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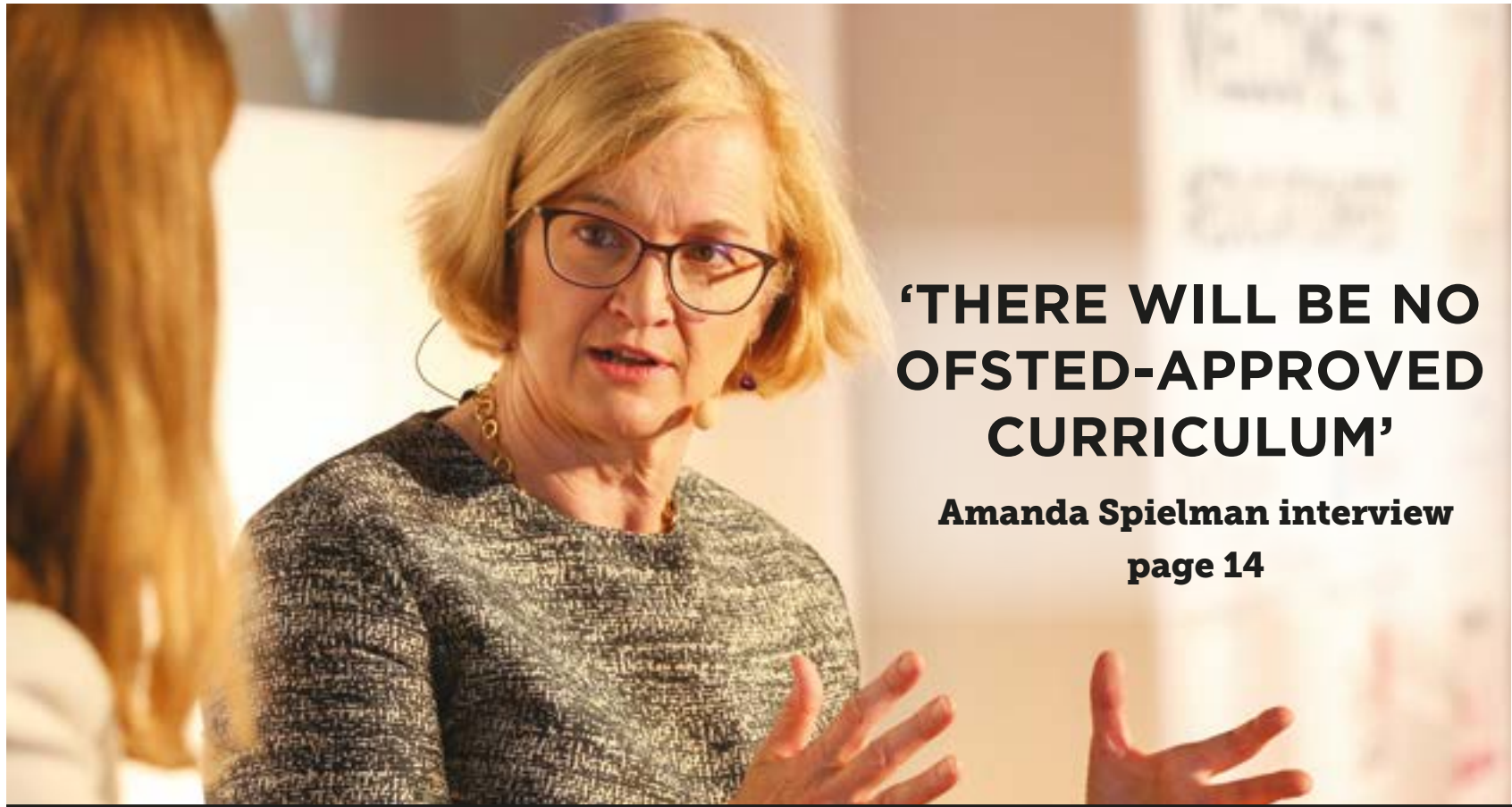
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SCHOOLSWEEK.CO.UK

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**'THERE WILL BE NO  
OFSTED-APPROVED  
CURRICULUM'**

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## Schools face huge fines for data breaches

- > You might need new staff to monitor the new EU requirements...
- > ...And Brexit won't make any difference. They're here to stay

**JOHN DICKENS**  
@JOHNDICKENSSW

**Investigates**

Schools face having to free up a teacher to work three days every week on EU data protection issues, say tech experts.

From May next year, schools must comply with

the new General Data Protection Regulation (GDPR) or face financial penalties of up to 4 per cent of their turnover.

The new regulations are designed to beef-up the safety and security of data held by all organisations in the EU – and will still be binding in the UK despite Brexit.

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**ED** JOBS  
**Week**

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NEWS

Schools must meet new EU data laws

**JOHN DICKENS**  
@JOHNDICKENSSW

**CONTINUED FROM FRONT**

Mark Orchison, managing director of 9ine Consulting, said schools faced a “significant amount of work” to become compliant.

A designated data protection officer could have to spend up to three days a week on data commitments and out-of-date IT equipment could have to be replaced. This is at a time when many are struggling to cope with stretched budgets.

It will be illegal for schools not to have a formal contract with a chosen data processor and if a chosen processor does not meet minimum industry accreditations.

“Lots of schools currently use IT equipment until it falls over and dies – with GDPR it’s a high-risk approach to continue using equipment that is out of warranty or doesn’t have up-to-date software,” Orchison said.

If schools used such software they could fall foul of the new stipulation to “ensure the ongoing confidentiality, integrity, availability and resilience of processing systems and services”.

Organisations found in breach of the

rules could be fined either up to 4 per cent of their turnover, or £20 million – whichever was greatest.

Malcolm Trobe, deputy general secretary at the Association of School and College Leaders, said many schools had yet to “clock on” to the impact of changes.

While many of the new rules were similar to those in the current Data Protection Act, there were “significant enhancements”.

He urged schools to add the changes to their work programme for next year and to use any annual data protection audits to ensure they met the new rules.

However, he warned against rash decisions as it was not clear how the regulations would apply specifically to schools yet. Currently only guidelines have been published.

Joshua Perry, director of Assembly, a schools data platform created by Ark, said there were still “open questions” about how to interpret GDPR in schools.

“Schools – and organisations working with schools – don’t need to fear GDPR, but they should be tracking very closely its implications.”

He suggested schools start “preparatory tasks”, such as designating a data

protection officer, and document where personal data was processed, including the methods used and how consent had been managed.

“This should include any spreadsheets of pupil data created and shared by the school, since this is a common – and potentially insecure – form of data processing.”

*Schools Week* reported that 66 schools reported data breaches in 2015, including the accidental loss, theft or revealing of information. None faced action.

A growing number of high-profile cyber attacks also show the risk for public organisations. In May a virus infiltrated the NHS’s outdated XP Windows system, leaving many hospitals unable to access patients’ medical records.

Under GDPR, schools must alert the Information Commissioners Office (ICO) of any cyber security breaches within three days.

Orchison said it was “highly likely” the ICO would take action should the school be found not to be meeting the new rules.

The ICO has published a 12-step checklist to help prepare for the changes. For more information, visit [ico.org.uk/for-organisations/education/](http://ico.org.uk/for-organisations/education/)

Fire danger at illegal schools threatens lives

**ETAN SMALLMAN**

**Exclusive**

There have been at least five fires and 44 failures to comply with fire brigade safety orders at suspected illegal schools in a London borough in the past three years, *Schools Week* has learned.

The lives of hundreds of children may be put at risk by what campaigners have described as dilapidated buildings “haphazardly converted from disused, tumbling-down residential houses”.

The incidents were recorded in Hackney, the local authority at the centre of controversy surrounding unregistered schools in Britain. The council last year said it was aware of up to 35 suspected illegal ultra-Orthodox Jewish, or Haredi, establishments.

Nationally, Ofsted has investigated 114 suspected unregistered settings and issued warning notices to 35 (25 of which have since either closed or taken steps to become legally compliant).

It is a criminal offence to operate an unregistered school, with a maximum sentence of almost a year’s imprisonment.

Five fires have been recorded by the London Fire Brigade at suspected illegal schools in Hackney, a figure it described as “high”.

Seven notices – covering 44 safety breaches – have been issued to four institutions on a list of suspected illegal schools given to the brigade by Hackney Council in 2014, and obtained by *Schools Week* through a freedom of information request.

Of these notices, two were given a “prohibition notice” – the most serious enforcement option available to officers other than prosecution – and issued where the use of the premises “may constitute an imminent risk of death or serious injury”.

The 44 breaches cover everything from failure to provide “a suitable method of giving warning in case of fire” to failure to provide sufficient emergency exits and ensure escape routes were adequately lit.

Fire inspectors also found evidence that teachers or children may be sleeping in at least three of the schools.

Dan Daly, the London brigade’s assistant commissioner for fire safety, told *Schools Week*: “Where people are living and sleeping in accommodation that isn’t designed for that purpose, such as schools, they are at much greater risk of being injured, or even worse, should a fire break out.

“That’s because these types of buildings may not have adequate fire safety precautions to alert you to, or enable you to, escape.”

An Ofsted spokesperson said: “Unregistered schools operating out of premises that do not meet health and safety standards are a real concern. Ofsted is committed to identifying and closing down these schools.”

Jay Harman, the education campaigns manager at Humanists UK, said the group had campaigned against illegal religious schools for a number of years. He said it was now well-known the schools did not offer an adequate curriculum.

“What is less well-known, however, is how appalling the conditions are in the schools, which tend to be in dilapidated and entirely unfit buildings, often haphazardly converted from disused, tumbling-down residential houses.

“But despite being fully aware of both the existence and whereabouts of these places, the relevant authorities have ignored the problem for decades.

“We certainly hope that this fresh warning from the fire brigade that the children are in imminent risk of death or serious injury will finally provoke the government into action.”

Chaya Spitz, chief executive of Interlink, a foundation offering services to Orthodox Jewish community bodies, said: “Fire safety is of the highest priority to schools, and to any organisation providing educational or other facilities for children and young people.

