

SCHOOLS WEEK

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



Changing the ingredients on education's set menu

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Revealed:
The schools with
'unexplained' exits



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Give us £1m and
we'll name school
after you



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Union:
'We broke
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FRIDAY, OCT 11, 2019 | EDITION 190

DEEP DIVING INTO OFSTED'S NEW INSPECTIONS



Investigation reveals schools rapped for extending GCSE years, will have to meet EBacc targets, and inspectors don't have subject expertise

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INVESTIGATES

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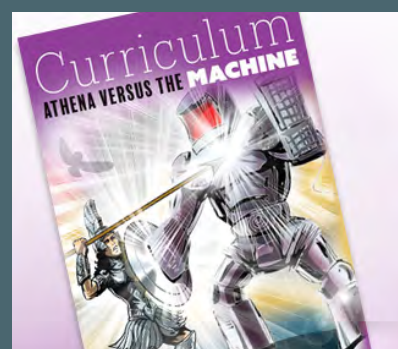
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Editor's top picks



RSCs given new policy brief (but you can't know which one)

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'It sets the stage for a Marvel-style clash of the titans'

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Profile: Sharon Hague on Pearson's tough summer



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News

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SECOND TRUST CHAIR SWOOPS IN TO NEW FALCON CHAIN

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

A second chair of trustees at a leading academy trust has joined a new chain set up by the government to take over schools that no one wants.

Schools Week revealed last month that David Earnshaw, the chair of the Outwood Grange Academies Trust, would chair the Falcon Education Academies Trust.

The specialist academy trust will take on "orphan schools" in the north of England.

The trust has also now appointed Kamruddin Kothia, the chair of trustees at Star Academies, as a director.

Kothia is also the deputy lieutenant of Lancashire, a role that involves helping the lord lieutenant carry out duties as a representative of the Queen.

A spokesperson for Star said the trust "often works with other education partners" to help improve education and is "honoured" that Kothia will be "among those from a number of providers working with the new trust".



Star

Geoffrey Davies, a corporate lawyer with Keystone Law, has also been appointed as a director at Falcon. He is a trustee of the New Schools Network and spent eight years as a trustee at the United Learning trust.

Last month, a spokesperson for the Department for Education said the new trust would be "expected" to take on the most challenging schools by "offering a route into a strong academy trust that allows school improvement to begin immediately".

Gavin Williamson, the education secretary, announced plans for the pilot at the start of September.

Schools Week revealed last year how failing schools are left in limbo as a result of complex legal issues, with one waiting eight years to become an academy.

The DfE has been forced to hand millions to academy trusts to persuade them to take on



Kamruddin Kothia

schools abandoned or handed over by their previous sponsors.

Earnshaw is one of three controlling "members" of the new trust, with Felicity Gillespie, a former adviser to the Department for Education and director of the early years investment fund Aurora, and Thomas Attwood, a trustee of the T4 academy trust and a former trustee of The Kemnal trust.

Other directors announced include Christopher Dalzell, an OGAT trustee, and Sarah Brown.

JOHN DICKENS | @JOHNDICKENSSW

Developers to get £22m loans for new schools

Housing developers will get loans of up to £22 million from the Department for Education to build new schools under a pilot scheme to speed up delivery of new places.

But the government has claimed the cash will only be given to developers that offer "sufficient security" so the DfE would be able to claw money back should they go bust.

The move follows several *Schools Week* investigations into how the government's flagship free schools programme has been thwarted over failed and delayed projects due to building and site issues.

The "Developer Loans for Schools" of between £5 million and £22 million will be available for around 10 projects – allowing new free schools to be built upfront in mixed-use developments.

Currently developers have to wait for homes to be built and sold before using the cash to build a school.

The low-interest loans will come from the DfE's free schools budget and will be repayable once new homes are sold.

The government said the pilot will boost the



viability of new housing estates, particularly for those led by small and medium developers where "cashflow is a significant issue". The cash can only be used to build schools.

Education secretary Gavin Williamson said: "In some cases, building schools and properties at the same time so they are ready for new communities can be challenging for housing developers."

The pilot will run until 2021 in areas that meet specific criteria, including having a demand for more good school places, an approved application to open a new free school, planning permission to build extra homes, being a value-for-money project, and the borrower must be a UK-registered

company and own the site.

The new schools will be approved via the central DfE route – where the government decides which trust runs the school – or via the local authority "presumption route", where the provider is decided after a tender by the council.

However, there have been previous problems with approving new schools on housing estates before all the homes have been completed.

The Floreat academies trust pulled out of running a free school set to open in Wokingham because of "slower than projected growth of the housing development".

The move allowed the government to find a new sponsor once pupil numbers "reached viability", but Floreat ending up having to close.

The government published new guidance earlier this year aimed at helping councils squeeze more cash for schools out of housing developers.

Government forecasts show 418,000 more secondary school places are needed by 2027.

News

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EXCLUSIVE

RSCs 'strengthen links with DfE policy teams'

FREDDIE WHITTAKER
@FCDWHITTAKER

Regional schools commissioners have new responsibilities to help develop government policy, alongside their work managing academies in their areas.

Schools Week understands each RSC has been assigned a selection of policy areas where he or she will provide "insight" based on "expertise and frontline experience".

For example it is understood that Sue Baldwin, the commissioner for the east of England and northeast London, has been asked to focus on issues around inclusion and safeguarding, including behaviour and alternative provision.

However, the Department for Education refused to provide Schools Week with a full list of policy areas for each commissioner, insisting "they have not taken on any policy responsibilities themselves; these remain with existing DfE policy teams, supported by insight from RSCs".

A spokesperson added: "While RSC roles and functions will remain regionally focused, they are strengthening their links with policy teams to take advantage of their expertise and frontline experience.

"RSCs will use this insight to support the development of future policies, ensuring they have the greatest possible impact on children's education."

It's the latest evolution in the role of the commissioners.

Damian Hinds, the former education secretary, announced last year they would be prevented from sending advisers in to inspect schools to save schools from the "spectre" of multiple inspections.

The move to clip their wings followed concerns that their school improvement activities created unnecessary teacher and leadership workload.

Despite this scaling back, commissioners are still widely thought to be stretched, particularly

because the areas they cover are so large. In the southwest region, for example, the driving distance between its most northerly and most southerly points is more than 250 miles.

RSC league tables published by the DfE also show some commissioners continue to struggle to meet their targets to build capacity and academy trust viability in their areas.

In 2017-18, more than three in four multi-academy trusts open for more than three years in the north of England had three or fewer schools. And that year in northwest London and south central England, more than a quarter of academies still did not belong to a MAT.

Mary Bousted, the joint general secretary of the National Education Union, said she "fails to see" how RSCs have the resources to take on policy portfolios.

"Of course they should know about good practice and should be going into lots of schools, but their areas are so big already I do worry about their capacity."

She also called on the government to reveal the policy areas each RSC would focus on.

Sir David Carter, the former national schools commissioner, said a "more joined-up approach" was to be welcomed, but added: "Making sure RSCs engage with school trusts in an open and listening mode will benefit policymaking and delivery for the department."

The RSC system has been dogged by accusations of a lack of transparency, particularly around headteacher board meetings in which key decisions are made about academisation and rebrokering of failing schools.

Minutes for the meetings were published for the first time in April 2016 – more than 18 months after the boards were formed.

Dominic Herrington, the new national schools commissioner, last year pledged that RSCs would become "more transparent and more consistent".

Board minutes now also contain more details on the advice and comments made during meetings.

Curriculum fund pilots extended despite early glitches

FREDDIE WHITTAKER
@FCDWHITTAKER

The government is extending its curriculum fund pilots for another year, despite teething problems with training and recruitment.

In January, the Department for Education announced the names of 11 academies selected to lead trials of the programme, splitting £2.4 million in funding in an attempt to find the best ways to reduce teacher workload and improve results.

Almost half of participating teachers said their workload had decreased since being involved in the pilot.

But almost a quarter of teachers surveyed about the programme did not receive any training or support. This "was identified as a potential barrier to maximising the impact of the pilot", a research paper on the early findings said.

There was also some "initial uncertainty" amongst lead schools around how they could encourage other schools to engage with the teacher-led and whole-class teaching elements of the programme.

The main challenge for lead schools was the timing of the pilots, which took place from January for seven schools and from April for another four. This led to "short timescales for the recruitment of participating schools and providing timely training and support prior to commencing delivery".

However, the DfE has granted extensions to the delivery plans for nine of the 11 lead schools. It has not said which two have been stopped. Further detailed reports will follow in spring and winter next year.

It comes as a government survey found the average total of working hours for teachers and middle leaders in 2019 was 49.5 – down from the 54.4 hours recorded in the previous survey in 2016.

The DfE has also announced the names of organisations awarded contracts to support the roll-out of the government's new early career framework.

The Ambition Institute, Education Development Trust, Teach First and UCL Institute of Education will provide high-quality support packages for schools in Bradford, Doncaster, the north east and Greater Manchester, the early roll-out areas selected by ministers, from next September.

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Investigation

Ofsted's early verdict: 'Focus more on the EBacc'

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

It's been six weeks since the new inspection framework was ushered in.

Pippa Allen-Kinross reports

Schools must justify decisions to shorten key stage 3 and show "ambition" to meet the English Baccalaureate target in the new Ofsted era.

Analysis of the first wave of new inspection reports published by the watchdog reveal schools have been criticised for running three-year GCSEs and having "too few" pupils studying the government's EBacc.

Headteachers say the watchdog's focus on a broad key stage 3, but prescriptive key stage 4, is "deeply ironic" – warning the framework must not become "prescriptive".

The findings also challenge assurances by Amanda Spielman, the chief inspector, that new inspections would not push an "Ofsted-approved curriculum".

Mary Bousted, the joint general secretary of the National Education Union, said Ofsted should not be criticising schools "who decide their pupils need more time to cover the demands of new GCSEs while upgrading others within a strong EBacc take-up".

"This is inappropriate and goes way beyond the remit of a schools' inspectorate."

