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SCHOOLSWEEK.CO.UK

FRIDAY, JUNE 23, 2017 | EDITION 108



‘ONE COMMITS TO FAIRLY FUNDING SCHOOLS’

But how much will they get?

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“The Building Regulations do not require the installation of fire sprinkler suppression systems in school buildings for life safety and therefore [guidelines] no longer include an expectation that most new school buildings will be fitted with them.”

INVESTIGATION: School fire safety after Grenfell

BILLY CAMDEN | @BILLYCAMDEN

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The mild-mannered head who said ‘no’ to SATs reveals why...

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NEWS

Private religious schools flouting equalities law

JESS STAUFENBERG
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Exclusive

Religious private schools that have repeatedly failed their legal equality duties have nevertheless been allowed to remain open – often with leaders still in key positions, *Schools Week* can reveal.

The latest batch of inspection reports from Ofsted list two such schools ignored rules set out in the 2010 Equality Act and failed to mention either sexual orientation or gender reassignment to their pupils.

One of these, Vishnitz Girls School, an Orthodox Jewish school in Hackney, north London, was warned both in October and November last year that it had failed to “pay enough regard to developing respect and tolerance” for those protected under the Act, especially LGBT people. A follow-up report from Ofsted in May found that nothing had changed.

The inspection in October established that school leaders were aware they were not meeting legal standards.

“The proprietor and leaders agree that the school’s policy on the protected characteristics means that the school cannot meet these standards,” concluded the report.

Another school, Bnos Zion of Bobov, also a Jewish school in Hackney, was similarly failed, for making “no reference to protected characteristics for sexual orientation and gender reassignment”.

Secularist campaigners have now claimed that the Department for Education, which is responsible for monitoring independent schools that do not belong to a formal association, is not being clear enough that schools will be closed if they do not abide by equalities law.

“If schools are not willing to meet the required standards and are found to be failing time and time again, proper sanctions must be implemented,” said Jay Harman, an educations campaign manager at Humanists UK.

The finding follows investigations by *Schools Week* revealing the rising numbers of independent schools which have been issued improvement notices by the government in the wake of substantial regulatory failings.

At least 131 notices were issued last year – up on 120 from 2015 – and the government is now pledging to publish the documents online.

According to guidance on regulating independent schools, “schools that do not meet the standards must improve so they do meet them, or close”.

If a school found to be failing any of the independent school standards does not improve, the DfE has the power to take it off the register, making it a criminal offence to remain open.

Nineteen non-associated private schools – which means they do not belong to an association such as the Independent

Schools Council – have now had their Ofsted reports released since the purdah was lifted after the end of the election.

Of the nine religious schools in that number, six either failed to meet the independent school standards or were given a ‘requires improvement’ or ‘inadequate’ rating from the inspectorate, *Schools Week* analysis shows.

Another religious school, All Saints School in Norfolk, failed because it was not fully meeting the needs of special educational needs pupils. It had failed before, in November last year, over health and safety checks.

Five religious private schools also had a previous Ofsted rating, after independent schools regulated by the DfE were included in Ofsted’s common inspection framework in 2015. But three of those five have seen their grade fall. In each case, their rating dropped due to a lack of progress for pupils.

The Marathon Science School in London and Buckhole Towers School in Dorset fell to grade three, while the New Life Christian Academy in Hull dropped to ‘inadequate’.

Two non-associated religious schools did manage to improve their grade: Al Huda Girls School in Birmingham and Cruckton Hall School both received a grade two.

Ofsted currently inspects the performance of 323 non-associated religious private schools, out of a total of 1,076 non-associated private schools.

Short summer holidays WORSEN absences

BILLY CAMDEN
@BILLYCAMDEN

An academy trust has abandoned the experimental holiday calendar it introduced to alleviate cost pressures and reduce term-time absences, after it actually caused a rise in pupils taking days off.

Tall Oaks Academy Trust in Gainsborough introduced a pilot plan to cut the traditional six-week summer holiday break short by one week, in favour of adding an extra week’s holiday elsewhere to the school year.

But it found that pupils took more days off because many parents had children at different schools, and the trust has been forced to bin its idea.

Sue Wilson, the executive head of the chain, which runs three schools, said she had hoped families would be able book cheaper holidays outside the peak summer period, but the lack of coordination with other local schools caused problems.

“Parents found it really difficult if they had children in other schools to get the family together all at the same time,” Wilson told the BBC. “Parents still took their children out of school when their other children were on holiday.”

Barnsley council also contemplated the idea of reducing the six-week break, but

heads revolted against the idea because of similar problems and blocked the change.

Geoff Barton, general secretary of the Association of School and College Leaders, said that holidays are a “complex exercise” which “must be coordinated with other schools to prevent disruption to parents and teachers who have children at different schools”.

Other issues that Tall Oaks came across during the pilot included problems securing supplies of free milk and fruit when other schools were closed. It also meant new pupils joining from other schools had a much-reduced summer holiday.

Barnsley was set to become the first local authority to introduce the new policy after it approved plans for the changes last year. Tim Cheetham, a spokesperson for the council, told *Schools Week*: “The consultation showed that while a narrow majority of parents were in favour of change, there was less support within schools.”

One council ploughing ahead with the idea, however, is Brighton and Hove.

From this academic year onwards, the summer break will be shortened to five weeks while the traditional one-week break in October will be extended to a fortnight.

The council claimed the new term

dates had been set with consideration of dates for schools in the neighbouring authorities of East and West Sussex.

Tom Bewick of Brighton and Hove city council said: “Modern families come in all shapes and sizes and the reduction in the discretion available to headteachers is damaging. The introduction of a new week’s holiday in term time is a positive step and I hope addresses the behaviour of travel companies who whack up prices.”

This trend of shortening the summer holidays comes as the number of pupils taking unauthorised family holidays increases.

Government figures published last month show pupil absences rose from 270,220 in autumn 2015, to 328,555 in autumn last year – a rise of 22 per cent.

The rise followed a court case with parent Jon Platt, from the Isle of Wight, who challenged the government’s rules barring term-time absences in state schools.

He won a High Court case over his right to take his daughter to Disney World during term without having to pay a fine of £120, but the decision was overturned by Supreme Court judges after a government appeal.

At present schools can permit a term-time absence in “exceptional circumstances”.

Key Tory education plans vanish from Queen’s Speech

JOHN DICKENS
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The government has pledged to deliver “fairer funding” for schools, but dropped many of its key election promises on education, including plans for new grammar schools and scrapping free school lunches.

The Queen’s Speech, which is written by the government and delivered by the Queen on Wednesday, contained pledges to “ensure that every child has the opportunity to attend a good school and that all schools are fairly funded”.

Despite a promise to invest £500 million for a “major reform” of technical education, many key schools-related pledges were notably absent from the speech (see article below left).

While the fairer funding commitment has been welcomed, union leaders have called for further clarity as no firm financial figures were supplied.

In further details sent separately to the speech, the government stated current funding arrangements are unfair, and promised to “deliver on our manifesto commitment to make funding fairer”.

The Conservative party’s manifesto committed to introducing the new national funding formula, but with a funding floor that would mean “no school has its budget cut as a result”.

The government has yet to publish its response to a consultation on the new formula, which aims to smooth historic



regional funding inequalities and is expected to be introduced from September next year. Schools will receive their first payments under the new regime from April 2018.

Union officials said schools would need

to know the details of the formula – to plan their budgets for next September – by the end of this academic year. The Department for Education would only say the consultation results will be released “in due course”.

The Queen’s Speech also committed the government to “increasing the school budget further”, beyond protecting it in real terms – raises which it said had happened since 2010.

The Conservative manifesto promised that an additional £1 billion per year would be pumped into the overall school funding pot.

The majority of the extra cash (£650 million) was to be recouped from scrapping universal infant free school meals. But with the prime minister ditching her party’s controversial lunch proposals in the speech, it’s not clear how this level of funding can now be delivered.

The government also hinted at further signs of austerity for schools. The Queen’s Speech document stressed that the way schools “use their money” is important “in delivering the best outcomes for pupils”, and that the government would be providing “tools, information and guidance” to support improved financial health and efficiency in schools.

Another key omission in the speech was the proposed end to the ban on grammar schools (more article below right).

But the government did pledge to continue converting failing maintained schools to academies “so that they can benefit from the support of a strong sponsor”.

“We are focused on building capacity across the system to enable this, including through growing new multi academy trusts,” it said.

The document also pointed to an already-announced £140 million strategic school improvement fund.

School leaders welcome breathing space

School leaders have welcomed the total absence of any major new education policies in the Queen’s Speech – and now believe that schools will likely face a much-needed two-year respite from any major new reforms.

As expected, Theresa May dropped most of the Tories’ key education policies from the speech on Wednesday, following her failure to secure a majority at this month’s general election, and without a deal agreed with the DUP to form a government.

Geoff Barton, the general secretary of the Association of School and College Leaders, told *Schools Week* the omission of new policies was “good news”, and “signals a breathing space for a sector which has gone through far too many reforms in recent years”.

Russell Hobby, the general secretary of school leaders’ union NAHT, said the general election result showed how the public failed to endorse the Conservatives’ more controversial ideas.

“There is now an opportunity to focus on getting the basics right: enough highly qualified teachers, sufficient funding and an accountability system that is fair to schools and pupils alike,” he said.

There was particular relief among the education community that plans to end a ban on grammar schools were nowhere

to be seen. Loic Menzies, director at the think-tank LKMco, said: “All the evidence shows that opening new grammar schools would be a step in the wrong direction.

“The education and research communities have come together and made the case for comprehensive education loudly and clearly.”

It’s unclear how many of the Conservative party’s other manifesto proposals will now progress. Most do not require legislation, and could still be pursued.

Pledges include scrapping the 50 per cent cap on faith-based admissions for oversubscribed free schools, as well as encouraging private schools and universities to sponsor state schools.

These ideas were outlined in the ‘Schools that Work for Everyone’ consultation document released in September last year – for which the government has yet to release the response.

Mark Lechain, director of the education reform group Parents and Teachers for Excellence, insisted that the government still had “plenty to be getting on with”.

“Some of the most important things for the education sector, such as the curriculum ideas that were discussed in the Conservative manifesto, don’t actually

need to be primary legislation, so many of the great educational issues of the day can move forward regardless.”

The curriculum proposals he highlighted include every 11-year-old to know their times-tables off by heart, improving schools’ accountability at key stage 3, and expecting 75 per cent of pupils to have entered the EBacc by the end of the next parliament.

But others have bemoaned the lack of new policies. Louis Coiffait, head of education at the Reform think-tank, said that while schools may think politicians “finally leaving them alone to do what they do best” is a good thing, many school leaders aren’t happy with the current system. He pointed out, for instance, that standalone academies are currently “particularly vulnerable” to funding pressures.

“If a school-led system is going to actually take the lead, then it needs to start working together much more,” he said.

However one policy that did still feature heavily in the Queen’s Speech was the “major reform” of technical education.

The government has pledged £500 million to fund the changes announced in the post-16 skills plan, including establishing 15 new technical education routes, known as “T-levels”.

... BUT COULD GOVERNMENT STILL INTRODUCE GRAMMARS BY THE BACK DOOR?

A vague pledge that the government would “look at all options” to ensure every child attends a school rated ‘good’ or ‘outstanding’ by Ofsted has raised fears that grammar schools may yet be introduced by the back door.

In a document sent to press alongside the Queen’s Speech, the government said it wanted to make sure all children got a “world-class education” and to make Britain the “world’s great meritocracy” – a term previously attached to the introduction of grammars.

The document pledged that the government would look at “all options” and “work with parliament to bring forward proposals that can command a majority”.

Geoff Barton, the general secretary of the Association of School and College Leaders, said he was concerned that this is “an attempt to revive plans” to expand selective schools.

It could mean the government will look to introduce a watered-down policy, perhaps the “modest pilot” of grammar schools previously suggested by the influential Conservative MP Graham Brady. The pilot, Brady said, could be run in urban areas that aren’t “offering great opportunities to people from lower-income backgrounds”.

However a Department for Education source has emphatically denied the concerns, insisting that grammar schools would not go ahead in any form.

Ending the ban on opening new selective schools was a key policy in the prime minister’s election campaign, with her former chief-of-staff Nick Timothy said to be the driving force behind the plans.

Timothy resigned earlier this month after the Conservative party failed to win a majority in the general election.

NEWS

HUGE DROP IN SCHOOL SPRINKLER INSTALLATIONS SINCE 2010

BILLY CAMDEN
@BILLYCAMDEN

Investigates

The proportion of new schools being built with fire sprinklers has halved to just 35 per cent since 2010, prompting fresh concerns over pupil safety following the Grenfell Tower blaze.

Matters could be about to get worse, as the government plans to water down the wording of its school fire-safety guidance by suggesting sprinkler systems are no longer expected – a decision lambasted by fire officers and education unions.

The Department for Education denies that this rewording changes the policy, claiming it only clarifies it.

More than 70 people died last week in a vast conflagration at Grenfell Tower, a 24-storey housing block in west London.

After the blaze, Angela Rayner, Labour's shadow education secretary, tweeted that she warned the government last year of the dangers of removing an "expectation" to fit sprinklers in all new schools, and that they "should be fitted in housing too".

So what is the DfE proposing on sprinklers?

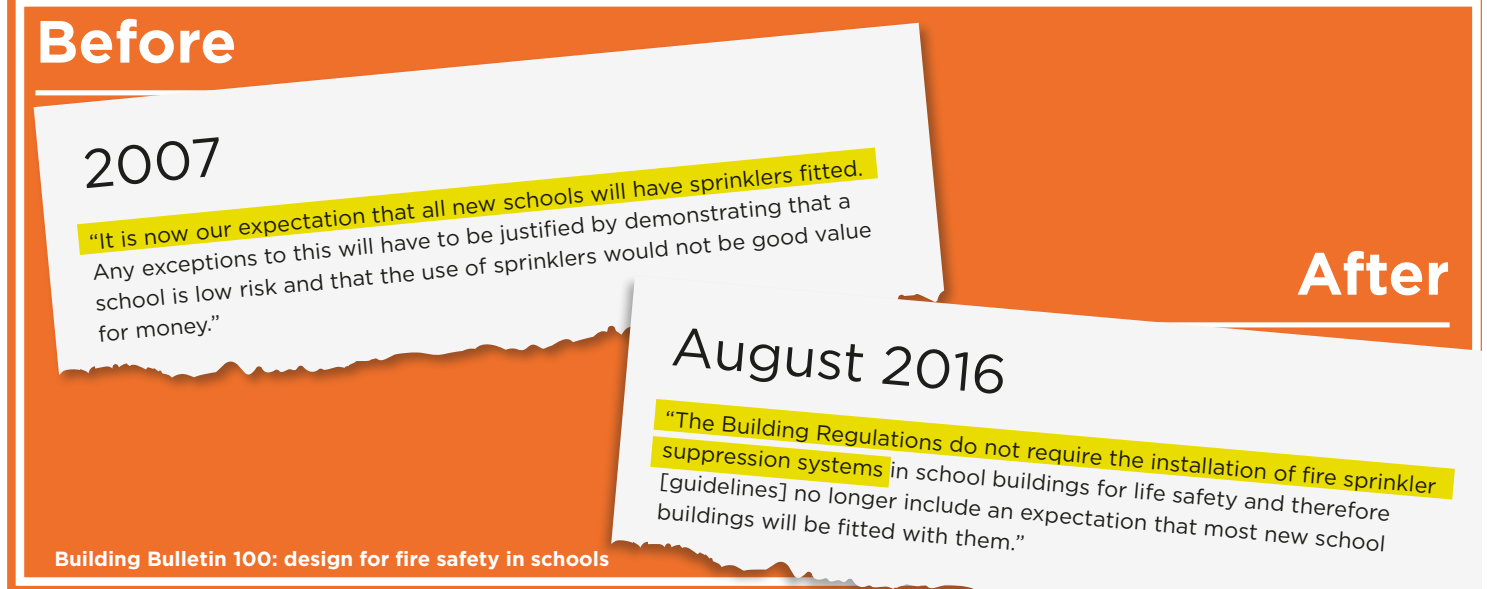
The DfE released a draft of new fire safety guidance for schools last August.