“Apart from their legal duties in respect of fire safety, this is a requirement of Jewish law (halacha). I personally have never come across an organisation that does not treat the issue with the extreme seriousness it warrants.”

If anyone believes they have information about an unregistered school, they should call Ofsted on 0300 123 1231.





## NEWS

# New GCSEs force curriculum trade-off

BILLY CAMDEN

@BILLYCAMDEN

An Essex school's plans to restructure its timetable to meet the demands of the new "big fat" GCSEs has coincided with the announcement from Ofsted's chief inspector of a crackdown on schools that are narrowing the curriculum to focus on exams.

Clacton County High has told parents that from September it will increase traditional hour-long lessons to 75 minutes to give pupils "a more in-depth learning experience".

Principal Neil Gallagher said pupils will have four lessons a day instead of five, although the school's start and finish time will stay the same.

No subjects will be dropped, but "optional" subjects will now have two-and-a-half hours teaching per week compared with the previous three. Teaching time for core subjects will increase: English GCSE, for example, will go up to five hours a week.

The change is in response to the tougher English and maths GCSEs introduced for first examination this summer. New exams in other subjects will be phased in over the next two years.

The demands mean that many schools now begin preparation for GCSEs in year 9



Geoff Barton

instead of year 10.

But at last week's Festival of Education at Wellington College, Ofsted's Amanda Spielman said that the "growing cannibalisation" of the early part of secondary school was "not what will set our children up for great futures."

"Preparing for GCSEs so early gives young people less time to study a range of subjects in depth and more time just practising the tests."

But Gallagher said the challenge of the new English specifications with their renewed emphasis on grammar and classic texts led him to restructure Clacton's timetable.

Whole books, not isolated snippets, now had to be understood.

Previously the school taught four hours of English in years 9 and 10 and five hours in year 11, which required pupils attending an additional lesson each week after school.

From year 9, the school would now "devote five hours per week to teaching English literature and language; that's a significant change", Gallagher said.

Geoff Barton, general secretary of the Association of School and College Leaders, said the greater level of content in the new GCSEs meant it "made sense" to rethink curriculum structure.

But Spielman is unlikely to welcome such moves. She has said inspectors will now look carefully at school curricula to ensure they are "broad and balanced" as required under the framework. She also admitted this shift in focus did not mean that "GCSEs, and qualifications more generally, are not important, or that there is anything ignoble about making sure young people leave school with a set of excellent exam results" as these were "passports to future success".

The dual focus, however, does leave heads feeling caught between competing demands.

Liam Collins, head of Uplands Community College in East Sussex, said that with government performance measures such as Progress 8 and Attainment 8 focused on eight subjects, with a particular emphasis on the core, the curriculum inevitably would narrow.

"We all understand what Amanda Spielman was trying to say about narrowing curricula. But the constant contradiction between Ofsted, government policy and the reality on the chalk face is incredibly draining," he told *Schools Week*.

"The content in GCSEs has increased massively, so we have to reduce the number of GCSEs taken by reducing the number of options. Gone are the days of students leaving with 14 GCSEs, now they will be lucky to leave with eight. Is this a curriculum narrowing to 'game' the system?"

"So you consider giving longer to study for the courses, say an extra year for key stage 4. But this is also described as narrowing the curriculum, although it means you can add additional subjects for study at GCSE."

**Interview with Amanda Spielman,**  
page 14



Amanda Spielman

## U-TURN ON SPRINKLERS

SCHOOLS WEEK REPORTER

@SCHOOLSWEEK

Ministers are reportedly dropping plans to weaken fire safety standards in new schools.

*The Observer* reported on Sunday that the government was re-examining changes to school safety guidance and that sections weakening the language around safety requirements – including sprinklers – would be removed.

It follows last week's investigation by *Schools Week* into the dramatic dip in school sprinkler installations since 2010. It is believed at least 260 new free schools do not have such systems in place.

Meanwhile, the Department for Education has announced it is reviewing all schools higher than four storeys to establish whether flammable cladding has been used.

It's part of a wider government investigation into high-rise buildings following the Grenfell Tower blaze in west London earlier this month in which more than 70 people died.

Education unions have also demanded that the government officially confirms that it has abandoned the fire safety rule changes and called for new legislation requiring all new schools to have sprinklers fitted.

Last August, the government released a consultation on new fire safety standards for schools, the results of which have still not been published ten months later.

The consultation said that reformed



guidance would "no longer include an expectation that most new school buildings" would be fitted with sprinklers. The government insisted this was a change of language, not of rules governing sprinkler installation.

However, since 2010, the proportion of new school buildings installing sprinkler systems has plummeted from 70 to 35 per cent, according to David Amess, chair of the all-party parliamentary group for fire safety.

And last year, when schools minister Nick Gibb introduced the consultation to parliament, he said that new sprinklers in schools added between 2 and 6 per cent extra cost.

"The department's assessment is that the additional spending would significantly outweigh any relatively modest saving from preventing some damage to school buildings."

*The Observer* said the weakened language would be "struck out" from the new guidelines, which *Schools Week* reported had already been removed from government websites.

Amess told *The Observer* he welcomed the changes but would "keep up the pressure" until the government made sprinklers "mandatory in all new schools".

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NEWS

WOMEN CIVIL SERVANTS IN THE DfE EARN LESS THAN MEN

JESS STAUFENBERG @STAUFENBERGJ

Women working in the Department for Education (DfE) are paid on average 6 per cent less than their colleagues who are men, new government figures show.

But more women civil servants are in senior roles compared with last year, and they get the same bonus pay as men.

The DfE was the first government department to publish details of its gender pay gap on Wednesday, following mandatory requirements introduced in April.

Women civil servants in the DfE are paid 5.9 per cent less as a median average, and 5.3 per cent less as a mean average, compared with a UK national pay gap of 18.1 per cent.

While women make up more than 61 per cent of department staff in the lowest pay quartile, more than half (55 per cent) of its senior civil servants are women, compared with 48 per cent in such positions in January last year.

Men and women also appear to get almost the same bonus pay, with a mean gap of just 0.8 per cent and median pay the same.

The closeness of pay reflects “the fact that men’s and women’s performances are valued equally and fairly”, according to a DfE press release.

Justine Greening, the education secretary, said she was “proud” that the DfE was first to publish its gender pay gap, adding the public sector had a key role to play in “leading the way”.

Changes to the metrics make it difficult to compare in financial terms what the gaps mean.

Last year, the department revealed its women civil servants were paid £3,000 less than their male colleagues on average. Male civil servants earned £22.30 an hour, compared with £20.54 for women.

This year, the department released the pay gap as a percentage, but not as a salary amount. *Schools Week* asked the DfE for these figures, but was told they would not be released.

Schools with 250 workers or more have until April next year to publish their gender pay gap statistics on their websites.

An analysis of government figures in 2015 by the National Union of Teachers (NUT) found women teachers in state schools were paid £37,100 on average, compared with £39,900 for men – 7.5 per cent less.

The gap for teachers widened when leadership positions were considered alone. Women headteachers earned on average £8,300 less than their male counterparts, the union found.

Greening: no school will lose funding

FREDDIE WHITTAKER @FCDWHITTAKER

No school will lose money under the new national funding formula, the education secretary Justine Greening has confirmed.

Speaking in parliament, Greening (pictured) indicated that her department would continue its plans for a per-pupil funding floor in the new formula, as promised in the Conservative party’s manifesto.

The pledge was made in response to criticism – much of which came from Conservative MPs – of the initial proposal for a national funding formula, which would have resulted in funding cuts for more than 9,000 schools.

Ministers have yet to announce how they will find the extra cash for the new funding floor, or how much will be available, after Theresa May dropped manifesto plans to save £650 million a year by scrapping universal infant free school meals.

The government nevertheless confirmed in the Queen’s Speech that it would deliver “fairer funding” for schools.

Greening, who was reappointed earlier this month, on Tuesday faced pressure from MPs on both sides over the funding details when she made her first speech in this parliament.

When pressed she said the Queen’s Speech had made clear that the government was “determined” to introduce its funding reforms.

“As outlined in our manifesto we’re also going to make sure that no school has its budget cut as a result of the new formula.” She also repeated the party’s pledge to



increase the overall school budget over the coming years.

Full plans for the funding would be published “shortly”.

The education secretary said it was “absolutely right” the government remained committed to introducing fair funding.

“We hold all schools to the same standards and the same accountability framework. It makes sense that we should make sure that children are funded comparably wherever they are in the country,” she said.

However, the former shadow education secretary, Lucy Powell, accused Greening and other Conservative MPs of “having their fingers in their ears”.

“Before we get into the fair funding formula, every school in this country will lose between 8 and 9 per cent of their

budgets over the course of this parliament, with two years of the last one, because costs have gone up,” Powell said.

“When the government say they are protecting budgets in cash terms, they are not protecting them in real terms, so even the winners out of the funding formula will still lose 3 per cent of their budgets and the losers will actually lose 11 per cent. Every school in the country is a loser.”

Greening dodged questions on the opening of new grammar schools, choosing not to mention the issue at all.

However, in response to a written question on parliament’s website earlier in the day, she confirmed that the ban on new selective schools would remain in place and that parliament’s agenda for the next two years – as described in the Queen’s Speech – did not seek to change that.

Former DfE director moves to RSC post

JOHN DICKENS @JOHNDICKENSSW

Sue Baldwin, a formidable civil servant at the Department for Education, is the new regional schools commissioner for the East of England and North-East London.

Until August 1 she remains director of school efficiency at the DfE with responsibility for the implementation of school funding reforms, including compliance and funding policy. Her signature is commonly seen on financial notices to improve, which warn academy trusts that have broken rules or in are significant deficit that their schools may be taken from them.

Baldwin (pictured) takes over from Tim Coulson who announced in April that he would become the chief executive of the Samuel Ward Academy Trust.

Baldwin’s region is enormous, covering West Ham in London to Great Yarmouth at the tip of Norfolk. She lives in Haringey, north London, and is a governor of a local further education college.

In a statement she said she wanted to make sure “every child and young person has the best school place possible”.