The new framework came into force on September 1. Eight of the 55 inspections published so far (as of Thursday morning)

were for secondary schools. None has yet been rated "outstanding" or "inadequate".

Two secondaries, Boldon School in Tyne and Wear and Beckfoot Thornton school in Bradford, were criticised for their approach to three-year GCSEs.

Inspectors said teachers at Beckfoot Thornton spent two years on the key stage 3 curriculum. They taught a "broad range of topics, but they do not explore subject content in depth. This leads to gaps in pupils' understanding." The school was rated "requires improvement".

Boldon School, rated "good", was criticised for its "vague" rationale for a year 9 transition year that inspectors said meant pupils did not study all of the national curriculum in subjects such as history and geography.

"This denies them their entitlement to important areas of knowledge. The school should review its curriculum and ensure that the model implemented next year fully delivers the national curriculum for key stage 3."

In January, Spielman said the watchdog planned to "tackle" narrow curriculums and teaching to the test.

The new "quality of education" judgment



Ofsted
@Ofstednews

As the handbook says, this is a national ambition – and we believe the EBACC is a good foundation for the KS4 curriculum.



TeessideTeacher @TeessideTeacher · Oct 9

Replying to @Ofstednews

#AskOfsted I thought Ofsted was separate from Gov – so I was surprised to see a recent insp hold a sch to account for not doing enough to meet gov targets for eBacc. If a sch ignores this target, they disagree with it for their context, and can robustly justify this – is this ok?

focuses on the "intent" of a school's curriculum, rather than just outcomes.

However, it is being phased in to allow schools time to review curriculums; they will not be downgraded during the year-long transition if leaders can show they are taking action to update the curriculum.

Stephen Rollett, a curriculum and inspection specialist at the Association of School and College Leaders, said the association had been assured Ofsted would not treat a shortened key stage 3 as an "automatic negative mark".

"Many schools run a shortened key stage 3 and longer key stage 4 programme very effectively; the new framework must not end up becoming prescriptive by default."

A survey from the National Foundation for Educational Research in April found more than half of secondaries began teaching GCSE content in year 9. And the Department for Education's school snapshot survey last year found that in 35 per cent of schools the same

Dumbed down reports omit details

School leaders have been advised to take notes during feedback meetings with Ofsted as new reports omit detailed findings in favour of simplified language for parents.

Reports published since the new framework was introduced on September 1 are half the length of the old ones and use general headings such as "what is it like to attend this school?" and "what does the school do well and what does it need to do better?", rather than specific breakdowns of the evidence used to inform each judgment.

A section for school leaders on needed improvements often only consists of a few bullet points.

Language has also been simplified, with reports including explanations of phonics as "letters and the sounds they make", and a strong focus on school trips, including several to Cadbury World.

At Wrockwardine Wood Infant School in Telford the report flagged that pupils were encouraged to "think like a 'resilient rhino' when they get stuck", while pupils at Welbourn Church of England Primary in Lincoln told inspectors the school had a "real family feel".

In May 2018 Amy Finch, the inspectorate's head of strategic development, said it wanted to remove "technical jargon" to make reports more relevant to parents.

Stephen Rollett, a curriculum and inclusion specialist at the Association of School and College Leaders, said Ofsted insisted leaders would "receive more detailed feedback in the final debrief meeting at the end of the inspection". Schools should take notes in these meetings so "details can be captured and put to appropriate use".

An Ofsted spokesperson said the redesign and shortening of the reports was "in direct response to extensive work we have done with parents" to identify how to make them more "accessible".

He said the final feedback session could be attended by leaders, governors and a clerk to take notes.

Investigation

group was expected to start studying for key stage 4 in all subjects.

Jules White, a headteacher who leads the Worthless school funding campaign, said an extended key stage 4 could be beneficial as it let schools "promote and deliver a wide-ranging and in-depth curricular offer" and let pupils "develop the skills and knowledge to gain success in their final exams, as well as a stepping stone to future learning and working opportunities".

A spokesperson for Ofsted said inspectors would expect a "broad, rich curriculum" and be "particularly alert to signs of narrowing" in key stages 2 and 3.

He said if a school had a shortened key stage 3, inspectors would check "pupils still have the opportunity to study a broad range of subjects in sufficient depth across their time at school", which should be "at least as ambitious" as the national curriculum.

However, others query how Ofsted's demands fit in with the freedoms granted to academies that no longer have to follow the national curriculum.

Schools Week can also reveal that inspectors will check if schools are working towards the government's target of 75 per cent of year 10 pupils studying EBacc subjects by 2022, rising

to 90 per cent by 2025.

Ofsted says this is "an ambition and not a target for any individual school" and inspectors would not make judgments on the quality of education based "solely or primarily" on progress towards it.

"Nevertheless, it is an important factor in understanding a school's level of ambition for its pupils. It is, therefore, important that inspectors understand what schools are doing to prepare for this to be achieved, and they should take those preparations into consideration when evaluating the intent of the school's curriculum."

Boldon School faced criticism for "too few pupils" taking EBacc subjects, and was told to ensure plans to increase this were "fully implemented" over the next two years.

The latest performance league table data, for 2017-18, shows the school entered 5 per cent of pupils into the full EBacc. The local authority average was 26.1 per cent, with the national average 38.4 per cent.

Other schools were praised for their EBacc focus. Leaders at The Corsham School in Wiltshire were commended for wanting "as many pupils as possible to succeed" in the EBacc. Queen Elizabeth's Grammar in Blackburn was noted as making a foreign

language and humanities subject compulsory at key stage 4, which "reflects the school's commitment to entering almost all pupils for the English Baccalaureate".

But Stephen Tierney, chair of the Headteacher's Roundtable, said the government's EBacc aspirations "are not attainable" because of issues outside a school's control such as recruiting teachers in shortage subjects such as modern foreign languages.

"It's just adding to the stress, workload and fear. The danger is we are being ideologically driven."

James Pope, a former headteacher and director of the Inspired Educate network, said there was a "deep irony" in Ofsted wanting to see pupils take the EBacc, while criticising schools for extending key stage 4.

"Ultimately it comes back to what Ofsted's role is in inspecting a school. Is it there to look at the quality of what they're doing, given the freedoms schools are supposed to have around those things, or is it there to check the agenda?"

"It's like the same old problems within a new framework."

Opinion: Alex Ford, page 23

Inspectors step outside their areas of expertise . . .

Ofsted's "deep dives" into the curriculum have focused on reading and mathematics, but reports show inspectors are scrutinising subjects outside their expertise.

Schools Week's analysis of the 55 inspection reports published so far show they focused on maths in 50 schools and reading in 46.

However, some lead inspectors are not listed on the Ofsted website as having the relevant subject knowledge.

For example, David Selby led an inspection that covered reading, maths and history at

Wray with Botton Endowed Primary School in Lancashire. His Ofsted pen portrait shows he has expertise in science.

Lucy English, who is listed as having expertise in English and maths, led an inspection of Lyminster Primary School in West Sussex that focused on maths, science, art and music.

Heather Phillips, who the Ofsted website says specialises in primary science, led an inspection at John Wheeldon Primary Academy, in Stafford where deep dives included English,

reading and writing, maths and PE.

Ofsted research into its own inspection methods, published in June, showed inspectors without relevant subject knowledge were less reliable assessing curriculum, teaching methods and workbooks at secondary level.

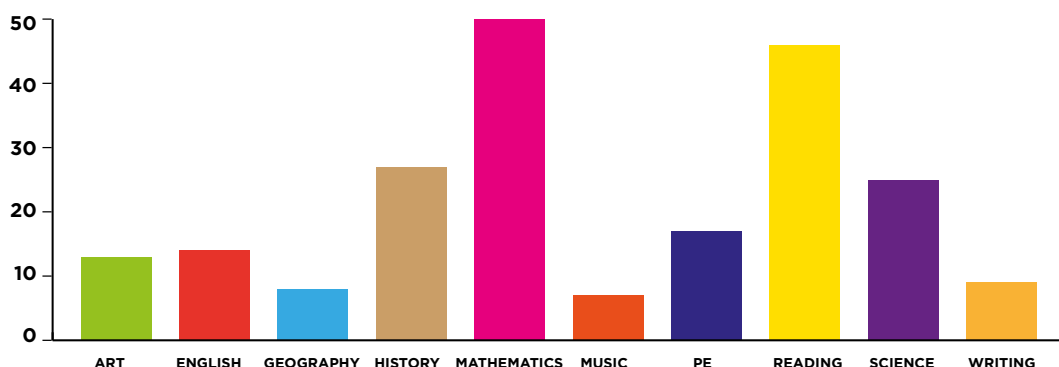
Mary Bousted, the joint general secretary of the National Education Union, warned deep dives were "a lottery", with many inspectors "simply unqualified" to examine the subjects.

Paul Whiteman, the general secretary of the National Association of Head Teachers,

said predictions over "harmful inconsistencies" have proved "accurate", adding Ofsted should be "open about any problems and work at a fast pace to put them right".

But a spokesperson for Ofsted said "extensive curriculum training over the past two years" meant inspectors were "well equipped to make judgments about the quality of the curriculum without specialist knowledge of every subject".

TOP 10 DEEP DIVE SUBJECTS



Investigation

You have nothing to fear, Ofsted tells small schools

JOHN DICKENS
@JOHNDICKENSSW

Smaller schools won't be penalised by the demands of curriculum "deep dives", Ofsted has said, while acknowledging that leaders are "worried about workload implications".

However, the watchdog has confirmed that it will not publish the findings of pilot inspections into 35 smaller schools.

As part of the new inspection framework, which came into effect last month, inspectors embark on "deep dives" in schools to examine curriculum intent, implementation and impact across a sample of subjects, topics or aspects.

In a blog published this week, Mike Sheridan, Ofsted's regional director for London, said he was aware some small schools were "nervous" about the new framework – particularly "the demands our deep dives will place on staff".

"Some are worried about the workload implications for teachers who are coordinating multiple subjects and balancing other responsibilities as well."