In the same month it launched a consultation on the updated policy, the results of which are still unpublished 10 months later. The document has now been removed from all government websites.

In relation to sprinklers, new wording in the guidance states: "Building regulations do not require the installation of fire sprinkler suppression systems in school buildings for life safety."

"Therefore," it adds, "[guidelines] no longer include an expectation that most new school buildings will be fitted with them."

The government has claimed that despite this new wording, the rules on sprinklers in new schools continue as they



were from 2007, when Labour's policy was created.

In 2007 the Labour party introduced 'Building Bulletin 100: Design for Fire Safety in School', a policy which favoured the use of sprinklers.

In the policy's guidance, the then-schools minister Jim Knight said: "It is now our expectation that all new schools will have sprinklers fitted. Any exceptions to this will have to be justified by demonstrating that a school is low risk and that the use of sprinklers would not be good value for money."

Between April 2007 and May 2010, around 70 per cent of new schools had sprinkler systems fitted.

But from 2010 to 2015, when the coalition government was in power, this figure plummeted to 35 per cent, according to David Amess, chair of the all-party parliamentary group for fire safety.

Based on these figures, at least 268 new free schools, built since 2011, do not have fire-preventing water systems in place.

Sprinkler policy 'characterised by chaos'

Schools Week understands that the government changed the wording in an attempt to make it clearer that schools were only expected to fit sprinklers when a risk assessment indicated they were necessary, but the change has been heavily criticised by fire officers and education unions.

Kevin Courtney, the NUT's general secretary, said the government's policy on sprinklers in schools is "characterised by chaos and confusion".

"Whatever claims the government may make about not changing the policy, it is the wording in the building bulletin that matters and that wording undoubtedly constitutes a weakening of the expectation around sprinkler fitting in new schools," he told *Schools Week*.

"The NUT and the Fire Brigades Union wrote to Justine Greening outlining our concerns in August 2016. In light of the tragic events at Grenfell Tower, to press ahead with this now would be utterly unacceptable and reckless."

After the wording change, Julian Parsons of the Chief Fire Officers Association, told Brighton newspaper *The Argus*: "This is a retrograde step that doesn't make any sense. Sprinklers don't just save lives, they prevent fires from spreading and causing significant damage and disruption to our

children's education."

According to research by the CFA there were 4,208 fires in schools between 2003-04 and 2013-14, resulting in 129 casualties.

Two major school fires occurred in quick succession in 2016. Up to 100 firefighters tackled a blaze at Selsey Academy in Sussex on August 21, but they could not stop part of the school from being destroyed.

Karen Roberts, chief executive of TKAT, the trust which runs the school, said that as it was "not a requirement" for schools to have sprinklers, they were accordingly "not installed" at the academy.

Just a few days later, on August 24, 12 fire engines attended a fire at Cecil Jones Academy in Southend-on-Sea, which also lacked sprinklers.

The DfE said the need for sprinklers is determined on a case-by-case basis using a risk assessment, and that all but those in the low-risk category will require sprinklers.

A spokesperson said: "All schools, like other public buildings, must adhere to stringent fire safety legislation. Specific guidance for new school buildings says where it is concluded that sprinklers must be fitted to protect property or keep children safe, they must be installed."

Teaching and fire unions ask for reassurance

Union leaders have joined fire officers to demand "urgent reassurances" from Justine Greening about fire safety in schools after the Grenfell blaze, including on planned changes to cladding and fire-resistant floors.

The Fire brigades Union, National Union of Teachers and the Association of Teachers and Lecturers have all written to the education secretary urging her to ditch the proposals watering down fire safety rules.

The unions have also demanded clarity over the use of "combustible materials" for cladding on school buildings, after reports that schools could be fitted with the same cladding blamed for the blaze.

However it is not just changes to sprinkler systems that are of concern,

but also planned changes to fire compartmentalisation requirements.

Dividing buildings into smaller sections is a way of reducing fire risks, and compartment walls and floors made from flame-resistant materials can help stop fire from spreading.

The education department has proposed increasing the permitted size of compartmentalised areas in all schools by 150 per cent, and removing the requirement for each floor to be compartmentalised in schools which don't have sprinklers.

The revised guidance also removed sections from the original 2007 bulletin discouraging the use of combustible materials for building cladding.

In the joint letter, the unions wrote: "It is important to view these moves in the context of the repeated undermining and belittling of health and safety by government since 2010.

"Indeed you may recall that in 2012 David Cameron's proud boast was that his New Year's resolution was to 'kill off the health and safety culture for good'.

"Can you confirm whether the current government shares this view?"

The consultation on fire safety has now been closed for 10 months, but the government has failed to release a response.

"This issue has been dragging on for nearly a year," the unions' letter reads.

"The government has had plenty of time to consider its position and clarity is

now urgently needed about government intentions for school fire safety."

Kevin Courtney, the NUT's general secretary, said the government has behaved "shamefully over this issue", while Matt Wrack, the FBU's general secretary said the debate with government was "staggering".

"It highlights the endless problems we have faced when raising fire safety issues over several years," he added.

A DfE spokesperson said there will be no change to "fire-safety laws" for schools. "It has always been the case, and will remain the case, that where the risk assessment required for any new building recommends sprinklers are installed to keep children safe, they must be fitted."

NEWS

London schools united by Grenfell trauma

JOHN DICKENS
@JOHNDICKENSSW

The “guts and bravery” of school leaders have been hailed in the aftermath of the Grenfell blaze, as neighbouring schools opened their classrooms up for pupils left homeless and without a school after the fire.

More than 70 people are presumed dead after a huge fire at the a 24-storey housing block in west London on Wednesday last week.

As firefighters continued to fight the blaze on Thursday morning, the schools community kicked into action for the hundreds of pupils left without a school, after the Kensington Aldridge Academy (KAA) – just yards from the fire – couldn’t open.

That morning, Ark Burlington Danes – just a mile away – made a makeshift exam hall in its atrium for year 12 KAA who had to sit an AS maths exam at 8.30am.

Even though so many were left homeless by the blaze, of the 60 students due to sit the exam, 55 turned up.

Michael Ribton, the principal at Burlington Danes, told *Schools Week*: “Some of these students don’t have any belongings left. The attendance has been fantastic – it’s incredible.”

The school is now accommodating KAA’s

years 7, 8, and 9 classes – using an empty top floor in its recently opened primary for the year 7s.

Meanwhile, the year 12s, along with 20 KAA staff, will be based at Latymer Upper School, around a 15 minutes’ drive away, in Hammersmith.

Ribton added: “This is a trauma you’re never really prepared for in schools. While you promote a sense of safety, this is promoting beyond that a centre of calming that is really important for students. We want it to be as normal an experience as possible.”

Pupils will be based at the schools until the end of term, with KAA unlikely to open again until September.

Staff and students at the schools were also amongst the scores of helpers at the scene coordinating the distribution of clothes and food, and have since been fundraising to help those affected in their community.

The schools are also offering drop-in counselling sessions for both pupils and parents.

KAA’s principal David Benson told parents: “KAA has a strong ethos and culture which will carry us through this period and out the other side.

“In fact, I can already see how, however sad and distressing this tragedy is, our school will emerge stronger than ever before.”

He has been visited both by education



secretary Justine Greening and national schools commissioner Sir David Carter, who tweeted that the “guts and bravery” he saw from staff at KAA will “remain with me for a very long time”.

“I saw fantastic courageous leadership in action,” Carter subsequently told *Schools Week*. “From planning assemblies, ensuring children could be educated at local schools, and reassuring the children affected who had taken exams the morning after the fire, I saw leaders responding to a challenge that very few of us have had to face ever.

“It was a reminder to me what a crucial

role schools play when their communities are in crisis.”

Meanwhile, scores of schools across London were expected to donate money and wear ‘green for Grenfell’ today. Funds will be donated to the Kensington and Chelsea Foundation’s Grenfell Tower Appeal, which has so far raised over £1.6 million.

Other schools held a one-minute silence on Monday.

“It’s about promoting hope and ensuring there is a brighter future for tomorrow, and ensuring that students understand that,” said Ribton.

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NEWS



SIX THINGS WE LEARNED FROM THIS YEAR'S GCSE ENTRIES

OFQUAL PUBLISHED FIGURES LAST WEEK REVEALING THE NUMBER OF ENTRIES INTO GCSE AND A-LEVEL EXAMS THIS YEAR. THE FIGURES SHOW THAT THE NUMBER OF ENTRIES TO GCSES HAS RISEN BY THREE PER CENT OVERALL FROM 2016 - SUGGESTING THAT EITHER MORE YOUNG PEOPLE ARE TAKING EXAMS, OR THEY ARE EACH TAKING MORE EXAMS THIS SUMMER. *SCHOOLS WEEK* HAS ROUNDED UP THE KEY FINDINGS:

1

TAKE-UP OF CREATIVE SUBJECTS IS BEING SQUEEZED ...

The report shows that entries in every single non-EBacc subject declined in 2017, most notably in humanities, leisure and tourism – which Ofqual says are all being discontinued under reforms – and statistics.

There has been lots of concern that the EBacc is discouraging pupils from taking creative subjects, something that schools minister Nick Gibb has previously vehemently denied.

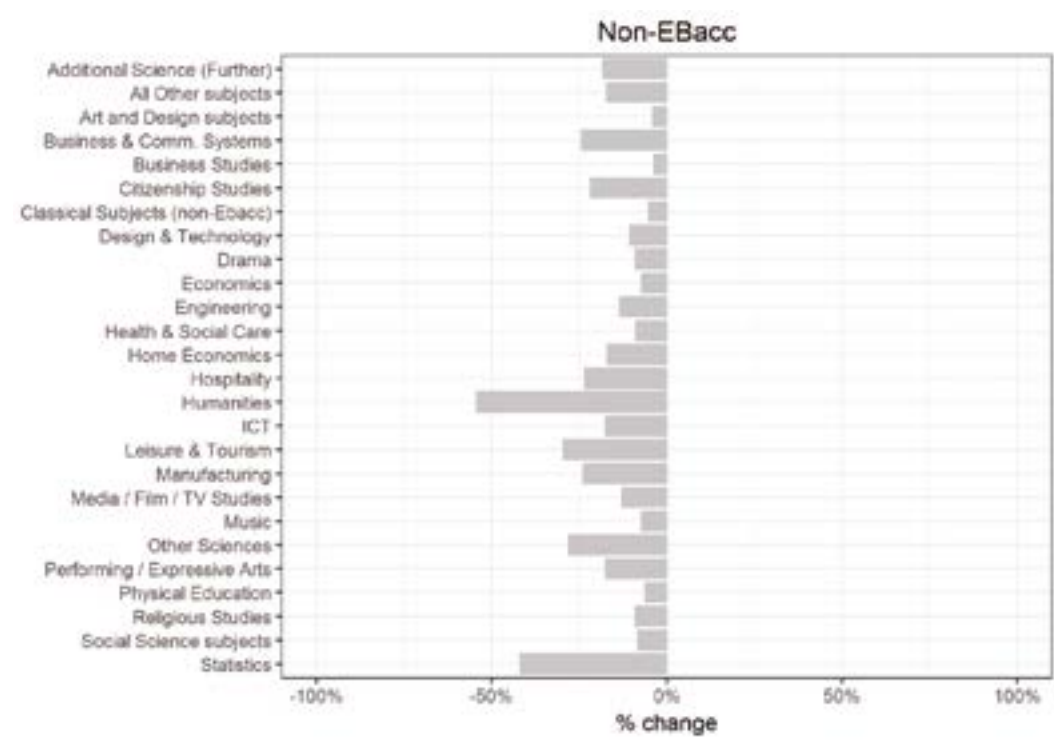
But the Ofqual release does show a considerable drop in those subjects.

Entry to drama dropped by 10 per cent, performing arts is down by 21 per cent, and music by eight per cent.

Entries to art and design, another subject constantly thought of as squeezed, also dropped by five per cent.

And don't forget these drops come as the overall number of entries to GCSEs this year rose by three per cent.

Ofqual claims in its report that the figures show schools are "focusing more on the delivery of EBacc subjects".



2

... BUT COULD PROGRESS 8 ACTUALLY BE DRIVING THE CHANGES?

Interestingly, entries for history and languages (EBacc subjects) have fallen, as has science.

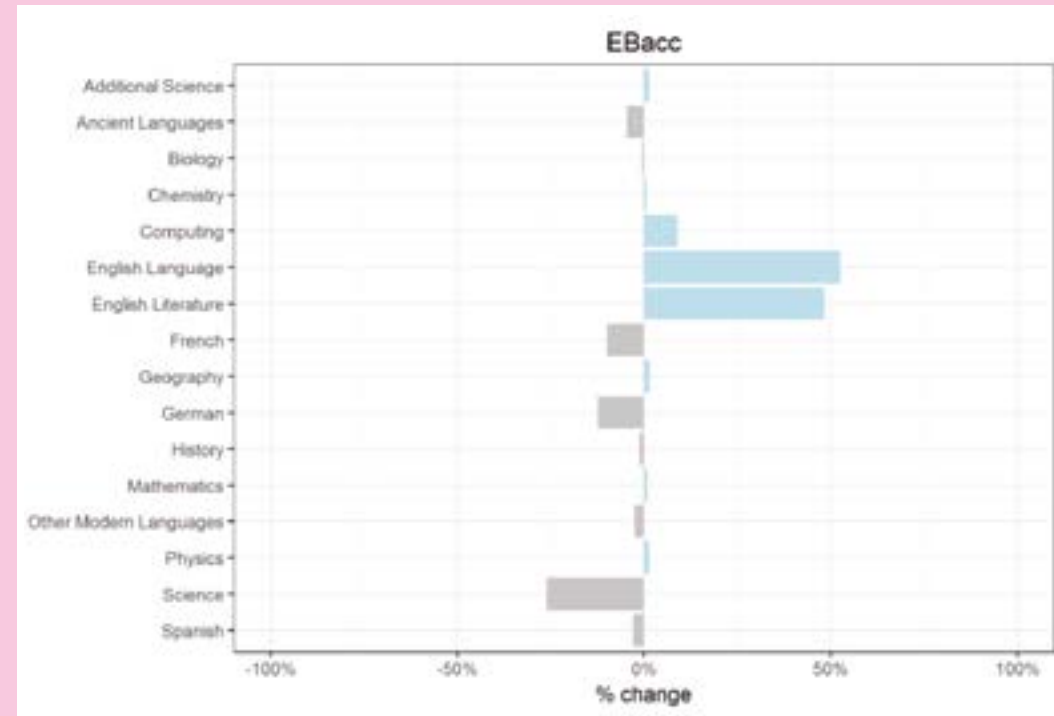
History was only down marginally, by one per cent. But entries to German dropped by 12 per cent, while French is down by 10 per cent and Spanish by three per cent.

This suggests the changes are being driven by forces other than the EBacc – most probably Progress 8, which is now the main headline measure for schools.

Under Progress 8, pupils do not need to take all the EBacc subjects in order to fulfil the requirements. It could be that languages are therefore being dropped again with the EBacc requirements made up by other subjects.

However others have suggested the changes could be driven by squeezed budgets – forcing schools to cut down on their curriculum offer.

Science is more complicated so we've explained that in a point below.



3

ENGLISH ENTRIES SOAR AFTER IGCSES ARE REMOVED FROM THE LEAGUE TABLES

Entries into English language rose by 52 per cent, with entries into English literature up 48 per cent.

