing grammar schools expand, with measures to ensure selective schools took more deprived pupils.

Later on Friday, senior figures of the education community, including Alan Milburn, chair of the Social Mobility and Poverty Commission, attended a meeting with senior government advisers to discuss what could be done to limit the impact of selection on poorer pupils – something sources close to the government privately admit is a problem for the proposals.

May also promised a raft of measures to allow more faith schools to open and to force universities and independent schools to play a bigger role in state schools – either by running schools, or sharing resources.

"We are going to build a country that works for everyone, not just the privileged few," she said.

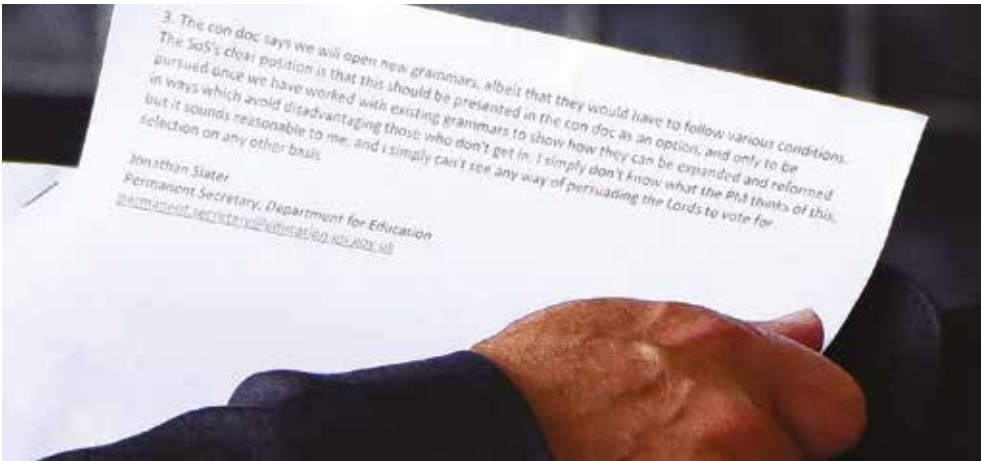
"A fundamental part of that is having schools that give every child the best start in life, regardless of their background.

"The principle is clear; selective schools have a part to play in helping to expand the capacity of our schools system, and they have the ability to cater to the individual needs of every child."

Before the prime minister completed her speech on Friday, the Fair Education Alliance had launched a petition against the plans, kick-starting a barrage of opposition that included politicians from across the political spectrum, among them the former Conservative education secretary Nicky Morgan

The green paper, *Schools that Work for Everyone*, was officially released on Monday in the House of Commons.

During a two-hour debate, Greening



faced staunch criticisms, including from her own backbenchers, while education professional criticised the paper for failing to mention key groups of pupils, including those with special educational needs.

The consultation closes on December 12. It is available at www.education.gov.uk/consultations and can be submitted online, via email or by post.



THE MAIN PROPOSALS

- EXISTING SELECTIVE SCHOOLS CAN EXPAND AND NEW SELECTIVE SCHOOLS WILL BE ALLOWED TO OPEN. THEY MUST HOWEVER, SUPPORT NON-SELECTIVE SCHOOLS IN THEIR AREA.
- FAITH SCHOOLS WILL BE ALLOWED TO SELECT UP TO 100 PER CENT OF PUPILS BASED ON THEIR FAITH, BUT MUST INCLUDE DIFFERENT SOCIO-ECONOMIC BACKGROUNDS.
- INDEPENDENT SCHOOLS WILL BE EXPECTED TO SUPPORT STATE SCHOOLS, OPEN NEW STATE SCHOOLS OR OFFER FUNDED PLACES TO CHILDREN WHOSE FAMILIES CAN'T AFFORD TO PAY THE HEFTY FEES.
- UNIVERSITIES WILL BE ASKED TO SPONSORING OR SETTING UP NEW SCHOOLS IN EXCHANGE FOR THE FREEDOM TO CHARGE THEIR OWN HIGHER FEES.

Spot the supporter as unlikely allies gather in opposition

FREDDIE WHITTAKER CONTINUED
@FCDWHITTAKER FROM FRONT

What do Jeremy Corbyn, Nicky Morgan, the Trades Union Congress, Sir Michael Wilshaw and the Scottish National Party have in common? Their opposition to new grammar schools.

Labour leader Corbyn pointed out the diversity of those against the new grammar school plans during prime minister's questions on Wednesday, saying that Theresa May had succeeded in uniting the left and the right against her.

The plans to expand selection are likely to get tougher by the day as disquiet among Conservative backbenchers makes a rebellion likely if May were to try and pass laws on new selective schools.

At least 12 Conservative MPs have publicly condemned or questioned the plans, including former education secretary Morgan, commons education committee chair Neil Carmichael, and former ministers Anna Soubry and Theresa Villiers.

On Wednesday, Labour leader Corbyn used all six of his allotted parliamentary questions to ask about grammar schools, leaving the prime minister attempting to change the subject.

"She has brought about unity of Ofsted and the teaching unions, she has united former education secretaries on both sides of the house, she has truly brought about



a new era of unity in education thinking," Corbyn said.

He reminded May that her predecessor had said there was a "kind of hopelessness" about the demand to bring back grammars, an "assumption that this country will only ever be able to offer a decent education to a select few", and that he wanted the Conservative party to "rise above that attitude".

Tim Farron, the Liberal Democrat leader, called the plans deeply "flawed" and "regressive", and said they were "about as popular" as an announcement that *The Great British Bake Off* was moving to Channel 4.

The Scottish National Party also hinted it might defy conventions that normally stop its MPs from voting on England-only issues.



Patricia Gibson, an SNP MP, said: "If we make the mistake of reintroducing grammar schools in England, if there is any impact, any financial impact in Scotland, we in the SNP will fight tooth and nail in our opposition to this policy," she warned.

Former education secretary Michael Gove also said he only supported selection by ability after the age of 16 – and by implication not 11 and 14 as laid out in the government's plans – though he praised the "clear moral purpose" in Justine Greening's proposals.

Hostility has also spread beyond Westminster.

The Trades Union Congress officially outlined its opposition to new grammar schools after passing an emergency motion on Wednesday, and a petition launched



last week by the Fair Education Alliance is nearing 4,000 signatures.

School staff have also registered their displeasure, with a joint survey by several unions and Teach First revealing four in five teachers opposed the plans.

A surprise intervention came from Lord O'Shaughnessy, an academy trust founder and key ally of the last government as it steered its education bill through the House of Lords, who told a room of MPs and academics on Tuesday that he hoped the plan did not proceed.

He told the session at the education committee's "purpose of education" conference about his experience of the "the bewildering array of standards" schools must cope with, which included the 11-plus in some areas.

Greening backtracks on parent governors

FREDDIE WHITTAKER
@FCDWHITTAKER

A controversial move to scrap parent governors on the governing boards of academies will be abandoned, Justine Greening has told MPs.

The education secretary's first grilling by the education select committee did not focus on grammar schools as expected, but instead touched on governance, curriculum and accountability.

Greening (pictured) surprised committee members by speaking out about plans to end the requirement for academies to have at least two parent governors – one of the most controversial policies in the previous government's white paper.

Quizzed by Labour MP Stephen Timms about her willingness to reconsider the policy, Greening replied: "I don't think we should be saying that MATs [multi-academy trusts] don't need to have parent governors."

Greening said the governors played "a vital role", and had done so on the school governing body she served on for 15 years.

"Often...when schools turn around it's when parents become more engaged and more invested in the school's success. That helps to build the school from the outside, as well as the hard work teachers are doing on the inside.

"It doesn't happen overnight, it takes years, but parents are part of how success gets delivered so I do not think we should proceed with that."



Her comments have been welcomed by Emma Knights, chief executive of the National Governors' Association, who said scrapping parent governors was "wrong on a number of counts.

"Parents with pupils in the school bring important knowledge as well as other skills," she said.

Greening was questioned about her proposals to expand selection, which sources close to government stress is only a consultation.

She said it was time to accept that grammar schools could play a role in "driving social mobility" and creating good school places, "especially in areas of the country that don't have them at the moment", but she insisted that they would not be forced on areas that did not want them.

"I was very clear in parliament earlier this

week that it is important we work through and with local communities," she said "This is all about responding to what local communities want, and it is important that we don't see communities having grammars that, you know, in the end, don't want them."

She also said she was looking into making PSHE and sex and relationships education compulsory, something that *Schools Week* understands Nicky Morgan was planning to announce at Conservative party conference this autumn.

Greening said she was looking at the matter, but said she recognised that it was "not even as simple as making it mandatory or statutory", adding: "there is a quality issue".

When questioned about the direct inspection of multi-academy trusts, Greening said she was open to the idea, but reluctant to say such inspections should be carried out by Ofsted.

A peer-led approach was advocated by some trust leaders in submissions to the education committee about trust accountability earlier this year.

"It's one of the areas I'm looking at," Greening said. "We need to reach a conclusion on it and we need to take a decision on whether we should or we shouldn't [inspect trusts] and be clear-cut about the rationale for doing that.

"My sense is that there is a question to be asked about how Ofsted can effectively inspect MATs and whether there is a smarter way to do it."

'We're still committed to academies'

The government remains committed to the idea of all schools becoming academies and is "pulling together" legislation to enact its *Education For All* white paper, Justine Greening has confirmed.

School leaders had raised concerns with *Schools Week* about a confusion between the green paper plans for selection and the white paper focus on academies.

Greening told the committee she wanted to focus academisation on "struggling" schools.

A government spokesperson clarified that this reference took into account the earlier U-turn by Nicky Morgan, who announced in May that the government was abandoning plans to force all schools to become academies by 2022.

Greening said the remaining aspects of the white paper were currently being drawn up into legislation – for example, forcing schools overseen by failing local authorities to convert to become an academy.

"Our hope and expectation is that schools will want to steadily take advantage of the benefits that academies can bring, but our focus will be on those schools where we feel standards need to be raised," she said.

When pressed on the status of the white paper, she said: "You'll no doubt see later in the year what it comprises. Obviously it is taking forward the white paper that came out earlier in the year."

NEWS: GRAMMAR SCHOOLS SPECIAL

Progress 8 scores in grammars 'overstated'

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Progress scores for grammar schools are likely to be overstated due to unreliable SATs scores, amid fears they could be used to make a case for more selection.

Analysis of Progress 8 results by Education Datalab, and shared exclusively with *Schools Week*, reveal that pupils at grammar schools last year made more progress in their GCSEs compared with similar pupils in non-selective schools – scoring around a third of a grade higher across eight GCSEs.

The average progress score for grammar schools was +0.34, which is well above the government's floor target of -0.5 and ahead of the average for secondary moderns, which Education Datalab calculated was -0.11.

The government is under pressure to produce evidence supporting its proposals for allowing more grammar schools to open, and could seize on any positive findings in January's school league tables – which will include Progress 8 scores for the first time.

But Dr Rebecca Allen (pictured), director of Education Datalab, said Progress 8 scores in grammar schools were overstated.

Allen compared pupils' key stage 2 scores with whether or not they passed the 11-plus, finding that a SATs score of 5.2 was the score above which most pupils attended a grammar.

But the research also found large numbers of pupils with lower SATs scores also passing the test and entering grammar school (image 1). In some cases, children got into a grammar school with a SATs score as low as 4.5.



A deeper dive into the statistics (image 2) found that these pupils with lower key stage 2 scores later achieved "incredibly high" progress scores in their GCSEs.

Allen explained this was because their key stage 2 score "almost certainly understates their academic ability at age 11. Some of the progress made during primary school is then unfairly attributed to their grammar school."

She also found the opposite was true for pupils with high key stage 2 results who failed the 11-plus, suggesting their SATs scores were over-estimated.

"Some of the progress at their secondary modern is therefore unfairly attributed to their primary school."

She said the combination caused grammar school performance to be overstated, while secondary moderns were understated.

Rob Coe, director of Durham University's centre for evaluation and monitoring, which produces 11-plus tests, highlighted the unreliability of key stage 2 scores.

He said the findings showed that Progress 8 results as part of the grammar debate must be interpreted "with caution".

"There is a bias – grammar schools have the decks stacked in their favour."

He also highlighted an Ofqual study in 2013 that found that the accuracy of key stage 2 test scores was about 85 per cent for English, 87 per cent for science and 90 per cent for maths.

Ofqual said this was a "substantial improvement" compared with the late 1990s when the tests were introduced.