Sheridan said that inspectors "understand



the unique challenges" and would "take account of the way you organise the curriculum and leadership of subject areas. Inspectors will work with you to understand what's typical and what's different because of inspection, for example if teachers are out of class when they would not usually be."

But he added that the new framework's implementation was "under close review".

Just two of the schools in the published curriculum pilot – which found primary schools particularly struggled under the new curriculum focus – had fewer than 150 pupils and were not in a multi-academy trust.

Thirty-five pilot inspections had been run in schools with fewer than 150 pupils, but Ofsted

said it would not share the findings because it had agreed not to name the schools.

Findings from the larger curriculum pilot were published without naming schools.

Sheridan said he was "confident" new inspections "provided small schools with the opportunity to demonstrate, and be recognised for, the innovative ways in which they deliver their curriculum, so that their children thrive".

He added pupils in small schools deserved to have access to the "same broad curriculum as anyone else".

But Michael Merrick, a school leader in north Cumbria, previously tweeted that Ofsted's perceived lack of investigation into the impact on small schools "risks penalising" by school structure and geography.

"After all a great many of these schools are rural and isolated, with only a few teachers, and could not get into a MAT even if they wanted to (and one existed for them to do so)."

An Ofsted spokesperson said inspectors were trained to manage curriculum discussions in small schools "while being conscious of the pressures that inspection can put on school leaders and teachers".

PIPPA ALLEN-KINROSS | @PIPPA_AK

Inspectors scrutinise phonics in most primaries

Primary schools have been told they're not expected to "teach in a secondary way", as early analysis shows grades fell in fewer than one in five after new inspections.

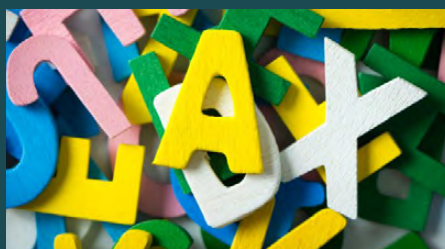
Previous analysis based on trial runs of Ofsted's new framework found primaries scored poorly on curriculum quality.

Ofsted pledged to give schools a year's grace to show their curriculum is being developed. However, this respite doesn't apply to reading, writing and maths in primaries.

As of Thursday morning, 45 primary schools had inspection reports published under the new framework, which was introduced on September 1.

The initial outlook is that primaries are performing well. Grades dropped in just eight schools (all from "good" to "requires improvement"), while 11 schools improved from "requires improvement" to "good". The analysis includes short inspection reports.

There were no "outstanding" or "inadequate" ratings.



The new reports also reveal a bigger focus on phonics teaching. Inspectors carried out deep dives into five schools' phonics teaching, while only five of the 45 primary reports did not contain any mention of them.

Reports also show Ofsted praising seemingly rigid curriculum plans. For instance, Mursley Church of England School in Milton Keynes was commended for curriculum plans that "make clear to teachers exactly what to teach pupils and in what order".

Meanwhile St Joseph's Roman Catholic Primary School in Bolton had "improved the plans which show what pupils will be taught and when in a range of subjects". However,

Hillbourne Primary School in Poole was criticised for giving history teachers "little guidance about what to teach, how to teach it and when to teach it".

Sean Harford, Ofsted's national director of education, and Matthew Purves, the inspectorate's deputy director for schools, held a Q&A session on Twitter on Wednesday night during which they fielded questions about the pressures on primary schools under the new framework.

They reiterated that Ofsted did not expect primaries to "teach in a secondary way", including being organised into subject departments or teaching subjects in separate lessons.

Asked whether expecting greater subject understanding in primary schools would have a negative effect on workload, they responded: "We can only expect the subject understanding necessary to adopt or build a curriculum as ambitious as the national curriculum for your pupils."

NAME THIS SCHOOL (IF THE PRICE IS RIGHT)

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

An academy trust struggling to open a new voluntary-aided school is offering "naming rights" to prospective parents who pledge large enough donations.

A bid by the Avanti Schools Trust to open a new VA school in the London borough of Redbridge was put on hold by the government earlier this year, with the trust given until September 16 to find a suitable site and raise £2 million towards capital costs.

The bid for a new secondary school was one of two deferred by the Department for Education in June. The other was from the Diocese of Southwark in London.

But the government has confirmed that it is still working to identify sites for two schools, weeks after a deadline to find them a home passed.

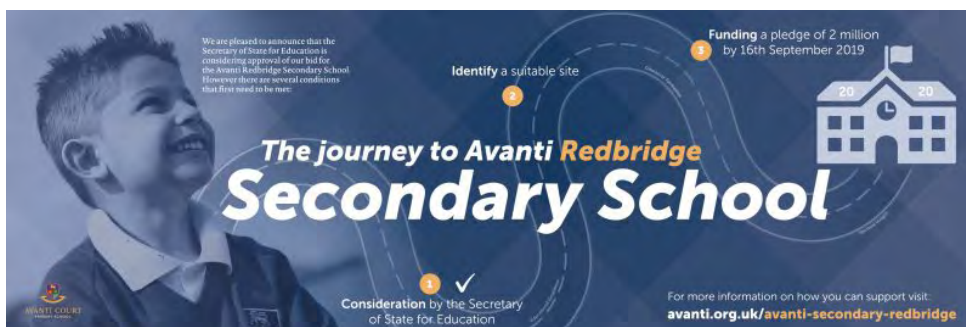
In a recent parliamentary written answer Michelle Donelan, the education minister, said: "We will provide further information in due course."

The Department for Education reopened the process for new VA schools last year after ministers reneged on a promise to lift the cap on the number of pupils who could be recruited based on their faith in new free schools. But take-up has been slow, with only one application approved in principle so far, and two more in limbo.

The Avanti trust applied to open a Hindu-faith secondary school with sixth form in Redbridge, where it already has a primary school, while the Southwark Diocesan Board of Education wants to open a secondary in Kingston, southwest London.

According to Avanti's website, the trust was told it must meet two conditions by September 16. It had to identify a suitable site and find 10 per cent of the build costs – estimated to be £2 million.

The trust has asked parents to help find sponsors, calling for amounts between £1,000 and £1 million. A "schedule of naming rights for each level of sponsor" will be developed.



Nitesh Gor is chief executive of Avanti trust

According to the fundraising webpage, £5,000 will buy a sponsor an indoor plaque, £50,000 will sponsor a classroom and £500,000 will pay for a main hall or sports hall. Sponsorship of the whole school and reception area would cost £1 million.

According to the website, should the two conditions not be met, the secretary of state is "unlikely to consider our bid any further".

The need for organisations to find 10 per cent of the capital costs of VA schools has been blamed for the slow take-up, particularly among Catholic schools – the original supposed benefactors of the policy shift.

Schools Week revealed in March that Catholic dioceses were finding it "challenging" to open new VA schools as the government received just 14 bids for capital funding in the first round.

A lack of sites, which has crippled the free schools programme in recent years, is also an issue.

Schools Week revealed last month how almost half the new free schools in the past three years opened in temporary accommodation, with most still not in a permanent home.

Avanti has said it hoped to open its new Redbridge schools next September "even if we have to stay in temporary accommodation for a year". The trust did not respond to requests for an update.

Fewer details about the Southwark bid have been published, and the diocese did not respond to requests for comment.

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Larger MATs have more 'unexplained' exits

FREDDIE WHITTAKER

@FCDWHITTAKER

Pupils in large multi-academy trusts are more likely to experience an "unexplained" move than their peers in other school groups, a new study suggests.

Analysis by the Education Policy Institute (EPI) found academy trusts with at least ten secondary schools all have above-average rates of unexplained exits, prompting calls for an investigation into their practices.

The EPI found that about one in ten pupils who reached year 11 in 2017 experienced an unexplained exit at some point during their secondary education, up from 9 per cent in 2014.

High exit rates were evident in trusts and across local authorities – with one having six times the average rate (see table).

Of the pupils who left school for an unknown reason, just 4.4 per cent returned to their original school by the spring term of year 11, while 51.9 per cent ended up in an unknown destination.

The study is the EPI's second large-scale piece of work on pupil movement, and seeks to get to the bottom of trends in exclusions and off-rolling.

David Laws, the former schools minister who now heads EPI as its executive chair, said the figures were "disturbing". He urged the government, Ofsted and school leaders to "look closely" as those with the worst records.

"Almost half these children fail to return to mainstream schools and it is concerning that

Unexplained moves - the top 10

Name	Type	Unexplained exits ratio (compared to the average)
Rosedale Hewens Academy Trust	Academy trust	6.1
Consilium Academies	Academy trust	3.7
Northern Schools Trust	Academy trust	3.4
Fairfax	Academy trust	3.2
Bournemouth	Local authority	3.2
Hammersmith and Fulham	Local authority	2.7
Education South West	Academy trust	2.7
Lydiat Learning Trust	Academy trust	2.7
Summit Learning Trust	Academy trust	2.6
Alpha Academies Trust	Academy trust	2.2

the government has so little information on where many of them end up.

"While it is clear that this is an issue across the schools system, it is notable that in some school groups children are from twice to six times more at risk of an unexplained move than the average."

In April, the think tank revealed how nearly 50,000 pupils in a single year group were removed from school rolls for "unexplained" reasons.

It has now revised that figure to more than 69,000 after changing its methodology to include pupils previously excluded because they were thought to have left for "family reasons", and following a technical change to how some moves are classified.

The study concluded that unexplained exits were "not a problem that is most prevalent amongst a particular structure of school governance".

However, larger MATs were the only group

to have above-average rates of unexplained exits, leading to questions about their methods. These trusts, bar Delta and Harris, also have high levels of permanent exclusion.

The new study also looked at how many of the exits could count as "managed moves" – where pupils are moved in an arrangement between schools and their local authority without the need for a formal exclusion.

The EPI estimates that managed moves account for just 12.8 per cent of the unexplained exits amongst the 2017 cohort and 7.6 per cent of the unexplained moves in the 2014 cohort.