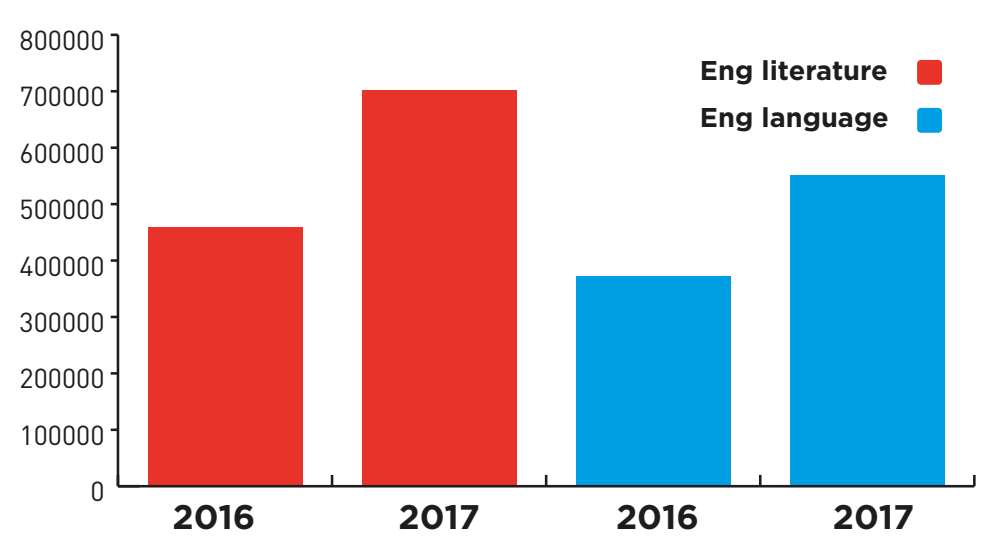
Ofqual says the rise in English GCSEs is down to removing iGCSEs from league tables, a move which "encouraged centres" to move back to GCSEs.

The way in which the new Progress 8 measures are calculated also explains the take-up in English literature, the report says. English is double-weighted if a student has taken both English language

and literature, with the highest grade counting.

The report shows the surge in English GCSEs has also driven a nine per cent rise in the number of EBacc entries this year.

The government announced in 2014 that iGCSEs would be dropped from league tables, with iGCSEs not counting from this year. The move was designed to encourage more schools to take the reformed and "more rigorous" GCSEs.



NEWS



4

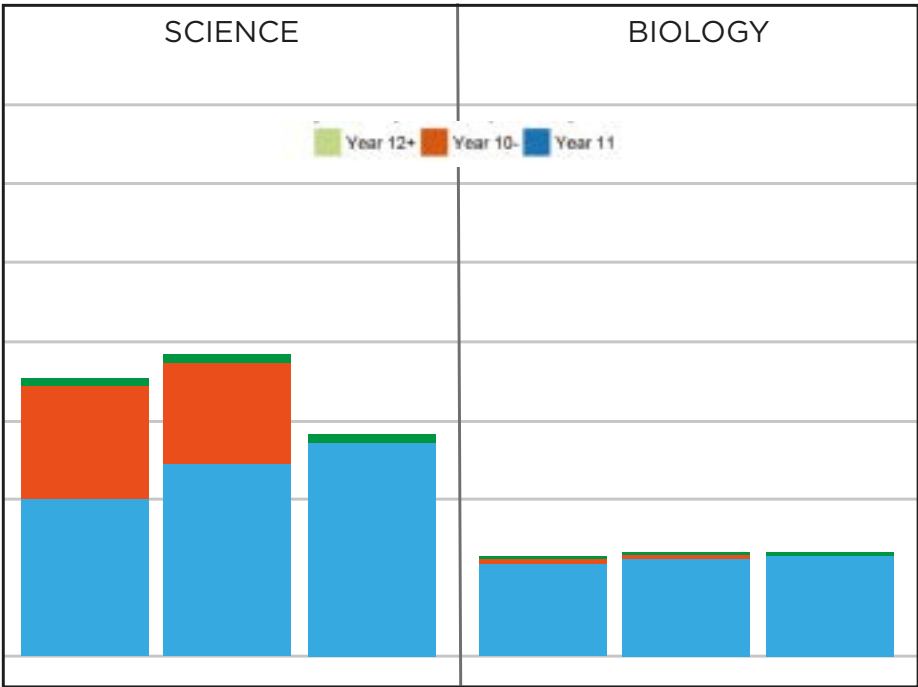
BUT ENTRIES TO SCIENCE DROP OFF AS SCHOOLS AWAIT REFORMS

Entries to science GCSEs have dropped by more than a quarter (26 per cent), the Ofqual figures show.

Interestingly, year 11 entries into science actually increased by 12 per cent. But, the overall entries fell because of a plunge in year 10 students taking the subject (a 99 per cent fall this year compared with 2016).

Ofqual suggests that this could be because students are waiting until 2018 for the reformed qualifications.

Additional science also posted better numbers. Entries rose slightly by one per cent – up from 353,500 in 2016, to 358,750 this year.



5

TAKE-UP OF COMPUTING STARTS TO SLOW

While GCSE computing had the third highest rise in entries, behind English language and literature, it's uplift is way down on previous years.

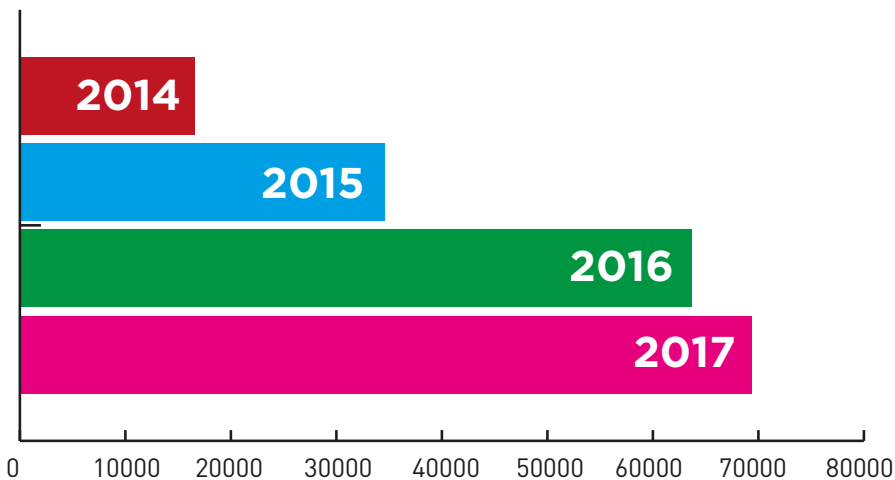
Entries went up by nine per cent this year. But computing had the largest increase of all GCSEs last year, with numbers rising by 84 per cent.

BCS, the chartered institute for IT, which has been heavily involved in developing the computing GCSE, said it was "deeply concerned" about the "stagnation of numbers".

Bill Mitchell, the director of education at BCS, said that as computing is still a new subject – it was introduced only three years ago – numbers should still be "growing rapidly".

The figures, he added, "spell trouble for one of the most important subjects for the nation and signals we need to provide extra support for schools".

BCS research shows as many as 70 per cent of teachers could be lacking a "relevant computer science background" – something he said had become critical.



6

AS-LEVELS ALMOST HALVE AS GOVERNMENT REFORMS KICK IN

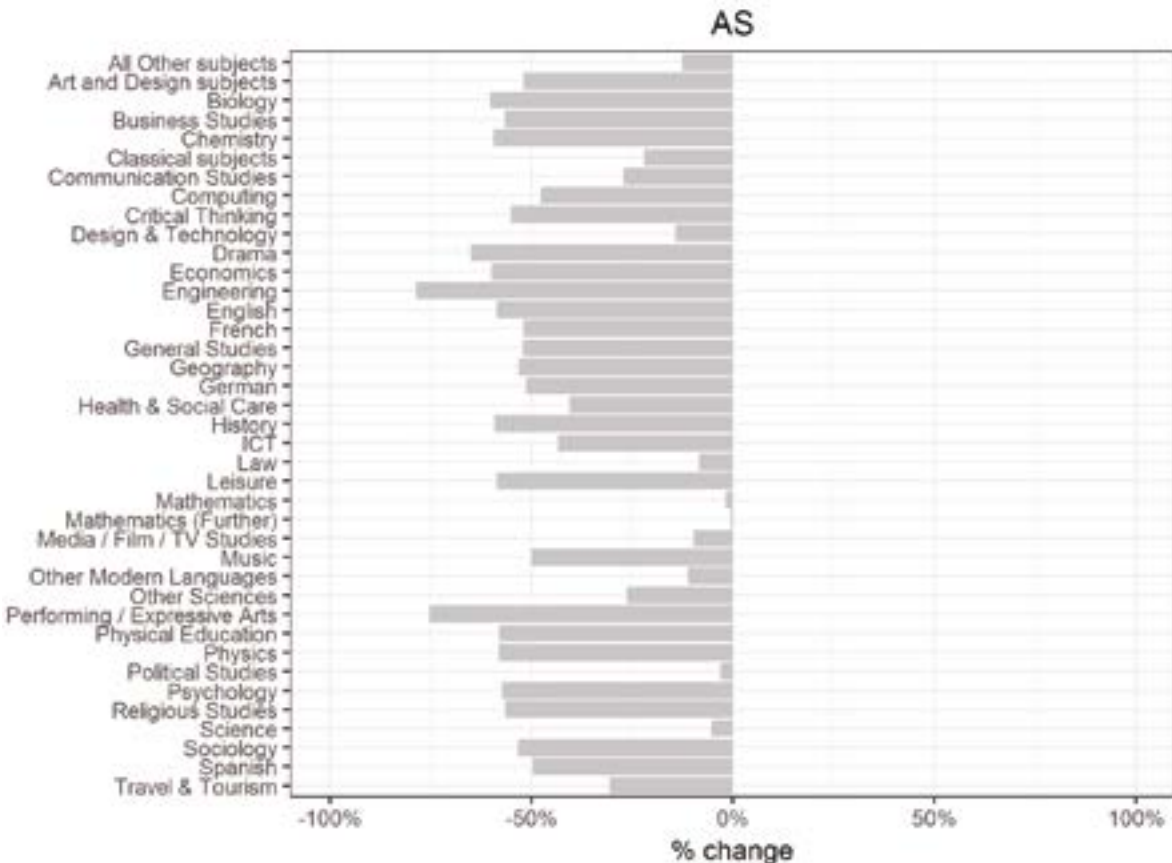
The number of entries to AS-levels dropped by 42 per cent this year from 2016. This follows the government's reforms to A-levels – meaning the new reformed AS subjects no longer count towards a student's final A-level grade.

This fall is much more drastic than the 14 per cent drop last year, which was the first time reformed AS subjects were decoupled (this is probably because there were still some legacy AS-levels around).

As we've previously reported, the AS change has caused huge problems for universities. The University of Cambridge, for example, was "forced" to reintroduce entry tests because it could no longer use AS scores to offer places.

Other than further maths, which remained stable, and maths, with a small decrease, entries for all other subjects had "substantial decreases" – particularly in engineering, performing arts, and drama.

Changes in AS entry for all subjects between 2016 and 2017



NEWS

GOOD GCSES DON'T POINT POOR PUPILS TO UNIVERSITY

JOHN DICKENS
@JOHNDICKENSSW

Poor teenagers who are not planning to go to university but who do well in their GCSEs are far less likely to change their mind than their richer peers, a major new study has found.

The research, published in the Oxford Review of Education today, also found that the poorest 14- to 17-year-olds were twice as likely to give up on their ambitions to attend university compared with the most advantaged students – though it did not control for achievement.

Schools are now being urged to make earlier interventions with disadvantaged pupils to encourage them to attend university.

Author Dr Jake Anders told *Schools Week*: “After age 16 exams is a challenging time to reach young people, as many move between educational institutions or leave full-time education altogether.

“However, if schools are able to help pupils understand the context of their exam results this could help to keep them on track.”

The study, by the UCL Institute of Education, investigated reasons for why a larger proportion of 14-year-olds expected to apply to university then ultimately did so by the age of 21.

Researchers analysed a survey of teenagers conducted between 2004 and 2010, recorded in the Longitudinal Study of Young People in England.

They found that the most deprived fifth of youngsters were more than twice as likely as the most advantaged fifth to switch from being ‘likely to apply’ to being ‘unlikely to apply’ for university as they grew older. The study also found that the most advantaged youngsters were more likely than their disadvantaged peers to change their mind from being ‘unlikely’ to ‘likely’ to apply.

The extent to which the gap is caused by differences in attainment was also looked at by researchers.

Pupils in both low-income and high-income families who received low GCSE results were likely to switch – at about the same rate – from being ‘likely’ to ‘unlikely’ to apply for university. However, the study found that among pupils who had originally thought themselves ‘unlikely’ to apply for university, the richest who achieved the best GCSE results were more than two-and-a-half times more likely to change their mind and apply to university, compared with high-scoring poor pupils.

“Perhaps, while it’s never too late to decide against making an application to university, it can get too late for individuals to start thinking that they will,” concluded the report.

“If they have not been planning to apply to university, young people will not have taken actions necessary to make a strong application.”

Low grades limit sixth-form academy trusts

JESS STAUFENBERG
@STAUFENBERGJ **Investigates**

Sixth-form colleges have received worse Ofsted grades this year, meaning that fewer than were first expected will now be permitted to create academy trusts.

The drop was brought up by Amanda Spielman, the chief inspector of Ofsted, who told delegates at the Sixth Form Colleges Association conference last Wednesday that while sixth-form colleges were the “jewel in the crown of the post-16 sector”, standards must be kept high.

Ten sixth-form colleges out of 23 inspected this year needed a longer two-day inspection, after which seven saw their Ofsted rating tumble from the upper two grades either to ‘requires improvement’ or ‘inadequate’.

“While for now this is about a small number of inspections, no-one can afford to be complacent,” she warned.

Around 20 sixth-form colleges are currently in the process of converting to become academies, with three already converted. “A third or more” of the sector will eventually academise, according to James Kewin, deputy chief executive of the SFCA.

Most want to set up their own multi- or single-academy trust, in which they would become more influential “system leaders” by taking local schools in the area into their trust.

But colleges which receive a grade three or four from Ofsted will be prevented from becoming a lead school in a trust, and will instead have to join existing academy trusts, said Kewin.

“Not many will want to join an academy trust as they will lose the autonomy we have,” he said.

The country’s 90 sixth-form colleges are classed as private sector organisations, and so have the freedom to borrow money commercially and set their own admissions policy.

However, they also pay VAT. Converting to academy status is appealing because the government refunds those costs to academies.

Another “major draw” of conversion was “positioning sixth-form colleges in the mainstream of education rather than on the fringes”, said Kewin.

Dan Moynihan, chief executive of Harris Federation, a multi-academy trust, has previously called for sixth-form colleges to join the academies sector, but said it would “not be unreasonable” to suggest those with lower Ofsted grades should “pause any plans” to create a MAT. “Education can only benefit from good colleges having a greater influence”, he added.

This year, 87 per cent of sixth-form colleges overall were rated ‘good’ or



‘outstanding’, with just 12 per cent receiving ‘requires improvement’ and only one per cent rated ‘inadequate’.

In the 10 full inspections carried out this year, one ‘outstanding’ college fell two grades to ‘requires improvement’, while five ‘goods’ dropped to a grade three, and one tumbled from ‘good’ to ‘inadequate’. This means there are three fewer colleges rated ‘good’ this year than last, and two more are at grades three and four.

Two colleges – Birkenhead Sixth Form College near Liverpool, and St John Rigby College to the north-west of Manchester – moved up from ‘good’ to ‘outstanding’.

Spielman offered “warm congratulations” to the pair, adding that the changes from modular to linear A-levels meant it had been a “stonker of a year” for all sixth-form colleges.