But Allen said that SATs scores could be

Image 1

11+ pass rate by KS2 score in fully selective LAs

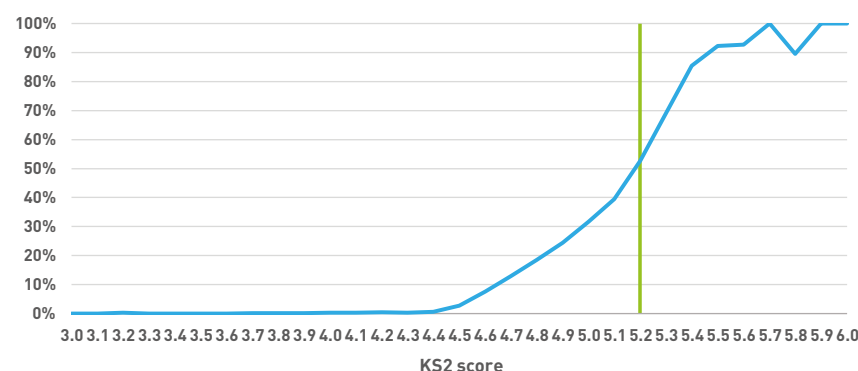
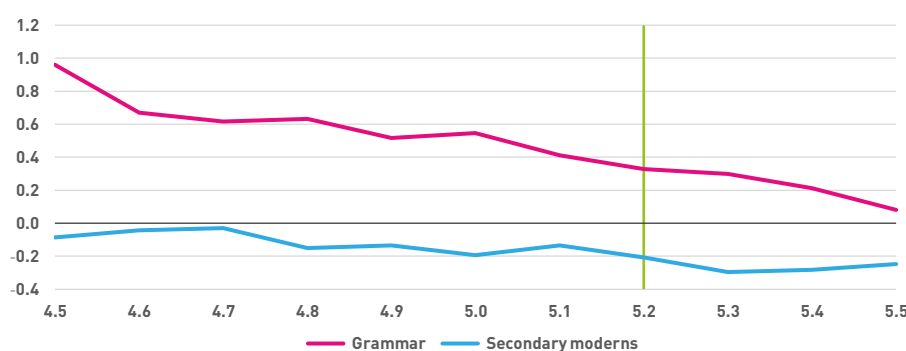


Image 2

Progress 8 in fully selective LAs around 11+ pass mark



impacted by additional factors – such as pupils having a bad day, or striking it lucky on questions – which she called "noise".

Private tuition might also explain some of the difference between SAT and 11-plus scores.

A report by the Sutton Trust published last week found the private tuition market was worth £2 billion a year, with nearly one in five pupils who received tutoring doing so for the 11-plus.

One head told *Schools Week* that if grammars were found to be genuinely

adding value, it would be "horrific" for social justice.

"That would mean pupils who were level 4 in ability, but trained to do the 11-plus because their parents could afford it, then go on to grammar schools and make more progress. That's so unfair."

The government has now proposed that grammar schools will take a proportion of pupils from lower-income households to "ensure that selective education is not reserved for those who . . . pay for tuition to pass the test".

Centres of excellence are not for us, say trust CEOs

JOHN DICKENS
@JOHNDICKENSSW

Multi-academy trusts have snubbed government proposals allowing them to move their most able pupils into a "centre of excellence".

The green paper outlines plans for trusts to select within their schools and set up a site to educate the "most able" pupils.

The policy, overshadowed by the grammar schools proposals, worries some trust chief executives, including John Murphy of Oasis Community Learning. He said that the work of academy chains such as his had made sure that "communities now have a good or outstanding local school for the first time that is supporting children of all levels to make excellent progress."

"This has not been accomplished by whisking away the 'most able' pupils, but by a ruthless dedication to help every child reach their full potential regardless of their starting point."

Frank Norris (pictured), chief executive of

the Co-operative Academies Trust, said that his chain had transformed the life chances of children in "some of the most disadvantaged areas in northern England" and that he could not agree with the proposal to "siphon off the most able from our community academies."

"Our experience proves that academically able students can and do succeed in our local, community-based co-operative schools," he said.

The green paper proposes allowing multi-academy trusts, as well as good or outstanding academies, to set up "centres of excellence" where high-attaining pupils could access an education similar to that of a grammar school.

But the geography of many chains, with schools spread across the country, makes the idea difficult to implement.

Norris said: "We have four secondary academies within 40 miles of each other but it is unrealistic to expect students to travel between these to a hub specifically set up for the academically able."

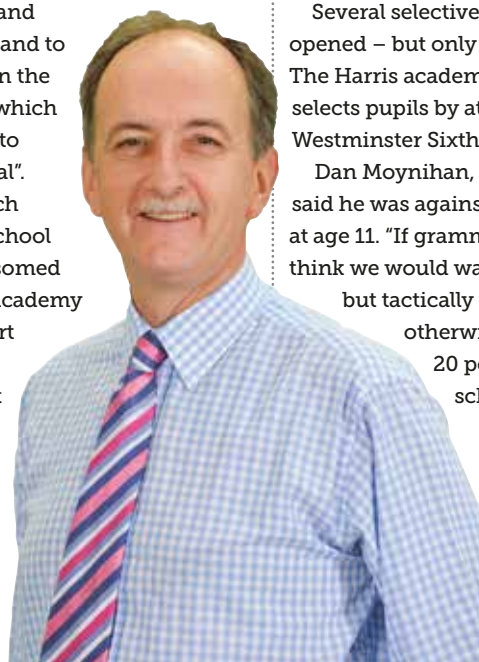
"The time and cost of travel would be

better spent ensuring they achieve highly in their 'home' academy."

The paper says that the centres could also be "virtual", allowing schools to provide a "more challenging and targeted curriculum, and to create an ethos within the centre of excellence which supports all children to achieve their potential".

Virtual schools, such as for-profit online school InterHigh, have blossomed in recent years, and academy trust Ark is due to start its first "blended learning" school next September.

The green paper says that the movement of pupils, after they have been admitted to an individual school through a



non-selective admissions process, is already permissible, although not on the basis of ability as this breaks the school admissions code.

Several selective free schools have already opened – but only for pupils older than 16. The Harris academy chain for instance, selects pupils by attainment for its Harris Westminster Sixth Form.

Dan Moynihan, Harris chief executive, said he was against the selection of pupils at age 11. "If grammars opened up, I don't think we would want to choose to do them, but tactically we might have to . . .

otherwise we could lose the top 20 per cent of all pupils in our schools.

"What do we do? End up as secondary moderns? It would be a problem. There might be things you can do to ameliorate the problems, but I can't think of any."

UTCs soak up lower-ability pupils, suggests research

JOHN DICKENS

@JOHNDICKENSSW

New research suggests that the government's flagship 14-19 technical schools have become a dumping ground for lower-ability pupils, raising questions over its plan to allow schools to move pupils based on their ability at 14.

Research published today by the Institute for Public Policy Research (IPPR) found pupils at university technical colleges (UTCs) and studio schools were more likely to have lower attainment and to have "under progressed" in primary schools.

There is also evidence that multi-academy trusts with their own UTCs are moving lower attaining pupils into the vocational schools at higher rates.

The findings back up concerns about the colleges, with Ofsted chief inspector Sir Michael Wilshaw warning against the UTCs becoming a "dumping ground for the difficult or disaffected".

The green paper, published on Monday, outlined proposals for grammar schools to expand only if they met certain conditions, which could include allowing pupils to join selective schools at the ages of 14 and 16, as well as 11.

But Jonathan Clifton, associate director for public services at the IPPR, said the government needed to "better understand" which pupils were enrolling in 14-19 schools.

"This report shows the difficulty of creating distinct academic and vocational tracks in the English school system.

"There is a real danger that vocational

institutions become the preserve of those with low prior attainment or from disadvantaged neighbourhoods."

UTCs and studio schools are integral to education secretary Justine Greening's plan to push through grammar school reforms that she claims will establish a school system of "diverse education", with parents able to "find the school for their child that is tailored to their needs".

The left-wing think tank study, *Transitions at age 14*, found that 14-19 institutions largely attracted boys (68 per cent, compared with 51 per cent secondary school average).

Pupils transferred to technical schools within the same multi-academy trust were also more likely to have lower prior attainment, compared with pupils joining from a different trust.

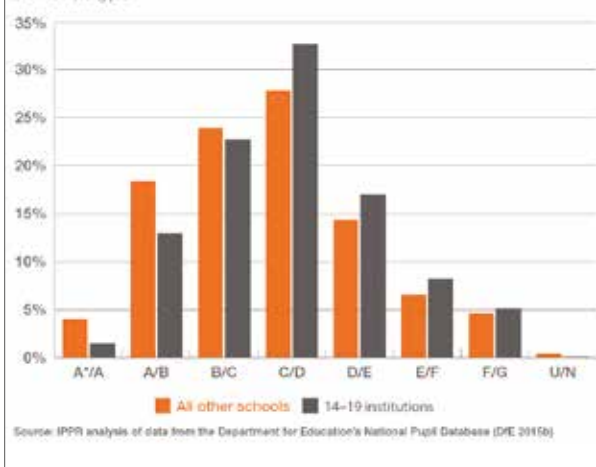
The coalition government introduced UTCs and 14-19 free schools to offer, it said, world-class vocational education for pupils from all backgrounds.

But the schools have been beset with problems, such as high closure rates and difficulties recruiting pupils.

Schools Week revealed in March that nearly one in three studio schools had closed (14 of 47).

Last week, it was announced that the planned Burton and South Derbyshire UTC will not open after recruitment problems, despite the government spending £8 million setting it up.

Based on their attainment at KS2, pupils attending 14-19 institutions have predicted GCSE results that are below the national average. Distribution of pupils by predicted average GCSE grade, split by institution type.



But Olly Newton, director of policy and research at the Edge Foundation, which aims to raise the status of practical and vocational learning, said the report confirmed that 14-19 schools provided an opportunity for pupils who failed to thrive in mainstream education.

He said pupils that achieved GCSE grades below the national average "consistently exceed expectations" in both UTCs and studio schools, which "provides them a pathway to university, an apprenticeship or into a job".

He explained the low number of girls was largely because both schools attracted a large proportion of students in subjects such as engineering or computer technology – which have large gender disparities nationally.

Faith schools welcome lift of admissions' cap

BILLY CAMDEN

@BILLYCAMDEN

Faith schools have welcomed the government's plan to remove the cap on faith-based admissions, although they will now have to prove there is demand for places at their schools from parents of other religions.

The green paper proposes that oversubscribed free schools will be able to select 100 per cent of their intake based on pupils' religious belief, lifting the current admissions cap of 50 per cent.

However, schools now have to meet a set of criteria to gain the proposed freedoms, including showing that parents from other faiths would be happy to send a child to the school. This will have to be shown through consultation and parent signatures.

Faith schools must also establish "twinning arrangements" with other schools not of their faith, and consider setting up mixed-faith multi-academy trusts.

An independent member of a different or no faith should also be considered for the governing body, the proposals say.

The Catholic church, which said the cap stopped it opening new schools, lobbied strongly for its removal.

A spokesperson for the Catholic Education Service said the new plans meant the church

could now meet parental demand for thousands of new places.

Paul Barber (pictured), director of the service, said most Catholic schools already met many of the criteria.

The Church of England, which did not oppose the cap as strongly and which has already pledged to open 125 new free schools, said it remained "committed to ensuring our schools serve the local community".

The Revd Nigel Genders said: "Our schools are not faith schools for the faithful, they are church schools for the community. We don't propose to change that."

But the government looks set to face a rebellion from MPs and education bodies who claim the plans will fuel "social segregation".

Sarah Wollaston, Conservative MP for Totnes, said that she would vote against the reforms, warning of the impact of increased selection in faith schools.

She posted on Twitter: "100 per cent faith schools can have nothing to contribute to a more integrated and cohesive society."

Andrew Copson, chief executive of the British Humanist Association (BHA), said the proposals sent a "very damaging message: that an integrated society is not worth striving for, and that the will of the religious

lobby trumps the best interests of our children and our country.

"Religiously selective schools have been shown time and time again to have a large impact on segregation on religious, ethnic, on socio-economic lines, so allowing more schools to open that are fully religiously selective will only exacerbate those problems."

The BHA published a report last year that claimed thousands of pupils may have been unlawfully denied a place after "widespread violations" of the admissions code were found in nearly 50 religiously selective schools.

Jay Harman, education campaigns officer at the association, said: "A number if not all of faith schools . . . break the law in all sorts of ways. An increase in religious selection is likely

to lead to an increase in those kinds of problems that will only damage the fair access of parents and children at those schools."



Evidence challenges value of private sector support for state schools

JOHN DICKENS

@JOHNDICKENSSW

Private schools and universities will be pushed into sponsoring schools to haul up standards in the state sector, despite an analysis of their current involvement revealing a chequered history.

A key proposal in the green paper, *Schools That Work for Everyone*, is the provision of incentives for private schools and universities to either set up or sponsor a state school, so they can spread their "expertise through the system".

Many already sponsor state schools, but a *Schools Week* analysis of their improvement records challenges the government's assertion that the institutions boost standards.

Woodard schools, the largest group of Church of England private schools in the country, sponsors the Woodard academies trust, which runs five state schools.

But in government performance tables, released in July, it was one of the country's lowest-performing trusts at secondary level.

Dulwich College, an independent school in south London, pulled out of sponsoring an academy in 2013, claiming its staff were not equipped to help pupils at a state school.

And *Schools Week* revealed last year that 110 private schools had been handed improvement notices in a 16-month period.

Previously unpublished improvement notices included the Royal Ballet School, in London, and Hill House, also in London.