Mary Bousted, the joint general secretary of the National Education Union, which sponsored the study, said: "It calls for further investigation that large multi-academy trusts, many of whom have been lauded by government for vastly improved results, have higher than average unexplained exits."

Worst offenders challenge EPI findings

Despite large academy trusts having higher than average exits, it's mostly smaller academy trusts or councils with few remaining secondaries that top the tables.

All had fewer than 100 exits, and five fewer than 50.

A spokesperson for Consilium trust, which has eight schools and was ranked second, said its actual number of unexplained moves was not included in the analysis as it was "less than ten pupils and therefore not statistically significant".

"This report was a real opportunity to

understand the extent of the issue, which is why we are disappointed with how some of the report's conclusions have been reached," it added.

Consilium said it had a net gain in its year 11 cohort as more students joined than left. "Compiling such tables could actually be detrimental to genuinely supportive approaches to keeping children in education rather than permanently excluding them."

Meanwhile Roger Pope, the chief executive of Education South West (which also had fewer than

ten moves), said it was "disappointing EPI has failed properly to interrogate the data and drawn false conclusions".

He said every year a high number of pupils left two schools at the end of year 9 to join a neighbouring university technical college. Ofsted had praised the inclusive nature of their schools – with one last year admitting 27 pupils in-year from other schools in the area.

Catherine Anwar, the chief executive of Summit Learning Trust, said it "doesn't tolerate or allow any 'off-rolling' in any of its academies".

Fraud Squad takes on Bright Tribe investigation

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

A police investigation into the collapsed Bright Tribe academy trust has been referred to the City of London's fraud squad.

The trust was reported to Cumbria police in 2017 after allegations of financial mismanagement at Whitehaven Academy. However, police have refused to provide information about the nature of their inquiries.

Schools Week has now learned that Cumbria police has passed the investigation on to the City of London's fraud investigators.

A spokesperson for City of London said the investigation was still "very much in the early stages", but confirmed that "officers from our fraud unit are currently reviewing the information provided by Cumbria police".

An investigation by the Education and Skills Funding Agency into the trust would not be published until all legal matters and due processes were completed, a spokesperson for the Department for Education said.

All of Bright Tribe's schools have now been rebrokered and both it and its sister trust,

BrightTribe
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Adventure Learning Academies Trust, are in the final stages of closure.

Schools Week has previously reported that accounts for the trusts, published at the end of June, revealed the government was looking to take action for "potential improper use of historic grants".

The accounts also raised a "lack of clarity" about how £1 million of Northern Hub funding was spent, a "blurring of lines" in the use of funding by the trusts and two linked private firms, and

serious concerns over "unsafe" school buildings.

An investigation by Panorama on BBC One last month alleged that Bright Tribe had received hundreds of thousands of pounds in grants to carry out improvement works at its school that were never completed.

The published accounts said there was "insufficient evidence in the completed evidence for some of the capital grants and salix [for school energy] loans". There is no suggestion these findings are part of the police investigation.

KATHRYN SNOWDON | @KATHRYN_SNOWDON

Ofqual wants to 'rebuke' rule-breaking exam boards

Ofqual wants to punish awarding organisations that flout regulations with new "public rebukes" and fixed penalty notices.

The exams regulator has launched a consultation to update its *Taking Regulatory Action* (TRA) policy, published in 2011 and revised in 2012.

Awarding bodies can be fined if they are found to break rules, but this only applies to the "most serious cases".

Ofqual said the proposed punishments would draw attention to instances of non-compliance which, although not serious enough to be fined, "should nonetheless be highlighted as serious issues that we would not expect to see occur elsewhere".

Awarding organisations would be named and details revealed about the nature and impact of non-compliance.

This would promote public confidence and

deter future non-compliance from other awarding organisations, Ofqual said.

The proposals do not elaborate when a rebuke might be issued.

Fixed penalties "would be imposed in relation to breaches of the conditions which are straightforward to establish", Ofqual added.

Ofqual issued its first fine in 2016. Six more have been issued since.

Last year, the exam board OCR was fined £175,000 after its 2017 GCSE English literature paper confusingly referred to the *Romeo and Juliet* character Tybalt's hatred of the Capulets, his own family, rather than the Montagues, their rivals.

Currently, information about non-compliance where no formal action has been taken is not published.

However, the regulator said it would "keep

under review" the possibility of publishing such information without naming the awarding organisation concerned.

Last month, it was revealed that the number of complaints received by Ofqual about England's largest exam boards has nearly doubled over the past two years.

But Ofqual is still no closer to publishing exam board marking league tables.

Dame Glenys Stacey, the former chief regulator at Ofqual, announced in June 2015 that the organisation would publish metrics for exam marking quality in 2017.

However, only limited data was made available in 2017 with the regulator still trying to find a "sensible" way to make the published data work.

The consultation on non-compliance sanctions, which runs for eight weeks, closes on December 2.

Union admits it broke law over leader's role

FREDDIE WHITTAKER
@FCDWHITTAKER

The NASUWT teaching union has admitted breaking the law by allowing its general secretary to overstay her five-year term of office.

Russ Walters, the union's honorary treasurer, told a hearing of the Certification Officer in London this week that the union believed "incorrectly" Keates was entitled to serve for an extra six months because she was due to retire.

The hearing was called following a complaint that she continued in her post beyond June 3 of this year, the anniversary of her election in 2014.

Union law states that union general secretaries must seek re-election every five years.

Certification officer Sarah Bedwell will now decide whether to issue an enforcement order within three weeks, which could include Keates' dismissal.

Speaking at the hearing on Wednesday, Walters said national officers at the union believed they could allow Keates to serve for six more months based on an old rule that no longer existed in statute.

"I think it's been long understood – it turns out incorrectly – that when somebody was retiring from work they were in a different position than when they were simply leaving to go to another job," he said.

"I've been as honest as possible, and the union has been honest that we accept we were wrong in that viewpoint."

But Richard Harris, acting on behalf of complainant Susan Parlour, said the union was warned as early as August last year that it needed to call an election. He told the hearing it was "absurd" to think an organisation "that focuses significantly on employment and trade union law had a failure of understanding in this area".

"I say it is unbelievable the NASUWT turned a Nelson's eye to this and continued for months and months without realising there was something it needed to check."

The NASUWT insists Keates is now serving



"A bad reason or one born out of ignorance can nevertheless be a genuine one"

as acting general secretary, an interim position she will hold until her successor is chosen.

But Harris claimed the arrangement was "a sham", adding that "nothing whatsoever has changed apart from the frequent, but not consistent use of acting in her title".

Parlour, the union's former Northern Ireland president and a former executive member who was barred from national office by the union earlier this year after she questioned the lengthy suspensions of union officials, highlighted the "acting" title.

"She's still doing the same job, she's carrying out the same functions. My belief is she has simply relabelled herself."

Stuart Brittenden, acting for the NASUWT, said the union had given a "frank explanation", and it was now for the certification officer to decide "whether or not the union's reason is genuine as to why it didn't hold an election in time".

No election has been called to replace Keates

The NASUWT faces questions about its failure to call an election for a new general secretary before Chris Keates's term came to an end. In an email to staff announcing her resignation, Keates said a timetable for an election would be published "after the July executive meeting", and announced she would continue in her role in the interim. However, according to law, Keates's five-year term has already come to an end. The 1992 Trade Union and Labour Relations (Consolidation) Act states that union rules re-elect executive members, presidents and

general secretaries every five years. There is no provision in the 1992 act for general secretaries to serve in an interim capacity. NASUWT's own rules require the union to give branches advance notice of an election so they can nominate candidates, but to date it has not done so. The exact date of Keates's last re-election in 2014 is unclear because she was suspended and therefore no election was held. However, her suspension was announced in the media on June 3, meaning her term would technically have come to an end on or before that date this year.

Schools Week understands the union has been warned by members and officials since last year that it needed to call an election, but failed to do so. The union did not respond to requests for comment.



"A bad reason or one born out of ignorance can nevertheless be a genuine one."

He said Parlour had accepted during the hearing that "there was nothing to stop the union from drawing on any other individual, either internal or external, to act as general secretary".

"The only difference is the identity of the individual the NEC appointed. We still don't understand the distinction and why it's considered to be a continuing breach.

"The key question is whether the union genuinely considers that Chris Keates is acting on an interim basis, and if it does, it's not a sham, it's a genuine arrangement."

The case is the latest controversy to hit the union.

Schools Week revealed in June how three senior officials have been serving lengthy suspensions following disputes with the organisation's top team.

One staffer has been off work for more than a year and a half.



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OFSTED SCRAPS JUDGMENT AFTER CHALLENGE FROM JEWISH SCHOOL

PIPPA ALLEN-KINROSS

@PIPPA_AK

Ofsted is considering whether to change its approach to gender segregation after quashing the “inadequate” rating of a Jewish school it accused of breaking equalities laws.

The King David High School in Manchester received the rating in a report published in June after inspectors accused it of “unlawful segregation on the grounds of faith and belief and sex”.

In 2015 the school was rated outstanding.

But following a legal challenge, Ofsted has agreed to scrap the judgment. The inspectorate said the step was “very unusual” and could not confirm if it had done it before.

The King David operates three education streams: the main co-education stream with boys and girls in mixed classes, and two single-sex Yavneh streams that operate in accordance with Orthodox Judaism.

Ofsted said this amounted to “discrimination” under equality law. However, Michael Brotherton, a partner at the law firm Stone King that



represented the school, told Schools Week this was a “fundamental error”.

As both genders were in the single-sex and co-educational streams, Ofsted could not show any different treatment between the two streams was on the grounds of gender. As Orthodox Jewish pupils were in both streams, Ofsted also could not show discrimination on the grounds of religion or belief.

Lawyers applied for a judicial review on the grounds that Ofsted had misunderstood the school and the Equality Act, but Ofsted agreed to

quash its judgment without going to court.

A spokesperson admitted inspectors “made an understandable, but incorrect, comparison” between the different streams that was “not correct under the Equality Act”.