“Of all the forms of post-16 education, your colleges provide a particularly high level of quality.”

‘Britain’s strictest school’ rated ‘outstanding’

JOHN DICKENS
@JOHNDICKENSSW

A free school championed by schools minister Nick Gibb, the founder of which has previously said she would ban Ofsted, has been rated ‘outstanding’ by the education watchdog.

Michaela Community School in Wembley, published an Ofsted report on its website last week showing the school has got top marks across the board following an inspection in May.

Inspectors said the school, which is frequently referred to as “Britain’s strictest” over its “no excuses” discipline policy, had driven rapid progress across all subjects for all pupils.

Students were found to “conduct themselves exceptionally well” and had “high aspirations for their future lives”.

Michaela has been praised by politicians, including in several speeches by Gibb. He visited the school in February, stating: “We knew it would be good, but Michaela has exceeded all of our expectations.”

The school’s founder and headmistress, Katharine Birbalsingh (pictured), has also previously said she wanted to “ban Ofsted”, adding parents should instead hold schools to account.

The free school, which opened in September 2014, divides opinion on its approach to discipline and teaching methods.

Those that have attracted particular



attention include awarding demerits to pupils for sulking or rolling their eyes, group chanting of poems before lunch, making pupils walk down the corridors in silent single file, and carefully curating its library collection to steer students away from what the school considers poor fiction.

Its strict behaviour policy has also caused critics to question how it handles pupils with special educational needs.

The reports states, however, that “leaders and teachers ensure that outcomes for eligible pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, are outstanding”.

While many celebrate the no-excuses policy – including the government’s behaviour tsar Tom Bennett – others disagree with the approach.

But inspectors said pupils’ behaviour at the school was ‘outstanding’, adding that “pupils are polite, well-mannered and very

respectful”.

Ofsted also highlighted how the school is an “extremely calm and safe learning environment”, with attendance rates much higher than national averages.

Disadvantaged pupils make “substantial” progress, with the most able pupils making “exceedingly strong progress”.

Schools leaders were found to have established a “consistently ambitious” culture at the school, with a curriculum that ensures pupils develop knowledge across a “broad and balanced range of subjects”.

Inspectors did find, though, that recent reduced access to off-site sporting facilities had reduced PE provision.

But even the Ofsted report has proved divisive, particularly on Twitter, after Gibb tweeted his congratulations, adding “so proud of what you have all achieved”.

Educationists asked why the schools minister was singling out Michaela, and had not publicly praised all other outstanding-rated schools.

But Naureen Khalid, a governance expert, said: “After the abuse they’ve had to suffer I think congratulating them is justified. Many others would’ve packed bags and left teaching.”

Others also pointed out that every ‘outstanding’-rated school is sent a letter from the Department for Education.

The school said it did not want to comment on the report, which was published on the watchdog’s website on Thursday morning.

NEWS

COMPUTING STALLS, CLICK 'SAVE' FOR ICT

JESS STAUFENBERG

@STAUFENBERGJ

An important group behind the government's computing reforms has urged ministers to reinstate a "reformed" IT GCSE after new figures revealed that entries to the computer science course have "stagnated".

Figures published last week by Ofqual show that entries into the computer science GCSE, introduced in 2014, rose only slightly this year, from 61,220 in 2016, to 67,800.

The British Computing Society, key architects of the new computing curriculum, described the figures as "deeply worrying", and said enrolments should still be growing "very rapidly".

Bill Mitchell, the director of education at the BCS, has now called on the government to ditch its plans to scrap the ICT qualification from the next academic year as planned.

Instead ministers should deliver a reformed "information technology" GCSE, which will be less intimidating to those pupils who do not wish to focus on coding and programming, he said.

But critics have questioned the "gall" of the BCS' plea – as some hold the body responsible for leading the government into promoting computing in the first place.

The £3 million in government funding handed to BCS to train 400 so-called master teachers in computing last year has also



been criticised; only 350 have actually been trained – reaching approximately 18 per cent of schools.

Mike Cameron, a school governor and former teacher, tweeted that the BCS was responsible for "fixing" something it had itself "broken", and blasted its "gall" in raising the alarm over computer science now.

His words were echoed by Bob Harrison, chair of the original advisory group to the Department for Education on computing in 2013, who added that the money given to the BCS had "not done its job".

Mitchell argued that the BCS was "confident" that the number of master teachers would hit 450 by next spring.

He also suggested the group had always argued for an "improved" IT qualification, having submitted a suggested course to the DfE in 2015, but that it had been rejected on the grounds that it "overlapped" with the new computer science GCSE.

Last week's figures also showed that the combined number of year 11 entries into both computer science and the soon-to-be scrapped ICT had fallen, with 126,400

entered across both this year, compared with 131,000 in 2016. This is despite a three-per-cent increase overall in exam entries.

The drop is largely due to fewer pupils opting for the ICT GCSE, with a fall from 69,780 entries last year to 58,000 this year. Computer science has failed to pick up enough pupils to cancel the drop.

Currently, computer science is a non-compulsory fourth "science" in the EBacc, though ICT is not included.

Mitchell said pupils should be required to take either computer science or an improved IT qualification, with a cost of around £80 million over the next five years to implement such a policy, up from the current spend of £1 million per year.

However Rose Luckin, professor of computing education at UCL Institute of Education, told *Schools Week* that having two qualifications risked one being seen as superior.

Instead, she said there should be one broad, compulsory computing qualification which includes artificial intelligence, with more advanced computing study focused on engineering and coding as additional GCSE options.

A DfE spokesperson said it wanted to "raise participation" in STEM subjects to ensure a strong future economy, which was why the new computer science GCSE included coding, data storage, networking and cyber security.

REBRANDED FREE SCHOOL CAN'T SHAKE FINANCIAL TROUBLES

A Derby free school trust labelled "chaotic and dysfunctional" has now rebranded, but is still dealing with the financial fallout from being forced to close its secondary year groups.

The government parachuted new trustees into Al-Madinah, an all-through free school, in 2014, following a damning Ofsted inspection and an investigation that revealed weak financial management.

It was one of the first free schools to require government intervention, and its secondary was ordered to close. Experienced head Sir Barry Day was appointed to lead the turnaround effort.

But Day has since stepped down from the trust that runs the school, the Al-Madinah Education Trust, and it has now been renamed Zaytouna Education Trust.

The trust did not respond to a request for comment. But Jackie Stephenson, the headteacher of the renamed Zaytouna Primary, told the Derby Telegraph that the school had been "actively campaigning to make sure our reputation improves", a move believed to be behind the name change.

The school also moved to a new site in November last year, and Stephenson claimed pupil numbers had risen.

But accounts for last year, published in March, show the trust is still to get its finances back on track.

In fact, it still owes the government almost £400,000 in overfunding for pupils that it failed to recruit. It meanwhile posted a budget deficit of around £145,000 last year.

Accounts demonstrate that it had been hoping to strike a deal with the Education Funding Agency for a "longer-term" repayment schedule that will "safeguard its long-term financial viability".

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NORTHERN ROCKS

Northern Rocks: It's good news and bad

The Northern Rocks conference kicked off with a minute-long round of applause for its co-organiser Emma Hardy, who was elected to parliament this month.

The new MP for Hull West and Hessle, a former primary school teacher and an organiser of the event, was hailed by some, including the NUT's general secretary Kevin Courtney, as "the MP for Northern Rocks".

Delegates clapped for around a minute after Hardy was congratulated by fellow organiser Debra Kidd on her election, which saw her retain the seat previously held by former education secretary Alan Johnson with a majority of more than 8,000 votes.

The day then opened with a 'wonder women' panel, made up of College of Teaching chief executive Dame Alison Peacock, Professor

Sam Twiselton, *Schools Week* editor Laura McInerney, the ATL's general secretary Dr Mary Bousted and Driver Youth Trust literacy and SEND specialist Jules Daulby.

Addressing delegates, Peacock warned that teachers were too often "self-limiting" in order not to "put our head above the crowd", adding: "the teachers I'm meeting are showing me professional agency is about having a voice".

Bousted warned that the profession felt "cowed and constrained", and lamented the effect of excessive testing on pupils.

"What on earth are we doing to our young people? Putting them through a system where their future will depend on two or three weeks."

Later in the day, a

'small island debate' examined the differences between education in England and the devolved nations, in which former headteacher Tom Sherrington warned that schools are "over-burdened with expectations" as de-facto social care agencies.

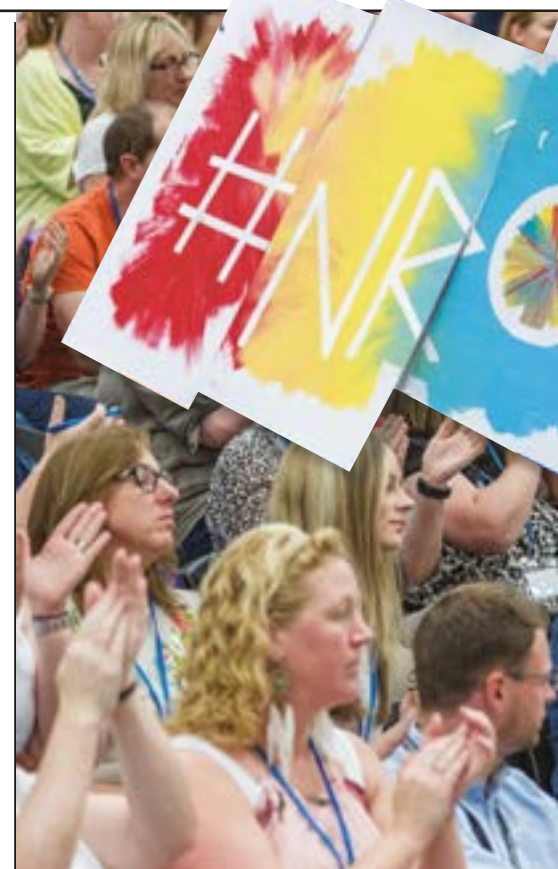
"A lot of schools, once you get 50 per cent-plus pupil premium, you're not just a school educating kids, you're a social care agency and it's because of a school's

work with families and communities, bound together, and you get almost no credit for it whatsoever," he said.

"And every time a prime minister or a minister says 'mental health's a problem, let's just train a few teachers for a couple of hours and that will sort it,' it's a joke."



Debra Kidd



SPIELMAN ABSENCE PROVOKES OFSTED INDEPENDENCE DOUBTS

FREDDIE WHITTAKER

@FCDWHITTAKER

Ofsted's chief inspector has been criticised over her decision to pull out of the Northern Rocks teaching conference over the weekend – leaving a stand-in act to question the organisation's independence.

Spielman was due to speak in front of delegates at the event on Saturday, but cancelled her appearance in late April as it was due to take place so soon after the snap general election.

But organisers were dismayed to discover Spielman delivered a speech to the annual conference of the Sixth Form College Association last week – four days before the Northern Rocks conference.

Debra Kidd, the co-organiser of Northern Rocks, said she was informed by Spielman of the cancellation on April 25, a week after the election was called.

"She felt it would be too soon, that she may not have met a new education secretary and that it would be difficult. I completely understood and that would have been that.

"But then I noticed last week that she had spoken at the Sixth Form Colleges conference."

Kidd claims she was told by Spielman's office that the Sixth Form



Amanda Spielman

conference was "different" because it involved a scripted speech which had been approved by the DfE and not an interview which might involve her being "caught out saying something new" – leading Kidd to question the independence of the inspectorate.

Ofsted denies the DfE had any say in Spielman's SFCA speech and claims the Chief Inspector cancelled her appearance early in order to avoid letting organisers down.

But Kidd is suspicious of the timing of Spielman's decision to pull out, which came just two days after Kidd sent advance questions to the watchdog.

David Cameron, an education consultant and speaker at Northern Rocks, was also highly critical of Spielman's decision not to appear.

Speaking at the event, he claimed she

had chosen not to attend the conference because she felt that the format of an interview "would mean she could be lured into an indiscretion".

He said her absence raised concerns that Spielman "felt she could not be in an environment where she would be held "accountable to teachers".

"If you feel you cannot do that without having a policy brief from government, I think that sells short the concept of an independent inspectorate," he said, to rapturous applause.

An Ofsted spokesperson said Spielman's decision to pull out was taken "due to concerns that in any post-election period of uncertainty she may have had to pull out at short notice", and insisted that the DfE "has never cleared" the chief inspector's speaking engagements or the content of her speeches.

"As the proposed key speaker, Amanda did not wish to compromise the event and wanted to give the organisers plenty of time to make fresh arrangements," the spokesperson said.

"Her full schedule, including a keynote address to the Education Festival this Friday, the SFCA speech and questions and answer session last week, numerous meetings and media interviews also meant choices had to be made about prioritisation of activity."

Children under

Children under seven are "too young to test in any way", a leading child psychologist has warned, amid questions about the effectiveness of baseline testing and the phonics check.

Pam Jarvis, a chartered psychologist and reader at Leeds Trinity University, and Terry Wrigley, a visiting professor at Northumbria University, met with Northern Rocks delegates to talk about the government's testing agenda.

Jarvis warned that the current testing regime "had a go" at children aged under seven with "language that is too complicated".

New, more difficult tests for primary school pupils started last year and included new requirements for schools to assess younger children's spelling, punctuation and grammar.

"They're not actually getting it. They are not old enough," Jarvis warned delegates.

"And this to me is the basis of what the Department for Education doesn't get. They seem to think that education is incremental, that children are just short adults, but they're not."

Jarvis warned that relying on scores from one-off tests to measure pupils' abilities was a particular problem for summer-born children with "one fifth less life experience than some of the other children in their class" and so were less likely to get a good score.

"Children under seven are too young to test in any way," she said.

"Obviously you will as a teacher assess

2017



7 'too young to test in any way'

what they're doing and you have many ways of doing that, but they're too young to test on an iPad, or [sit] a language-based test and then that score, just one score, goes shooting through to the ministry."

Wrigley, a coordinator of the Reclaiming Schools campaign, said the new tests were "heavily rule-bound", and this resulted in "bizarre questions for children", like the need for 11-year-olds to know what a fronted adverbial is.

He also raised concerns about the narrowing of the curriculum, specifically the removal of speaking tests as a scored element of English GCSEs.

"We don't want children to be articulate anymore," he said. "We don't want them to speak, either in primary school or at GCSE. Except in the private schools, they still do spoken English in the iGCSE. They're allowed to."

Wrigley said his organisation was looking at whether it was appropriate for all children to take part in the phonics screening check, adding: "It doesn't tell you anything if a child's reading fluently."

"There are a lot of words in English, a lot of basic words that are not phonically regular," he said.

Delegates also discussed alternatives to testing for primary school pupils.

Jules Daulby, a teacher with the Driver Youth Trust, said teacher assessment "seems to have become toxic", but insisted it should

still be used.

"We're not allowed to teacher-assess; we're not trusted, we'll get it wrong. Teacher assessment should still be valid, with moderation in local areas comparative with other similar areas."

One delegate suggested a more observational, profile approach like that used in the early years, while another said pupils should be assessed on a "portfolio of competence" and a broader range of skills.

However, there are some academics who argue that testing of younger children is both appropriate and possible.

Rob Coe, from Durham University's Centre for Evaluation and Monitoring, a baseline test provider, told *Schools Week* in 2015 that his organisation's assessment could make predictions for four-year-olds "good enough for what we need" and could more accurately predict the score range in which pupils were likely to be in future.

He was responding to criticism from Reclaiming Schools that the CEM assessment only made accurate predictions of roughly half the

children tested, which he said was "statistically right", but did not necessarily mean it made an incorrect prediction for the other half of pupils.