University involvement in schools has also failed to make an impact in several cases.

Schools Week revealed in March last year how universities had withdrawn their sponsorship from at least four academies amid government concerns over the schools' management.

Many universities have also partnered with university technical colleges (UTCs), but a blog published by research group Education Datalab on Monday revealed UTCs have some of the poorest progress scores of any school type.

The data, compiled from the group's internal Progress 8 measures, shows 65 per cent of UTCs would fall under the government's 2016 minimum standards. That compares with just 10 per cent of state schools overall.

Following announcement of the proposals, organisations representing private schools and universities stressed their members already worked closely with schools.

Universities UK, a higher education action group, said half of universities already sponsored schools. A spokesperson said: "It is important that any new proposals allow universities the flexibility to consider the evidence and target funding in a way that works best for the school and students to help to raise attainment."

The Independent Schools Council said its members "remain committed . . . that when it comes to productive partnership work, one size does not fit all, and independent schools should be allowed to find the best way to work with state schools according to local conditions and through established working relationships".

NEWS: GRAMMAR SCHOOLS SPECIAL

Ofsted data shows grammars do not ‘guarantee quality’

BILLY CAMDEN

@BILLYCAMDEN

Exclusive

A grammar school does not guarantee education quality, shows a new analysis of Ofsted data that reveals some grammars require improvement and have been in special measures.

It also suggests that the reintroduction of secondary modern schools could create more “unsatisfactory” schools, as more require improvement than there are outstanding.

Following Theresa May’s announcement that the government will spend £50 million a year on the expansion of existing grammar schools, *Schools Week* crunched the latest Ofsted figures to see how grammars performed compared with secondary moderns – schools that admit students who fail the 11-plus.

Of the 163 grammar schools in the country, 133 are rated as outstanding, while 26 are good.

However, Poole grammar school and the Boston grammar school in Lincolnshire both require improvement.



Five other grammar schools were previously rated as requires improvement and one – Chatham grammar school for boys in Kent – fell into special measures.

Bob Harrison, vice chair of governors at Lostock college, a secondary modern in Manchester, told *Schools Week* this data proved that being a grammar school “does not guarantee high quality of the education.

“In terms of value added, surely when these schools are selecting the top 20 per cent of pupils in an area, they should all be outstanding.”

But Robert McCartney, chairman of the National Grammar Schools Association, said the evidence suggested grammar schools were “displaying fewer areas of failure or vulnerability than other institutions.

“There is no organisation of any kind that cannot be improved and that doesn’t have areas that need improvement. That speaks as well for the grammar system.”

Meanwhile, Ofsted data on secondary modern schools revealed that of the 120 identified as “modern”, just 15 were rated as outstanding, 76 were good, 21 required

Grammar

	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	SPECIAL MEASURES
NO. OF GRAMMAR SCHOOLS	133	28	2	0
				TOTAL 163

Secondary moderns

	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	SPECIAL MEASURES	NOT INSPECTED
NO. OF SECONDARY MODERN SCHOOLS	15	76	21	5	3
					TOTAL 120

improvement and five were in special measures.*

Harrison said these figures were not a true reflection of the national picture because there were about 600 secondary moderns in the country and many heads did not identify their secondaries as “moderns” with Ofsted because the term had a negative meaning.

Of the official figures, Harrison said: “By creating more secondary moderns you are going to create more schools that are more likely to require improvement or be unsatisfactory.”

McCartney however, said the data put to bed the suggestion that all secondary moderns provided “very poor” education.

Ian Widdows, deputy headteacher at Giles academy in Lincolnshire and founder

of the National Association for Secondary Moderns, said he was not “surprised” about the range of quality of provision among grammars, but said the proportion being judged as outstanding “does not reflect the work of these schools”.

Widdows told *Schools Week*: “I feel that there is a reverse ‘halo effect’ in operation here. Inspectors see the examination results for a secondary modern and assume that this cannot be an outstanding school. There has been far too much focus on threshold measures that flatter grammar schools and cast a shadow over the hard work of secondary moderns.”

*Three of the 120 secondary modern schools did not have an inspection grade.”

Special schools left out of green paper

The government is facing a backlash after naming its green paper *Schools that Work for Everyone* when it focuses on proposals to allow grammar schools to expand and for new selective schools to open.

It does contains policies aimed at limiting the impact this will have on non-selective schools, for example requiring selective schools to share teachers with others in their area.

But many in the education community say the clear focus is on higher attaining pupils.

Schools Week searched the consultation document for the terms special educational needs, special schools and SEND – but found none.

Jarlath O’Brien, headteacher at Carwarden House community school, a special academy in Surrey, said on Twitter that it was “sad, infuriating, but entirely predictable.

“The PM said she was fighting for the most vulnerable. I’m struggling to believe it on the basis of this evidence.”

Two Conservative MPs sought reassurances from education secretary Justine Greening this week that the plans would not negatively affect pupils who did not go to grammar schools – suggesting they were not convinced the document did enough to calm fears.

Former shadow education secretary Tristram Hunt also queried why the document did not include any focus on early years.

Greening said the government wanted to use grammar schools to “raise standards in every part of the schools system”.

Comprehensives face losing ‘essential’ pupil premium

premium children, it is often less than they have to spend on children who can’t read, for example.”

The premium, set up by the government in 2011 as an additional pot to help schools to raise attainment, has become an “essential resource” in comprehensives, Dunford says.

“My point is that a disproportionate amount of pupil premium money would be going with those bright children and putting comprehensive schools at a further disadvantage.”

One school group, The King Edward VI foundation in Birmingham, which runs five grammars in the city, already has an admissions system that prioritises disadvantaged children.

It allows for at least 20 per cent of places to be reserved for pupils on free school meals, provided they meet a predesignated minimum score.

About 28 per cent of the city’s pupils claim free school meals, according to the latest government data.

Richard Tattersfield, principal at Heartlands academy in Birmingham, which has a pupil premium spend of more than £550,000, said an expansion of grammar schools in the area would lead to an “inevitable decline” in funding for comprehensives such as his.

Councillor Brigid Jones, cabinet member

for schools at Birmingham City Council, agreed that if grammar schools expanded, “rather than replacing richer children with less rich ones” there would be an “inevitable effect” on neighbouring comprehensives.

But Chris McGovern, chairman of the Campaign for Real Education, said it was “absurd and ridiculous” for comprehensives to say they would “not get a fair share of poverty stricken children” because “the more pupil premium children going to grammars is a great thing that should be celebrated”.

He told *Schools Week*: “If some comprehensives are saying they will miss out on pupil premium money, they are just looking for something to complain about because let’s face it, the teaching profession on the whole is not in favour of grammar schools and selection.

“If comprehensives want to monopolise the intake of pupil premium pupils then they will condemn those pupils to the sort of education they’ve been suffering from for the past 50 years.”



PULL OUT AND KEEP

OUR ONE PAGE GUIDE TO THE
GRAMMAR SCHOOLS GREEN PAPER

In the green paper *Schools that work for everyone* the government proposed a series of measures to enable greater selection in schools.

The proposals are in four sections.

Selective schools

1. **Selective schools will be able to expand** as long as they ensure “good quality non-selective places locally”.
Things they can do to meet this criteria include:
 - Take a proportion of pupils from lower income households
 - Establish a new non-selective secondary school
 - Establish a feeder primary in low-income area
 - Partner with existing non-selective school or ensure there are opportunities to join the selective school at different ages, such as 14 and 16 – as well as 11.
2. The government will give **£50 million** to help existing grammar schools to expand.
3. **Allow new entirely selective schools** if there is local demand.
4. **Allow existing non-selective schools to become selective**, as long as there’s local demand.
5. **Selective schools that expand and do not deliver good quality places locally** could be stripped of access to additional funding streams, **have their right to select by ability removed** or be barred from further expansion.
6. **Multi-academy trusts will be encouraged to set up schools for their “most able” pupils**, dubbed a “centre of excellence”.
7. **Existing selective schools required to work with other schools**, eg, teacher exchanges.
8. **Selective schools must have fair access strategies** in place – eg, quotas.

Independent schools

9. **To keep charitable status, independent schools** with capacity and capability will need to:
Sponsor academies or set up a new free school in the state sector
Or, Offer a set proportion of places as fully funded bursaries to “those who are insufficiently wealthy to pay fees”.
The document adds: “We expect this figure to be considerably higher than that offered currently at most independent schools”.
10. **Smaller independent schools will be asked to fulfil one or more of the below criteria:**
Provide direct school-to-school support to state schools.
Support teaching in minority subjects that state schools struggle to make viable – eg, further maths, coding and languages such as Mandarin.
Ensure senior leaders become directors of multi-academy trusts.
Provide greater expertise and access to facilities.
Provide sixth-form scholarships to a proportion of pupils in each year 11 at a local school.

Universities

11. **Universities charging higher fees must start a free school or sponsor an academy.**

Faith schools

12. Remove 50 per cent cap on faith-based admissions in free schools but schools must:
 - Prove through consultation and signatures that children from other faiths will attend.
 - Establish twinning arrangements for other schools not of their faith.
 - Consider creating mixed-faith multi-academy trusts.
 - Consider adding governors of different or no faith

NEWS: SCHOOL COMMUNITY

IN brief

Teacher training courses half empty as term opens

The low number of trainees starting initial teacher training courses this year is “very concerning”, with some subjects half or less than half-full, according to the government’s website.

Figures released last week show that in many subjects none of the three routes into teaching – PGCE courses, school direct salaried, or school direct fee-paying – were at 100 per cent.

Given that September teacher training courses have now begun, experts warn that the current recruitment crisis could remain as bad, “if not worse”, than current levels.

Subjects causing greatest concern are design and technology, mathematics, physics and business studies, with creative subjects such as drama also showing a worrying trend, according to John Howson, an education data analyst.

School direct salaried places are most likely to be empty, with Howson claiming this could be because schools felt there were not enough high-calibre candidates to warrant a salaried place.

A spokesperson for the Department for Education said the latest figures showed teaching remained “hugely popular” with subjects such as biology, English, geography and history already reaching their targets.

The department was making “sustained progress” in recruiting to chemistry, maths and physics, and recruitment was ahead of this time last year.

Greening confirms 2018 funding formula start date

Justine Greening has reaffirmed a commitment to begin the national funding formula in 2018, despite sources close to the government telling *Schools Week* that details still need ironing out and are a long way from agreement.

Greening backtracked over the original delivery date for the new school funding process in July – just one day after ministers said she was committed to a 2017 start-date.

Schools are now due to receive their cash via a national formula from September 2018.

The government response to an initial consultation earlier this year is now due and will set out the planned formula and invite further views from stakeholders.

Sources close to the government said that there was still disagreement about the funding for small rural schools after the government promised “no small school will close” because of lack of money.

Durand refuses to remove Sir Greg

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

An academy trust has vowed to fight ministers all the way to court after defying government orders to sever ties with its former highly paid executive headteacher or face losing its funding.

The Durand Academy Trust (DAT) was told by the Education Funding Agency (EFA) its funding agreement would be revoked unless eight conditions were met by the end of August.

The demands include severing ties with its chair of governors and former executive head, Sir Greg Martin (pictured), who faced criticism from MPs after it emerged his £229,000 school salary was topped up by another £160,000 by a private firm that runs the school’s leisure facilities.

But *Schools Week* can reveal the trust has refused to meet all of the government’s demands – with Martin still in post as chair.

In an exclusive interview with *Schools Week*, Mark McLaughlin, the trust’s interim executive headteacher, said: “We will fight this vigorously. Our lawyers’ advice is they have no right to ask for these things to be done.”

He vowed to call the government’s bluff on its funding threats, adding: “The problem is that we have stood up to the EFA – a lot of schools are unhappy with them.

“The government is in a difficult position. If we go to court at least all the facts will be laid out.”

McLaughlin, also ordered to resign from his posts within the trust and its associated companies, launched an astonishing attack



on how the department has handled the case.

“Michael Gove [the former education secretary] gave schools the opportunity to be creative and independent, but since he’s gone the civil servants just run it. They are unelected, unaccountable and are suffocating headteachers from doing their jobs.

“It’s [Durand] unique and different, but difference isn’t to be welcomed. Civil servants have to tick their boxes. It’s outrageous what these civil servants are doing.”

Schools Week understands the trust is refusing to meet three conditions – all of which relate to alleged conflicts of interests between the trust and other companies.

As well as the resignations of McLaughlin and Martin, DAT must ensure none of its directors are on the board of Durand Education Trust (which owns the land occupied by Durand Academy in Lambeth), London Horizons (which runs the schools leisure facilities on a commercial basis), and GMG Management Resource (a company owned by Martin).

McLaughlin said that Durand Education Trust would meet a condition to transfer

back £1.8 million to the academy trust, as long as the EFA gave reassurances it would not confiscate the cash.

He said DAT ringfenced the money as its contribution to build a new state boarding school. McLaughlin claimed it had not received a penny of a promised £17 million from Gove for the project.

McLaughlin said DAT has also lodged a formal complaint against EFA chief executive Peter Lauener over how the trust has been treated.