“Ofsted will consider whether the decision has any implications for the approach our inspectors taken in the future.”

Joshua Rowe, the chair of governors at The King David, said the school was “very pleased that justice prevailed”.

The school’s “outstanding” rating has been reinstated, pending another inspection. Ofsted has agreed to pay “reasonable costs” to the school, but an amount has not yet been agreed.

In October 2017, the Court of Appeal ruled Ofsted was right to criticise gender segregation at the Islamic Al-Hijrah school in Birmingham, as it caused less positive treatment for boys and girls because of their gender.

Since then, many schools that segregate according to gender have applied to split into separate single-sex schools, including Yesoiday Hatorah School in Manchester, Gateshead Jewish Nursery and Al-Khair Boys Secondary School in Croydon, south London.

SEND funding cuts ‘legal’, High Court rules

FREDDIE WHITTAKER

@FCDWHITTAKER

Campaigners against cuts to special educational needs and disabilities funding have lost a High Court challenge that the government did not act lawfully.

Families representing three pupils with SEND crowdfunded the legal challenge that the former education secretary Damian Hinds and chancellor Philip Hammond made unlawful real-terms cuts to high-needs funding.

The campaigners claimed that budget decisions left local authorities unable to fulfil their legal obligation of providing education to pupils with special needs.

But the High Court ruled on Monday the government did not act unlawfully.

In his judgment Mr Justice Lewis said Hinds and Hammond “complied with their duty to have due regard” to the Equality Act when making decisions, and that there was “no breach of

the general duty to promote the well-being of children in England”.

“The defendants reached decisions that they were entitled to reach on the material before them and did not act irrationally. There was no unlawful discrimination within the meaning of article 14 [of the European Convention on Human Rights].”

Mary Bousted (pictured), the joint general secretary of the National Education Union, said the verdict was a “huge blow to the families and children involved in this case, and allows the government to once again shirk its responsibility for these young people by fobbing them off to severely underfunded local authorities”.

According to the think tank IPPR North, funding for SEND has been cut in real terms by 17 per cent in three years.

The government will pump in an additional £700 million next year, but Bousted said this still left a “£1 billion shortfall... which the government

must now urgently address”.

The High Court also rejected cases brought by the families of children with special needs against Hackney and Surrey councils.

SEND Action, a campaign group that supported the latest case, said the odds were “stacked against” the families, from North Yorkshire and East Sussex.

“It was always going to be a difficult challenge,” a spokesperson said. “Three disabled children and their families against the government... But change that’s worth having is worth fighting for. The government has a moral duty to provide sufficient funding to support disabled children and to ensure their human rights are upheld.”

A Department for Education spokesperson said a new major review into SEND, launched in September, would help “further improvements to make sure every child gets the education that is right for them”.



Geography trainees take bursary pay packet hit

PIPPA ALLEN-KINROSS

@PIPPA_AK

Bursaries for trainee geography teachers have been slashed, despite missed recruitment targets for the subject for two years running.

The government will next year roll out new retention payments of £6,000 – or £9,000 for teachers working in challenging schools – to trainees in physics, chemistry and modern foreign languages.

Maths trainees will continue to get the payments, albeit reduced, which are spread over a teacher's first four years in the classroom and are on top of £26,000 bursaries.

Geography trainees are currently eligible for the £26,000, but this will drop to £15,000 from next September.

Alan Kinder, the chief executive of The Geographical Association, said there was a real "shortage" of geography teachers, with schools struggling to recruit or retain specialists.

"We aren't meeting the recruitment targets. Reducing the bursary in that circumstance, unless you do something else, seems like a really strange thing to do.

"I'm not arguing the bursary level should have been retained, but the funding should have been redistributed in some way to tackle



the reality: there are too few teachers of geography and there are too few of them in front of geography classes."

According to the provisional initial teacher training census figures for 2018-19, 85 per cent of the target number of geography trainees were recruited (1,300 of 1,531). In 2017-18, it was 78 per cent.

In contrast, 88 per cent of the required modern foreign languages teachers were recruited last year (1,405 of 1,600), but languages trainees will keep their £26,000 bursary, with another boost from the new retention payments.

Meanwhile, the government recruited just 47 per cent of the required number of physics teachers last year and 79 per cent of chemistry trainees.

A spokesperson for the Department for Education said the decision to cut the geography bursary was based on "recent strong recruitment and to respond to anticipated need".

New teachers of English and history will lose £3,000 from their bursaries, dropping to £12,000 and £9,000 respectively. However, both exceeded recruitment targets last year.

Trainees in art and design and business studies will also be eligible for £9,000 bursaries for the first time, while design and technology trainees will get a £3,000 increase to £15,000. Last year, design and technology recruited just 25 per cent of its target.

The phased bursaries were set out in the government's teacher recruitment and retention strategy in January that pledged a "fundamental shift" in bursary policy.

Last year, *Schools Week* revealed at least £14 million had been spent on bursaries for graduates in shortage subjects who then left the classroom.

A report from the National Audit Office in 2016 warned that almost £1 billion had been spent on bursaries for new teachers without any proper evaluation of their effectiveness as a recruitment tool.

Emma Hollis, the executive director of the National Association of School-Based Teacher Trainers, said the association was "in favour of any plans which prioritise retention".

Bursary changes for 2020

CASH TO STAY PUT:

Physics, chemistry and modern foreign languages trainees will for the first time get retention payments of up to £9,000 (spread across four years)



MAKING MATHS ADD UP



Maths is a bit of a special case, as trainees were already getting retention payments. But these have been reduced from up to £15,000 down to £9,000. However initial bursaries for the subject have been bumped up by £6,000 to £26,000.

GOING DOWN

The biggest loser is geography: bursaries have plummeted from £26,000 to £15,000. English and history have also reduced by £3,000 (to £12,000 and £9,000 respectively).



GOING UP

Art and design and business studies trainees will both get bursaries (of £9,000) for the first time. Meanwhile design and technology bursaries have been increased £3,000 to £15,000.



EDITORIAL

DO YOU HAVE A STORY?
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RSCs and their work go back behind cloak of secrecy

We already know the regional schools commissioners are up against it.

They cover huge areas that encompass lots of local authorities and hundreds of academy trusts.

Some are really struggling with one of their core jobs – finding good quality sponsors to improve the education for children in their patch.

So is handing them more responsibilities a smart move? We're told the RSCs won't be leading on policy areas, more that they will be helping to develop policy in specific areas assigned to them.

So what are those areas?

Unfortunately the Department for Education press office didn't feel our readers should know and refused to tell us.

It's not a surprise. Ever since the RSC system was launched it's been shrouded in secrecy.

We've had promises recently of more transparency, but this behaviour is a step backwards. Time for the DfE to do as it promises on transparency.

Ofsted needs to be alert to fallout from new inspections

It's still early days for the new Ofsted framework – but two key themes emerge from the 50-odd reports published so far.

One: schools will have to provide some pretty good evidence to prove why they have reduced their key stage 3 curriculum.

Ofsted has long shouted it will come down on schools that narrow their curriculum. But academies have been given the freedom to follow whatever curriculum they like. Plus Ofsted has said it won't push specific curriculum models. Ofsted's actions challenge both these statements.

Two: school leaders are worried Ofsted wants schools to show how they're working towards the government's 75 per cent EBacc target.

As one head points out, one of the main blockages to meeting the target is a lack of teachers, particularly in modern foreign languages. Their recruitment (or lack of) is not schools' fault.

We shouldn't be too downbeat. The new inspections have won a lot of people over too. But Ofsted needs to be alert to these emerging issues.

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Interview

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“The more I got involved with exams, the more fascinating I found it”

Sharon Hague, senior vice-president of schools at Pearson

It's unlikely that many teachers expect to oversee more than 20,000 people and hundreds of thousands of exam results – but Sharon Hague does just that.

The former geography teacher, now senior vice-president of schools at Pearson, spent eight years in classrooms in Hertfordshire and Essex before trying her hand as an examiner to help her pupils to perform better. There, she says, she caught the assessment bug.

“The more I got involved with exams, the more fascinating I found it. When you're in the classroom it's hard to imagine how much work goes into creating the exam paper. So when I saw a job come up at Edexcel for a one-year contract, I thought I'd take it.”

Almost 20 years later and Hague is at the top of the UK arm of Pearson, the publishing parent company for Edexcel.

She is responsible for “all our services for schools in the UK” – enough to make even a hardened academy trust boss gulp. This involves a permanent team of about 1,000 staff based in London, Oxford, Yorkshire and Manchester, and an additional 1,500 temporary employees and 16,000 to 20,000 examiners over the summer.

Her eyes are not just on the UK either. As a senior manager for the world's biggest education company, which had an operating profit of £546 million last year, she must consider how global technological advances might benefit UK schools. The responsibility is huge.

This summer has been particularly testing.

From an impressive classical building on The Strand in the heart of London, she calmly

answers questions about this year's problems. She is flanked by two communications officers, however, so it's hard to get her off-message.

When I ask about the discovery in June that sections of the Edexcel A-level maths exam were leaked on social media, she quickly says it proved the efficiency of Pearson's detection systems.

“We know which exam papers have been sent to particular schools, so we can track receipt of those in a sophisticated way. We were able to isolate the source of the leak within hours.”

But how did she deal with this – was it stressful? And are teachers letting down their profession by compromising papers like this? She dodges the invitation to blame.

“It was a very difficult situation, a complex situation to manage. But I like to think we did everything we could to support parents and students.”

Interview: Sharon Hague



The speed of the security response from Pearson also points to technological developments. In a trial with a handful of schools this summer, the company attached microchips to exam paper packets. These were then scanned by schools, enabling Pearson to track where papers were received and when. The trial will be expanded next summer.

But things got hotter in August when the company made the highly controversial decision, on Hague's watch, to send a letter to pupils on a Friday afternoon a few days before they collected their results to tell them exam boundaries for BTEC awards had been hiked.

The last-minute decision meant some pupils faced lower grades. More than 12,000 people signed a petition calling for the decision to be reversed.