Pam Jarvis

HOW TO MAKE THE TIMES TABLE CHECK WORTHWHILE



Jack Marwood

CATH MURRAY

@CATHMURRAY_NEWS

The Conservatives' proposed times-table test would be useful if similar to the phonics check but it should be applied in year four, not year six, according to statistics expert Jack Marwood.

In a workshop that promised a "critical look at education data", Marwood, a primary teacher by day, insisted the government's proposal to administer a times-table check in year six was "ridiculous".

"It should be in year four if you're going to do it because you should have learned them by then," he said.

Plans to improve pupils' mastery of times tables were first introduced in the 2015 Conservative manifesto, backed up by a promise from Nick Gibb of "a short computerised test at the end of primary school".

This was followed by an official announcement of a school-based pilot in 2016, which was later delayed.

Contract notices for suppliers were issued last year with a new date of 2017-18 for the check's introduction.

The check was again mentioned in the party's most recent general election manifesto, which stated "we will build on the success of the phonics screening test. We will expect every 11-year-old to know their times table off by heart."

The prospect of more standardized testing was criticised by the general secretary of the National Association of Head Teachers, Russell Hobby, who wrote in a *Schools Week* column reacting to the manifesto: "School leaders will look on in dread. The government wants children to learn

their times tables. So do we. They don't need extra tests to make it happen."

Sally Collier, Ofqual's chief regulator, also urged caution earlier this year when giving evidence to the education select committee on the government's proposed consultation on further changes to primary assessment.

"We in Ofqual are extremely alert to the potential burden that we may be putting on schools," she warned.

But Marwood, a pseudonym he uses for work outside his school, while disagreeing with the proposed age of implementation, expressed support for the principle behind times-table testing.

"If it's anything like the phonics check, I can see it being a useful check," he said, "because it will be quite limited in its scope and will test whether the children have actually learned their times tables by a particular point."

He proposed that the "list of good data in [primary] education" is currently limited to three: alphabetic knowledge, pupil age (autumn-, winter- or summer-born), and the phonics check. He considers the latter a "really good assessment" for a number of reasons.

"I don't think it's trying to do too much. It's just checking whether children can decode phonemes," he said.

It also allows teachers to "basically rank the children, which is what a good test does". Thirdly, the inclusion of "nonsense words gets rid of the cultural biases which you would have towards children who were strong readers if you didn't have the alien words."

The phonics check, introduced in 2012 by the Department for Education, is administered every June to all year 1 pupils.



NEWS



**Looks like it was badly stuffed to begin with...
And the springs are well and truly sprung.
No loose change down the back I'll bet.**

EDITOR'S COMMENT

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

Silence (from politicians) is golden

England's government was unusual for not having really bothered about schools until about a hundred years after everyone else. While America and Germany, and just about everyone else in the developed western world, created a network of publicly funded schools in the 19th century, England dilly-dallied.

It wasn't until 1902 that a state board of education was created, and there were another 42 years before an education minister was appointed. By that time, 1944, America had just about half its population graduating high school at 18. In England, staying in school until that age still isn't compulsory.

Why were we so behind? In part it was because neither political party liked the idea of free mass schooling. Both Conservatives and Liberals feared landowners and industrialists, who paid the majority of the taxes, and who didn't see the point. Another, sometimes forgotten, part is that Britain was pretty busy with foreign matters. Owning an empire is a pretty

time-consuming business and it took a huge amount of parliamentary time, with domestic matters largely left to inquiries and charities all through the 1800s while everyone else's schools systems lurched forward.

Oh how naïve and backward that all now seems. Oh how we are about to go back to being exactly the same.

There were just two lines in the Queen's Speech about education and, of those, one was about post-16 occupation-related qualifications. In essence, all we got was: we'll carry on looking at the fair-funding formula and we'll carry on making sure more good places are available. That was it.

Perhaps, however, this silence from government will do us good. While the bigwigs return to age-old wars over "sovereignty" or the cost of sending cheese to far-flung places, the rest of us can get on with just, well, doing stuff.

Many of the Conservatives' manifesto commitments don't actually need any legislation. They're just ideas. Improving school accountability can be

done by changing the SATs and making them fit for purpose, as Jill Wood, the headteacher standing up against the exams has urged (see page 14). A single jobs portal, in order to save money for schools, is an IT problem, not a legal one. Likewise, developing more curriculum materials.

Perhaps the most powerful idea of all is the review of admissions policies. The Conservatives put this in when they were planning to make it about grammars and free schools. Maybe now is the time to have a proper, open consultation. One which asks what the current problems of admissions are, and how we should solve them. And then – shock horror – the government might actually just base its policies on what people actually say, rather than what it already presupposes the answer to be.

I appreciate that this sort of open policy-making is rare in education. That is because politicians are usually trying to make a name

for themselves with whizzy ideas. But now that Brexit is going to take up all the parliamentary time and headlines, the best way for Justine Greening (or any successor) to make a name will be to do actual, genuine good: listen to people and implement the things the people on the frontline tell you they need.

Dilly-dallying was a pain in the 19th century. It put us behind. But being patient with education over the next two years could prove to be the best possible outcome for the bizarre situation this country has found itself in.



SCHOOLS^{WEEK}

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Start Date: August 2017



Are you passionate about working with young people?
Do you have an entrepreneurial story to share?

Join an exciting, new, fast-paced and growing social enterprise as an Unloc Enterprise Academy Facilitator. Our agile team, based at our central HQ within Portsmouth College and with satellite offices in Alton and Cambridge, are passionate about young people engaging with enterprise and being the innovators of the future.

We pride ourselves on being innovative, embracing new technology and ensuring that we have young people at the heart of everything we do. The Unloc Enterprise Academy is one of three core areas of work comprising primarily of our bespoke long course, short course and engaging enterprise days. The Unloc Enterprise Academy Facilitator post will be responsible for organising and delivering Unloc's enterprise work including delivering/teaching weekly sessions at a number of schools and colleges. The post will also form a crucial part of our Enterprise Days delivery team.

The ideal candidate should have a passion for working with young people, confidence in delivering engaging sessions as part of a short course and excellent organisational skills.

Join an exciting, new, fast-paced and growing social enterprise as an Unloc Enterprise Academy Facilitator. Apply now for this opportunity via: <http://bit.ly/2sonm8c>

Specific Responsibilities

- To organise and deliver Unloc's enterprise work •Develop the course content of the Unloc Enterprise Academy long course and short course along with the Unloc Directors and Curriculum Development lead
- Directly deliver the Unloc Enterprise Academy short course and long course (made up of weekly taught sessions) at schools and colleges in the region that have signed up to the Academy.
- Coordinate Unloc's wider enterprise related activities such as during Global Entrepreneurship Week.
- Deliver any Unloc Enterprise Days according to demand. These are whole days where the Unloc team works with up to 150 students to engage them with enterprise and often include short masterclasses and an enterprise challenge.
- Promote, alongside the Unloc Directors and other members of the Enterprise Academy team, the work of the Academy to expand the enterprise work Unloc does.
- To deliver Unloc's training and workshop packages if and when needed. •Delivering Unloc training and workshop packages to young people across the South East. Training on how to deliver these workshops is provided.

Qualifications

- Essential: GCSE Maths and English at grade A*-C (or equivalent).
- Essential: A-Levels at grade A*-C (or equivalent).

- Desirable: Level 3 ICT qualification.
- Desirable: A Bachelor's Degree in a relevant subject (or equivalent industry experience).

Experience and Knowledge

- Essential: Previous work with young people.
- Essential: Previous experience of enterprise.
- Desirable: Previous knowledge of the youth sector across Hampshire and the Isle of Wight.
- Desirable: Experience of running (or being involved in running) your own business.

Abilities and Skills

- Essential: High level writing skills.
- Essential: Ability to prioritise and manage own workload.
- Essential: Ability to manage a budget.
- Essential: Ability to work as part of a team.
- Essential: Ability to work independently.
- Desirable: High level of skill when using Google Apps For Work.
- Desirable: Ability to write press releases.
- Desirable: Ability to use Twitter and Facebook.

Other

- Essential: Willingness to undertake staff training and development as required.
- Desirable: Car driver with clean UK driving licence.

T R I B A L

International School Inspection Opportunities, UAE

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Are you a qualified and experienced inspector who is looking for a new professional challenge and the opportunity to work internationally?

Tribal are currently recruiting for current or former inspectors to work for us, on a freelance basis, on a new and exciting inspection contract in the United Arab Emirates. Inspections and Evaluations usually take place within a 6 to 7 week window in each semester.

We are looking for people who are available from October 2017 onwards and who have experience of leading inspections. In addition, we are particularly looking for current or former inspectors who have subject specialisms in English, Maths or Science.

We offer a generous daily rate as well as flights, international transport and hotel accommodation with breakfast and laundry. Typically, we look for people to be deployed for periods of 3 weeks or more at a time. Contract specific training will be given prior to deployment.

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You will play a pivotal role within the Foundation Team, with responsibility for ensuring the successful delivery of our flagship programme for senior leaders in schools. Your remit will include programme delivery, programme content, quality assurance, stakeholder and financial management.

You will bring a strong track record in adult learning, experience of quality assurance structures and processes, assessing learning outcomes and an underlying understanding of the current and future challenges facing school leaders. To thrive in this role, you be a critical thinker with highly developed communication skills and a strong understanding of Christian approaches to education, coupled with the ability to motivate a diverse range of stakeholders.

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How to Apply

Closing Date: 29th June 2017

Interviews: 4th July 2017

For more information and to apply:

<https://www.churchofengland.org/about-us/vacancies/nci-vacancies>

As users of the disability confident scheme, we guarantee to interview all disabled applicants who meet the essential criteria for our vacancies.

A disability is defined as a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities and must be expected to last for 12 months or more



Executive Director of School Improvement

Salary range: £70,000 - £80,000 pa – Dependent on experience (part-time will be considered, at a pro-rata basis)

Rivermead Inclusive Trust is offering a unique opportunity for an ambitious applicant to join our fast growing Academy. As Executive Director of School Improvement you will secure progress, develop, share and embed systems leadership across a group of Academies. You will focus on improvement in a dynamic, fast paced and successful organisation, committed to an ethos of: Life opportunities, Inclusion, Equality, celebrating every success, community at our heart through collaboration with commitment and innovation to ensure it is about the 'person', the complete 'person'. Our ideal candidate will hold similar values, and be willing to champion our ethos daily. This is an outward facing, high-profile role within our Trust and the Academy communities that they serve, therefore we are looking for an effective and relatable figurehead to help drive change and impassion others.

We are seeking an ambitious, energetic and determined individual to support in the leadership, strategic development and school improvement policy of our academies.

Strong leadership is vital to the success of the Trust. The Rivermead Inclusive Trust would like to appoint an ambitious and energetic Executive Director of School Improvement who will work alongside the CEO to establish and maintain the ethos in line with the vision of the Trust Board.

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment.

If this position interests you and you want to know more you are very welcome to visit.

For further details including the job description for an informal discussion with the CEO please make an appointment please contact

Mrs Karen Watkin:

PA/Human Resources Manager Rivermead School,
Forge Lane,
Gillingham,
Kent
ME7 1UG.

Tel: 01634 338348

Email: office@rivermead.medway.sch.uk

Closing Date: 29th June 2017

Key Responsibilities:

- To monitor the performance, standards achieved and quality of education in each of the Academies within the Rivermead Inclusive Trust.
- To support the promotion of the Trust.
- To analyse a range of Academy level data and to support Trust Headteacher/Head of School in the interpretation and use of data to raise standards.
- To ensure that the necessary actions needed to bring about improvement are implemented quickly and effectively and to ensure that such actions have the required impact.
- To support the CEO in overseeing the deployment of Academy-to-Academy support and intervention strategies across the MAT.
- To work with the CEO to develop and disseminate highly effective practice across all the Academies within the Rivermead Inclusive Trust.
- To contribute to pre-Ofsted and other Learning Reviews.
- To hold Senior Leaders to account to secure School Improvement across a wide range of schools within the Trust.
- To be the point of contact for dealing with any critical incidents in the Trust.
- To liaise with the local authorities and develop strategic partnerships (including business links) that will further support the work and effectiveness of each of the Academies.
- To be proactive in understanding current local, national and international policy, practice and research in relation to schools working in challenging contexts and advise accordingly.
- To be the key strategic professional for 16-19 (16-25 programmes) programmes within the Trust and be the strategic point of contact for the College which the Rivermead Inclusive Trust partner with.
- Where no Headteacher is present to act as Headteacher where appropriate to ensure School Improvement.

What we can offer:

- A varied and rewarding role where you will be accountable, to the CEO, for ensuring the educational success of the academies within the overall framework of the Rivermead Inclusive Trust plan.
- The benefits of being part of the forward thinking Rivermead Inclusive Trust – and shaping the future for a relatively new MAT
- A wide range of professional development opportunities and the opportunity to work with some of the best educational professionals in the country.
- The Executive Director of School Improvement will be accountable to the CEO to raise standards across each of the schools within the Trust
- A leadership team that nurtures and encourage potential in all
- To become part of a dynamic team
- Have a fantastic continued development programme
- Learners who will be engagingly enthusiastic, exceptionally talented young people to work with
- Staff well-being packages
- Child care vouchers

PRINCIPAL

Location: Chelmsford, Essex
Salary: Competitive salary dependant on experience



Come and see for yourself!

Columbus is an all-age special school for children and young people aged 3-19 with severe and profound learning difficulties. We pride ourselves on providing our children and young people with a sense of success and positive achievement in their personal and academic skills. This is approached by treating every student with unconditional support and nurture.

Our new Principal will build on the foundations already in place, harness the schools significant potential and provide the strategic vision and dynamic leadership that will lead it to a confident and successful future.

You will:

- Be creative and innovative, with the vision and drive to lead the next stage of Columbus School and College development
- Have the passion, enthusiasm and energy to inspire the children and young people and community at Columbus School and College to reach their full potential
- Rise to the challenge of maintaining and enhancing educational standards for the complex educational needs of our diverse range of children and young people
- Have an in-depth knowledge of SEN and knowledge of national education strategy and the wider context for Special Schools
- Be a System Leader, with the ability to contribute to the growth, development and reputation of Academies Enterprise Trust

This is undoubtedly a challenging role, but a hugely rewarding one. You will start with considerable advantages – a highly motivated and committed team, terrific pupils and an experienced network around you to support you in driving the improvements needed in the academy.

This genuinely is a fantastic opportunity which could lead to fast progression within the Group and we would invite you to grasp with great enthusiasm. There may be the opportunity of an Executive Principal post for the right candidate.

We are a proud member of Academies Enterprise Trust (AET) network of 66 primary, secondary and special academies.

How to Apply

The position is due to commence January 2018 or earlier if possible.
Interviews will be held on Tuesday 4 July 2017.
Closing date: Friday 30 June 2017

Visits to the academy prior to application are warmly welcomed so you can see for yourself what makes Columbus School and College so special. To arrange a visit, organise an informal discussion or for an application pack please contact Tanya Bentham on 0203 874 3095 or email recruitment@academiesenterprisetrust.org.

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts.
This post will be subject to enhance checks as part of our Prevent Duty.

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READERS' REPLY



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TWEET



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More than half of MPs comp-educated for the first time



Cathy Pearson // @pearson_cathy

But still not anywhere near national average!

Paul Shanks // @paulshanks1974

Interesting to see the proportions in top jobs too. Wonder if the split will be the same.

Staff win £8.6m in injury compensation



Lorena Arikamedoshika Woodfine

I've never received compensation and I've had numerous injuries! I feel positively hard done by now!



MK // @kyz_mk

Some of these are horrible. Gouged a teacher's eye out. Awful

Pupil hate crimes surge in wake of Brexit



Chris Lincoln // @chrisbourne2win

It's been a long time since our children required as much support as they do now. Too many evils but we can help

Catholic State Org // @LaCatholicState

So what age is the youngest child to be charged with these 'crimes'?! We need to keep an eye on this!