He also hit out at a “forensic investigation” launched by the government, which involved auditors from a private firm being based at the school for seven months.

The draft report, not yet been published, contained only “minor recommendations”, such as “improving minute taking”.

“There is just nothing to justify taxpayer’s money being spent on this.” He claimed his freedom of information request to reveal the cost of the exercise has been refused.

DAT has outlined its position in writing to the Department for Education (DfE), which will respond by November 1.

A government source claimed the trust had “ignored repeated warnings that strong action would be taken to safeguard the future education of their pupils if they continued to fail to comply with the standard rules and procedures by which all trusts must abide”.

A DfE spokesperson said: “We are currently considering a response received from Durand Academy Trust on whether to continue the process of terminating the trust’s funding agreement. It would be inappropriate to comment further at this stage.”

Three-year inspection holiday for rebrokered academies

BILLY CAMDEN

@BILLYCAMDEN

Exclusive

Rebrokered academies will be classed as “new schools” and entitled to a three-year grace period from Ofsted inspectors.

The watchdog announced in October last year that initial inspections for new schools that opened from September 2014, including converter academies, would be put back from their second to third year of operation.

But the three-year period has now been extended to academies rebrokered from failing trusts. Prior inspections and results will be discarded.

It comes as the government finds itself under pressure to find suitable sponsors for the increasing number of rebrokered schools.

Academy bosses have welcomed the plans. Toby Salt (pictured), chief executive of Ormiston Academies Trust, said: “Academy transformation doesn’t happen overnight, so giving rebrokered academies a longer period to put in place the foundations for sustainable improvement could have positive outcomes.”

Sir Steve Lancashire, chief executive of REACh2, added: “It goes without saying that the transfer must be to a trust that will provide a safe pair of hands, and that

during the three years, regional school commissioners provide close monitoring and scrutiny.

“We should also expect the transferring academy to be at least good by the time Ofsted inspect at the three-year point.”

The education watchdog previously visited new schools in their second year, normally from the fifth term onwards.

Schools originally classed as new by Ofsted included free schools, sponsored and converter academies, school amalgamations, mergers, university technical colleges and studio schools.

But an updated version of the Ofsted handbook, published this month, reveals that rebrokered schools will also fall under the “new” category.

Janet Downs, from the Local Schools Network, said she was “concerned” the changes would hide the history of predecessor schools, making it “difficult to follow a school’s history”.

She added: “It will then be difficult to counter claims of ‘improvement’ by the chain that took over the academy if it’s impossible to find information about the predecessor schools. Even the Ofsted reports could disappear from Ofsted’s website.”

Alasdair Smith, national

secretary of the Anti-Academies Alliance, said the change was a “disgraceful move” that shot down ministers’ claims the academies revolution enabled swift intervention.

“I’m suspicious about this because I think it has come from pressure from the academy sponsors themselves. Evidence shows that they are very poor at turning around failing schools.

“What it is saying to the children in those schools is ‘it doesn’t matter, your schools doesn’t have to improve as quickly as others’. I can’t understand why the government would take that position, you would think that would be the other way round.”

However, Ofsted has said the chief inspector does retain the power to inspect earlier if there are concerns about the school, or when requested by the secretary of state.

Ofsted’s updated handbook also confirms academies judged to have “serious weaknesses” that are not rebrokered, will be subject to monitoring visits within 18 months.

Academies judged to require special measures, which are not rebrokered, will be inspected no later than 24 months after the special measures inspection.



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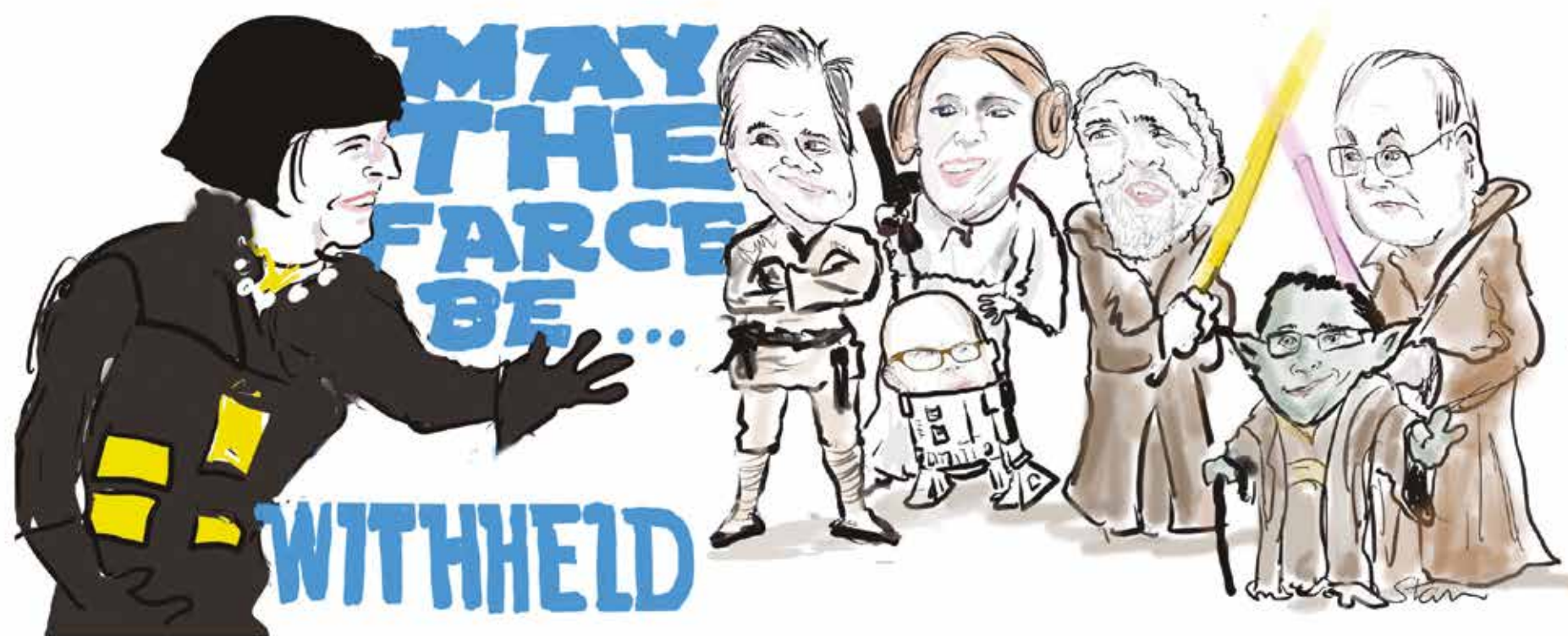
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EDITOR'S COMMENT

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

WHY GRAMMARS ARE A FIVE-SIDED DICE TRICK

A jumbo five-sided dice is due to land at the *Schools Week* towers this week.

It is smooth, blue, an odd triangular shape, with faces only showing numbers 1 through 5.

It's my "grammar school gamble" dice. The game is easy to play.

Imagine you are the parent of a child in the last year of primary school who is receiving free school meals. You don't have any good idea if your child is smart, or not. You think they probably are, but maybe the teachers are being polite?

You are given the grammar school dice. If you roll it, and get a 1, then your child will get a better school than they are guaranteed right now. But, get a 2, 3, 4, or 5, and they will attend a much worse one.

Do you do it? Do you roll the dice? Or do you stick with the status quo?

Every politician in the land ought to be asked that question before giving their public support to proposals to return grammar schools.

If they wouldn't roll it, then there's no reason to make anyone else roll it either.

To her credit Nicky Morgan has at last shown some gumption and said she wouldn't roll. Michael Gove has

done the same.

To his credit, Heath Monk, executive director at the King Edwards Grammar Foundation, has written for our paper this week, explaining why he thinks the dice odds can be shifted (page 17).

But, as Dan Moynihan, chief executive of the Harris Federation – which has turned around dozens of comprehensive schools – says, there simply isn't any proof these tweaks to will change the odds.

Moynihan also admits that if schools are allowed to become selective at 11, then he may well feel forced to take part.

A desolate arms race in which school leaders clamber over each other, grabbing the smartest children and shunning the "unwanted" is like a scene from a dystopian future. One that is all too easy to imagine, sadly.

Groups are already organising against the plan. The Fair Education Alliance has created a petition and a planned rally. Conservative MPs are co-creating arguments with Labour MPs. Teach First has taken the unusual step of coming out against government policy and is asking the 10,000 ambassadors from its programme what actions they want to

see next.

It's a smash on the nose for a new prime minister who seemed to think she could throw out a consultation labelled "schools that work for everyone" but only mention religious and high-ability pupils.

But it's also a hell of a lot of energy for something that is a long way from being a policy and at a time when the school community is already facing a series of funding, staffing and curriculum issues.

The worry is that this is a "dead cat" – that is, a policy designed to take everyone's eyes away from real issues. (So named after Lynton

Crosby, the election strategist, who once said that if you are losing an argument then you should throw a dead cat on the table so that everyone starts talking about the cat and stops having a go at you).

We've given a lot of coverage to grammars this week. In part because it's a live issue, but also because we know so many people are against, with the ASCL-led survey this week showing 80 per cent of teachers against the policy.

But we also won't be taking our eyes off other stories too.

We covered the disappointing teacher training recruitment story online on Thursday, with a nod to this on page 8, alongside other stories in this week's paper which it would be convenient for the government not to have you notice – for example, shenanigans at Durand Trust (also page 8).

Education shouldn't be a gamble and too many other schools issues need resolving before starting to make the grammar school gamble fairer or wider.

Hence, it is right to put energy into opposing this. But let us not use it all up when there are more urgent battles.

Should you need a quick way of convincing anyone against grammars in the meantime, however, I have a five-sided dice you can borrow.



READERS' REPLY



WE WANT TO HEAR FROM YOU
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Prioritising poorer pupils could help lift grammar ban

Janet Downs, Lincolnshire

Grammars that prioritise pupils on free school meals (FSM) will only help disadvantaged children who pass a selection test. Which schools help disadvantaged children who don't – that is, the majority?

It's known that early selection worsens the effect of socioeconomic background. A few grammars helping a few of the brainiest FSM pupils will not prevent that.

Teach First ditches PGCE for new diploma

Helen Tedcastle, address supplied

Teach First is in a market so they hope this latest gimmick will attract more trainees. The PGCE is understood by schools and is tried and tested. The PGDE is simply muddying the waters, and is the latest in a long, long line of changes in education year on year. My suggestion is Teach First should concentrate on retention rather than attraction.

Chris Patterson, County Durham
This is simply "virtue signalling" to

keep the right of the party on board while the government necessarily drags its feet over Brexit. If it draws opposition from Labour, the unions, the professions, then all the better to circle the wagons.

Complaints lodged against DfE triple in three years

@MrDeach27
I wonder how many complaints to the Department for Education were acted on? My guess would be very few. Parents don't feel there is real accountability in my opinion.

Simon Hepburn
@Mktadvice4schls
Parents are expecting more from schools, and schools have to listen. Or complaints rise...

Starlight McKenzie
@StarlightMcKenz
This is a horrific stat. What can we parents do to avoid it?

David James
@Dai_James1942
It is 26 years since the mysterious dark forces that direct education policy forced an academic curriculum on us all.

There's more to worry about than grammars

REPLY OF THE WEEK

Colin Richards, Cumbria

Laura McInerney is right (editorial, issue 75) that "there's more to worry about than grammars", but let's not underestimate what is at stake with Theresa May's misguided grammar school pledge. A long fought-for and fundamental principle is in danger of being overturned. A promise of genuine "secondary education for all" with parity of esteem was made almost 70 years ago and though it was never redeemed fully, it was redeemed in large part through the development of a comprehensive approach to secondary education. That promise, that pledge, is in grave jeopardy. We need to fight it on behalf of all children, but especially those not deemed good enough to attend oxymoronic "inclusive" selective schools.



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PROFILE

LAURA MCINERNEY
@MISS_MCINERNEY

Dan Moynihan, chief executive of the Harris Federation

Dan Moynihan is the much mythologised £400,000-a-year chief executive of the much mythologised Harris Federation, an academy trust with a history of aggressive takeovers and an unbelievable record of never receiving less than a “good” judgment in its Ofsted inspections, no matter how tricky the school before he managed it.

He is also smiley, personable, and mad as heck that Ofsted’s new chief inspector might scrap the inspectorate’s outstanding grade.

“Outstanding is an important motivator,” he riffs, “and Amanda Spielman wants to get rid of it. That’s wrong. We are disappointed if we don’t get good.”

Lord Harris, founder of successful business Carpetright and original sponsor of the federation, had spoken with teachers just the week before and pushed the schools’ leaders to aim towards outstanding “plus”.

“Who wants to be the least outstanding school in the country,” says Dave Moody, head at Harris Academy Battersea, south London, where I meet Moynihan and who joins us for the interview.

Harris’ successes have made many in the broader education community suspicious. *Schools Week* receives more letters about teacher turnover at their schools than any other. In 2015, *The Guardian* reported that more than 1,000 Harris staff left within three years.