One schools commissioner remains vacant after Rebecca Clark’s announcement last month that she will leave the south west region to become a regional director with the academy chain Ark.

The national schools commissioner, Sir David Carter, said today that he was “thrilled” by Baldwin’s appointment. “Sue has an excellent understanding of the schools system and its future development, and a passion for education that will make her a really strong appointment.”

Other recent RSC departures include Jennifer Bexon-Smith, for the East Midlands and the Humber, who retired after just over two years in the role. Former council education boss John Edwards replaced her

seven weeks ago.

It means the latest two appointments have been either council or government officials, rather than recruits straight from a school or academy role.

Meanwhile, the roles for specific ministers under the new government are yet to be confirmed. As *Schools Week* went to press, the department website and press office would not provide further details.

The trade paper *Nursery World* is reporting that Robert Goodwill has been handed the early years brief previously held by Caroline Dineneage, greatly expanding the remit held by Edward Timpson who led on reforms around special needs, adoption and children services.

Anne Milton has not yet been officially confirmed as the skills minister, but spoke on apprenticeship reform at the annual conference held by the Association of Employment and Learning Providers.

*Schools Week* also understands that Lord Nash will remain as academies minister. School funding will be added to his brief, away from schools minister Nick Gibb. This will leave Gibb clear to focus on teacher training, curriculum, assessment changes and school accountability.



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NEWS

TWO TRIALS TO TEST CAREERS EDUCATION

BILLY CAMDEN  
@BILLYCAMDEN

Two new Education Endowment Foundation (EEF) trials will test how different approaches to careers education can boost teenagers' motivation at school.

They follow Ofsted's pledge that schools will be judged more heavily on how they are preparing pupils for the world of work.

The community apprentice trial, a million-pound partnership between the EEF, the Careers & Enterprise Company and Bank of America Merrill Lynch, will involve 780 pupils from 30 secondary schools in England.

Pupils will take part in "weekly coaching sessions, workshops and cross-city events" to identify a social issue they care about and relevant to their community. They will then work with local businesses and charities to implement a solution.

Teams will participate in an inter-school competition; the winners will be identified as the one that makes the biggest difference to the community.

The trial will be run by Envision, a national education charity, and will be evaluated by the government's Behavioural Insight Team (BIT), which will measure the impact on "character skills" as well as maths and English GCSE results.

The second trial, the Generation STEM work experience programme, is aimed at supporting pupils in gaining placements in STEM-related jobs.

Pupils at 130 schools will take part in this programme run by CSW Group, a not-for-profit social enterprise that has been granted £495,000 to deliver the project.

It involves a whole-year work experience preparation day for year 10, during which schools will identify students who might otherwise struggle to find a placement.

Pupils will then be supported to apply for jobs, interviewed for opportunities, and given feedback after their placement.

Past placements have included work at the Met Office and South West Water.

The National Foundation for Educational Research will evaluate the project, examining whether the project influences GCSE results in science and maths.

Sir Kevan Collins, chief executive of the EEF, said that by funding "rigorous" and independent evaluations of these two approaches, "we will be in a much better position to say what effective careers education looks like and its knock-on benefits to other outcomes like attainment in school".

Claudia Harris, chief executive of the Careers & Enterprise Company, added: "The best research shows that young people who have four or more encounters with the world of work while at school are 86 per cent less likely to be NEET – not in education, employment or training – and on average will go on to earn 18 per cent more than their peers who did not have such opportunities."

For more information, visit <https://educationendowmentfoundation.org.uk/>

UTCs want 'best fit' pupils (and more cash)

BILLY CAMDEN  
@BILLYCAMDEN

Exclusive

The organisation that oversees the ailing university technical college (UTC) programme has called on school leaders to "assess" which pupils best fit the vocational schools before sending unsuitable learners on to them.

The Baker Dearing Trust (BDT) also wants more funding than mainstream schools, as well as altered performance measures to align with their curriculum.

Schools Week learned of these three "wishes" following a report by the National Foundation for Educational Research (NFER) last week that found UTC pupils "perform less well" at age 16 than similar peers in mainstream schools.

The findings come as the UTC project flounders: seven have closed or announced they will do so because of low pupil numbers and financial issues.

But BDT claims there are "many instances" where pupils are wrongly advised to join UTCs, with some youngsters enrolling simply to avoid a permanent exclusion from a mainstream school.

One school even encouraged the 45 pupils in its bottom sets to transfer wholesale to its local UTC, according to Peter Wiley, director of education at the trust.

He said that while UTCs "welcomed" pupils with special needs and behavioural problems, they were not the population "for whom UTCs were designed" as many had little or no interest in science, technology, engineering and maths (STEM) subjects, and were not prepared for longer school days and their "business-like environment".

Baker Dearing therefore wants the government to "act to stop" mainstream schools from encouraging pupils to transfer to a UTC "without any assessment" of whether it is the right move.

NFER's report, *Behind the Headlines*, found the demographics of pupils – in terms of prior ability and family income – were not dissimilar to those in mainstream schools. However, pupils were more likely to have a pattern of high absence by the time they left the mainstream.

Wiley said school leaders and teachers should visit local UTCs to "understand what is on offer" and "keep track of pupils who perform well" in STEM or who demonstrate good spatial skills – those who tend to think in images before converting them into words.

But Janet Downs, from the state school campaign group Local Schools Network, said that BDT's demand suggests the organisation want UTCs to be "selective".

"Age 14 is too early to specialise," she said. "The trust's demand that only suitable young people should apply to UTCs suggests it wants only pupils who will perform highly – that is, selection at 14."

In February, Lord Baker, a key architect of the ailing programme, won a major concession in the House of Lords to force all



schools to give UTCs access to promote their institutions to pupils. In the same month the government handed out more than £100,000 in funding to councils to enable them to write to parents promoting post-14 education options such as UTCs.

But the NFER report concludes that "far more" needs to be done to support the struggling programme.

BDT also wants the Department for Education to give UTCs more funding to recognise that some vocational courses were "more costly to deliver than others" and that UTCs had a longer day and required specialist equipment.

Wiley said BDT would welcome a "technical premium" in the schools' funding formula.

Downs, however, said it would be "far better" if the government were to fund all schools and post-16 provision "adequately and fairly" rather than "give way to special pleading".

Trusts create 'internal labour markets'

JOHN DICKENS  
@JOHNDICKENSSW

Multi-academy trusts are avoiding recruitment problems by parachuting teachers into disadvantaged schools that would normally struggle to hire staff, a new study has found.

But the National Foundation for Educational Research (NFER) analysis, published on Tuesday, found the likelihood of teachers moving between academies in the same MAT dropped significantly when schools were more than nine miles apart.

The study, based on School Workforce Census data from 2010-15, found staff move between schools in the same trust ten times more than between schools not in trusts. Plus, within a trust they were more likely to move to one with a disadvantaged intake.

Previous studies have found that schools serving lower income communities typically face greater recruitment difficulties.

Hence, academy trusts have created "internal teacher labour markets" that are "somewhat distinct from the teacher labour market in the local area", the report claims.

This gives trusts "an alternative and potentially effective mechanism of deploying staff in challenging areas that struggle to recruit and retain."

The approach has been championed by the government, including the former education secretary Nicky Morgan who said flexible staff deployment would "give a clear path to career progression that will keep [teachers and leaders] engaged rather than looking for opportunities elsewhere".

A spokesperson for the Harris Federation, which runs 41 schools in London, said it moved staff on promotion and had "central subject experts" – staff contracted to the trust centrally so they could be deployed across all schools.

"One of the benefits of having 41 academies in close geographical proximity is that we can retain and develop excellent staff.

"Many of our executive heads are home-grown. Having turned around their own school, they go on to use that expertise to oversee others."

Many trusts also use informal working arrangements to move teachers, although the NFER data only captures permanent moves and secondments.

Frank Norris, the chief executive of the Co-

operative Academies Trust, said few teachers moved between its eight academies in the north of England. But after four primaries in Leeds failed to get enough applications for new teachers, the trust ran an open day and recruited for "various primary teaching roles" across the four.

It received more than 30 applications and placed the successful teachers in schools based on their location preference and where academy leaders thought they would be best suited.

The NFER report found that teachers were much more likely to move between schools in geographic clusters, with the likelihood of moving tailing off significantly when they were more than nine miles apart.

Previous research by the Department for Education found that about 70 per cent of all teachers moved to a post within 15 miles of their original job.

Jack Worth, the report's author and a senior economist at the NFER said: "It is particularly encouraging to find that teachers [in MATs] are tending to move to schools with more disadvantaged intakes, as these are the schools that tend to find it hardest to hire staff."



# NEWS

## AET AND REACH2 GIVE UP ACADEMIES TO NEW SPONSORS

**BILLY CAMDEN**

@BILLYCAMDEN

Two of the country's largest academy chains have offloaded two schools each in recent weeks.

Academies Enterprise Trust (AET) was stripped of Everest Community Academy in Basingstoke and Cordeaux Academy in Lincolnshire at the request of their relevant regional schools commissioners, despite hinting at expansion after the government lifted a ban on it taking over new schools.

The trust is now in talks with the Department for Education (DfE) about transferring more of its academies.

Meanwhile Reach2, the largest primary-only academy trust in the country, asked for two of its schools in London – Castle Hill and Broadmead Primary – to be handed to new sponsors following concerns about their performance.

Both instances follow criticism from Ofsted about large academy chains growing too quickly.

AET was put on the DfE's "pause list" five years ago – which meant that it was not allowed to sponsor new schools – after running into trouble following quick expansion in the early years of the academy programme.

The chain grew rapidly to run

74 academies, but after government intervention had to offload eight schools between December 2014 to April 2015.

AET was taken off the list this year and was considering expansion. But it has now been told that from September 1 it must give Everest to Bourne Education Trust, while Cordeaux will be taken over by Tollbar Multi-Academy Trust. Ofsted rated both last year as requiring improvement.

A trust spokesperson said that "further discussions" with the DfE concerned a "small number of other AET academies, yet to be confirmed" that could also be handed on.

The spokesperson said the transfers would allow the trust to "focus its resources and attention on those schools where the organisation believes it can most add value" and to "expand in areas of strength while addressing areas of historical weakness".