Run tenders to take over failed schools, says report



Ian Taylor, Bristol

The privatisation of the state school system has gone so far that we are not surprised that schools (including their communities) could be auctioned to the highest bidder. We are just arguing over whether it has been a good idea for an unelected jobsworth to give a school and its assets to one of their mates, in secret. Whichever way the carve-up is done, have we neglected to involve the main stakeholders? I cannot imagine Eton being transferred or auctioned to new owners without asking the parents for input.



Janet Downs, Bourne

Here's a radical thought – why not transfer dumped academies to the stewardship of local authorities?

Secondary schools feel the pinch as 'baby bulge' comes of age



Stephen Hickman, Facebook

What a perfect storm, funding crises, recruitment crises and population bulge. More for less?

Is the grammar nightmare finally over?



John Rees // @PSHEsolutions

Grammar schools is a real concern but 'selective schools' based on parental faith, could be even more damaging and socially decisive.

Colouring in the curriculum



@thefish64

Each country will have its own core knowledge based on its history. So of course western European students will know more about Europe

Should we base education policy on evidence or values?



Rudi Kershaw // @RudiKershaw

Never met a politician that didn't care about evidence? Clearly you haven't looked very hard. Evidence first, interpreted with good values.

Pearson Teaching Awards announce the 56 educators set to receive silver awards



Shane Guildford // @shanelegend23

Very proud to have received one, on to Canary Wharf in October now to try for gold

Government urged to 'bare its teeth' on serious mismanagement

REPLY OF THE WEEK



Mark Watson, Gloucestershire

I completely agree that anyone guilty of financial impropriety ought to be (a) punished appropriately (which would mean at the very least being required to repay all relevant monies) and (b) prohibited from being involved in running schools in the future. This definitely should apply to academies, but (and I can anticipate the eye-rolling here) we shouldn't lose sight of the fact that financial impropriety happens in local authority schools as well – indeed it happens everywhere where people have the chance. Yes, let's make sure that academies are being policed properly, especially because the sums involved can be so much bigger, but let's not turn a blind eye to what happens in local authority schools and pretend that the past was a golden idyll of trustworthiness...

DO YOU HAVE A STORY?

However big or small, if you have information or a story you think our readers would be interested in, then please get in touch. For press releases make sure you email our news email account, and don't be afraid to give us a call.

news@schoolsweek.co.uk
020 3051 4287

REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!



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PROFILE

Exclusive



JILL WOOD

LAURA MCINERNEY

@MISS_MCINERNEY

Headteacher, Little London Primary School

Last month, when the Standards and Testing Agency sent its exam papers for 11-year-olds to Little London primary school in Leeds, they went into a cupboard and stayed there. The pupils did not sit them. Instead they went on learning trips to Whitby and Ingleton Waterfalls.

Now, their headteacher Jill Wood is facing investigation for maladministration and a possible referral to a disciplinary hearing in which her 26 years in teaching will hang in the balance. But quietly, in the sort of hushed tones of a woman who has clearly spent many years reading stories to tiny children, she politely

explains how she is refusing to be cowed.

She has just spoken on the panel at the Northern Rocks conference, the first time she has ever spoken at such an event. She almost didn't come.

"When it was all in the newspapers last month," she says, "I was asked to go and join Holly Willoughby on the This Morning sofa, but I said no, I don't do things like that."

As a headteacher for 13 years, Wood took a Little London that was so unpopular it only had eight children in reception, to one that takes 90 children per year. She eschews social media ("I am glad I don't have Facebook") and she's not interested in "executive headships, or running 53 schools or something like that".

But last year, something in the calm 56-year-old snapped. Surrounded by distraught children, told they would "fail" the new "rigorous" primary tests, she couldn't see the sense anymore.

"Last year, in the key stage 2 SATs, the whole country's

outcomes dropped by 30 per cent because of this 'new way'. That's impossible. Most schools have got the same teachers, roughly the same sorts of children – how can it drop by 30 per cent unless the tests and curriculum are wrong?

"What they should have done was either give us a new curriculum and leave us on the old assessment until we got to grips with the new curriculum; or give us the new assessment but leave the curriculum alone. But what we had to do, in one year, was a new curriculum and a new way of assessing and the outcome was ridiculous.

"Outcomes for the most vulnerable groups were dropping by 50 per cent. That was appalling. Children who under the old system would have been successful actually failed. How do you explain that to a 10-year-old?

"Then, with the wonderful diversity of parents that we have – we have a lot of refugee children, parents who have come through terrible hardship to get to this

"I'M NOT GOING TO PLAY THE GAME, BECAUSE IT'S NOT MORALLY RIGHT"



country – they don't really understand the change.

"And, what's more, our secondary colleagues don't even look at the scores! Why do they want to know how a kid was doing in May? They want to know what the kid was doing at the end of July. So they retest all the children anyway.

"I've been pilloried by Daily Mail readers, mainly. They tell me 'poor diddums, were your children upset because they had to do a test?' Well, actually, yes they were. And so were thousands of children across the country. We

"OUTCOMES FOR THE MOST VULNERABLE WERE DROPPING BY 50 PER CENT"

shouldn't be proud as a country that we have the number of children we have with mental health issues. That's why we don't put children up chimneys anymore!"

She falters from her tirade, and leans in. During the Northern Rocks event, panellists were asked for the naughtiest thing they ever did. She blushes.

"What I should have said, but was too ashamed, was that the worst thing I ever did was that I went and fetched in a child who was ill to do a maths paper because I knew he was a level five. I went and physically brought him into school in my car. I felt dreadful after, I felt dreadful at the time.

"He had a sick bucket next to him in the hall," she mutters, sorrowfully.

So why do it? "Fear," she says. "I had made predictions that he was going to get that level five."

And that's when she started asking herself if it was really worthwhile, and what the consequences would be if her staff made like Ghandi and politely disobeyed.

So, in September, when the local authority asked her for her predictions for this year's SATs, she refused to take part on the grounds she wasn't doing them. Over the year she was told by various parties she would be failed by Ofsted, the school would be turned into an academy, that she'd lose her job. Still she said no.

Not, she is keen to point out, because she's an anarchist



or because she wants anyone else to follow in her wake. "My decision is my decision. This isn't Jill of Arc. I'm not trying to sweep into power and get rid of the SATs. What I am saying is let's make these tests fit for purpose."

"So when they said 'you've just got to play the game', I said, 'I'm not going to play the game because it's morally not right. You know it's not right. We all know it's not right. So why are we doing it?'"

Threatened with external monitors to enforce the test, Wood arranged for the pupils to be off-site. Pupils still sat the teacher-assessed, externally-moderated tests, which she favours.

On SATs day, the school was inspected by local officials who were shown the locked cupboards in which the papers lay. Soon after the Standards and Teaching Agency called to remind Wood she could be removed for her actions. Now, a letter has been sent to her chair of governors ordering an investigation of maladministration and a decision on referring her for disciplinary action.

Her governors – first informed of the decision last September – remain behind her. As a headteacher in a foundation school – an unusual status, meaning the school is neither maintained by the council nor under a funding contract with central government – the next move is anyone's guess. Neither the council, nor the education department, are in an easy position to remove her.

For Wood, however, it would not be the first time she faced barriers to employment. As a trainee bank manager, she was told she could not continue when, at 19, she was married, because they thought she would get pregnant. In her mid-20s, after rising to become a branch manager for the Yorkshire Post, she was again told she could rise no further

as "we can't be putting a woman in regional management". She later became a teacher, age 30, after starting a honeybee museum – but that's another story.

Each injustice burns; her dad once told her: "if you see something wrong, don't walk past it, because then you're part of it."

During her own schooling, at Soubry Grammar School in Halifax, this culminated in her intervening to stop another girl being bullied, only to find the bullies turn on her. After months of intimidation, including being pushed into a road and almost knocked down, she finally confided in her father who told her what to say – and gave her permission to swear.

The next day, after her satchel was emptied and she was slammed against a wall, she shouted, with all her might, that if she or anyone else was ever bullied by them again her dad would report the traffic incident to the police. Heeding her father's words, she dug deep and finally erupted: "So why don't you just.... BOG OFF".

"They left me alone after that," she says, looking puzzled. "Isn't that funny?"

She sighs. "And that's the thing. We don't know what our pupils have seen that morning before breakfast. We have had 98 children join us during this year. They speak over 77 languages.

"Being a headteacher is all I ever wanted to do. I'm not interested in being an executive head over 53 schools. I'm just supposed to do something that improves outcomes for children. And I can't imagine retiring."

But, Wood is clear – she will not have pupils do the SAT exams until they are fit for purpose. And if the government fight her on it they must expect to be told, as politely as possible, to "bog off" too.

OPINION



JO FACER

Head of English,
Michaela Community School

Homework habits: what we have learned at Michaela

Setting the right balance on homework is a tight-rope walk for teachers, but Britain's so-called 'strictest school' has a plan, explains Jo Facer

Every school faces the challenge of getting kids to practise what they need to, but without gaming it. Teachers have all encountered pupils who will do the bare minimum to avoid a sanction.

While it is the weakest pupils who benefit most from homework, it is also the weakest pupils who are least likely to complete it. At Michaela, we have tried and rejected a number of approaches to homework.

To begin with, we tried reading logs, but rejected these when we realised pupils were simply making up plausible-sounding sentences about the books they were pretending to read.

We then set pages of a common book to read at home, but found great difficulty in testing completion. One single multiple-choice question threw up false positives – kids just guessing the right answer and avoiding a detention – as well as false negatives – kids who had done the required reading but somehow managed to answer the question incorrectly.

We also rejected vocabulary books, where pupils wrote out five new words they had learned from their reading, as these were burdensome to check, and pupils were found to be reusing the same words!

We have come to recognise that we can never actually know if a pupil has read anything without reading it with them. All form tutors read the same book with their classes for 20 minutes in afternoon form-time every day, and our weakest readers attend a 30-minute reading club with a specialist teacher who can hold them to account.

Now, the only homework set by subject teachers at Michaela is self-quizzing. We all set the same homework to encourage high completion rates: each day we have a homework completion rate of 97-100 per cent.

Centralising homework in this way is essential: in our previous schools, teachers would set a variety of homework tasks and children would often be lost as to how to complete them. To self-quiz, pupils simply need to learn key terms from their knowledge organiser and write them from memory. Knowledge organisers are one

page, split into sections, distilling the core knowledge for a given unit for pupils.

The difficulty of self-quizzing is knowing whether the pupils have genuinely focused and learned content, or whether they have just copied it out. To check what was happening, we began setting a quiz the following day on the same material. The results were revealing: when we first started it, around a third of pupils were failing the quiz. Today, almost no pupils fail: they are now held to account by their teachers. The pupils complete a short quiz which their teachers sort, using comparative judgement, into two piles: 'got it' and 'not got it.' Pupils who fail are targeted by their teachers in later lessons to ensure they catch up with their peers.

“
Each day we have a homework completion rate of 97-100 per cent

After visiting a number of the country's leading state and private schools, we introduced a further strand to homework that we called 'extended prep', as we did not want our own pupils to fall behind. We set a one-page essay or one-page written test in each subject in addition to their self-quizzing, and their writing transformed. With all this additional practice, pupils were suddenly far more capable of writing at length under timed conditions.

Unfortunately, a group of pupils opted out entirely, preferring to sit a 30-minute detention than to complete a 30-minute prep. This had such a hit to buy-in that we have now dramatically reduced the amount of extended prep we set – just one essay a week in year 9 – and from next year we will phase it in gradually, with our headmistress leading assemblies to parents to explain its importance.

Having a centralised detention system ensures that all teachers set prep and follow it up. Setting the same prep each night – in our case, self-quizzing along with maths practice questions marked online – ensures very high completion rates. We're not there yet, but we hope one day to find that sweet spot – where the kids are learning loads, but also loving school – including homework.



ANDREW COPSON

Chief executive, Humanists UK

Are the Tories' faith school plans dead?

Nick Timothy's demise could spell the end for the government's disastrous 'faith' school admissions proposals, argues Andrew Copson

In September last year, Theresa May announced plans to remove the limits on religious selection at new and existing free schools, effectively ushering in a brand new era of religiously segregated schooling. Behind her was Nick Timothy, the chief architect of the proposal and her now-ex chief-of-staff.

The so-called '50 per cent cap', which for the last 10 years has required all new religious schools to keep at least half their places open to any local child, irrespective of religion, has been hugely successful on its own terms. It has massively boosted the access of local parents to local schools, and religious schools that have opened since the cap was introduced are significantly more diverse than schools that select all of their places on the basis of religion.

But despite this, Timothy has long been a vocal and dogmatic critic of the cap, arguing government should abolish the rule. His argument:

“It is effectively discriminatory for Roman Catholics: it prevents them from opening new free schools because it is almost certainly against canon law for a Catholic bishop to set up a school that turned away Catholic pupils on the basis of their Catholicism.

Given that there is growing demand for Roman Catholic schools, which are more likely to be ethnically diverse than other schools, more likely to be in poor areas, more likely to be rated 'good' or 'outstanding' by Ofsted, and more likely to provide what parents want, the rule should be replaced by a legal duty on faith schools to ensure that their pupils mix – perhaps through sport, performing arts, or school visits – with children of other backgrounds.”

Virtually none of this is true. The cap is not 'against canon law', and though it was the Catholic Education Service, not Timothy, that first started peddling this untruth, the claim is so transparently false that he must at least be blamed for swallowing it so willingly.

There are already Catholic state schools in England, for instance, that don't select all of their places on the basis of religion. The vast majority of Catholic private schools

in England don't discriminate in this way.

And the Catholic International Education Office has issued a statement emphasising that a Catholic school should be a “non-discriminatory school, open to all”.

And to his other assertions: no evidence has ever been presented for growing demand for Catholic schools. They are only ethnically diverse to the extent that there is some level of diversity within Catholicism. However, school census data shows they are just about the least inclusive type of school in terms of pupils from Asian backgrounds, and are by their own admission appalling when it comes to religious diversity, which is arguably more important.

Catholic schools are indeed more likely to be in poor areas, but are not more likely to admit poor pupils. In fact, they take proportionately fewer pupils from poorer backgrounds given the areas they are situated in than more or less any other kind of school in the country. And when a school is shunning poorer children in favour of those from more affluent, high-attaining families, as Sutton Trust data shows, it's no wonder that they're more likely to get a

“
The cap has been incredibly successful in achieving its aims

decent Ofsted grade.

Is there hope that with Timothy gone, the move to scrap the cap might itself be scrapped? Well, while government U-turns are a good deal less rare than they used to be, we shouldn't be too hopeful. But we shouldn't feel hopeless either: the cap has been incredibly successful in achieving its aims. To throw away the progress it has made would be a great shame. Justine Greening has kept her role as education secretary, and there are indications that she is more committed to evidence over dogma than were her predecessors, and if that continues one can imagine her being uncomfortable with the consequences.

The question she must ask herself is this: does she want to be remembered as an education secretary or as the segregation secretary?

Who owns your lesson plans, and who can make money off them? Simon Foulkes has the answers

You wrote a great lesson plan, but then you find out, by whatever means, that another member of staff has not only used the plan but has actually sold it on to other teachers across the land. Should you have been paid?

Or you wrote a great plan in your PPA time, and the local authority adviser has seen it, and included it in a county resource of model plans, without even asking your permission. You didn't get credited; it just said "from another school". Can that be right? Annoyed, you work in your own time all weekend to complete the term's plans, believing that by writing them outside directed hours in your contract, they are securely your property. But then a colleague claims the employer is entitled to copyright on anything you produce in connection with your job. Who is right?

Meanwhile the local authority adviser who used your material insists that anything produced by a teacher in one of the authority's schools is freely available across all its schools. But you know that their circulars are received by academies as well, which are not local authority schools and where the staff are employed by the trust, not the LA. Shouldn't the academies be charged for the material then? And shouldn't you receive a share of the income?