Moynihan is unfazed. The first schools Harris took over became causes célèbres, he says, with protests and petitions to try to stop them. “It didn’t help our reputation.”

He believes complaints flow because the chain is fussy about who it lets teach. In the past four years it has taken over 11 schools and, from the outset, there is an expectation processes will change dramatically.

“We will invest in staff to get them to improve, but we want results to go up at the end of the first year [after a takeover]. Those are real children’s results; they are affected by that.

“In the end, if people can’t or won’t do a good enough job, they are not going to stand in front of our kids.”

Moynihan’s impatience for improvement goes back to his own childhood at St George’s school in Maida Vale, just six miles from Harris Battersea.

Its intake was a mixture of Irish immigrant and African and Caribbean families and, he says, it was “rubbish”.

“The teaching was rubbish, the discipline was rubbish.”

He became head boy; his main job was to patrol the door to the staffroom so teachers were not disturbed by punch-ups in the playground. “It was an early lesson in how not to run a school,” he winces.

Until 14, he was often in trouble, but his short stature eventually became a disadvantage to mischief – and so he turned to using his brain to stand out.

“I wanted to escape the expectation that we, all of us, were destined in a limited way to particular things. I wanted to show it was possible to do something beyond that.”

He describes a “formative experience” of passing Tristram Hunt’s school – University College – on the bus where he had a “conversation” with a group of the independent school’s pupils. “They wanted to know what was in my bag. They couldn’t believe it was books . . . because I went to state school. That really annoyed me,” he grouses.

After university, where he studied economics, he trained as an auditor at PricewaterHouseCoopers, but found the same attitude.

“THERE’S NO ROCKET SCIENCE. WE JUST WORK HARD”

DAN MOYNIHAN

“There was a casual arrogance, a snobbery about the university you went to and a sense they looked down on people who had to work to get there.”

Frustrated, and still wanting to prove things could be different, he did a PGCE and went to teach in east London. Only, things weren’t so different there, either.

“It was hard. We had to work to control classes, and impart knowledge. It wasn’t easy, but it was rewarding.

“I had this group last thing on a Monday and I said to the head of department ‘Look, I can’t control this class, what can I do?’ and she said, ‘You could close the door, dear. No one will notice.’”

He looks astonished. It clearly still rankles.

Later became the head of Leigh city technology college in Kent – a school operating outside local authority controls, like an academy – and surrounded by grammars.

“The grammars hated it that we wanted to increase results, but we did. It wasn’t competition to them for a long time because the top third of kids were creamed off . . . but over time we raised results, and there was a lot of hostility.”

Local schools refused to play sports with the Leigh pupils as the CTC had opted out of council oversight. Teams had to travel to play other CTCs across the country instead. For Moynihan, the outcry against academy trusts, and the

heat he and his leaders face when taking over a school, is therefore not new.

He waves at the building around us. Three years ago Battersea Park school (as it was known) was rated inadequate and named by local papers as one of the city’s worst schools.

“When we took this school on a lot of people wrote to us. They didn’t even live here. They were mostly from the anti-academies alliance telling us we shouldn’t take it on.

“But when people are that obstructive, I like it. That’s when you really want to do it.

“This school had been failing for 20 years. The results were rubbish. Look at what Dave has achieved. Fantastic!

“I want to be able to prove people wrong but, also, I know that if it is a tough school I am always confident that we can do a really good job for those kids.

“When people are complacent and say, ‘this is the best you can expect because we take all the disadvantaged children’, I just think: I was there! It’s not true! There’s this story about how I had a part-time job and I bought the revision guides. Others weren’t prepared to do that, and they shouldn’t have



IT'S A PERSONAL THING

What is your favourite book?

Albert Speer, by Gitta Sereny. Speer was Hitler's architect. It's a conundrum. He was the most intelligent man. He was highly cultured, a top architect who became incorporated into the Nazi machine. Hitler used his abilities to make the war last another 12 months by the way he organised the economy. He was put in prison in Berlin for 30 years after the war, and the author – a famous Nazi hunter – did these interviews with him. There's a whole thing about him denying to himself what he knew, and how as an intelligent person he lied to himself about what he knew and justified it. It's one of the most fascinating things I've ever read.

What period of history would you like to live in?

I'd be a neighbour to Charles Darwin in 1870 when he came up with the theory of evolution. It was counter to everything he believed in as a religious man and he was afraid to make it public because of what society would say. He kept it secret for 10 or 15 years until someone else came up with it and forced him to publish. I'd want to live next door and say "DO IT – get it out there!"

What is your morning routine?

Get up at quarter to six, arrive at the office at 7am. Send a load of emails. Make a load of phone calls. That's a really boring one!

If you were invisible for the day what would you do?

I'd go to wherever the Queen keeps all of her artwork that she doesn't show, and look at it.

If you could have a billboard with a slogan on plastered across the country, what would you choose?

Stand up for what you believe in.

to. If you want to fix it, fix the school."

So what does he think about grammar schools, will they help with the fixing?

"There is no doubt the evidence shows that historically grammar schools have not improved social mobility, and I don't know what exactly will be proposed. But you can see how grammar schools will be very destructive towards non-selective comprehensives. That could be a real problem."

Moynihan instead advocates "mercilessly" removing poorly performing schools and giving them to a great provider and, contrary to popular belief, he says this should include local authorities too, as long as they can prove their schools are well-supported.

Would he consider opening a grammar school in the Harris mix?

"I don't think we would want to choose to do them, but tactically we might have to. Otherwise we would be losing the top 20 per cent of pupils in our schools. What do we do? End up as secondary mods?

"There might be things you can do to ameliorate the problems. But I can't think of any."

Although he eschews selection at 11 and 14, Harris has opened a highly selective sixth form – Harris Westminster Sixth Form – which cost £45 million to build and focuses on pupils attaining highly in their GCSEs.

The thinking was that pupils from lower-income families were going to top universities at lower rates, even when getting top grades. The sixth form works in partnership with £23,400-a-year Westminster school, sharing teachers and lesson resources. It is working well, he says, and getting good outcomes for its pupils.

But there's clearly a tension for the federation. Harris Battersea is an 11-18 school, with a sixth-form centre that Dave Moody proudly shows off. How does he feel about losing pupils to the Westminster Sixth Form?

"I'm keeping them here," he says firmly, with a determined glint in his eye. "I want it to be so good they don't need to go anywhere else."

So how, across more than 30 school inspections, has Harris managed to get at least a good in every one?

Moynihan says that it's about processes – rigorous data tracking, systems for behaviour, for data, for excellent

teaching – and great governance, with each member signed off only if bringing the right level of skill.

"There's nothing we do that a good local authority couldn't do," he says.

And yet, they don't get the same number of amazing Ofsted judgments. Why?

"We just have excellent systems and brilliant people. Something will go wrong at some point. It's the law of averages. But there's no rocket science. We just work hard."

In part, it's also money. Harris Battersea has been refitted. Clearly, the school needed it. The building is dilapidated and sprawling, with single-glazed windows and nightmare nooks and crannies for kids to hide in. But the remodel was not expensive.

"It cost us about £1.5 million," Moynihan says, "and we get that money from the surplus of other schools. That's the deal. When you start, you get the early extra money and then you are expected to make savings – simple things that schools often don't do – and we use that money for the next school."

The ethos is one of passing it forward, and Moody agrees – he knows he has benefited, he expects to help others in the future.

One source of contention over Harris' Ofsted judgments is the trust's use of "consultants", centrally employed

PROFILE DAN MOYNIHAN

**“IF KIDS
ARE DOING
WELL, WHY
SHOULDN’T
WE PAY
WELL?”**



teachers dispatched to schools that need help. This is sometimes considered a thing laid on for inspectors, but the consultants work year-round as subject experts, creating resources for teachers, and taking over teaching if a staff member is long-term sick.

Sceptics charge that it enables Harris to give a rosier picture of a school on inspection day, but it's also a flexible, sensible system that targets help for learners where needed. It certainly doesn't seem malevolent.

At Battersea, timetables are changed so that year 7 and 11 have smaller classes – often just 20 in a class. Newer teachers are given smaller classes too.

Behaviour is also dealt with by a specialist team, as is homework.

“We want teachers to plan, deliver and mark, and that's it,” says Moody, “I don't want them worrying about anything else.”

Behaviour is impeccable as we move from class, to class, to class; but it's not oppressive. It's the behaviour you see when every pupil is thinking.

We round into a maths class, with four u-shaped sets of desks in a large room made from former French classrooms, now knocked together.

Year 11 are being taught by four specialist teachers, one behind each bank of desks. The team layout aids with behaviour, the buzz of learning is superb.

“This is about a quarter million pounds worth of maths teachers in one room,” whispers Moody.

Our photographer, a natural joker who hated school, looks suddenly wistful.

“You OK?” I whisper. He blinks, wide-eyed.

“If I'd have gone here, I think I might have liked school,” he says. “If my son lived anywhere near, he'd be going here.”

Dan Moynihan is paid £400,000 a year to run the Federation. How does he justify it?

His first answer is a stock one. “I don't determine my salary. We have a board of directors with retired business people, male and female, and active business people, who set rigorous targets and if those targets are met they are happy, and if they are not, they are not.

“If we have a bad year, the money won't be that. But our schools do well and the central charge to schools is 4.5 per cent, which is less than they paid to local authorities and they are now more successful. The people below me are paid well too.”

He takes a breath and gives a second answer. It's not angry. Just impassioned.

“Also, why shouldn't they be? This is children's lives! People say, ‘it is money that could go to the children.’ Well, yes, you can argue that. But if the kids are getting a great deal, and they are doing well, why shouldn't we pay well?”

“Dave has a first in maths from Cambridge. Why shouldn't we have people like him in teaching? And why shouldn't he earn what he might earn elsewhere?”

On one side of Harris Academy Battersea, houses are worth £3,500 more per square foot than the high-rise flats on the other.

The school's results are so good this year, the fear is that parents from the wealthier side will start sucking up all the places. So the school has moved its catchment point as near as possible to the rows of flats at the far side of the school.

“We like a challenge,” says Moody.

“We want to prove you can move from living on one side of this school to the other side, via us,” says Moynihan. No grammar schools needed.

As we leave, the photographer says it's the first time in his life he's ever considered he might go back to night school. Maybe he really *could* learn something.

If he were an Ofsted inspector, there's no doubt he would rate the school as outstanding plus.



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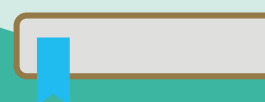


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OPINION: GRAMMAR SCHOOLS SPECIAL



DAVID BLUNKETT

Former education secretary,
member of the House of Lords

If you can pass the test, you're in. But who benefits?

The grammar schools proposal could be described as a “great right-wing fraud”, says David Blunkett . . . pretending you are delivering to the many what you know you can only deliver to the few

Next month I will take part in a gathering at Ruskin College, Oxford, to commemorate the 40th anniversary of a seminal speech on education by Jim Callaghan

Back in 1976, it was highly unusual for prime ministers to elevate education to the forefront of political policy-making.

Callaghan's decision to make the speech did not reflect just the immediate, somewhat chequered history of translating grammar and secondary modern schools into comprehensives (which had begun in the 1960s), but also an awareness that the world was dramatically changing, and the old precepts of educating a relatively small number of people extremely well would no longer be socially or economically acceptable.

That is the context in which we need to see recent political pronouncements.

The argument for grammar schools in the post-war era and on the back of the Butler Act of 1944 was compelling. Children had been left behind. Youngsters with real talent were floundering and a cohort of professionals, administrators and potential leaders were required, way beyond the capacity the private sector could deliver.

The country, of course, was divided between those who passed the 11-plus and those who found themselves in the nearby secondary modern with fewer facilities and resources, and usually inferior buildings. Teachers were divided, as well as children.

The philosophical difference between those who favour returning to a bygone, failed era and those trying to look to a more optimistic future, is the belief that there are just a few – say 25 per cent of young people – who can really “benefit” from a “truly” academic education. These words are used loosely and often!

It is certainly true that it is sensible for some schools to specialise in what they are good at, so parents know their child will have particular opportunities opened up in imaginative and creative ways. The parent chooses, the child has the aptitude. In a selective system, the school chooses, the aptitude is seen as being the ability to pass the selective test.

But here is the rub. The test is passed either

because the primary schools feeding the grammar concentrate wholly on some pupils to the exclusion of others, or parents pay for tutors. The latter was recently highlighted by the Sutton Trust, and is known to be a crucial part of children's progress in the private sector.

So, under the Theresa May and Justine Greening programme, primary schools would concentrate their attention on children they believed were “capable” of flourishing in grammars. Not only would they choose these children at an early point in their primary education, but teachers would be expected to concentrate on ensuring that they reached the point to get through the hoop.

So which children, in which primary schools, should be crammed (grammar schools should be renamed “crammers”), and what do we tell the rest of the children and their parents about this exercise?