AET is also engaged in a consultation to close Sandown Bay Academy on the Isle of Wight. It also has a "requires improvement" Ofsted rating. Pupils are expected to transfer to another AET academy – Ryde Academy, which is rated "good".

Parents and councillors have heavily opposed the plan, but AET claims it is "preparing" to bring an unknown number of primary schools into the trust.

Meanwhile, a Reach2 spokesperson said that at the end of last year, despite "considerable progress" at Castle Hill and Broadmead, the trust felt better improvements would be made with a different sponsor. "Unlike all of our other academies, we felt that the rate of improvement would accelerate under other trusts in this next phase of their development," she said.

Castle Hill in Croydon was put into special measures following an Ofsted inspection last September. It has now been rebrokered and joins local sponsor, Platanos Trust.

Broadmead, also in Croydon, is being transferred to the Pioneer Academy, a different local sponsor.

Reach2 will have two new schools joining in September, keeping its numbers at 56 primary academies. It has also had bids approved by the Department for Education earlier this year to create 22 new free schools.

The Reach2 spokesperson said:

"Our approach continues to transform schools – over the past month alone five of our academies received good judgments from Ofsted, having previously been in special measures or requires improvement. A dozen schools have come out of special measures this academic year."



Steve Lancashire,  
CEO of Reach2



Julian Drinkall,  
Chief executive of AET

## Six of seven ATOM schools lose 'good' rating

**BILLY CAMDEN**

@BILLYCAMDEN

The Academy Trust of Melksham (ATOM) has been criticised by Ofsted after nearly all its schools dropped from a "good" rating.

In a focused Ofsted review which looked at seven of the trust's eight schools, leaders were particularly criticised for not making clear who is responsible for "key strategic decisions" and because pupil progress monitoring was "largely non-existent".

ATOM was chosen for a focused review after concerns over performance of some of its academies.

The group was set up by seven maintained schools in Melksham, Wiltshire, after they voted to become academies in 2015.

All had been rated "good" in 2015, but when Ofsted inspected the seven this year, four were rated as "requires improvement" and two as "inadequate". One kept its previous "good" rating.

Inspectors said in their final report that the trust "lacks the capacity" to secure improvement.

The confusion over who is responsible for making key decisions was said to be particularly worrying.

Bradley Simmons, Ofsted's regional director for the south west, said in a letter to the trust's chair, Paul White, that the organisation had "not acted quickly enough" to clarify the scheme of delegation, which outlines key responsibilities, and that it

- It is not clear who holds responsibility for making key strategic decisions to bring about improvements in the schools.

- Monitoring of pupils' progress on a Trust-wide basis is largely non-existent.

"has been interpreted differently by local governing bodies and the trust board".

Simmons said problems in two schools had "overstretched" the trust's capacity.

"Actions to stabilise the leadership and management in these schools have absorbed the majority of time and resources available and significantly limited the effectiveness and pace of school improvement across the trust as a whole."

Simmons said there were no clear procedures in place to monitor key personnel, such as the trust's chief executive Anna Willcox and the improvement team.

Ofsted said that in 2016, pupils in the trust's primary schools made less progress at key stage 2 than other pupils nationally, particularly in maths. Two of the trust's schools were in the bottom 10 per cent nationally for progress. Disadvantaged pupils also did not make "good enough progress" at

key stages 2 and 4.

Simmons said this was because the trust put too much emphasis on attainment over progress. "This contributes to a lack of precision in the trust's judgments about the impact of teaching in its schools."

The education of pupils with special needs was also said to be "inconsistent" with funding "not monitored effectively at trust level".

White said ATOM recognised there were "tough messages" in the report, but that these would now be used to learn how to provide "the best possible education to all the children within our communities".

He said the trust had already picked up on many of the issues, adding: "We will make things better and are determined that all our schools will be rated 'good' by our next Ofsted."

## EFA TERMINATES DURAND FUNDING

**FREDDIE WHITTAKER**

@FCDWHITTAKER

Durand Academy in south London will lose its funding by June next year, a move that ends the lengthy battle between its present trust and the government.

A letter from Peter Lauener, the Education Funding Agency's chief executive, to Sir Greg Martin, chair of the Durand Academy Trust (DAT), this week confirmed funding for the school will end on June 29, 2018.

Government officials will find a new sponsor for the Lambeth school, and its existing trustees will be dismissed.

Lauener said the decision to terminate funding followed "repeated and significant breaches" of the academy's agreement that "have not and will not be remedied to my satisfaction".

It concludes a long period of negotiation between the government and the school, which was given a final warning last autumn after it refused to sever ties with Martin, its former executive headteacher.

The trust was told last July to address concerns over its finances and potential conflicts of interest, and to remove Martin from any dealings with the trust.

MPs criticised Martin after it emerged that he was paid more than £400,000, which included his salary for the school and management fees from a company that ran leisure facilities on its site.

The trust refused to meet the demands, however, and in September told Schools Week that it vowed to fight in court any termination of the school's funding, claiming the Education Funding Agency had "no right" to ask for the changes to be made.

In October, the government issued Durand with a notice of intention to terminate its agreement, claiming that it had failed to comply with six of the eight requirements set out in the July warning.

Academies minister Lord Nash has now confirmed in a statement that the school has been given notice that its funding will be stopped in 12 months.

"This is not a decision we have taken lightly but follows multiple breaches by the trust of its funding agreement and a failure to meet, or refusal to comply with, the requirements set out by the department to address concerns about financial management and governance."

"DAT has been given multiple opportunities to respond to our concerns, but has failed to do so. We will now begin the process to transfer the school to a new sponsor to safeguard the future education of Durand's pupils and to ensure public money and public assets intended for the education of children are managed effectively."

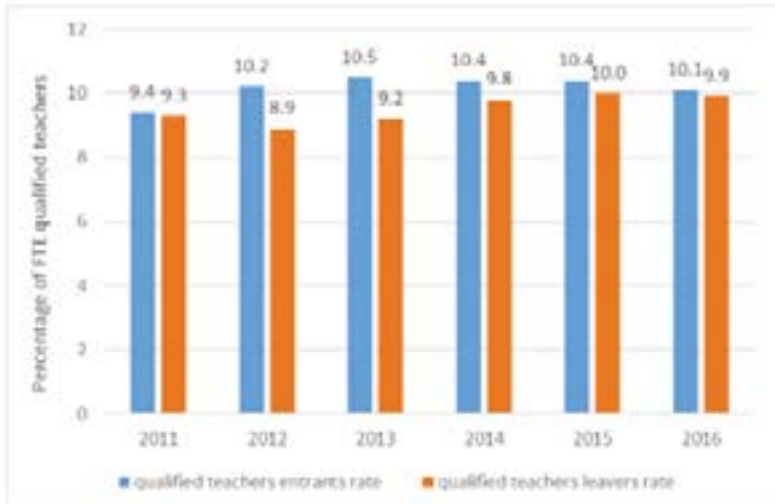
The government said handover to the new trust would happen before the end of June next year "to ensure minimum disruption to pupils".

NEWS

Teachers leaving faster than ever – and

The Department for Education last week published the Workforce Census that includes the latest statistics on who is working in England’s schools. John Dickens rounds up what we learned

LOWEST TEACHER ENTRY RATE IN FIVE YEARS1



Year	qualified teachers entrants rate	qualified teachers leavers rate
2011	9.4	9.3
2012	10.2	8.9
2013	10.5	9.2
2014	10.4	9.8
2015	10.4	10.0
2016	10.1	10.4

The rate of qualified teachers entering the profession is at its lowest since 2011. In 2016, 10.1 per cent of all teachers were new entrants, compared with 10.4 per cent in 2015. The total number of new teachers also dropped from 45,120 to 43,830 last year. But the rate dropping out of the profession also fell from 10 per cent in 2015 to 9.9 per cent last year (a drop of 0.1 percentage point). However, the fall in new entrants is larger than the retention boost (0.3 percentage points), suggesting recruitment woes are deepening.

TEACHERS ARE CONTINUING TO LEAVE FASTER THAN EVER2

First, the good news: the percentage of teachers remaining in the profession after one year has remained stable – at 87 per cent.

Now, the bad news: after three years in the job, they are leaving faster than ever.

Just 74 per cent of teachers that started working in 2013 were still in a teaching post three years later – that’s the lowest figure since records began in 1996.

Year qualified	Recorded in service by	Number of newly qualified entrants entering service	1 year	2 years	3 years
Note 2	Note 3	Note 5			
1996	March 1997	18,100	91%	84%	79%
1997	March 1998	18,900	90%	83%	77%
1998	March 1999	17,800	89%	81%	77%
1999	March 2000	18,300	88%	82%	77%
2000	March 2001	17,600	89%	83%	78%
2001	March 2002	18,600	89%	82%	78%
2002	March 2003	20,700	89%	83%	78%
2003	March 2004	23,000	90%	83%	77%
2004	March 2005	25,200	89%	81%	77%
2005	March 2006	25,700	86%	81%	77%
2006	March 2007	24,000	87%	81%	77%
2007	March 2008	24,400	88%	82%	78%
2008	March 2009	24,400	88%	82%	80%
2009	March 2010	22,300	87%	83%	79%
2010	November 2010	24,100	87%	82%	77%
2011	November 2011	20,600	88%	83%	77%
2012	November 2012	23,000	88%	81%	75%
2013	November 2013	23,600	87%	80%	74%
2014	November 2014	24,200	87%	79%	
2015	November 2015	25,500	87%		
2016	November 2016	24,400			

THERE’S BEEN A 7 PER CENT RISE IN UNQUALIFIED TEACHERS3

The number of teachers without qualified teacher status (QTS) has risen from 22,500 full-time equivalents in 2015 to 24,000 last year (a 7 per cent rise). Unqualified teachers now make up 5.3 per cent of the workforce, compared with 4.9 per cent in 2015. However the percentage of unqualified teachers working towards their QTS is also up by one percentage point to 21 per cent. Academies have a higher proportion of unqualified teachers than local authority maintained schools – and free schools have the highest of all.