I ask Hague how Pearson got its grade modelling so wrong. With just a flicker of testiness, she says: "This is the first time the BTECs were being assessed, so until all the teacher assessments were submitted by the schools, it wasn't really until the summer that we saw an emerging picture of how schools were performing."

But informing schools at 5pm on a Friday? Really? Hague concedes that "... if we needed to make that decision again, we would be able to communicate it in a more timely way".

Pearson's course specification document was

edited following the gaffe. Schools Week revealed the disappearance of a reference that schools must be "informed before the start of teaching" of grade changes. I press Hague on this, but, again, she doesn't give an inch: "We updated the specification document."

"We isolated the source of the leak within hours"

Pearson did move quickly. Revised grades were issued to pupils so they weren't disadvantaged. I ask, twice, how many pupils got new grades, but an aide jumps in with "a small number".

I then ask how, in September, Pearson sent incomplete BTEC results to the government, which could have affected school progress scores. "It was a purely administrative error," Hague says. Has this led to company action? Again, a communications aide leaps in. "It was an administrative error."

Yet for such a turbulent time, Hague comes across as an unflustered and capable pair of hands.

So what if she were education secretary? "I'd

make assessments more valid, more reliable, and make them work more effectively for students."

A somewhat unimaginative, but fair response. In fact, one could say Hague's public persona is not entirely unlike a good assessment.

An east London girl, she grew up with a younger brother, stay-at-home mum and telephone engineer dad, and was the first in her family to go to university [Oxford].

She becomes enthusiastic about a "student engagement" pilot Pearson is launching to get pupil feedback on A-level maths.

"The approach we've always taken is that students will be best supported by the teachers that know them, but we feel a responsibility as an exam board," she says.

The pilot, which is recruiting pupils now, will expand into other A-level subjects. "What are the points at which students need information, what are the channels, what should the information look like?" Pupils will be quizzed on everything from revision techniques to exam stress.

With a daughter in year 7 and a son studying GCSEs, wellbeing is on Hague's mind. Her team has developed a toolkit with the Anna Freud National Centre for Children and Families this term to "measure the wellbeing of teachers and students so schools can identify areas they could work on". Teacher workload is also in Hague's sights, with Pearson developing an online A-level Spanish course that uses onscreen assessments that can help to reduce manual data entry. There are "opportunities" in this area, she hints. But she sticks to the party line that digital-only textbooks in the US are not on the cards for the UK. Yet.

A model for inclusion – Hague is among the 31 per cent of female senior managers at Pearson from a 62 per cent female workforce – she's also pushed for greater diversity. The company became the first exam board to allow pupils to opt out of gender classifications this summer, winning praise from LGBT charity Stonewall.

Meanwhile Edexcel's GCSE English literature has introduced more diverse texts, including *Refugee Boy* by Benjamin Zephaniah this September.

Hague pauses, happy at these achievements, and uses a rare "I" instead of the company "we".

"One of the great things about the role I have now is really trying to understand the challenges facing schools and teachers, and how to support them."

Two decades on, and the former teacher still sounds most excited when she talks about the many thousands of schools she and her team aim to help.

Opinion

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

As the Centre for Literacy in Primary Education (CLPE) publishes its second *Reflecting Realities* report, Sonia Thompson reflects on what it will take to make the report's priorities part of pupils' daily fare

The CLPE's first *Reflecting Realities* report last year was ground-breaking. It received a substantial amount of publicity and cemented the term "reflecting realities" into educational discourse. There were substantial and substantive conversations across all sections of the reading community that converged across all media.

Last week's follow-up report concentrates on continuing the conversations around "whether the world of books accurately reflects the real-life experiences of readers".

It feels like this important discussion has now taken its place at the table of a very exclusive establishment and is leading diners to ask better and more pertinent questions about their diet.

Why are some groups still under-represented/badly represented in children's literature? What are we going to do about it? The second report continues to throw down the gauntlet and ask for a standard to be set.

With its poignant quotes from children, the report delves into the complexities of characterisation, palette choices, language choices and degrees of erasure.

One of its most powerful sections, "Tiers of presence", tries to capture the extent and quality of BAME presence in texts. It cites best practice across publishers, as well as unpicking ideas that need more careful thought.



SONIA THOMPSON

Headteacher, St Matthew's C of E teaching and research school, Birmingham

Changing the ingredients of the educational set menu

The report, though upbeat, juxtaposes its findings with those of its first incarnation and states that they are still valid. Clearly, there is a mighty long way to go, but there is plenty of hope too.

Publishers, such as Knights Of and Tiny Owl, associations such as The

Twitter is a hive of sharing and recommendations. I cannot commend highly enough the work of Dr Karen Sands-O'Connor and Darren Chetty, whose recommendations and reflections in the magazine *Books for Keeps* are designed to keep the conversations

“ Let us saturate our classrooms and libraries with quality texts

Book Trust and the United Kingdom Literacy Association (UKLA), charities such as EmpathyLab and a growing number of teachers, lecturers and interested observers are fully engaged in the discourse.

fresh and relevant. I have also recently discovered CILIP's *Pen and Ink*, a magazine devoted to celebrating diversity and inclusion in children books.

These communities are committed



to affecting change. They join organisations such as Letterbox Library and Just Imagine who have always quietly supplied books that reflect realities to schools across the country.

They are all to be applauded, but we are still too far from the destination to be complacent. We need to reach a place where books not being reflective is seen as strange, subversive and unacceptable.

Reflecting Realities must matter to all schools, across every part of the country, in every type of community. Rural schools should be as engaged and concerned about "the value of individuals' identities, cultures and communities" as inner-city schools need to be.

When all of our voices come together, demanding change, not just from publishers but from television executives, museum curators and other influential organisations where under-representation is rife, then maybe, just maybe, change will become embedded and rooted.

My clarion call is to teachers and school librarians: if books are a window on the world, let us all take action to ensure that representations in our own settings are as rich and as diverse as our neighbours, communities and nations. Let us saturate our classrooms and libraries with these quality texts. Let us tell our students that anything less than this is unacceptable.

The CLPE reports are massive stride forward, but Farrah Serroukh's efforts and the ensuing discussions can't add up to a flash in the education policy pan. It will take concerted, deliberate action from each of us to make *Reflecting Realities* part of our national cuisine.

Opinion

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



ALEX FORD

Lead PGCE tutor & schools history project fellow, Leeds Trinity University

An early verdict on the new Ofsted framework

Ofsted has been inspecting schools under its new framework for little more than a month. It is probably too early to infer too much, says Alex Ford, but publication of the first batch of reports shows Ofsted's understanding of curriculum quality in practice – and it isn't without problems

Schools and parents were promised that the focus of inspection under Ofsted's new framework would be on "the real substance of education: the curriculum". In some ways, the first batch of new reports lives up to expectations.

They open on a section called "What is it like to attend this school?" and focus broadly on the ethos of the school, the experiences of pupils and the curriculum. Pleasingly, comments stay rooted in what was seen to be effective for learning.

As promised, the quality of education (QoE) judgment is a significant one, with related comments forming between half and two-thirds of the total content.

That judgment carries weight too. In one instance, a school received an overall 'requires improvement' despite all areas other than QoE

being rated 'good'. On the other hand, schools that had clearly begun broadening and deepening their curricular provision were not held back from the 'good' judgment. But concerns remain. The new



about what makes a high-quality curriculum. If so, this represents a missed opportunity for system-wide improvement.

Equally, it means parents and other parties are simply left to trust the inspectorate's judgment. For an inspection system that was supposed to tell us about the

“As promised, the quality of education judgment is a significant one

reports fail to give any real sense of the evidence underlying the QoE judgments – and that is probably their biggest omission. These reports are designed to be "streamlined", but this means judgments are not supported by many examples. Vignettes are a sentence or two at most, and often quite obscure. For example: "pupils knew they had learned about the river Nile in a history topic but could not link this to any geography knowledge."

Ironically, this means that despite heavy emphasis placed on the "Deep Dive" as a means of inspection, we actually find out very little about what is happening under the surface.

The biggest potential problem in the new inspection system may turn out to be that it prevents real discussion, outside the inspection process,

substance of education, this seems a rather underwhelming result.

Having said all of that, patterns emerge that demonstrate the inspectorate's commitment to the breadth of curriculum schools offer, and the ways in which staff are supported to deliver this. QoE comments revolve around three broad areas, flagged by Ofsted in information releases before the advent of the new framework.

1) Whole-school curricular breadth

- The level of curricular challenge is present in all reports, qualified with phrases such as "could be more ambitious", "not challenging enough" and "not ambitious enough".
- Curricular narrowing is a focus. In primaries, a focus on curricular breadth in all subjects

is highlighted as a strength. In secondaries, reports note schools that don't encourage enough students to study the English Baccalaureate.

- A shortened key stage 3 is criticised in two of three secondary reports due to denying pupils "their entitlement to important areas of knowledge".
- 2) **Teaching methods and assessment**
 - Most comments centre on the sequencing and building of knowledge. Positive comments relate to teaching that builds on prior knowledge, and effective use of assessment to check pupils' understanding.
 - Assessment is noted as successful where it leads either to in-lesson modifications, or to curricular change.
 - There is a significant focus on the learning of disadvantaged pupils and those with special educational needs.
- 3) **Subject-specific issues**
 - A significant number of comments, especially in primary schools, revolve around the training received by teachers in specific subjects. Leadership teams who do not provide clear plans, training, or guidance on effective subject teaching are criticised.
 - Many comments relate to subject-specific curriculum sequencing. Curriculum plans that were "not organised well" or failed to provide "enough detail about what pupils need to learn and when" were deemed problematic.



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— Saturday, 12 October 2019, London —

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**SCHOOLS
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Reviews

BOOK REVIEW



Curriculum: Athena versus the machine

By Martin Robinson

Published by Crown House

Reviewed by Steve Turnbull, education writer and former lecturer in media and education

Martin Robinson builds on his thought-provoking first book *Trivium*, arguing that the prime purpose of education is the pursuit of wisdom. But he also warns that the opposite of this approach threatens to dominate: "machine thinking".