It is sensible for some schools to specialise in what they are good at

If most of the children from so-called deprived areas are to go to grammar schools, then what we are effectively doing is creaming off at the bottom of the academic levels, in the way that we traditionally creamed off at the top! If we are not, then the whole exercise is a fraud. It leads most parents to believe that their child can get into the grammar school, whilst the government knows they cannot. This is reminiscent of what a former German chancellor described as the “great right-wing fraud”: pretending you are delivering to the many what you know you can only deliver to the few.

We need to make the offer to all youngsters to be able to develop their talent, to be able to find the particular niche that is appropriate to their future, and to build on it, whether vocational or academic.

Far be it from me to defend Michael Gove, but at least you could say one thing for him (recent u-turn notwithstanding). He at least seemed to believe that whatever he was doing was lifting standards for all children, not abandoning them to the second-class carriage of a train in which only the few could afford to travel first!



MARY BOUSTED

General secretary, the
Association of Teachers and
Lecturers

Grammar schools will never be a vehicle for social mobility

Theresa May believes that more grammar schools will help meritocracy – although the figures do not back up her claims, says Mary Bousted. The worst thing any education system can do to any child, she says, is to tell them at 11 that they are a failure

Theresa May's policy to expand academic selection by allowing grammar schools to expand and other schools to select some of their pupils is an exercise in Orwellian double think. On the Radio 4 *Today* programme last week, education secretary Justine Greening tied herself up in knots trying to argue that grammar schools represented increased choice, an argument that falls apart when you consider one fundamental, and uncomfortable truth: for those children who fail the 11-plus, there is little or no choice at all.

All the government's talk of a meritocracy is swept away when the facts are considered. Grammar schools are not, and never have been, a vehicle for social mobility. There is no evidence that they provide a route for poor, academically able children to achieve better life chances. In nearly all grammar schools fewer than 10 per cent of pupils are eligible for free school meals – in 98 of the 164 grammar schools it is fewer than 3 per cent; in 21 fewer than 1 per cent.

The Institute for Fiscal Studies has found that deprived children are significantly less likely to go to a grammar school than their more advantaged peers, even when they achieve the same academic levels aged 11. Nor have grammar schools ever been a vehicle for social mobility: even in their heyday in the 1950s and 1960s a pitiful 0.3 per cent of grammar school pupils with two A-levels were from the skilled working class.

These inequalities of birth, exacerbated by academic selection, continue throughout life. The average hourly wage difference between the richest 10 per cent and the poorest 10 per cent of earners in grammar school areas is over £4 more than in non-selective areas. But the blight caused by academic selection at age 11 is not just economic – the damage done to “11-plus failures” can last throughout life, affecting self-worth, ambition and confidence.

The prime minister seeks to get around these uncomfortable truths with a bucket load of Orwellian double-speak. Accusing opposition to the expansion of grammar

schools as “dogma” (she should look in the mirror here), in the name of “choice” she will argue that an increase in selection is part of her drive to a meritocracy. She will also seek to sweeten the pill by imposing quotas on the number of poor children attending grammar schools.

All children do best in schools with mixed intakes

So, what is it to be? Selection by ability as defined by a discredited and outdated 11-plus for which most children are privately coached? Or social selection on the basis of family income? Or a toxic mixture of both? We should be told.

I want to reset the debate over this proposal. Instead of focusing on an increase in grammar schools, I want to highlight the other consequence – the increase in secondary modern schools, even if they are not called that name. Years of research have shown that all children do best in schools with mixed intakes, where children of different social class, different cultures and different dispositions learn not just from their teachers but from each other. Children do not make linear progress; those who appear to be falling behind academically can, a few years later, transform their academic prospects. The worst thing any education system can do to any child is to tell them, aged 11, that they are not worthy of a place in a prestigious school, and that their life ambitions must be circumscribed by their failure, on one day, to pass a test – which many of them, those without parents with the means to buy private coaching – have not been prepared for.

I know this to be true from personal experience. I grew up in a big Catholic family of eight children. Six of us passed the 11-plus, two did not. Both 11-plus “failures”, despite the best efforts of my parents, felt just that – failures. The consequences of a test, taken on one day, have lived with them for the rest of their lives affecting their self-confidence and self-worth. Both are highly intelligent, professionally successful adults, but both freely admit that they live with the scar of a label put, metaphorically, around their necks when they were children.

Is that what Theresa May wants to re-create in her meritocratic society?

OPINION

An element of selection will not necessarily lead to a return of the secondary modern, says Heath Monk. However, making selection work for all will need careful implementation

There's no subject that unites the warring factions of the educational world more than their hatred of grammar schools. Largely abolished in the Sixties and outlawed (twice) in primary legislation by the Blair government, the merest whiff of their return has made strange bedfellows of progressives and traditionalists; of LEA nostalgics and academy zealots; of creativity fanatics and grammar nerds.

Even the freshly sacked Nicky Morgan got in on the act, presumably forgetting that it was her decision to approve a grammar school annexe in Sevenoaks that paved the way for the green paper.

And yet, as the days since the leaked memo pass, it increasingly seems to me that it is those railing and rallying against Theresa May's plans, rather than the prime minister herself, who are firmly stuck in the 1950s.

I don't believe that allowing an element of selection must necessarily lead to a return of the secondary modern.

We have all now seen the graph that shows the poorer children due less well in the selective authorities of Kent and Medway (although proximity to well-funded London boroughs and the county's own mix of area of extreme affluence and poverty might also be contributory factors).

But no one, and certainly not the prime minister, is talking about a return to an 11-



HEATH MONK

Executive director, Schools of King Edward, Birmingham

No one is talking about a return to the 11-plus

plus system. Or denying the importance of a well-taught core academic curriculum being offered to all children, whatever school they attend.

At the King Edward VI Foundation in Birmingham, we believe that our five selective schools can be part of a system that works for all. To that end, we have:

- Changed our admissions arrangements so that 20 per cent of our places (25 per cent at Aston) are reserved for students eligible for pupil premium. Applicants still have to attain a "qualifying score", but they are not competing directly against their more affluent peers who may have had extensive tutoring.
- Developed a significant outreach programme to the city's primary schools, including masterclasses (many led by sixth-form students), cultural opportunities and familiarisation sessions, all designed to make families from disadvantaged areas

feel confident that their child can fit in and flourish in a selective environment.

- Provided financial help with the costs of transport, uniform, residential trips and music tuition for pupil premium students.
- Sponsored King Edward VI Sheldon Heath, a comprehensive academy that was previously in special measures, but is now thriving – and offering the same academic ethos of high expectations as our selective schools.

We know we need to go further. We are establishing a multi-academy trust and we acknowledge that our outreach work has been more successful in some parts of the city than others. And it could certainly be argued that our 20-25 per cent target is not truly representative of the population of our city.

But the steps that we have taken could provide a blueprint for selective school places that offer genuine stretch to the most able

children from disadvantaged backgrounds, while avoiding a return to the two-tier system of the past.

Selection is not, in itself, a bad thing. Specialist schools, for many years, selected a proportion of their intake by aptitude for particular disciplines. Most schools use setting and streaming. Entry to academic A-level courses is almost always based on prior attainment at GCSE.

Testing is also an accepted part of education. "Failing" the 11-plus is only detrimental if it condemns a child to a second-rate pathway and limits his or her life chances.

This need not be the case. There is nothing inherently better about selective schools – they could (and should) simply play their particular and specialised role as part of a diverse system of educational provision in which schools are differentiated, not just by exam results, but by their ethos, philosophy and approach.

I'm not expecting to win over converts – the opposition to selection is visceral and deep. But much of that is predicated on the way that the selective system was set up in the past.

Making selection work for all would require careful implementation. But we need all of the good school places that we can get – especially for the most disadvantaged – and maybe we should not be so quick to dismiss an element of selection as a potential way of creating them.

And some reforms that started out by being universally despised turned out to be quite successful. Teach First, anyone?

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REVIEWS

TOP BLOGS OF THE WEEK

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Our blog reviewer of the week is Harry Fletcher-Wood, associate director of knowledge development for Teach First

Five things every new secondary teacher (should) know about reading

By David Didau

Let's start back with something practical, theoretical and thoroughly helpful. David Didau has written a series of recent posts that whittle his extensive experience down to five principles. I'd recommend all of them, for new and experienced teachers alike, but I was particularly struck by this post on reading. While principles such as "just because students struggle to read doesn't mean they're thick" may seem painfully obvious, ensuring all our teaching takes account of them is a bigger challenge. Each bitesize principle – "comprehension depends on general knowledge" – encapsulates a wealth of research and thought, and demands a huge amount of our planning and teaching. His key point is that "knowing this stuff won't magically make your students read better but, it will make you a more effective teacher." Don't miss out!

Why leadership training fails and what to do about it

By Michael Beer, Magnus Finnström, Derek Schrader

The authors describe "the great training robbery". They discuss work they did in a company that had commissioned powerful training: a week of tasks, real-time feedback, a plan for taking the learning back to the organisation, and evidence that attitudes had changed. But an evaluation a couple of years later showed little had altered: participants had "found it impossible to apply what they had learned about teamwork and collaboration, because of a number of managerial and organisational barriers". The key point is worth quoting at

length: "Still, senior executives and their HR teams continue to pour money into training, year after year, in an effort to trigger organisational change. But what they actually need is a new way of thinking about learning and development. Context sets the stage for success or failure, so it's important to attend to organisational design and managerial processes first and then support them with individual development tools such as coaching and classroom or online education."

To have strong teachers, we need strong principals

By Rachel Metz

In the same vein Rachel Metz notes that "school culture influences teacher satisfaction more than student demographics". School leadership is the biggest factor affecting teachers' overall job satisfaction, and their decisions to stay in teaching or not. She looks at a series of actions that can support school leaders: Charlotte Mecklenburg "invited high-performing principals to the highest need schools and, in exchange, gave them priority access to district resources, latitude in assembling their instructional teams, and autonomy over almost all school-level decisions". Other suggestions include headteacher development, learning opportunities, school climate data, and, of course, money.

At lots of schools, A-level results day wasn't happy – it was heartbreaking

By Verity Bowman

"Well done to everyone who got their A-level results last Thursday," Bowman begins, "but particularly well done to everyone who did it the hard way." She describes the barriers facing "students from working-class backgrounds who live in low-income areas like mine (Bradford)" in reaching university. "People like my friend, who was devastated after missing her offer from Durham – having been taught the wrong texts because there wasn't an English teacher to teach her class." Bowman details the head of sixth form's advice – to do BTECs not A-levels as they're easier: the pass rate "is way more important to the school than how well the students actually do". She then discusses the PE teacher advising on university applications but keener on talking about football and the disruptive year 9 student sent into an A-level class, continuing to make motorbike noises until the teacher sent the A-level class away. "Let's get angry about the kids who were devastated by missed offers after years of absent teachers, disruptive classes, terrible advice and schools who have been told to care more about passing BTECs than preparing them for the most competitive universities in the world."

#Teacher5aday Journal and Handbook

Edited by Naomi Ward

Authors Teachers involved in #teacher5aday

Available via Etsy.com

Reviewed by Kate Fiddian, assistant head, Orchard school, Bristol



How many teachers work hard all term, only to get ill when the school holidays start?

The *#Teacher5aday Journal and Handbook* is a guide to look after your wellbeing. Laid out in a month-by-month format, it follows the #Teacher5aday themes of connect, learn, notice, volunteer and exercise throughout the year, suggesting activities and prompting you to reflect.

There is space at the end of each chapter to jot down your goals, your reflections and a thought of the month – all of which I can see myself using. I especially liked the blank "gratitude jar"; all too often we need to be reminded to show others we are grateful! I also had to smile when prompted to write down five songs that make my day. I've already pulled these songs into a "happy" playlist for days when I need a bit of a pick-me-up.

As a school leader, I enjoyed the ideas that challenge the accepted norm and force me to justify why I choose to operate in a certain way. Breathing, yoga and meditation appeal less to me (when would I find the time to sit still? How ironic!) but there is variety – leadership, workload, family, meditation – so I can see this book appealing to a wide audience.

As I approach my own first maternity leave, Emma Kell's reflections on teachers transitioning to parenthood are not only pertinent, but funny. Emma reflects on how she learned to let go of perfectionism, laugh at disasters and remain stubbornly optimistic about her career. Those are goals to aim for!

The book is divided into months; maybe it's the rebellious teenager surfacing in me, but I found the structure restrictive and not necessarily reflective of where my priorities might be at different points in the year; I would definitely welcome a more flexible format.

In December, the spotlight is on

reducing workload: "paper for purpose, not persuading people", says Ros Farrell, a primary head. Her view that clear communication is superior to a mountain of policies rings true: as an assistant head I am constantly looking for improved ways of evaluating and developing classroom practice, but how much of what we do feeds the policy-making machine and how much has a positive impact on learning experiences?

In April, we are introduced to the #WomenEd movement; what better way for me to look after my wellbeing, than to join a network of like-minded colleagues, collaborating to support women on their leadership journeys.

As I reach July, I find I'm ahead of the game, as our school already runs a termly wellbeing event (during a scheduled CPD or meeting slot) when we play rounders, go

for a bike ride or cook a new recipe. This is something I highly advocate; after all, if the staff body have great relationships and communicate well, it can only benefit students.