In primaries, 3 per cent of teachers in maintained schools are unqualified, compared with 4.2 per cent in academy converters, 5.9 per cent in sponsor-led academies, and 12.3 per cent in free schools. Meanwhile, at secondary, 4.9 per cent of teachers at maintained are unqualified, compared with 5.4 per cent in academy converters, 9.6 per cent in sponsor-led academies, and 11.3 per cent in free schools.

MORE TEACHING ASSISTANTS IN PRIMARY, BUT SECONDARIES MAKE CUTS4

The overall number of teachers has increased slightly between 2015 to 2016 (up 0.1 per cent).

However, there has been a much bigger increase in the number of teaching assistants – up 1 per cent over the same period. But the rise was all in nursery and primary schools – up 1.8 per cent. The number in secondary schools fell 4.2 per cent.

The number of support staff has fallen overall by 1.3 per cent. There was a 0.8 per cent decrease in the nursery/primary sector, a 1.6 per cent fall in secondary schools.

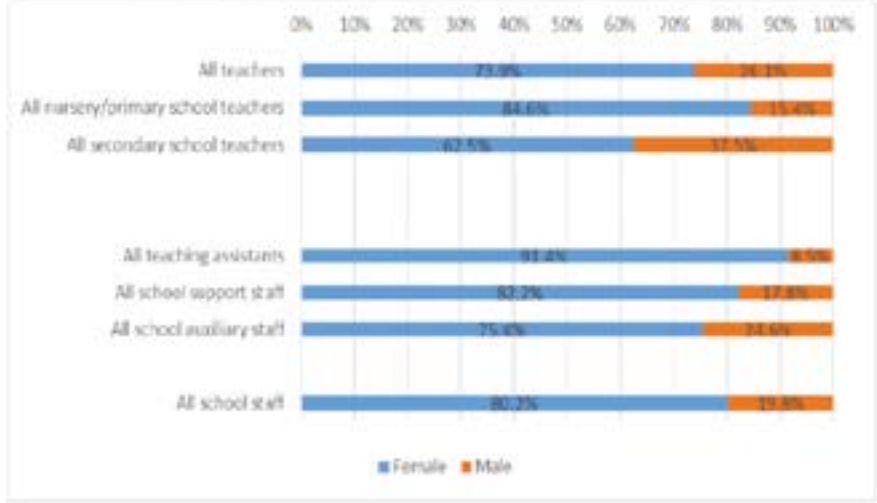
The data doesn’t give an explanation for the fall, but it follows an increasing number of stories that show schools, academy trusts and local authorities are pursuing redundancies to meet stretched budgets.

MORE WOMEN NOW WORK IN SCHOOLS . . .5

The census shows the percentage of teachers who are women has continued to rise – up by 0.1 percentage point to 73.9 per cent last year. This varies widely by sector: 84.6 per cent of nursery and primary teachers are women (15.4 per cent men), compared with 62.5 per cent in secondaries (37.5 per cent men).


Overall, women have four in five school jobs (80.2 per cent).

The percentage of full-time equivalent school staff by gender: November 2016



Category	Female	Male
All teachers	73.9%	26.1%
All nursery/primary school teachers	84.6%	15.4%
All secondary school teachers	62.5%	37.5%
All teaching assistants	89.4%	10.6%
All school support staff	80.2%	19.8%
All school auxiliary staff	75.4%	24.6%
All school staff	80.2%	19.8%

. . . BUT MEN ARE PAID MORE (IN SECONDARIES)6



Across all secondary schools, men are paid more than women.

The median salary for men in maintained secondaries is £38,300, compared with £37,900 for women.

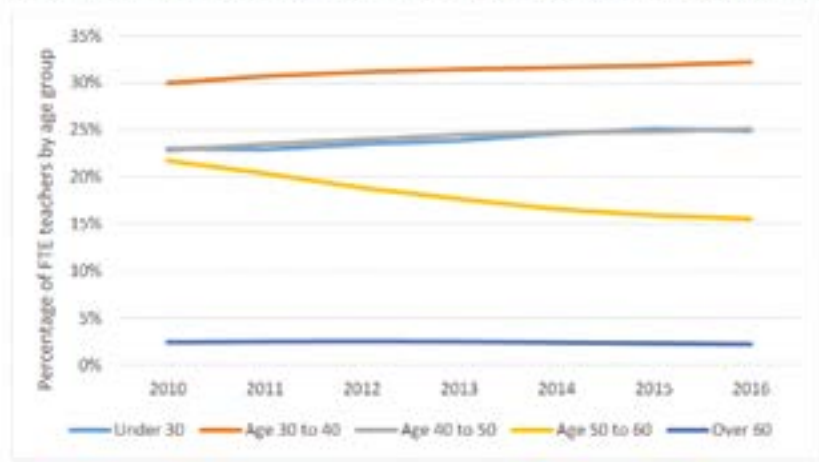
Both genders are paid less at secondary academies, but there is still a disparity. The median for men was £37,900, compared with £37,100 for women



# and 11 other school workforce findings

## THE WORKFORCE APPEARS TO BE GETTING YOUNGER 7

The percentage of full-time equivalent teachers by age group: November 2010 to November



Under-30s now make up a quarter of the teacher workforce at 24.9 per cent – compared with 23 per cent in 2010.

The percentage of teachers aged 30-40, and 40-50, has also risen.

But the percentage of teachers aged between 50 and 60 took a tumble from 21.7 per cent in 2010 to 15.6 per cent last year.

However, the figures show the number of teachers taking retirement throughout the 2015-16 financial year is actually lower than in previous years.

## PART-TIME WORKING IS MORE POPULAR 8



The percentage of part-time teachers has been steadily increasing since 2010 and this year moved up again to 23.2 per cent of the workforce, compared with 22.7 per cent in 2015.

More than a quarter (27.8 per cent) of women teachers worked part-time, compared with 9 per cent of men.

While female part-time teaching has risen from 25.7 per cent in 2010 to 27.8 per cent last year, part-time working amongst male teachers dropped from 9.3 per cent in 2010 to 9 per cent last year.

Encouraging schools to offer more incentives to keep staff in flexible working – such as “keep in touch” days and cash retainers – has been touted as a potential solution to teacher supply concerns.

## ACADEMIES PAY LESS THAN COUNCIL SCHOOLS (UNLESS YOU'RE IN A LEADERSHIP ROLE) 9

On average, teachers in maintained nursery/primary schools received £33,800 for their work, compared with £32,600 in primary academies.

The same pattern held in secondaries, with teachers taking home an average £37,300 in maintained schools, and £36,400 in academies.

But school leaders were paid more in academies. The average salary for leaders in a maintained school was £63,100, which was just pipped by £63,200 in secondary academies.



## SOARING NUMBER OF SECONDARY SCHOOLS WITH VACANCIES 10

The DfE said the teacher vacancy rate remains low, and has been around 1 per cent or below (for all teaching posts) since 2000.

However, the percentage of schools with at least one advertised vacancy or temporary-filled role rose from 23 per cent of secondary schools in 2015 to 27 per cent last year. Primaries with at least one vacancy also went up from 6.9 per cent in 2015 to 8.9 per cent last year.



## TEACHERS ARE TAKING FEWER SICK DAYS 11

Just over half of teachers during 2015-16 had at least one sick day in the year (54 per cent), compared with 56 per cent in 2014-15.

The average number of days taken as sick has been falling slowly – from 9.9 days in 2000 to 7.5 days in 2015-16.

A total of 2.16 million days were lost to sickness absence last year, which is lower than in all previous years since records on sick leave began in 2000 (and equates to an average of 4.1 sick days per teacher).



## ... AND THEY ARE NOW LESS LIKELY TO LEAVE BECAUSE OF “ILL HEALTH” 12

The percentage of teachers retiring through ill-health is also now “substantially lower” than in the past.

Just 3 per cent of teachers retired in 2015-16 through ill-health. That compares with 11 per cent of retirees in 2004-05, and more than 25 per cent throughout the 1990s.

The percentage of teachers retiring early was at 43 per cent – similar to figures for the past ten years, which have ranged between 40 and 45 per cent.

Perhaps what doesn't kill you in the classroom, really does make you stronger!





# NEWS: FESTIVAL OF EDUCATION

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# DAY ONE

## THE COMEDIAN, RESEARCHER AND CHIEF INSPECTOR . . .

JESS STAUFENBERG  
@STAUFENBERGJ

The sun was out, a band played and the school looked like it was straight out of Harry Potter.

*Schools Week* was back last week at Wellington College in Berkshire to help to celebrate the eighth birthday of *The Telegraph* Festival of Education. We were there with a bevy of top educationists, whose thoughts and debates we cover over the next four pages.

Comedian and actor Hugh Dennis, who played a harassed teacher in the hit BBC series *Outnumbered*, opened the festival by saying that pupils could feel like failures because they were judged in school by what was “measurable”. “We just need to make space for kids to think.”

The festival took inspiration from his words. New research from Becky Allen at Education Datalab described how “sausage-machine schools” ground down new teachers, forcing them to flee the profession. Tom Sherrington, education consultant, laid into Progress 8: “We’re so driven by numerical outcomes we’ve lost the plot”.

Chief inspector Amanda Spielman, determined not to judge schools on data only, and gave a wry nod to the pitfalls of being a celebrity headteacher by refraining from naming any so as not to “jinx” them.

In a later interview with Spielman, *Schools Week* editor Laura McNerney asked whether a school was recently graded outstanding simply because the Department for Education liked it (Spielman firmly denied this), a question that prompted Allen to tweet she hoped Laura “never interviews her”. Sam Freedman, executive director of programmes at Teach First and a former adviser to Michael Gove, said in turn during a debate on how to use evidence in education that he would be “quite happy for Allen to be made a benign dictator for the next 50 years”.

Aside from these nuggets, *Schools Week* meandered through tents to hear the neuroscientist Sarah-Jayne Blakemore talk about adolescent brains, find out the Goldilocks-size for multi-academy trusts, and see a fiery review of the post-Brexit landscape by Mary Bousted. Sir David Carter gave a 20-minute talk – but did not take questions – while teacher and author Darren Chetty warned that British values were leading some schools to look like “an EDL march”.