This sets the stage for a clash of titans worthy of our Marvel cinematic age. If wisdom is to win out, Robinson argues, we must join forces with Athena, the goddess of "philosophy, courage and inspiration", and help her to slay the data-driven, dehumanising machine.

Marshalling figures such as the philosopher Michael Oakeshott and the Victorian critic Matthew Arnold, he puts the rise of machine thinking into a cultural context and elaborates on what a curriculum based on wisdom involves.

The core issue, he argues, is that we've been led to believe – primarily by a cross-party consensus – that education is the key to social mobility. But there are problems with this mindset on many levels, not least because it requires the implementation of complex and burdensome data systems – what has been termed the tyranny of metrics – to quantify and track progress and maintain accountability.

He then turns his sights on the Silicon Valley-inspired futurists who claim that what employers want most are people with the generic "21st-century skills" of creativity, collaboration and critical thinking. In reality, he says, this is a dangerous deskilling that involves little more than looking things up on the internet while the robots take control.

Instead of these competing variations on the theme of utilitarianism, Robinson argues that we should revitalise the liberal arts tradition based on "the best that's been thought and said", and value knowledge not as a means to an end, but as an end in itself.

He cautions us, however, about conflating a knowledge-rich approach with the pursuit of wisdom. The latter is not about "teaching to the test", it is about truth and transcendence – a kind of secular spirituality.

Strengthening Athena for her mortal blow to the machine, he then mobilises thinkers from a range of disciplines, including philosophy, psychology, cybernetics and cognitive science. Scientism and scientific materialism, however, are roundly dismissed. It's a lot of theory to get your head around, but it's undeniably stimulating stuff.

The book concludes by outlining a phenomenological curriculum in which mind (not brain) is the focus. This is linked to the *Trivium* approach of dialectically making meanings and reflecting on our shared humanity through different "lenses". In short, this is "cultural mobility" in action. But it's not to be confused with cultural capital. Ofsted take note.

Which brings me to the issues I have with the book.

Its presentation of an embattled education system will have

broad appeal – what teacher or manager hasn't felt enslaved by mechanised methods and soulless systems? – but I was troubled by its binary perspective.

It not only overlooks the middle ground where valuable lessons are learned about data systems, it practically gives the machine a mind of its own and material reality; what sociologists call "reification".

Similarly, while I agree that Silicon Valley utopianism is a dominant cultural force, I don't share Robinson's scepticism about artificial intelligence. Used wisely, this technology could liberate teachers to focus on the more complex aspects of curriculum that the book celebrates.

Furthermore, I question its preferred notion of wisdom. It clearly emanates from a neo-Hegelian, liberal-conservative worldview that sees truth as universal, yet struggles with the idea of social justice and, presumably, school-aged environmental activists.

Finally, I found the polemical style irksome. Too many rhetorical questions, an excessive use of journalistic language, an insufficient attempt to engage with conflicting arguments and evidence, and a near religious veneration of Athena undermine its academic credibility.

Nevertheless, it offers an impassioned critique that stems from a genuine concern about the direction education has been heading, not least the impact of data-driven systems and managerialism on teacher well-being. Overall, this makes it a valuable contribution to the curriculum conversation.



Research

This term Teacher Tapp will regularly review evidence on a school-related theme. Contact them on Twitter @TeacherTapp if you have a topic you would like them to cover

Teachers are losing their religion and breaking the rules

Eve Debbage, project assistant,
Teacher Tapp

Teachers are less religious today than they were 50 years ago. In some ways, this is no surprise – the profession's loss of religion mirrors society. In August the British Attitudes Survey reported a doubling in the past two decades of the number of people who don't believe in God.

According to our recent Teacher Tapp survey, about two thirds of teachers were raised in a religious household. Yet, as adults, 61 per cent consider themselves to belong to no religion. This change has happened within our lifetimes, and schools cannot but be impacted.

What does this mean, to begin with, for the religious schools that make up a chunk of the schools sector? We know religious teachers are more likely to work in religious schools. In particular, Catholic teachers cluster into Catholic schools, where about half the teaching staff identify as Catholic. By contrast, Anglican schools have just a few more Anglicans among their staff than secular schools. Overall, 66 per cent of teachers in secular schools have no religion.

If religiosity continues to decline, religious schools could find it harder to attract teachers if their preference is for those of the same faith. Forty per cent of non-believers who work in secular schools strongly agree they would not want to work in a faith school. Assuming the pool of religious teachers continues to decline, these statistics suggest a potential recruitment crisis for faith schools.

When we say teachers are religious, however, what does that mean? After all, some are more religious than others. From our panel of more than 5,500 teachers, we found that while some attend a religious service every week (eg



27 per cent of Catholic teachers), more than half of self-identified Anglicans attended church infrequently – only going for major holy services such as Easter and Christmas.

Schools are also experiencing a decline in the focus on religion and many are failing to carry out their statutory obligation to ensure children have spiritual education.

By law, schools must deliver a weekly dose of collective worship and religious education. Yet, two thirds of children in the current primary cohort won't have shared in holy traditions, as 67 per cent of primary teachers said they never read The Lord's Prayer. The requirement to undertake daily collective worship is adhered to in nearly all Anglican and Catholic primaries, but not in more than half of secular primaries.

The proportion of secondary schools that don't share in holy traditions is even greater (81 per cent), and consistency with legislation is even worse. Almost no secular secondaries are delivering a daily act of collective worship, and only half of Anglican secondaries do. Catholic secondary schools tend to follow the law, although many worship in classrooms rather than at a collective assembly.

Schools' religious duties do not end with compulsory worship. Religious education is a compulsory subject at all key stages, although it is up to individual local authorities, faith schools and academies to set out what should be taught.

GCSE entry numbers for RE continued their decline this year. Half of non-religious schools now deliver no RE at all in year 10, and only a quarter deliver a full GCSE RS.

The lack of religious education at key stage 4 is most common in schools serving disadvantaged students. These schools may find it impossible to "squeeze in" an extra GCSE when core subjects such as maths and English have extended their content in recent years.

Schools are delivering neither the stipulated weekly amount of collective worship, nor the religious education legally due to students. Yet, the Teacher Tapp survey found no correlation between a teacher's own religious activity and their view on what constituted collective worship. Maybe everyone is simply happy to live with the status quo. After all, if lack of adherence is challenged too strongly, public opinion will likely fall on the side of removing the daily worship requirement altogether.



Reviews



Penny Rabiger is director of engagement at Lyfta Education and a steering group member of the BAMEed network. She will take over our “blogs of the week” slot once every half-term to point to the best of the education podcasts

We are in Beta Podcast, with Niall Alcock

Niall Alcock's podcast series seeks to find the good news, learning and incredible stories from school leaders. Each week he quizzes them on the twists and turns of the journey that led them to where they are now, the sector's big issues, and their predictions for the future. This episode features Jeremy Hannay, the headteacher of Three Bridges primary in Southall, west London. Hannay is a passionate advocate of doing away with the type of high-stakes accountability management style that is often synonymous with high-performing schools. It's great to know that even though he does things in a way that negates some of the common beliefs about “what Ofsted wants”, he and his team have co-created a happy, purposeful and enriching school for staff, children and their families. He talks of teacher autonomy, optimism and continuous learning with such joy,



it will put a spring in your step all the way to work. (Ofsted graded his school “outstanding” after the podcast was recorded.)

About Race, with Reni Eddo-Lodge

This is a great intro if you haven't read Reni Eddo-Lodge's blog and subsequent book *Why I'm No Longer Talking to White People About Race*. Featuring key voices from the past few decades of anti-racist activism, Eddo-Lodge looks at the recent history that led to the politics of today. I would recommend you listen to the whole thing, but one episode that might resonate with us as educators is *Shout out to Miss Beep*. Here, she discusses with the comedian Nish Kumar the impact a teacher can have on students' feeling of self-worth, and how just a few words can make or break our belief in our own abilities. We all know this, but it's a good reminder and mood-booster as we near the end of the half-term.

BrainEd

This podcast takes everything that's funny about the world of education and puts it into a series of sitcoms, satirical shorts and spoofs. The episode I've selected is *The Staff Room*, featuring the build-up to the staff Christmas party. It's amazing how universal some of the personality types are that can be found in this staffroom. See if you recognise yourself!

Key Voices podcast

Call me biased as one of the founders of The Key, but their podcast makes for great listening, not only to keep up to speed with the latest news in education, but also for its interviews with some familiar and interesting education folk. Call me biased again, but one episode I can recommend is an interview with *Schools Week's* contributing editor Laura McInerney. Here, she talks about what she has been learning about the secret lives of teachers through her work with Teacher Tapp.

The Edtech podcast

Teachers can be a bit squeamish about edtech. This podcast is a lovely way to get a flavour of the wonders of technology in education in an accessible and fascinating way. Episode 162 looks at China and focuses on competency-based education. Traditional education in China has focused heavily on teaching to the test, and guests in this episode discuss the new movement towards alternative approaches that are designed to recognise students' more creative needs, as well as their knowledge of cutting-edge technologies such as AI, and how to apply them. Could this be headed our way?



Removing parent governors will be seen as power grab to stifle dissent

Peter Chambers

As a parent (and later co-opted) governor in a south London comprehensive some years ago, I often saw the value of other parent governors' contributions. For example, on one occasion the head was extolling the school's latest "excellent" GCSE results: a parent governor had checked them against comparable schools' results via his computer data-gathering and pointed out that they were, at best, average.

Michael Phillips

Parent governors are vital in ensuring a thriving school, and it is right that they ask the difficult questions.

Ark celebrates 15th anniversary with branded M&Ms and guest speaker from New York

James Bennett

Slow news day? The M&Ms were for a "guess how many sweets" competition and the speaker (who was inspirational!) was from a group of schools we are sharing best practice with and learning a lot from to improve outcomes. It was inspirational and 100 per cent about the young people we serve.