The book guides us to look after ourselves first, then share it with others in school. Initially, I questioned this order of priorities; then I re-read the introduction by Martyn Reah: "put your own oxygen

mask on first". Touché.

Resistant as I have been in the past to ensuring my own wellbeing is in order, now more than ever I need to ensure that I work as efficiently as possible. And although I cherry-picked from throughout the year, I have place markers on the first three wellbeing strategies I am going to act on in September.

Overall, the *#Teacher5aday Journal and Handbook* does exactly what it sets out to do: share ways to enhance wellbeing and give the reader space to doodle and reflect. It is accessible, simple and heartening.



Next week

Modernising School Governance
By Andrew Wilkins
Reviewed by Nigel Gann

What have you been working on?

We are in the midst of a longitudinal study compiling and examining the views of young people from minority ethnic backgrounds. We have been gathering their views on things that improve community cohesion and the barriers they experience.

One of the chief issues in 2016 has been schools' requirement to teach "British values". Government guidance, which applies to all state maintained schools in England, says that they should "promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs".

We asked students about their perceptions and understanding of what British values are.

What methods did you use?

We implemented a survey using open-ended questions, then conducted follow-up discussions with small groups and individuals. So far, we have compiled the results from 250 pupils aged between 14 and 18 from ethnic minority backgrounds, spread across three schools. We have more surveys coming in later this year.

What did you find?

Many students were baffled by the idea of values that are specifically British.

In response to the question of what British values are, more than half the study participants couldn't answer, or stated "don't know what you mean". Others

RESEARCH CORNER

Q&A

DR ALISON DAVIES

Associate lecturer, Open University



Minority ethnic students are baffled by British values

offered up somewhat superficial traditions such as "fish and chips", "drinking tea" or "celebrating the Queen's birthday".

However, it's not that they didn't have or understand the broader concept of values. They had a solid understanding of religious, human and shared values, which they demonstrated eloquently in response to questions such as "How to improve community relations". But they didn't understand how any of these values were particularly British.

Democracy, one of the Department for Education's listed British values, was generally seen by pupils as a system of

government, rather than a value, while several Muslim pupils pointed out that the "rule of law" was also a principle of Islam.

One of the values educators are now required to promote in schools is tolerance of other people with different faiths and beliefs. But to these young people, tolerance was not enough: they don't want to be tolerated, they want to be engaged. They want to come to mutual understanding.

The main message at this stage is that young people want to be consulted and have their say. There was a widespread feeling – particularly among Muslim

students – that they are being talked about rather than included in public discourse.


What changes would you like to see as a result of this research?

I hope it's going to open up more dialogue with young people from minority ethnic backgrounds about what they think about British values and the other issues that affect them. I would like to see them being engaged in these discussions in schools – they have so much to say. Some participants talked about the value of inter-faith festivals or sporting tournaments, for example, to help to build community cohesion.

I also hope the government will rethink Prevent, which all seems very "them and us". I would like to see young people being consulted on how to prevent radicalisation – they have ideas about how they think this should be approached.

Crucially, they do not want merely to be "tolerated", nor to "tolerate" others. Beyond tolerance, for these young people, lies respect, and beyond respect lies mutual understanding. They want to engage in a dialogue with others of different beliefs in their classrooms and neighbourhood, so that together they may build a stronger community.

The research was done in collaboration with Peterborough Racial Equality Council and was presented at the BERA conference on September 14



A week in Westminster

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

THURSDAY:

The ongoing grammar school debacle conveniently hid government data showing teacher training courses are only half-full as term begins, and the number of unqualified teachers is twice as high in schools serving more deprived communities. Teacher leaving rates are also much higher in schools with poorer intake.

Editor Laura McInerney gave Conservative MP Chris Philp a shock on Sky News this evening. Discussing grammar schools, Philp said they had taken his family from "Peckham to parliament in two generations". Unfortunately for him our ed went from a working-class family in Widnes to right alongside him in just one generation via a comprehensive. Catch up Philp!

She was also surprised to learn he represented South Croydon, a constituency that has outstanding comprehensives. Our ed told him she thought it was "outrageous of a London MP, whose schools have results that defy gravity" to sit on telly and criticise comprehensives. Ouch. Two-nil to that gal.

FRIDAY:

On Radio 4's midday news, *Schools Week* became the official opposition as the top story of the day played a snippet of Theresa May's speech before cutting to editor Mc for her thoughts.

Lovely for our egos, but where was Jeremy Corbyn? Someone found him around 3pm on a roof in Islington where he said the Labour party would "take a look" at the proposals, but they would probably oppose them. Politely, of course.

SATURDAY:

Ofsted's head-honcho-in-waiting Amanda Spielman attended researchEd, the annual gathering of edu-nerds, and sat in on a panel discussion with particular relevance for her . . . the future of Ofsted!

When a panellist said that he felt Ofsted should hold "select committee-style hearings" with school leaders to probe their results, Spielman was heard to disagree.

"I'm a bit sensitive about select committee

MONDAY:

Justine Greening looked like she might do a Hillary Clinton-style collapse by the end of her two-hour session in the Commons revealing her selective schools plan.

It was 30 deg, so perhaps she was just feeling the heat.

TUESDAY:

In a moment worthy of a Findus pancake

WEDNESDAY:

The trading of anecdotes in the grammar schools debate came to a head when it made it all the way to the despatch box on Wednesday.

Ignoring his pleas for evidence in favour of selection, Theresa May instead decided to adopt the tactic deployed by many a twitter user over the last week, and helpfully reminded Jeremy Corbyn where he went to school.

Finally, congrats to our sister paper, FE Week, whose #SaveOurApprenticeships campaign launch caused massive waves in several chambers of the Commons.

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS

Consultation hints, pupil database change

FREDDIE WHITTAKER
@FCDWHITTAKER

Hundreds of teachers descended on Capital City Academy in London on Saturday for the fourth annual researchED conference. Freddie Whittaker and Laura McInerney were there

EVIDENCE MEANS WE'LL LISTEN, SAYS DfE ANALYST

Use evidence and examples and avoid insulting ministers or writing "a diatribe" if you want to get yourself heard in government consultations.

This advice from Tim Leunig the Department for Education's chief analyst, at the researchED conference on Saturday could not have come at a more relevant time, as educationists across England prepare to tell the government what they think of its plan to create new grammar schools.

Leunig, a London School of Economics academic currently on a leave of absence as a key adviser to the DfE, insisted the government did listen to people, and that consultations were never a "sham".

"We . . . listen to what people say," he said. "We listen most when they are reasoned. We listen most when they are evidence-based."

"We listen least when people just write a diatribe, and we listen not at all when people simply insult the motives of the politicians concerned."

Leunig, who admitted that he had read more than 1,000 responses to a recent survey on school accountability, said members of the public who wanted to influence ministers should respond to consultations stating who they were and why they should be listened to, and explain their point of view with "evidence and examples".

"Those are the ones that get noticed by the civil servants, those are the ones that individually are more likely to end up in front of the minister," he said.

Leunig told delegates there was "an evidence base for expanding grammar schools", adding: "They want to [expand], and for the children who go there from poor backgrounds and middling backgrounds to do well. Ofsted says they're good schools."

"For those who oppose grammar schools, you need to ask yourself a question, if your views are sincerely held and you hold a stronger evidence base than the one that I have outlined, as to why have you not been successful in persuading people of that?" He added that the prime minister had been



Tim Leunig

"absolutely adamant she did not want to return to the system of the past."

"This was not a simple speech that said 'grammar schools are good and we should have more of them'," he said.

The academic also spoke about representations from the education sector changing the government's mind on policy, such as the decision to scrap the proposed C-grade threshold for English and maths under Progress 8.

"Every one of the maths organisations wrote in pleading with us not to have a C grade threshold in maths. They said it was distorting maths teaching, that it was leading to teaching to the test."

"We changed our position because outsiders wrote in."

He admitted there were times when ministers were "uninterested in evidence", but said there were reasons for this.

"Issues such as 'should students study history until the age of 16 or not' are not issues on which there is an obvious evidence base that anyone can use."

"At the opposite extreme there are issues in which ministers are categorically and absolutely evidence-driven. No minister has ever said 'oh I don't care what the evidence says on asbestos'. I can't imagine any minister would ever do that." **FW**



Becky Allen



PUPIL DATABASE CHANGES MADE 'WITHOUT DEBATE'

The government is facing calls to release details of the panel that approved plans for schools to gather data on pupils' nationalities and countries of birth.

Controversial changes to the national pupil database (NPD), which came into effect on September 1, require schools to get extra data in the annual school census.

The information is fed into the NPD, which now holds information on almost 20 million pupils and is accessible to businesses and researchers by request, though there are strict conditions on what is

released to preserve anonymity.

The Department for Education (DfE) has come under fire for insisting it will not release the minutes of meetings held by the Star Chamber Scrutiny Board (SCSB) about the change, and for allegedly rushing it through parliament without sufficient oversight.

Jen Persson, the co-ordinator of the defenddigitalme campaign, told the researchED conference that giving out the data to commercial companies "without consent" from pupils – whose data will be kept on file throughout their life – was "basically untenable".

Speaking to *Schools Week* after the event, Persson said it was "concerning" that the law was passed without any debate in the Commons and a notice was only placed in the Lords after the summer recess began.

She said: "It's not conducive to openness and public or professional trust when the

es and gentle rebellion

research  **ED**



Laura McInerney



Jen Persson

decision about the census expansion was made in a little-known DfE board meeting, the minutes of which they've refused to publish, and then snuck through parliament in under six weeks without a word of debate.

was a "dearth of information held" to understand how effective the education sector was for "foreign nationals". The extra data collected in the NPD would "help to bridge that gap". **FW**

"There is no such thing as routine when collecting children's personal confidential data in a national database from which data will never be deleted, and parents and pupils are denied access to their own record to see if it is accurate."

Persson has written to the House of Lords secondary legislation scrutiny committee to outline her concerns, but in its response to peers, seen by *Schools Week*, the department defended its actions, claiming the minutes of the SCSB were exempt from publication under the Freedom of Information act.

The department also said there

'Let's stop this pile of garbage policy'



Sam Freedman

Sam Freedman

This was not your usual anti-government opposition.

"How do we defeat this pile of garbage in parliament?" Sam Freedman, the former adviser to Michael Gove, said to delegates as he pumped his fist.

The session "How to win the argument against opening new grammar schools" featured a coalition of education community members presenting their views on the green paper and how it might be thwarted.

Speakers included Becky Allen, chief executive of Education DataLab, Ed Dorrell, head of content at The TES, and Jonathan Porter, department head at Michaela free school, north London.

Freedman, who now works as an executive director at Teach First, said the grammar school plans were a long way from implementation but that, if it moved quickly, the government could create a more serious proposal within a year.

He also said it was vital teachers responded to the consultation. "For God's sake do apply for the consultation... I know people think that the government never reads them but if 97 per cent of people who write in are against it, it will be hard for them to hide it."

Allen used data to show how pupils in secondary moderns have worse outcomes than similar pupils in comprehensive schools, though she warned against rubbishing "our colleagues" who worked in them.

"Grammars have an easier time recruiting teachers, keeping teachers, and have more experienced teachers. That's quite an uncomfortable argument to have to make, but the evidence shows that secondary moderns are struggling to recruit well-qualified staff who will keep their job."

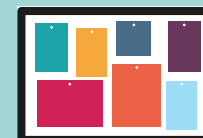
Allen also revealed data showing the differential pass rate on the 11-plus for pupils from poorer families. In the three largest selective areas, 18 per cent of pupils on free school meals pass the test, whereas 35 per cent of other pupils do.

Porter described how he joined the Conservative party when he became a teacher because he believed Michael Gove's policies on the curriculum showed "that all children regardless of background deserve a traditional academic curriculum".

He added: "For me that's the problem with academic selection at 11; it says there is a broadly academic curriculum for some pupils and another utilitarian function curriculum for others. Invariably, it says there is a broadly academic curriculum for MY children, and a functional utilitarian curriculum for other people's children."

Porter said that schools such as Michaela provide an academic curriculum for all their intake, and implored the audience to use schools like his as an example for why the policy was unnecessary. **LM**

School Bulletin



Nathan Jenkins, Adam Brammer, Korben Ward and Bethan Atkinson

Star pupils to earn their stripes in US election

Four pupils from a Stoke-on-Trent academy will watch the US presidential race at close quarters, after winning a competition to become campaign interns.

Nathan Jenkins, Adam Brammer, Korben Ward and Bethan Atkinson from Ormiston Sir Stanley Matthews academy will join 20 other sixth-formers from five schools to act as campaign interns during the final two weeks of the election campaign.

More than 50 schools applied to the Inspire US 2016 competition organised by the Transformation Trust, with students tested

on their essay writing and interviewing skills – and their own campaign ideas.

The Stoke-on-Trent students will help Hillary Clinton's campaign in the key swing state of Florida, and will work alongside veteran political campaigners leading up to the election on November 8.