In a closing speech under the star-spangled ceiling of the main tent, Gyles Brandreth, of Radio 4’s *Just a Minute*, gave a eulogy to the power of words, crediting both his English-teacher mother and a school teacher for his love of them. The audience left Berkshire feeling fuzzy, as well as fired up. See you next year!



Dr Rebecca Allen



## ‘SAUSAGE-MACHINE’ SCHOOLS SPIT OUT NEW TEACHERS

More than 100 “sausage-machine schools” that lose high numbers of newly-qualified teachers in “a cycle of grinding down new recruits” are pushing teachers out of the profession, a new study has found.

Education Datalab said that about 130 schools that recruit and then replace an unusually high number of newly qualified teachers (NQTs) each year have a disproportionate impact on teacher retention.

If the number of new trainees who left these schools could be brought in line with the national average, then 538 fewer NQTs would have left the profession over 2010-15.

This is a quarter of the existing recruitment deficit and would have saved £12.3 million on teacher training, the researchers told festival delegates.

“We need to look at publishing teacher turnover figures, in particular how good schools are at keeping NQTs,” said Dr Rebecca Allen, Education Datalab’s director.

Ofsted could then investigate the schools that gave cause for concern, and trainees would know to avoid working there.

About 4 per cent of teachers at any time were NQTs, but “sausage-machine schools” could be spotted as those that tended to employ NQTs as 20 to 30 per cent of their workforce – in effect “over-using” them to fill staff posts, said Allen.

The researchers looked at the proportion of NQT contracts at schools compared with their staff size over a five-year period and identified 131 schools across the country with unusually high numbers of NQTs that left for somewhere else.

Separately, about 122 also had unusually high numbers of NQTs who left the profession altogether – dubbed the most damaging kind of “sausage-machine school”.

Sam Sims, a research associate at Education Datalab, said such schools should not be allowed to employ new trainees because they’d proven themselves “inadequate for showing them how to learn their craft”.

Instead, the best and most experienced teachers should be recruited to those schools to help to turn them around, a tactic already used by many multi-academy trusts.

The research comes as the School Workforce Census, released last week, shows the number of new teachers entering the profession has dropped to its lowest rate in five years, while vacancy rates continue to rise.

Further analysis of the census by Education Datalab found a tenth of all NQTs left in their first year, a third after three years. This was particularly worrying since teachers became their most effective for pupils after three years, said Sims.

Although there were just over 100 such schools in the country, they had a disproportionate impact on other schools because they could single-handedly cause about 15 teachers to leave the profession over five years – “enough to staff a whole other school”, he said.

Allen said that stress, lack of support from experienced staff and high pressure from senior leaders were likely to be key features in these schools. They were also more likely to be in disadvantaged areas.

Datalab did not name the schools, but some will be listed, with detailed case studies, in a book due to be published later this year.



## TORY FLOP WILL LET GREENING SOAR, SAYS UNION CHIEF

Education secretary Justine Greening has become "freer" from the "dead hand of No 10" since the Conservatives' failure to secure a majority, says Mary Bousted, general secretary of the Association of Teachers and Lecturers (ATL).

Bousted (pictured) said the "very effective" secretary of state had been freed from "inordinate delays" over policy decisions that characterised the pre-election period.

The exit of Theresa May's "cabal" of advisers, in particular grammar schools' advocate Nick Timothy, would allow Greening to follow her instincts.

"With the exit of Nick Timothy, we can actually ask whether she is going to bring about the 500 new free schools pledge," Bousted told delegates.

When pressed by *Schools Week* as to whether Greening would lift a ban on local authorities operating new schools and abandon the free schools' programme, Bousted said Greening was a "pragmatic secretary of state" who should realise local



authorities needed to be "brought back into the picture".

As well as the pressure on pupil places, there were other issues that simply "would not go away" for the Department for Education (DfE).

The proposed levels of school funding were "not tenable", she said, reminding the audience that even "right-wing" MPs such as John Redwood, the Conservative member for Wokingham, were

campaigning for better funding.

The pressure was also on the DfE after teaching unions made school funding a central issue for voters. Chris Cook, policy editor at the BBC's *Newsnight*, had tweeted after the election that the National Union of Teachers (NUT) "may have run the most successful union campaign in recent history", she said.

A new National Education Union, formed this September from the ATL and NUT, would also be "even stronger" at challenging the government.

The time was particularly ripe for domestic policy to be reassessed as Brexit negotiations would create a "remarkable lull" from No 10 at home.

At the same time, said Bousted, May had become "humble and listening", allowing for previous school policies to be overturned. "Of course, all my predictions rest on the continued existence of the Conservative party and the DUP," she added, saying another general election could not be ruled out.



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# NEWS: FESTIVAL OF EDUCATION

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# DAYS ONE & TWO

## SIZE DOES MATTER, SAYS TRUST CHIEF

Twenty schools is “too small” for a multi-academy trust because they will not be able to fund the training and services that are increasingly expected of them, says the chief executive of a multi-academy trust.

Jon Coles, of United Learning, said the “long-term risk” to the academy system being successful was “not trusts being too big, but that they will be too small”.

Bigger trusts had more capacity to train staff, provide specialist services and invest in difficult schools because they have a larger budget and can make savings on back-office costs, Coles said following a panel debate called *Does Size Matter? The Growth of Multi-Academy Trusts*.

But business directors said the “local detail” of each school’s character and finances was lost when trusts expanded much beyond 20 schools.

John Banbrook, the business and finance director at Faringdon Academy of Schools in Oxfordshire, whose chair, Liz Holmes, sat on the panel, said growing too large ran the risk of trusts falling “back into the failed local authority model we were trying to get away from” in which councils were having to oversee too many schools.

His trust of eight schools, which planned to join another trust to have 15 schools, would still be a size where he was able to talk “in detail about every single school”. If it grew beyond 20, the trust would rely more on data and be a “step removed” from schools on the ground, running the risk of getting into difficulties.

But Coles said his trust’s turnover of £360 million – the result of 40,000 pupils at 46 academies and 13 independent schools – allowed even a 1 per cent investment in teacher training to be a “substantial resource” and meant the trust could train 100 new teachers a year.

National schools commissioner Sir David Carter’s recommendation that 1,200 pupils should be the minimum size for a MAT was therefore “much too small”, because such a trust would only have a budget of about £5 to £6 million, he said. Carter made the comments in March last year.

“To get real advantages of scale, I think a trust needs to be at least five to ten-times that size.”

But Emma Knights, chief executive of the National Governance Association, who also sat on the panel, said multi-academy trusts should be more focused on collaborating with local schools and trusts than trying to deliver all training and improvement themselves.

“MATs aren’t supposed to do everything. That’s what teaching school alliances are for.”

Senior leaders should also not spend “half their lives in the car” driving between lots of schools within their trust.



Laura McInerney, editor of *Schools Week*, Maria Arpa, chief executive of the Centre for Peaceful Solutions, Robin Dyer, second master at Wellington College, Tom Bennett, behaviour adviser to the DfE, and Katharine Birbalsingh, headteacher of Michaela Community School

## ‘DETENTIONS DON’T PROVIDE A MORAL COMPASS’

Detentions were “a kind of violence” against pupils, said a conflict expert during a heated panel debate on pupil behaviour.

Maria Arpa, chief executive of the Centre for Peaceful Solutions, which helps to prevent community conflict, said that detentions aimed to improve behaviour by telling pupils they should do the right thing because otherwise “someone bigger than you will get you for it”.

As such, detention and other punishments, such as isolation and exclusion, “perpetuate a domination culture” and were inherently a kind of violence.

Instead, pupils must develop a moral compass “from the inside-out, not the outside-in”, she said.

But she was strongly challenged by school behaviour experts, including Tom Bennett, the government’s independent behaviour tsar.

Bennett, who also runs the conference organisation ResearchEd, said: “Boundaries set with love are for pupils’ benefit.

“It’s not violence, it’s part of a wider diet of helping them.”

He added that there was a “serious national problem with behaviour”, although figures across schools were difficult to come by because of the inconsistency of school record systems.

Nick Rose, a researcher for Teach First, suggested during a separate event on behaviour that even Ofsted was unable to



accurately assess the scale of the issue as teachers were not incentivised to confess their concerns.

“Teachers don’t honestly answer Ofsted’s questions about behaviour because they know that going into ‘requires improvement’ won’t make anything easier for them.”

Katharine Birbalsingh (pictured), founder and headteacher of Michaela Community School in north London, said Arpa’s stance was “dangerous”.

“I’m surprised with what Maria’s saying. When we imagine that helping a child correct his behaviour is to hurt him, we destroy authority.

“That’s why poor children are unable to change their stars.”

Birbalsingh, who is a supporter of

traditional discipline, has previously argued that “poor children are kept poor” in English schools because of a culture of “low expectations”.

In her school, which Ofsted last month said was outstanding in all categories, pupils walked between lessons “in single file, in silence, eyes ahead”.

When asked by a delegate whether her school was as “creepy” as it sounded, Birbalsingh said that “it would be a mistake to think there was no laughter at Michaela” but that there was “the right time for laughter”. She added there was more laughter than in other schools because “there was no bullying”.

Arpa, who has worked with gangs and young offenders, said strict rules such as these produced “nice, dead people” accustomed to operating on compliance rather than independent thought.

One secondary school employed Arpa’s organisation after it found that using a “similar” disciplinary model to Michaela’s resulted in “no student voice”.

But Birbalsingh said that clear punishment and reward structures helped children to become kind adults as it reinforced good behaviour until it was “habit”.

Her school used a “triangle system” with pupils wanting to avoid a “de-merit” or detention at the bottom, moving to achieving a merit in the middle, to where good behaviour “becomes who you are” at the top.



Sarah-Jayne Blakemore



## IT’S EASY TO COACH PUPILS FOR NON-VERBAL REASONING TESTS

People who say it is fairer to test pupils on non-verbal reasoning for grammar school entrance are “completely wrong” because teenage brains are very responsive to training, says an expert in adolescent brain development.