The short answer is that, if a lesson plan is



SIMON FOULKES
Education consultant, Lee Bolton Monier-Williams

Is it legal for teachers to sell teaching resources?

produced in the course of your employment, your employer owns the copyright in the material subject to any agreement to the contrary. However, not all contracts of employment make this clear – and if this is not explicitly stated in the contract you might have some wriggle-room. In the end it might have to go to court for a decision. The sixth-form colleges NJC model contract for full-time teaching staff, for instance, obliges staff to work additional hours for the preparation of lessons, teaching material and teaching programmes beyond the stipulated 195 days per annum, but doesn't expressly refer to copyright or intellectual property. Whether it is economical for either party to litigate depends on how much use has been made of the material and by whom – and hence on its commercial worth.

But if a lesson plan produced over the

weekend is not included in the directed hours under your contract, you might have an argument for claiming the copyright. Why not mark the plan as such to make your position clear? Many online lesson plans are clearly marked with a copyright notice in the simple formula "© 2017 *** Learning. All rights reserved". You can just insert your name rather than that of the company plus the year of publication. If you then find another teacher or website using material you could identify as originally yours, you can assert your position and at least make a demand for some recompense. Whether or not you receive any is another question, but at least the point would be made.

Unless a local authority explicitly asserts copyright over all your output in your contract of employment, the argument that absolutely anything produced in the county

belongs to that county probably won't wash. Whether some part of the material you create belongs to you will depend on the nature of the material and what your contract says. You may need legal advice.

“
Your employer owns the copyright in the material subject to any agreement to the contrary

If your employer is a multi-academy trust, the LA can't use your material outside the school without its consent. And note that VA and some foundation schools are in the position where the governing body are the employers.

One closing point, about tax: if you do earn additional money you are legally obliged to declare it, and you will need to complete appropriate additional tax returns. If you can't complete a paper or online tax return yourself and need professional help, the accountant's fees will be a significant proportion of your net return unless you become a real market leader – in which case you would presumably give up the day job in any case.

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REVIEWS

TOP BLOGS OF THE WEEK

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



Our blog reviewer of the week is Iesha Small, an educational researcher, teacher and commentator @ieshasmall

Look up! The outdoors and mental health

By @anitakntweets

"This could easily be a blog about how embarrassingly underequipped and uninformed [my] sector is about mental health in its workforce," writes Anita Kerwin-Nye, an experienced charity leader. This could equally be applied to education. I regretfully remember the times when I hid my own struggles with mental health as a school leader.

The blog goes in a beautiful and unexpected direction, outlining the importance of spending time outdoors for children and adults. By now, most major assessments are over and there is scope for the school curriculum to be more flexible. This blog is a reminder of the power of nature and being outside in order to promote learning and positive mental wellbeing.

Leadership: the good, the bad and the ugly

By @penny_ten

"If we spend less time pretending we can cover over our weaknesses and more time being at one with them and harnessing the strengths of others, we all win." Penny Rabiger's thought-provoking post on good and poor leadership practices will resonate with anybody who is, or has been, in any managerial position.

She starts with the type of political leadership that resulted in the recent unexpected general election result and then covers individuals in organizations. Penny

also briefly considers wider movements such as BAMEed and WomenEd, which challenge assumptions about who leaders should be. It's a good reality check.

Hip-hop ed: Insights and lightbulbs from the 'original remix' seminar

By @unseenflirt

"The curriculum samples from a very narrow field and suffers from confirmation bias over time." Jeffery Boakye writes eloquently about some of the topics covered at a recent #HipHopEd seminar he attended. The range and depth of topics described made me wish I was there: how rapid ITT routes reduce trainee teachers' time to think, the role of collective memory and accountability and the effect of neoliberal forces in education.

#HipHopEd is an educational community that uses the lens of hip-hop and related music to ask challenging questions of themselves and education in general. Jeffrey's final question is pertinent for all of us: "How can we have integrity if we don't interrogate the roots or our ideals, values and assumptions?"

Education in the age of cyborgs: the effects of extended intelligence

By @ghduoblys

"Sooner or later we'll have almost all the factual knowledge in the world available to us, not just at our fingertips, but at the level of neurons inside our brains," writes George Duoblys in this simultaneously exciting and terrifying post. He explores the world of extended intelligence, what it could mean for education and how it relates to educators on various points of the knowledge-skills spectrum.

Often as educators we may feel we are forced to be reactive. Here, George encourages us to consider "what if?" – a useful exercise whatever your current beliefs. We are asked to consider what education is for, not just how it's transmitted. This is a timeless question for our individual and collective past, present and future.

What keeps you up at night?

By @davidmcqueen

"Across all sectors [leaders] just cannot get our minds to be quiet," says David McQueen in his leadership podcast.

Insomnia was a periodic feature of my life as a school leader. David provides advice for anyone who can't sleep because of thoughts looping or giving birth to unruly mini thoughts in their heads. This could be due to new initiatives, staff concerns or simply not enough time in the day to reflect and switch off before bed.

The trials of evidence-based education

By Stephen Gorard, Beng Huat See, Nadia Siddiqui

Published by Routledge

Reviewed by Hélène Galdin-O'Shea



I'll come clean; I want to see more robust educational research in the hands of anyone involved in making informed decisions about practice and policy. But there are undeniable difficulties. As this book makes abundantly clear, there is an awful lot of poorly designed, poorly evaluated research out there, and, as the authors put it, sometimes it can cause more harm than good: "ignoring such research is the most rational and safest thing to do".

Anyone who has tried to navigate the waters of edu research – and that's if you've managed to go beyond the paywalls – in order to inform their decision-making will know that, with scant research background, it is hard to judge the trustworthiness of what is published. The authors endeavour to present "innovative methods for the design, conduct, analysis and use of evidence from robust evaluations like educational trials". The stakes are high: a lot of money is spent trying to uncover what works to improve the education system and with it the future of the students in our trust. The authors argue that there is a lack of "strategic vision" to test out the things that are most likely to significantly improve outcomes for our students, for both academic and what they call "non-cognitive" outcomes.

The (bitter) irony of the title becomes clear. With what sounds like seething anger (or is it sheer frustration?), the authors do not mince their words when denouncing the money and time wasted on poorly designed research projects, the misled "impact" evaluation of RCTs in particular, and poorly reported results.

I'll come clean again – I'm no expert in statistics; I struggled through a couple of early chapters explaining at length that without proper randomisation, using significance testing in an impact evaluation is simply wrong, but even I could see that the method they advocate is more straightforward and reliable. Just don't ask me to explain the p-value (though I got the hang of NNDT (number needed to disturb),

I think...).

After deploring the current state of things and denouncing those who contrive to maintain the status quo – "much policy and practice today seems to be ... evidence-resistant" – the book moves onto a much more constructive tone. The authors set out on a quest to uncover prior evidence for key lines of promising inquiries, then describe in detail the new research projects they conducted and evaluated (when they say "in-depth", they're not kidding). Firstly they focus on catch-up projects around transition time from primary to secondary intended for pupils struggling with (mainly) reading, those likely to struggle to access the secondary curriculum and to fall further behind their peers. Six interventions are tested. Suspense builds up: you read conscientiously through the existing evidence findings, continue to hold your breath through the description of the trials, their evaluations, resisting the

urge to turn the page and go straight to the findings. Finally you are rewarded... with frankly disappointing results – some surprising, some underwhelming. I have only myself to blame; part of me wanted a neat happy ending. The truth, of course, is far more complex.

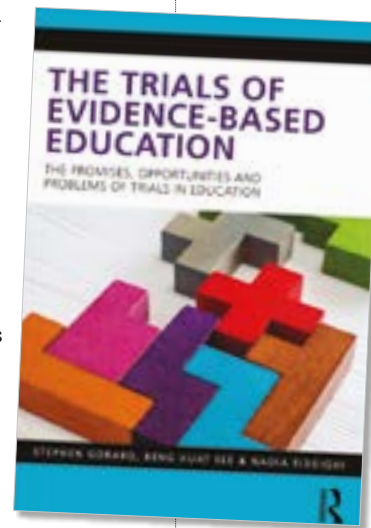
The team then repeats the process with the testing of promising or popular whole-school approaches, such as adopting a

core knowledge curriculum at primary, philosophy for children, and even enhanced formative feedback, and finally, the testing of approaches that seeks to "educate the whole person". The results are once again surprising but ultimately disappointing.

You have to admire the drive to conduct these projects in the most uncompromising way possible, the painstaking transparency, the advocacy for a trustworthy process. Each impact evaluation is complemented by a process evaluation, using the qualitative data gathered along the way, which is fascinating in its own right, uncovering many of the barriers which often make educational trials in school settings so thorny. What is uncovered along the way are things that definitely don't work – and I suppose that's something. Definite issues are uncovered which should – will? – be investigated further.

If you are interested in conducting research, this is a great book. If you're looking for quick answers and starting points, wait for the factsheets.

BOOK REVIEW





A week in Westminster

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

THURSDAY:

As if.

FRIDAY:

Ofsted put out guidelines today "clarifying" when inspections take place for new schools. In particular, reiterating that academies – both convertors and sponsors – are "new schools" and so are given three years' grace. But quite a lot of paragraphs then overrule this. For example, if a prior inspection was ages ago, it might be decided that a convertor needs a short inspection sooner. Or if there has been a change in circumstances (eg at a sixth form) one might be needed. Or, in fact, if any information given to inspectors causes concern. So there you go. All clear?

SATURDAY:

At the Northern Rocks conference, attendees were not only delighted to get free copies of Schools Week featuring a dartboard of schools minister Nick Gibb on



the front, but were also amused when editor Laura McInerney revealed how Gibb has a desire to "always look super-hard all the time". The event chair, the newly elected MP Emma Hardy, quickly intervened, pointing out that the audience might not wish to think too much about Mr Gibb being hard. We are baffled as to what she could possibly mean.

MONDAY:

A spicy new guidance doc from the Department for Education today on what schools must publish on their websites. The list is long. (Do YOU publish details

of your sports premium spend? Well you should!) But the most amusing bit is the last line which states: "If a parent requests a paper copy of the information on your school's website, you must provide this free of charge." This is a requirement from the same DfE that won't even release a copy of its register of interests, but which demands people go to a central government office to inspect it.

TUESDAY:

As ever, the education department released its expenditure figures and Week in Westminster notes that in early April, lawyers were paid over £4,000 to write some draft primary legislation. Could this have been the planned grammar school rules?

The department also spent more than £700 on an "official stamp" to seal legal documents. Given that it can't have changed much, what happened to the last one? Did Justine Greening nick it before the election as leverage?

WEDNESDAY:

The Queen's Speech happened. Or did it? NAHT general secretary Russell Hobby tweeted to say he had sneezed and missed it – after all, it was only two sentences long.

Meanwhile the DfE released new guidance for parents and employers on the new GCSE gradings. Unbeknownst to schools minister Nick Gibb, however, someone seems to have slipped in a reference to the new GCSEs being helpful for "21st century" needs. Back in the early 2000s, Labour were very keen on talking about "21st century learning" – and both Gibb and Michael Gove were very big on pooh-poohing it. After all, maths has been studied for many centuries – why is anything new needed? One can only presume an official was trying to provoke Gibb into his super hardman act. No, wait! We're not supposed to talk about that...

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



Name: Louis Coiffait

Age: 35

Occupation: Head of education, Reform

Location: London

Subscriber since: January 2017

Fly on the Wall is a chance for you, the subscriber, to tell us what you love (and hate) about *Schools Week*, who you'd like to spy on and, of course, what the world of education would look like if you were in charge...



FLY ON THE WALL

Where do you read your copy of *Schools Week*?

In the loo at work or on a Saturday morning at home.

Which section of the paper do you enjoy the most?

News – it's always timely and on the money.

If you could wave a magic wand and change one education policy, which would it be?

Admissions – so many issues in our system start here; it's time to level the playing field, and make it fair and open.

Who is your favourite education secretary of all time?

Probably Estelle Morris, she was very pleasant and impressive when I met her while working for the Teacher Development Agency (shows my age).

What is your favourite story or investigation reported in *Schools Week*?

Anything about the New Schools Network or free schools.

What do you do with your copy of *Schools Week* once you've read it?

Leave it around for colleagues to pick up, then file it on my desk.

What would you do if you were editor of *Schools Week* for a day?

Start a fight with TES.

Favourite memory of your school years?

All of them really, it was a golden era. School trips were always a highlight: Isle of Skye, Robin Hoods Bay or Les Deux Alpes.

If you weren't working in education, what would you be doing?

Something in the hills and woods.

Favourite book on education?

'How not to be a hypocrite' by Adam Swift, it was core reading for my undergrad.

What new things would you like to see in *Schools Week*?

More daily content. Rather than a tsunami once a week, I'd like to see stories from each edition dripped out at a steady rate over the next week.

If you could be a fly on the wall in anyone's office, whose would it be?

Trump or Putin, I mean, wow.



QUEEN'S BIRTHDAY HONORS

KNIGHTS

FREDDIE WHITTAKER
JESS STAUFENBERG
@SCHOOLSWEEK

The Queen's birthday honours list for 2017 has been unveiled, and includes dozens of education professionals recognised for their public service.

Of 53 honours for people with links to schools, 18 have been given to those working in academies and free schools, 22 to those in maintained schools.

The list includes 20 current and former headteachers, three deputy and assistant heads, seven executive heads and academy chain chief executives, seven chairs of governors, two classroom teachers, seven civil servants, two classroom teachers and several volunteers, teaching assistants and governors.

Most of the honours were awarded for services to education in general, while 10 were granted specifically for services to special educational needs and abilities.

Chris Wormald, the former Department for Education boss once criticised for letting his staff play with party hats in a meeting about funding cuts, has been knighted.

Wormald, now the permanent secretary at the Department of Health, has been made a knight commander of the Order of the Bath, a high honour reserved for civil servants, in the Queen's birthday honours.

In 2013, when he was permanent secretary at the DfE, Wormald was forced to defend his staff over a game involving party hats to discuss funding cuts, after facing criticism from the PCS union.

He left the DfE last April and was replaced by Jonathan Slater.

Upon his departure, Wormald was praised by the then education secretary Nicky Morgan, who said he had done a "superb job"



Chris Wormald

in leading the DfE, and played a "crucial role" in major reforms.

She said: "Ministers and staff will miss Chris hugely when he moves on, and we wish him all the best in taking up this new challenge."

Sir Jeremy Heywood, the head of the civil service, echoed Morgan's praise, and said he would bring a "wealth of leadership, implementation and policy experience" to his new role.

CBEs

Adrian Packer, the academy trust chief executive who founded Everton Free School and turned around schools engulfed by the so-called Trojan Horse scandal, is one of five schools professionals to have been made a Commander of the Order of the British Empire.

Packer, who founded and runs the CORE Education Trust, said the honour gave him the opportunity to "highlight that my whole career has been enriched and inspired in so many ways by so many others".

"I have been incredibly lucky to have collaborated with a number of amazingly talented, gifted and dedicated people working with me on different projects across the UK," he said.

"We have all been united by one common endeavour: to provide the best possible opportunities and experiences to children and young people, irrespective of their backgrounds."

Helena Mills, chief executive of the Burnt Mill Academy Trust, has also been honoured with a CBE.

"It is not something I ever expected but I am delighted that the importance of education, and those involved in it, has been recognised in this way," she said.

Lesley Powell, executive headteacher at the Academy at Shotton Hall in Peterlee and chief executive of the North East Learning Trust, has also been made a CBE.

Powell, who also sits on the DfE's



Helena Mills

headteacher board for the north of England, said the award meant "a huge amount to me and my family", but that it



Adrian Packer

also represents "the work of many other people, particularly the staff at Shotton Hall".