Mark Stanyer, the academy's principal, says: "We are all so proud of the students for doing such an amazing job throughout the competition. They have all worked ever so hard and we have been delighted to support them along the way."

Outdoor award for 10,000-acre classroom



Discovering new creatures on a minibeast hunt

Lee Valley Regional Park Authority's youth and schools service has won a Learning Outside the Classroom Quality award for the third time for its outdoor education programmes and work with disadvantaged students.

The park, which stretches across 10,000 acres, includes heritage sites, nature reserves and open green spaces, as well as sports venues. It stretches along the River Lee, and runs through Greater London, Essex and Hertfordshire.

Karen Wheeler, the authority's youth and schools manager, says the park provides "a

wealth of hands-on opportunities" for more than 22,000 students, including sensory safaris, plant classification challenges, river walks and minibeast hunting.

Her teams also hosts design and technology activities at Lee Valley VeloPark, which was the London 2012 track cycling and BMX venue in Queen Elizabeth Olympic Park, plus geography at Lee Valley white water centre in Waltham Cross, where Team GB won gold and silver in the London 2012 canoe slalom event.

Global success for school initiative

FEATURED

Students at a Bournemouth schools have helped budding businessmen and women in developing countries to set up their own companies.

Five years ago, a group of year 9 students at Avonbourne college came up with an idea to launch social enterprise Project Emerge, which lends money to entrepreneurs from the developing world.

The enterprise has snowballed, lending almost £5,000 and helping to launch 216 businesses.

Fundraising activities such as cake sales and sporting events have helped the enterprise to take off. It has since won numerous accolades, including the Tenner Tycoon in Schools' best social impact prize, and the prestigious Diana award, set up in memory of the late Princess Diana.

The students also received an award from internet giants AOL who helped the students to set up a website for their initiative.

Since its inception, various students have taken the project's baton under the watchful eye of director of sixth form Kathryn Loughnan, who has overseen the project from the start.



The Avonbourne College Project Emerge team, from left to right Lydia Sawyer, Katie O'Neill, Lizzie Tanswell and Judie Mayne

Inset: Some of the business owners the scheme has helped

"The first loan we financed was to a lady called Maria in Mozambique," Loughnan says. "She sold kindling by the side of the road, and she wanted £20 to set up a stall with a table and a shelter to make it more business-like. She was then able to expand her company."

Debbie Godfrey-Phaure, chief executive of the Avonbourne trust, says it has been "an amazing journey" for all the students involved in Project Emerge.

"In just five years they have provided

loans to more than 200 entrepreneurs in countries such as Uganda, Bolivia, Guatemala and Tajikistan.

"They wanted to make an impact, but I don't think even in their wildest dreams could they have imagined just what a global change they would make to people's lives."

Project Emerge uses microfinance company Kiva to distribute the money the students have raised – and has become Kiva's biggest UK lender.



PUPILS TRAVEL TO JAPAN'S EARTHQUAKE-HIT ZONE

Three students from Merchants' academy in Bristol have travelled to Japan as part of an initiative to get pupils inspired by science.

The UK-Japan Young Scientist Workshop programme aims to encourage students from across the globe to work together on a range of projects, with themes that include engineering and medicine.

Sixth-formers Emily Roberts, Aaron Leonard and Lennox Allen, above, took part in the programme at Tohoku university in Sendai, which was at the centre of the area hit by an earthquake and tsunami in 2011.

Dr Eric Albane, director of the Clifton Scientific Trust, the organisers of the programme, said: "By working in teams with other British and Japanese students in a programme organised by Japanese scientists and engineers, we saw the Merchants' students grow in confidence as creative scientists and global citizens."

Emily, Aaron and Lennox are among the first students at Merchants' to study physics as part of an expansion of AS and A-level courses in the school's sixth form. All three have been at the academy in south Bristol since they were 11.

"The university was affected by the earthquake, so it was interesting to find out more about how they coped with it and what they have done to remedy it," Aaron says.

MOVERS & SHAKERS

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

Marina Gardiner Legge is the new head of Heathfield, a boarding school for girls in Berkshire.

She was the school's director of studies for three years.

Legge began her working life in marketing and advertising, going on to head a charity in Paris before discovering a love of teaching while helping disabled children in Hong Kong learn how to ride horses.

She went on to train as a teacher before joining Rutlish school in south west London.

She was brought to Heathfield to spearhead a drive to raise academic standards. This year, the school celebrated record examination results and has just been named in *The Telegraph's* top 10 small independent schools by exam ranking.

She takes over from Jo Heywood, headmistress for the past seven years.

"I boarded in the UK from the age of 10 and I am a passionate supporter of the boarding system," Legge says.

"I am delighted to have been given the honour of heading Heathfield and I am dedicated to carrying on the high standards and ethics of the school, making it an outstanding institution in which to work, learn, excel, play and be inspired."



Marina Gardiner Legge



Marino Charalambous



Cathy Barr

Marino Charalambous is the new chief executive of Cuckoo Hall academies trust, which runs five schools around Enfield, north London.

He says he is excited by the chance to lead a school community and work closely with the board of trustees.

"Helping our students to achieve their maximum potential must be at the heart of everything that we do."

He says he will work closely with the board and individual academy heads. He

has had a long commitment to the trust and has made a considerable contribution to the development of academies in his previous roles.

Charalambous began his career in the finance sector and worked as a senior manager within HSBC and Siemens UK. He then started his own business, focusing on providing marketing services, working with

various industries including travel, retail, manufacturing, finance and education.

Cathy Barr has been appointed chief executive officer at The Shared Learning Trust.

She has been principal of the trust's Stockwood Park academy in Luton for the past five years and has almost 25 years of experience in education, qualifying as a teacher in 1993.

"I am thrilled to have been appointed CEO of Shared Learning. I care passionately about the students we teach and will do all I can to ensure each and every child, from the age of 2 to 18, gets the best possible care and education.

"I am looking forward to leading the trust into a new period of growth and development, working with staff, students and parents to ensure it is the best that it can be. I'm determined to ensure our academies continue to go from strength to strength through great teaching and the dedication and commitment of staff and students."

Barr's interests outside the classroom include martial arts, and she has a black belt in Korean martial art tang soo do.

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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Harris Federation



Vacancies



Harris Academy Orpington

PRINCIPAL

Location: Orpington, Kent

Salary: Substantial & generous salary based on experience and expertise + Performance Bonus + Private Medical Cover + Harris Benefits + Relocation Allowance

Closing Date: 2nd October, 2016

Interviews: W/C October 2016

Required from: January/April 2017

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

We are seeking a talented senior leader to take on the role of Principal at the recently opened Harris Academy Orpington (Sep 2016). Harris Academy Orpington replaces The Priory School, an 11-18 co-educational school with 1,100 pupils on roll. The school has underperformed in the past and is now ripe for rapid improvement.

We need someone who is motivated to take the next step in their career and who is driven by the desire to eradicate underachievement. For first time Principals, we can provide support in the form of individual mentoring from an experienced Harris Principal, for existing headteachers we offer opportunities to progress to Executive Principalship in future.

Every Harris Academy is different. Individual Principals and senior leadership teams have the freedom to set their own curriculum and way of doing things. However, they all share a commitment to give their young people an excellent education

If you would like to discuss the post in confidence please call **Sir Dan Moynihan**, Chief Executive, on **020 8253 7777**.

Discover more by visiting www.harriscareers.org.uk to start a quick and easy online application.



Harris Primary Academy Orpington

PRINCIPAL

Location: Orpington, Kent

Salary: Substantial & generous salary based on experience and expertise + Performance Bonus + Private Medical Cover + Harris Benefits + Relocation Allowance

Close Date: 2nd October, 2016

Interviews: W/C 11th and 18th October 2016

Required from: January/April 2017

Harris Primary Academy Orpington is a Sponsored Academy replacing Hillside Primary School, a two form entry primary school previously judged to require improvement. Our aim is to give pupils a well-rounded and truly enjoyable education that prepares them for success in secondary school and beyond. The academy joins the Harris Federation, a successful and highly collaborative group of Academies in London.

We are seeking a talented Principal, an experienced or first time headteacher to take on the role of Principal at the newly opened Harris Primary Academy Orpington (Sep 2016). Harris Primary Academy Orpington is a Sponsored Academy replacing Hillside Primary School, a two form entry primary school previously judged to require improvement.

For first time Principals, we can provide close support in the form of mentoring from an experienced Harris Principal and an individually tailored Accelerated Principal Programme designed to prepare you for principalship. For existing headteachers we can offer opportunities to progress to Executive Principalship in the future.

Every Harris Academy is different. Individual Principals and senior leadership teams have the freedom to set their own curriculum and way of doing things. However, they all share a commitment to give their young people an excellent education.

To discuss the post in confidence please call **Ann Berger OBE**, Primary Director, on **020 8253 7777**.

Discover more by visiting www.harriscareers.org.uk to start a quick and easy online application.

Why work for the Harris Federation?

The focus of the Harris Federation is on transforming some of the most challenging schools in London into exceptional places of learning. That means that when you accept a job at a Harris Academy, you are playing a part in something very important – giving children the freedom and the opportunities to choose their own futures.

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



Harris Girls Academy East Dulwich
HEAD OF MEDIA STUDIES
Location: East Dulwich, London
Salary: MPS (Inner London) + TLR available + £2,000 Harris Allowance + Health Cash Plan + Harris Benefits
Start Date: September 2016/or January 2017
Interviews: W/C Interviews will be requested as and when applications are received.
Closing Date: 30th September, 2016

Harris Girls' Academy East Dulwich is an outstanding school, offering girls in East Dulwich and the surrounding area a wonderful education that develops character, courage and conscience. We are proud to be an inclusive, multi-cultural community that provides inspiration and vibrancy, safety and support.

We have an outstanding opportunity for an outstanding candidate. We are looking for an experienced Head of Media Studies, or Media Studies teacher, for which we will consider applications from NQTs. We want someone who is passionate about education and has a flair for working with young people; we need a teacher who is resilient, highly driven and self-motivated, who will go the extra mile to ensure that students achieve beyond their own expectations.

You will be an outstanding teacher with dynamism and drive, and able to lead or teach media at both key stages 4 and 5. You should not only have technical expertise, but have strong interpersonal skills, be adaptable in delivering both academic and vocational media qualifications and demonstrate confidence and enthusiasm for personal growth.

We welcome visits to our Academy and you are welcome to contact the Principal, **Mrs Carrie Senior**, to further discuss the post. Please call **0208 859 0133 ext 4008** and leave contact details. We look forward to meeting you.



Harris Academy Greenwich
LEAD MATHS PRACTITIONER & LEAD ENGLISH PRACTITIONERS
Location: Greenwich, London
Salary: Leadership Scale (if accredited), or Main Scale plus 5% salary enhancement (while in training period prior to accreditation) PLUS £2,000 Harris Allowance and Health Cash Plan

We are looking for two talented Lead Practitioners (designate or fully qualified) one in Maths & one in English to tackle the new curriculum and help lead the department to great success for our students in this new and tougher GCSE. Our LPs are high profile and receive brilliant training to master their craft and become inspirational leaders.

Harris Academy Greenwich is a happy, well resourced, highly successful, inner-city London 11-18 school with a thriving 6th Form, and a brand new state-of-the-art building. It is a school where we are as passionate about developing our staff as we are about developing our students. We are developing a fantastic reputation not only for some of the best results in the country, despite serving a very deprived catchment, but for the way our staff feel at work. We are always on the search for authentic teachers who enjoy what they do, who have great subject knowledge, charisma and have a strong sense of moral purpose.

"This is a great school. My colleagues are the best I have worked with. All across the school we have fantastic teachers, leaders and professionals who are hard-working, supportive and inspirational. The students are great and really care for the school. The school systems are slick and everything works brilliantly." Lead Practitioner

We look forward to meeting you. If you would like a completely confidential chat with the Principal, please contact George McMillan direct by email: **g.mcmillan@harrisgreenwich.org.uk**.

For any other queries please contact the HR Manager, **Charlene Gordon c.gordon@harrisgreenwich.org.uk**.





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

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

SGS ACADEMY TRUST

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

Contract Type: Permanent Full-time

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

Expected interview date: Thursday 6th October, 2016

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

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

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

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

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

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

For an application pack please email: sharron@onlyfe.co.uk

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

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

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

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

JOBS



LYONSDOWN SCHOOL

PRIDE OF PLACE - Established 1906

New Barnet, EN5 1SA

Non-selective preparatory day school, Girls 3-11, Boys 3-7

Approximately 200 on roll

HEAD

START: SEPTEMBER 2017, OR EARLIER

CLOSING DATE: 10AM WEDNESDAY SEPTEMBER 28TH 2016

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

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

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

Further information can be downloaded here:

<http://www.rsacademics.co.uk/vacancies/head-lyonsdown-school>

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

Please contact our Chair, Andrea Morley, to make arrangements:

lyonsdownchair@gmail.com

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



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SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN a *Schools Week* mug



What's the caption? tweet a caption @schoolsweek



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