Sarah-Jayne Blakemore, professor of cognitive neuroscience at University College London, told delegates that contrary to earlier beliefs, the adolescent brain was far more plastic and did not learn less well as it aged.

The idea that non-verbal reasoning tests could not be trained for, instead revealing “innate ability”, was not borne out by her study that showed pupils could be coached on her reasoning app over 20 days to perform much better.

“The idea that you use non-verbal reasoning as a test because it’s not trainable is completely wrong – it’s highly trainable.” Her nine-year-old was using the app as preparation in an attempt for a grammar school.

The ability to learn non-verbal reasoning also improved over adolescence, indicating that some kinds of learning might be best done later on in school, recent research published in *Psych Science* showed in 2016.

“The older adolescents were significantly better at training their brains in the tests, as were young adults, than the younger children,” said Blakemore.

“So learning doesn’t always decline with age, contrary to previous studies.”

Blakemore raised algebra as an example of

a topic that was better understood when introduced to a teenager, rather than earlier on.

Telling pupils that their brains were highly trainable would also help them to challenge their own assumptions that they were bad at certain subjects.

“Teaching adolescents about their brains would help them to understand their behaviour.

“We certainly know that if you teach children about the plasticity of their brains they can learn more.”

However, the adverse effect of peer influence had to be considered.

Adolescents were “hyper sensitive” to social exclusion compared with other age groups, research in 2010 suggested, particularly from the ages of 11 to 13. Peer influence also made young people more reckless.

“Peers in schools can result in aversion from certain activities,” said Blakemore. “Their influence is an important determinant of adolescence typical behaviour.”

Experiments on adolescent mice (a period of about 25 days) showed that they drunk more alcohol than adult mice if it was left in their cage, tying in with adolescence being a time of increased sensation-seeking and lack of self-regulation.

Teachers could better understand pupil behaviour by realising adolescence was a particularly “sensitive” period of brain development. There were some disadvantages, but it was also a time their brains could be trained to learn new things.

## Know your curriculum and tell us about it, says Ofsted



Sean Harford

Schools will need to show they have “designed” their curriculum and whether it helps pupils to be upwardly socially mobile, says Sean Harford, Ofsted’s national director of education.

He said Ofsted would increasingly look for evidence of “strategic decision-making” in a school’s curriculum, something that was likely to form part of a new common inspection framework in September 2019.

Leaders would need to “know what their curriculum is and what the intent is” and be able to “articulate that really clearly” to inspectors, including showing how it was having a practical impact in the classroom.

Ofsted was also researching the link between different kinds of curricula and “social mobility”, and would use any findings when inspecting schools, he said.

“We’re going to see if there is a linkage between the curriculum that young people study in different schools and their destinations afterwards.”

A major challenge was that most schools were “ambiguous” about what they meant by “curriculum” and other terms that claimed to describe it, such as “skills-based” or “enriching”.

Ofsted currently required schools to offer a “broad and balanced” curriculum, but Harford said many schools failed to understand the term.

“They aren’t clear about when a narrow, imbalanced curriculum becomes a broad one.

“It’s really interesting how much stumbling there is on this, and how much diversity of opinion.”

Ofsted’s working definition of “curriculum” is: “A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have

gained against expectations (impact and achievement).”

The findings are from an initial analysis of about 40 visits to primary and secondary schools in the summer term. More visits will follow.

Harford said schools were often unclear about what a “theme-based” approach was – “whether it is people not doing subjects, people grouping subjects together, or grouping skills, or people doing them in an integrated way”.

Likewise, when schools described a “skills-based” curriculum, teachers described everything from self-control to reading skills to leadership.

### Most schools are ambiguous about what they mean by ‘curriculum’

Harford said that all curricula should have a clear structure, with teachers able to show they had been planned and were having an impact.

In particular leaders should be ambitious about key stage 3 because the curriculum was often too geared towards the exam years.

For instance, the “brouhaha” about former education secretary Michael Gove’s requirement to teach more British authors at GCSE “amazed” him, because international authors could be taught before then.

“Schools should be having a great time in those years.”

His words follow *Key Stage 3: The Wasted Years*, an Ofsted report that found a weakness in teaching and progress in those years because of “a lack of priority given to key stage 3 by many secondary school leaders”.



## Interview

# Spielman comes out fighting

LAURA MCINERNEY

@MISS\_MCINERNEY

When Amanda Spielman told a packed audience at the Festival of Education that she aspired to be like Bismarck, it was hoped that the chief inspector meant Otto von, the iron chancellor who unified 19th-century Germany through diplomacy, rather than the battleship that was fatally damaged on its first offensive operation.

In her first speech since the general election (she'd been stymied by rules stopping the inspectorate from making political points during the campaign), she was ready to land punches. First up: her views in office would be based on evidence "not personal prejudices and hobby horses". Her predecessor, Sir Michael Wilshaw, must have felt the blow.

Her wide-ranging speech touched on data, curriculum, fundamental British values and the need to focus on school leadership as a team effort rather than the work of individual mavericks (another punch for Wilshaw).

But there were contradictions. Spielman said that schools had sometimes lost sight of the "real substance of education". Exam grades or progress scores – though they were important – were not the core "but instead the real meat of what is taught in our schools and colleges: the curriculum".

Focusing on qualifications rather than curriculum was, for her, "a huge waste".

"The idea that children will not, for example, hear or play the great works of classical musicians or learn about the intricacies of ancient civilisations – all because they are busy preparing for a different set of GCSEs – would be a terrible shame."

However, this is tricky for heads struggling to fit in all the requirements of GCSE reforms. And aren't topics such as classical music simply her own hobby horses?

In an interview after her speech, Spielman denied that her particular preferences were leading her views, and insisted that this did not change Ofsted policy. Yet.

"This is not a coded announcement of a changing Ofsted expectation or a sort of sneaky new inspection handbook that no one knows about," she said. Instead the inspectorate was undergoing a review into curriculum that could, in 2019, lead to a separate curriculum section in the inspection criteria.

Until then, heads should be ready to discuss their curriculum during an inspection, and be able to answer: "is there a specific curriculum, is it clear and is it translating into good education?"

But she emphasised there would be no "Ofsted-approved curriculum" model.



Laura McInerney (left) with Amanda Spielman

## The independence of Ofsted

One school that does not follow the national curriculum is Michaela Community School, labelled by *The Sunday Times* as "the strictest school" in England. Two weeks ago the north London school was given an Ofsted "outstanding" rating, despite its founder saying it would prefer the organisation be closed and publicly refusing to follow policies, such as performance-related pay. Ministers had been loudly complimentary about the school for several years, though, leading some educationists to wonder if Ofsted's judgment hadn't been influenced by such politicians.

"That is not the way it works," Spielman said. "There is no departmental, or ministerial control – or indeed control by me – of the team that goes out to do an inspection. The process, top to bottom, is clear and straightforward."

"The result at Michaela was the view of the inspector on the day. With no interference at all."

So if the education department was worried about a school, perhaps on fundamental British values, and it was convenient to have it be failed and changed into an academy, would it ask Ofsted to visit to bring its rating down?

"There are various systems through which Ofsted collects information about schools for which there are concerns."

"For all our inspections there is a statutory cycle, but there is also a risk-assessment process; the inspection scheduling takes account of both."

"So if a school or college has had

'I would never have the hubris to compare myself to Bismarck'



something of concern raised, then it does get raised up the list but it is for us to decide on the basis of the concerns."

But Spielman insisted the inspection was then done separately from ministerial influence. "It is done in the same way as any other inspection; properly, independently and objectively. It is really important it stay that way."

## Fundamental British values

In the past month, Schools Week has reported on a number of private religious schools found to be flouting equalities law. In some cases the schools received three fail grades within 18 months, yet were still open. Why?

"This is something of great concern," Spielman said. "We can see patterns emerging of schools 'bumping' – just managing to get back above standards – but when we go back they are 'bumping'

down again. This is something for us to be following up on."

But why are the schools staying open so long?

"This is where there is a balance between Ofsted as the inspectorate, and the Department for Education as the regulator who ultimately has to decide when to take action."

So she can only recommend change? Essentially, yes. "The department is the regulator that can take action and enforce against non-compliance with those standards."

## The Bismarck landing

Finally, in a nod to Sir Michael's comparisons of himself to Clint Eastwood's Dirty Harry, Spielman was asked which fictional or historical figure she felt she was most like.

Aware any answer might bring unflattering headlines, she demurred diplomatically.

"I'm not sure . . . who would you compare me to?"

Two years ago, in her first public interview, Spielman told *Schools Week* that she would invite Bismarck, the iron German chancellor, to a dinner party. Perhaps he was a fitting comparison?

"I would never have the hubris to compare myself to Bismarck. Never! He succeeded in unifying Germany, come on now!"

But was that not her intention – to unify the school sector with the common inspection framework?

Smiling, she said: "Well, that gives me something to aspire to."



£200 PER SCHOOL FOR MENTAL HEALTH FIRST-AIDERS

FREDDIE WHITTAKER  
@FCDWHITTAKER  
Investigates

The government will give £200 to every secondary school in England to pay for the training of a mental health “first-aider”.

A total of £200,000 allocated this week will pay for the training for 1,000 teachers this year. Officials plan to roll out the programme over the next three years so there is a trained teacher in every one of England’s 3,400 secondary schools, part of a key manifesto promise.

The funding will not go directly to schools, but to the social enterprise Mental Health First Aid, which will deliver the one-day training to groups of up to 16 teachers at a time from this month.

Each session will be held at a “host” school that, under the charity’s deal with the Department of Health, will be allowed to send four members of staff to the training. This means each session will train teachers from up to 13 schools, including the host.

The training costs the charity £117.25 a head to deliver if all 16 places in every session are taken up.

But the government allocated £200-a-head as some sessions may not be full.

The training may be more difficult in rural areas where staff may have to travel a long distance to a host school.

Teachers put forward for the training will receive “practical advice” on how to deal with issues such as depression and anxiety, suicide and psychosis, self-harm and eating disorders. It is understood the scheme will run in parallel with separate plans to put a mental health “point of contact” in each school.