OBEs

Among those made an Officer of the Most Excellent Order of the British Empire (OBE) in the honours list is Ruth Bovill, headteacher of Heathermount School in Ascot, who said she was "thrilled and overwhelmed" with the award.

"I have loved working at Heathermount and, more recently, leading the school," she said. "I have learned so much from our students over the years. They are our best teachers."

"I have a fabulous staff team and strong support from our governors, from our parent charity the Disabilities Trust and, of course, from my family."

Harinder Singh Pattar, head of London's

Heathland School, has also been made an OBE.

He was not aware of the honour when contacted by Schools Week, and the news was greeted with cheers and whoops when he passed it on to staff.

"It's delightful to be recognised. And these sorts of awards, they're not just for me, it's always a tribute to everyone who's worked with me as well."

"You cannot achieve well as a leader without terrific support," he said.

Christine Linnitt, another headteacher board member, has also been made an OBE.

Linnitt was previously the headteacher



Harinder Singh Pattar

of Holywell Primary School in Loughborough and sits on the influential headteacher board for the east midlands and the Humber.



Ruth Bovill

URS

MBEs

Andy Moffat, assistant headteacher of Parkfield Community School in Birmingham, has been made a Member of the Most Excellent Order of the British Empire (MBE) for services to equality and diversity in education.

Moffat, the creator of the No Outsiders diversity resource for schools, made headlines in 2014 when he had to resign from his previous job after religious parents complained about their children learning about gay people.

He said that being recognised in the honours list was “absolutely wonderful”, and described it as a “huge endorsement of the work we’re doing”.

Mary Clancy, special educational needs coordinator at St Gregory’s Catholic Science College in Harrow, north-west London, was also made an MBE for services to special educational needs and disabilities.



Andy Moffat



Mary Clancy

“My proudest achievement is knowing that I have always done my best to ensure that the students in my care achieve their personal best,” she told Schools Week.

Penny Roberts, founder and chair of governors at St Luke’s Church of England School in Hampstead, north London, was handed her MBE for services to education.

Marion Faust, the chair of governors at Brampton Manor Academy in East Ham in east London, was also given the honour after holding her role for more than 20 years.

Faust said the “greatest honour of life” had been to work with talented colleagues.

BEMs

Janice Main, a volunteer and governor at Stag Lane Junior School in Edgware, north London, was awarded a British Empire Medal for services to education after 17 years in the role.

Her headteacher said “there is no job that is too big or small for her and she works from early morning to late evenings to support us”, describing her as “a godsend”.

Ruth Truelove, a reading assistant and governor at Stepney Primary School in Hull and a volunteer with the National Literacy Trust, has offered her Friday afternoons at the school every week for five years, and also received the BEM.

“It’s very humbling to get an honour. It’s an absolute joy and pleasure to do the things I volunteer in,” she said.

A third recipient, Sandra Showell, who has taught at Peter Symonds College in Winchester since 1983, said: “It’s so exciting



Ruth Truelove



Felicity Bailey

I’m going to get a medal for something I love doing.”

Showell, who also specialises in teaching at GCSE level, also taught Olympic sailor Sir Ben Ainslie when he was 17.

Felicity Bailey, a teaching assistant at Sir Harry Smith Community College in Peterborough, was also recognised for her work with a BEM.

She said she felt “privileged to accept this award on behalf of all the teaching assistants at our wonderful school”.

QUEEN’S BIRTHDAY HONOURS LIST – 2017

KNIGHTS COMMANDER OF THE ORDER OF THE BATH	
CHRISTOPHER WORMALD Former permanent secretary, Department for Education	
COMMANDERS OF THE ORDER OF THE BRITISH EMPIRE (CBE)	
IAN BAUCKHAM Executive headteacher, Bennett Memorial Diocesan School; chief executive, The Tenax Schools Trust; and past president, ASCL	
ANI MAGILL Executive headteacher, St. John the Baptist Anne Catholic Comprehensive School	
HELENA MILLS Chief executive, Burnt Mill Academy Trust	
ADRIAN PACKER Chief executive, Core Education Trust	
LESLEY ANNE POWELL Chief executive, North East Learning Trust, principal, Shotton Hall Academy, HTB member	
OFFICERS OF THE ORDER OF THE BRITISH EMPIRE (OBE)	
RUTH DOROTHY BOVILL Headteacher, Heathermount Special Needs School	
SIMON THOMAS BRAMWELL Chief executive, SS Simon and Jude CE Primary Academy Trust	
JANE COWELL Director, young people’s funding allocations and student support,	

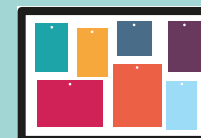
Education Funding Agency LOUIS ANTHONY DESA Lately headteacher, Bishop Thomas Grant Catholic Secondary School	
JOAN MINER DESLANDES Headteacher, Kingsford Community School, London	
MARK DUCKER Executive principal and chief executive, STEP Academy Trust	
GILLIAN FRANCES HILLIER Lately deputy director, free schools (north), University Technical Colleges and studio schools capital, Education Funding Agency	
GILLIAN OLIVE MAY JAMES Headteacher, St Mary’s C of E Primary School, Staffordshire	
VALERIE THERESA MOORE Chief executive, Rightforsuccess Academy Trust and executive head, Eaton Hall Specialist Academy	
PATRICIA MORAN Headteacher, Lionel Road Primary School, Brentford.	
AMANDA ROSE MORDEY Headteacher, Merstone Special School and Forest Oak Special School	
MAUREEN OKOYE Headteacher, Davies Lane Primary School, Leytonstone	
ANGELA PAGET Lately headteacher, St Bedes Catholic Junior School	
HARINDER SINGH PATTAR Headteacher, The Heathland School, London	

KAREN RILEY Lately headteacher, Frank Barnes School for Deaf Children, Camden	
BERNADETTE ROOBOTTOM Lately headteacher, Shobnall Primary School, Staffordshire	
MARGARET SUMNER Headteacher, Brook Special Primary School, Tottenham	
MEMBERS OF THE ORDER OF THE BRITISH EMPIRE (MBE)	
PAUL MATTHEW ADA Lately grade 7, assessment, curriculum and qualifications group, Department for Education	
JULIE ANN ALLEN Headteacher, Birkwood Primary School, Barnsley	
FRANCIS GORDON ASKEW Lately literacy and phonics adviser, Department for Education	
WILLIAM EDWARD HAMPSHIRE BAGNALL Governor and chair, finance and strategy committee, the Sixth Form College Farnborough	
DR JOHN BAKER Chair of governors, Queen Boudica Primary School, Essex	
JENNIFER BRIDGET BILLINGTON Deputy headteacher, Sir Tom Finney Community High School, Preston	
GEORGINA FELICIA TUTUAA BONDZI-SIMPSON Chair of governors, Kingsbury High School	

MARY TERESA CLANCY SEND co-ordinator, St Gregory’s Catholic Science College, Harrow	
ETHNA PHILOMENA CUMMINS Lately headteacher, Whitefield Infant School and Nursery, Lancashire	
JAMES ANDREW DICK Lately chair of trustees and governors, Moor House School and College, Hurst Green	
DARRILYN DOWNES Teacher, Forest Oak School, Birmingham	
MARION JEAN FAUST Chair of governors, Brampton Manor Academy	
HARRIET ANNE GRANVILLE Lately history teacher, Tudor Hall School, Banbury	
CHRISTINE LINNITT Lately head, Holywell Primary School, Loughborough, HTB member	
ANDREW MOFFAT Assistant headteacher, Parkfield Community School, Birmingham	
ELIZABETH ANNE O’REILLY Chair of governors, Greenway Primary and Nursery School, Hertfordshire	
STEPHEN PETER OXLADE Executive principal, Reigate and Coulsdon College	
PENNY ROBERTS Founder and chair of governors, St Luke’s CofE School, Hampstead	
DORINA ISABELLA	

SCOTT Headteacher, Beavers Community Primary School, Hounslow	
DENISE SHAW Lately chair of governors, Outwoods Primary School	
AMANDA JANE SOUTHWICK Principal, Marchbank Free School, Darlington	
MARGARET CAROL STANNARD Volunteer, Oak Field School and Specialist Sports College, Nottingham	
BRIAN WILFRED WALKER Headteacher, West Park School, Derby	
JANET WATSON Deputy headteacher, Queen Elizabeth’s School, Wimborne, Dorset	
GAIL EILEEN WEBB Education consultant and lately head of learning improvement, Leeds local education authority	
MEDALLISTS OF THE ORDER OF THE BRITISH EMPIRE (BEM)	
FELICITY ALICE BAILEY Teaching assistant, Sir Harry Smith Community College, Peterborough	
JANICE MAIN Volunteer and lately governor, Stag Lane Junior School, Edgware	
SANDRA IRENE SHOWELL Teacher, Peter Symonds College, Winchester	
RUTH MARIE TRUELOVE Reading assistant and governor, Stepney Primary School, Hull and volunteer, National Literacy Trust	





German embassy rewards top language teachers

FEATURED

Educators from across the UK were invited to the German embassy in London this month for an awards ceremony recognising outstanding teachers of the language.

The annual German Teacher Awards – now in its 14th year – was attended by over 220 people, including teachers and representatives from across business and media, and was hosted by ambassador Peter Ammon.

Also in attendance at the event was renowned British novelist John le Carré – the celebrated author of many espionage novels – who delivered a keynote speech to guests and assisted in presenting the awards.

The awards recognise teachers of German across primary and secondary schools, with five teachers receiving top prizes and a further 11 receiving special mentions.

The lifetime achievement award was presented to Janine Alison Turner from Cheshire-based Beech Hall Preparatory School.

Turner has taught German for 37 years, during which time she has authored three A-level textbooks (and is currently writing two more), run a German choir at a school in Durham and delivered talks in schools across the country on German film.

Of her award, she said: "It has been the most wonderful culmination for me of what I love to do, which is German things.



The award winners and nominees

credit: German Embassy

It's my passion really."

Criteria for the awards include teachers running successful link activities with the country, such as projects and exchanges, using the language in subjects other than German or having a record of innovative and successful teaching of the subject.

Sharon Barnes from Fairfield High School in Bristol received a special mention.

"I was very pleased just to be nominated, therefore receiving the special mention award from the German Embassy was a great honour," she said. "I work hard to promote German and it's a great feeling to see my students being very enthusiastic about the German language and culture.

"I am grateful to work in a school where



(L-R) Ambassador Ammon, Janine Turner and John le Carré

German is able to thrive. I am also thankful to have the support and freedom to offer extracurricular opportunities for students to develop their German skills through projects in Germany."

BAFTA-WINNING PLATFORM RELEASES SEX ED FILM

A still from the film



A BAFTA-winning education resource platform has released a short comedy film to support sex and relationships education in secondary schools.

Screwball! is suitable for years 8 through 11, and follows two 17-year-olds who are preparing to (possibly) have sex for the first time.

This free-to-access film explores the sensitive issues that face young people, such as consent, the influence of pornography, body confidence and the normalisation of sexting.

TrueTube, the online platform hosting the resource, already has a range of films available that support the teaching of PSHE, religious education and citizenship, with accompanying lesson plans and assembly scripts.

In 2016, one of the films commissioned by the site, *Refugee*, won a BAFTA at the British Academy Children's Award, making it the first time an online channel had ever won in the drama category.

Bob Ayres, a former teacher who heads up TrueTube, said: "In just 12 minutes, *Screwball!* raises issues of peer pressure, social media abuse and the damaging effects of online porn, and it does it in a way that's funny, sweet and emotionally engaging.

"We want young people to be developing positive relationships from the start, rather than having to learn from painful mistakes."

Screwball! will be launched on June 27, and can be accessed at www.truetube.co.uk

Alan Titchmarsh sows seeds of gardening club



Personal growth: Titchmarsh and kids

Presenter and gardener Alan Titchmarsh has paid a visit to pupils at Brookvale Primary School to launch the school's new gardening club.

Titchmarsh, who currently presents the ITV show *Love your Garden* showed key stage 2 pupils how to tend to the Birmingham school's allotment in order to grow vegetables.

He also took part in an assembly and spoke to staff, pupils and parents about the benefits of home-grown produce.

Teacher Harriet Halsey arranged the visit, and will lead the new club which aims to encourage pupils to lead a healthier lifestyle through growing their own fruit and veg.

"We were delighted to invite Alan to our school," she said. The children asked many

interesting questions and were inspired by his comments.

As a result, more children have now joined our gardening club."

Titchmarsh added: "It's wonderful to grow your own food and dig in to some wholesome meals as nature intended.

"It's essential that we pass on these life skills to future generations so that they can develop that love of gardening and nutrition from an early age and enjoy healthy, active lifestyles. Children are eager learners – I am merely planting the ideas for them to grow."



A healthy bunch



Sting like a butterfly: the commemorative display

The art of war

A group of year 6 students from Mayflower Primary School have created a work of art in memory of the children who died at their school as a result of bombing during World War One.

The pupils each created a paper butterfly in remembrance of the 18 four- to six-year-olds who were killed in an air raid that hit their east London school – then known as called Upper North Street Elementary – on June 13, 1917.

The butterflies were made during a workshop at the City of London Corporation's Guildhall art gallery, and will be displayed in the free 'Echoes across the Century' exhibition at the gallery, which commemorates the 100th

anniversary of WW1.

The creations will be displayed alongside other pieces of artwork by 200 students from across 14 London schools, which explore themes from the war.

Katy Jewell, a teacher at Mayflower Primary, said: "This was particularly poignant for the children, as they were able to directly explore the artists' and other schools' responses to the bombing, which took place at our school in 1917.

"It was hugely important in putting their experiences, and the experience of our school, in the context of WW1, and also for them to try to get a sense of the scale of the war."

MOVERS & SHAKERS

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



SIMON KNIGHT
DIRECTOR OF WHOLE-
SCHOOL SEND, LONDON
LEADERSHIP STRATEGY

START DATE: July 2017

PREVIOUS JOB: Director of education at the National Education Trust

INTERESTING FACT: Knight was a teaching assistant before becoming a teacher and has been involved in writing both the professional standards for TAs and the standard for teachers' professional development.



LYNSEY DRACOTT
HEADTEACHER, BARR
BEACON SCHOOL

START DATE: May 2017

PREVIOUS JOB: Associate head of Barr Beacon School

INTERESTING FACT: Dracott used to run her own restaurant in Wales, and was one of the first advanced skills teachers in the Midlands. A keen runner, she has competed in 10k off-road runs and the Tough Mudder challenge.



DAN ALIPAZ
DIRECTOR OF
OPERATIONS,
THE AURORA GROUP

START DATE: April 2017

PREVIOUS JOB: Director of operations at the Ruskin Mill Trust

INTERESTING FACT: Alipaz was born in the USA but qualified as a teacher in the UK. Throughout his career, he has taught all levels from key stage 3 to university. As a semi-professional surfer he has surfed all over the world, including the pipeline in Hawaii. Alipaz had a short spell as an academic, and is published in philosophy and language.



MICHAEL SEATON
HEADTEACHER,
HUDDERSFIELD
GRAMMAR SCHOOL

START DATE: September 2017

PREVIOUS JOB: Head of senior school at Brighton College Al Ain, Abu Dhabi

INTERESTING FACT: Seaton has worked in a range of British and international schools from Suffolk to Jakarta. He will return to the UK with his two Arabian saluki dogs.



ARNET DONKIN
EXECUTIVE PRINCIPAL,
EXETER DEAF ACADEMY

START DATE: September 2017

PREVIOUS JOB: Interim principal at Exeter Deaf Academy

INTERESTING FACT: Donkin has 30 years' experience in teaching, leadership and education advisory work, with the majority spent in special needs. He is a cofounder of the Mirror Mirror Playback theatre in Devon.

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SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

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to WIN a *Schools Week* mug



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