Matt Hood

Pretty shoddy clickbait here and the usual lack of generosity from those with an axe to grind. A group of schools brought its teachers for some professional development and birthday party. What it doesn't say is that they also paid for and ran a free event for a group of multi-academy trust chief executives to hear from said speaker who happens to run one of the most inspiring and successful school groups in the world.

Williamson challenges universities to open maths schools

Rachel Lofthouse, @DrRLofthouse

Whether universities took up this challenge or not, it's simply insulting to suggest that many are not serious about helping disadvantaged young people. Does Gavin Williamson not know of the many projects doing just that in higher education?

REPLY OF THE WEEK

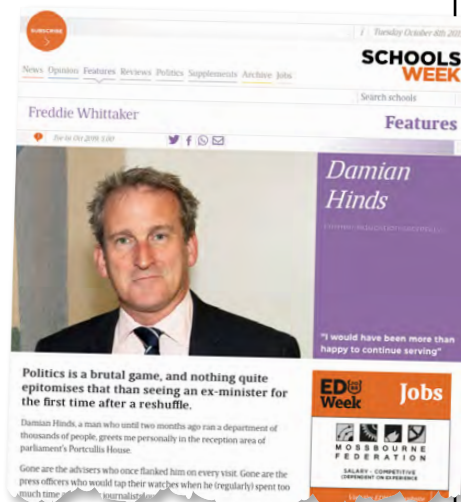
Tracy Donegan

Interview: Damian Hinds reflects on his time as education secretary

I notice there is no mention of any activity to improve the circumstances for pupils with special educational needs within mainstream and special schools.

This is an area where so many education secretaries have failed to deliver and which requires a combined approach from the Departments for Education, and Health and Social Care.

I am not blaming Mr Hinds for this lack of activity, but with every change of government this area is so overlooked. The percentage of pupils identified with SEN is continuing to grow and we ignore this demographic at our peril. We are storing up a massive economic and social problem for the next generation.



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

'Adjust test scores for summer-born pupils', teachers told

Amy Fearnley

In some parts of the country 11-plus scores are age-adjusted as they recognise that it does have an impact; therefore it surely makes sense to consider this at the start of education. EYFS is age-related, why can this not be continued?

Researchers to investigate impact of school exclusions

Kirsty Matthews

Will the research include the rights of the children in the classrooms and corridors of the school from which a child posing a direct risk to them might be excluded from? This is such politically biased research and I can already hypothesise its conclusions quite accurately. This money would be better spent examining causes rather than impact of exclusion.

WEEK IN WESTMINSTER

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

SUNDAY

Congratulations to the *Mail on Sunday*, which managed to bag the "first interview" with Gavin Williamson, the new education secretary, only a few weeks after *Schools Week*, *The TES*, the *London Evening Standard* all published exclusive chats with him . . . What a scoop!

MONDAY

Lord Agnew, the DfE's school cost-cutter-in-chief, was scathing about the waste of taxpayers' cash following the revelation of the £150,000 expenses of Highbury College boss Stella Mbubaegbu, which included first-class flights.

So we were surprised to learn from a written parliamentary question the other day that the Department for Education spent almost £19,000 on first, business and premium class travel last year – for its ministers!

In 2018, the department spent £2,399.70 on first-class rail travel, £15,994.92 on business-class air travel and £576 on premium-economy Eurostar travel.

A big chunk of the air travel in 2018 was a return flight to Argentina for none other than Agnew and three officials. The minister travelled business class.

Last year's £18,970.62 represents a 9 per cent increase on 2017.

Mary Bousted, the joint general secretary of the National Education Union, told WiW: "If you're going to dish out criticism of other education professionals for their decisions, you

have to abide by your own rules."

Earlier this year, the DfE defended spending more than £500,000 on staff train tickets, including first-class travel. It claimed the premium class was at times required so that said staff could avoid unwarranted attention from journalists and the public.

The Department for Education told us that "where possible, flight and train tickets are booked well in advance to find the cheapest option . . . We continue to prioritise value for money when it comes to booking travel for the department's ministers."

That's OK then!

TUESDAY

On a first-class flight to Argentina.

WEDNESDAY

You might think it's prudent for a shadow education secretary to meet with leaders of education groups to – you know – get some feedback on their policies.

Alas, no.

Angela Rayner was accused of "cosying up to defenders of elite privilege" when a selfie of her meeting Chris Wheeler, the vice-chair of the Headmasters and Headmistresses Conference, was posted on Twitter.

Accuser-in-chief, Corbyn-supporter Holly Rigby who runs the #AbolishEton campaign, said it was "not a good look" for Rayner, before asking her to "pick a side".

Meanwhile, David James, the former government adviser and private schools superfan, warned the sector not to trust Labour (over its plans to close all private

schools and seize their assets).

"They [hate us], and our jobs are on the line," he tweeted, neutrally.

Poor Ange can't put a foot right!

Meanwhile, Gav Williamson was visiting UTC Plymouth, tweeting how it was "so important we recognise how important technical and vocational skills are . . . and demonstrate how they can lead you on to wherever you want to go #ParityofEsteem".

The government believes it is SO important, in fact, it forgot to appoint a dedicated skills minister. Parity of esteem indeed.

THURSDAY

After the apocalypse, there will just be cockroaches and schools minister Nick Gibb talking about phonics.

"Inspiring visit to Myland Primary School and English Hub in Colchester on Tuesday," the schools minister tweeted.

"The Hub is helping to spread the school's excellent practice in the teaching of systematic synthetic phonics and in developing pupils' habit & love of reading."

Still, nothing quite like seeing the glee on Gibb's face at the prospect of a child correctly pronouncing "loaf".





SCHOOL EFFECTIVENESS OFFICER

(full or part time) DIOCESE OF CHICHESTER EDUCATION TEAM

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This is a unique opportunity to build trusting and effective relationships with school leaders that will equip them to have the greatest impact on their communities possible.

It is a job where experienced school leaders can make a real difference.

We are happy to encourage applications for this role on a part-time or full-time basis, there can be some flexibility about location.

The right candidate will:

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- Be SIAMS Inspector trained (or willing to undertake training)
- Demonstrate a commitment to the excellence and distinctiveness of our church schools
- Have excellent interpersonal skills
- As a practicing Christian, have a commitment to the ethos of our Christian organization and church schools
- Have a heart to serve our school communities
- Work to the highest professional standards

Salary range: £35,350 - £48,500 per annum based on experience, 25 days holiday plus public holidays (pro rata for part time staff), and Church Workers Pension or continued contributions to existing Teachers Pension (if appropriate).

A full job description and application form can be found at:

<https://schools.chichester.anglican.org/jobs/>

Please forward your completed application form and a current CV to:

lesley.hurst@chichester.anglican.org

Closing date for applications: Friday 1st November.

Interview date: Wednesday 13th November.

Please feel free to enquire further about the role by contacting

Trevor Cristin (Director of Education) on **01273 425687** or

trevor.cristin@chichester.anglican.org

The Diocese of Chichester is committed to the safeguarding of children. This appointment is subject to satisfactory references and a satisfactory enhanced DBS check.



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Are you an inspirational leader who can motivate our team and guide them to maintain our high standards? For the right person with good communications skills, this can be a truly rewarding job as you see the differences you make in the lives of the children we care for. You'll also be able to take part in deciding how we can affect the community with the funding we provide and the projects we lead.

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Education Associate

Are you an outstanding teacher, who wants to transform how schools and colleges build the essential skills of their students?

The Skills Builder Partnership is an award-winning social enterprise. Our mission is to ensure that one day, everyone builds the skills, experiences and aspirations to succeed – beyond just a set of qualifications.

If you want to be part of an inspiring team, and benefit from opportunities for rapid growth, development and challenge, we want to hear from you.

Salary: £28,000 - £34,000

Start Date: 6th January 2019

Locations: London, Midlands, Yorkshire & the Humber

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

Director of Primary Education

Salary: Competitive (dependent on experience)
Start date: January 2020
Work pattern: Full Time
Contract: Permanent
Closing date: 22 October 2019
Interview dates: TBC

The Mossbourne Federation is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Since 2004 the Federation has nurtured Sir Clive's dream by providing an outstanding education based on the core values of 'Excellence', 'No Excuses' and 'Unity'. Through upholding these core values, Mossbourne will be the first academy federation whose schools are without exception, exceptional.

The Federation currently includes four schools; two secondary and two primary schools.

The four main challenges for this newly created role will be to:

- Actively lead and manage on the expansion of the primary school cluster,
- Produce, share and implement a strategic vision for the primary schools
- Lead, manage and support MPA to produce and maintain outstanding academic outcomes and to
- Support MRA to continue to produce outstanding academic outcomes as the school increases in pupil numbers.

The Director of Primary Education will have oversight of strategic Leadership and Management, defining and delivering the vision and objectives of the Federation. They will provide first class leadership and embed the ethos of aspiration, success and high standards across each school. They will ensure that each school has a robust school improvement plan and support is in place and evaluated. They will create and support a collaborative, aspirational and innovative culture of learning across the Federation, creating a climate for learning and a system of monitoring and intervention that enables all students to thrive.

What we are looking for:

- A candidate with superb communication, organisation and leadership skills to join the senior leadership team
- Experience of having led and managed a high-performing team
- A sound commercial acumen and commitment to evidence-led performance management and intervention
- Manage budgets in accordance with delegations from the governing body, ensuring effective financial control at all levels
- Ability to motivate, develop and hold your team to deliver results
- Ability to build and maintain close and effective partnerships with other schools engaging in similar challenges, an engaged Governing Body, a committed and ambitious group of parents and a wide group of stakeholders
- Excellent teacher who is able to work with students of all abilities and enable them to achieve exceptional results
- An unbreakable commitment to the highest levels of education for all students
- Raise aspirations, expectations and achievement of all students regardless of ability
- Commitment to the safeguarding of students
- Enthusiastic, flexible and friendly approach
- Professional manner at all times
- A degree in an appropriate discipline and Qualified Teacher Status (QTS)

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

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