Justine Greening, the education secretary, says the training will give teachers “more confidence” in tackling mental health issues among pupils.

Meanwhile, the health secretary, Jeremy

WHAT IS THE END GOAL?

**EACH SCHOOL WILL GET...**

**A**

**A MENTAL HEALTH ‘FIRST AIDER’**

A member of teaching staff trained to identify and deal with mental health problems in pupils

**B**

**A MENTAL HEALTH ‘POINT OF CONTACT’**

A named member of staff with responsibility to work directly with child and adolescent mental health services

Hunt, claims the scheme is being set up in response to calls from teachers for “more formal training on how to understand and respond to acute mental distress”.

However, the government has yet to confirm how much money will be available to train teachers in years two and three of the scheme, or how it will be extended to

primary schools, who were also covered by the manifesto pledge.

It is also not known how schools will be expected to respond if their trained mental health first-aider leaves for another school.

If schools get better at identifying mental health conditions, it could also exacerbate an already serious backlog in mental health referrals.

HOW WILL THEY DO IT?

**THE PLAN FOR FIRST AIDERS**

- One-day training sessions for groups of up to 16 teachers from this June
- Covers issues including depression and anxiety, suicide and psychosis, self-harm and eating disorders
- Initial funding of £200,000 to train 1,000 teachers in first year
- Cost of £117.25 per teacher

**THE PLAN FOR POINTS OF CONTACT**

- Trialed in 255 schools since 2015 as part of £3.2m pilot
- Clinical commissioning groups given up to £85,000 to link a staff member in each school with a health professional
- Plans to extend the project to cover 1,200 schools, but funding not yet confirmed

In January, Schools Week reported a warning from the charity, Young Minds, that services for young people had been “severely underfunded” in recent years.

NHS statistics also show a sharp rise in the length of wait for children between referrals and “first contact” with mental health services, from an average 7.3 days in February last year to 28 in June.

Extreme internet users ‘more likely to be bullied’

Pupils who use the internet to “extreme” levels are more likely to be bullied, a new report shows.

“Extreme internet users”, who are online for more than six hours a day, are more likely than pupils who use the internet for one or two hours a day, to be seeking solace online because they are being bullied in real life or to be experiencing cyberbullying.

Almost 18 per cent of extreme internet users stated “other pupils spread nasty rumours about me”, compared with 6.7 per cent of moderate internet users, according to a review of evidence from think tank the Education Policy Institute (EPI).

Among pupils who use the internet a lot, one in five said “other pupils make fun of me”, compared with one in nine pupils who use it moderately.

Emily Frith, author of the report and director of

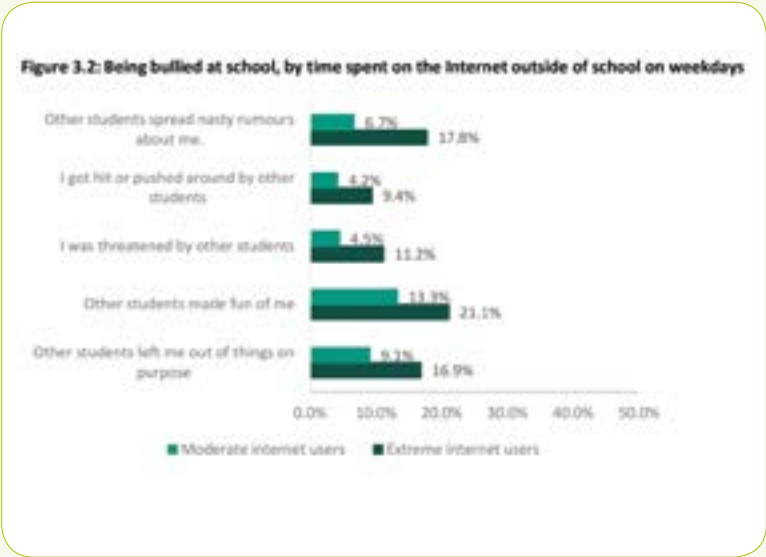
mental health at EPI, said the fact that only a fifth of pupils tell someone when they had an upsetting experience online shows “the challenges faced by parents and teachers” in supporting pupils.

Girls were also more likely to have said they had been bullied online than boys.

There is also a “clear association” between longer time spent on social media and worse mental health problems, the Office for National Statistics found in 2015.

But this “does not necessarily prove that social media causes harm to young people’s wellbeing”, noted Frith.

Instead, schools should not seek to limit pupils’ internet use, but bring in policies that will build up their resilience to its negative effects.





## EDITOR'S COMMENT

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# The new chief sets out her battle plans

Amanda Spielman is starting to warm up in her role at Ofsted and it is exciting, if slightly alarming, to watch.

Her inspector's focus on curriculum is correct and difficult. Correct because schools have started to concentrate too much on exams. Primary pupils spend most of their final year learning the contrived version of English tested in their SATs, and having maths drummed into their brains. It's not a bad use of time; these are good things to learn. But it does mean that history, music, art, even science, are subsumed.

At secondary schools things are even worse. As headteacher Liam Collins, who deserves an award for his honesty, explained to reporter Billy Camden, the new "more rigorous" GCSEs are so packed with content either secondary pupils need more time to study or do fewer subjects. Both require a compromise that can get you into trouble with Ofsted, though. Have pupils start their GCSEs a year early so they can

keep up a high number of subjects and you're cutting into the "broad and balanced national curriculum". Reduce the number of exams that pupils study for and you reduce their subjects AND risk a drop in the schools' headline performance score if they mess one up.

So, it's good to see the new chief inspector tackle this thorny issue, but it's going to be a high-wire act getting to a place where school leaders feel able to manage the competing demands. Two other Ofsted matters starting to bubble up will also require careful balancing if the chief inspector is not to fall flat on her face.

The first will not affect many in the schools sector, but is enormously serious. Illegal schools were a bugbear of her predecessor, Sir Michael Wilshaw, but the Department for Education has been agonisingly slow to act. As our story on the fires in illegal schools shows: this is not only bad for

education, it could be bad for children's safety.

More than £1 million has been given to Ofsted for its taskforce into the schools, but prosecutions are slow. In March we revealed that so far every case sent to the Crown Prosecution Service has been knocked back. The inspectorate needs to show that it can develop its intelligence and deal with this problem, or it could find the resources withdrawn and the issue continuing unabated.

The second is less life-threatening, but affects most school leaders. It is the issue of Ofsted's jurisdiction over academy chains.

AET, Reach2 and Durand Academy Trust are all to have schools removed from them and handed to other chains. All three have been high-profile, either because of their fast growth rates or the recalcitrance of their leaders. None is being forced to give up the schools on the basis of Ofsted inspections, but on the basis of concerns by people within the Department for Education, either by regional school commissioners or the Education Funding Agency. Ofsted

reports may be part of these decisions, but in most cases they appear not to be. Reach2, for example, has not yet had a trust-level review. Durand is involved in a legal wrangle over its inspection reports.

Given academies are increasingly subject to interference by civil servants, including so-called "monitoring visits", one has to wonder what is the point of Ofsted also doing monitoring visits for inadequate or requires improvement schools? Is it the best use of resources? And, if the independence and transparency of Ofsted reports is the best way to do things, then why are we sending in civil servants (especially if they haven't been given adequate training in inspection)?

None of these things is simple. But then, neither is Spielman. Hence, the next few years of Ofsted reform could be exciting if difficult. Plus, she does say that she aspires to be like Bismarck, the 19th century politician who diplomatically unified Germany. Given the academy world is currently like the Wild West, she might be in the right place.





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- The chance to make a difference!

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.....

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**Closing Date: 12 noon Tuesday 11th July 2017**

**Interview Dates - Both 18th & 19th July 2017**



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We are looking for an enthusiastic, self-motivated team player. The role of the Mathematics Assessment Manager will suit an experienced mathematics specialist looking for a new challenge or an experienced mathematics teacher who has knowledge and experience of mathematics assessments. You'll be a mathematics graduate, ideally with experience in teaching and/or project management (possibly in an international context) and some knowledge of assessment issues. A keen problem solver with meticulous accuracy, you'll have a proven ability to manage your workload when under pressure to meet multiple deadlines and will enjoy contributing to the success of Cambridge International Examinations.

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**The closing date for receipt of applications is 9 July 2017 and interviews will be held shortly after.**

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- Lead the planning of all business development and recognition activities in the UK and Ireland across all sectors; responsible for developing the business plans in conjunction with the Country Head, UK and Ireland and the Regional Recognition Manager, Europe & North Africa.
- Be responsible for the generation of new business opportunities primarily in the Higher Education sector in addition to driving sales with international education groups and other providers across all sectors. The role will involve leading the sales process from initiation to completion.
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What we're looking for:

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- Excellent negotiation skills.
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**Line Manager:** Managing Director  
**Start Date:** August 2017

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**Do you have an entrepreneurial story to share?**

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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.



## SCHOOLS WEEK

**Wallace** is your go-to person for everything jobs-related. He will advise you on the best formats and channels to get your recruitment opportunities seen by people working in schools and the wider education sector.

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# READERS' REPLY



## Shorter summer holidays WORSEN absences

**Sarah Thurlby, address supplied**

It would be far better for there to be a national school calendar. Lack of co-ordination is not just a problem for parents, but also for teachers. Many of them have children in other schools so have childcare issues if their children are on holiday when they are at work. This could be a recruitment and retention problem. It also makes school transport more expensive in areas where school buses serve a number of different schools.

## 'Britain's strictest school' rated 'outstanding'

**Paul Moss // @EDmerger**  
Single file down the hallway, no speaking, detentions for looking out of the window? Were the inspectors ex-army?

## Silence (from politicians) is golden

**Janet Downs, Bourne**

In its review of Finland in 2010, the OECD said successful education reform in Finland had been built on consensus developed over many years. It was NOT, it emphasised, the result of high-profile initiatives by individual governments or ministers.  
Unfortunately, England has suffered from ever-greater political interference over decades with more emphasis on imposition than consensus.

## Profile: Jill Wood

**Mick Dargan, Bolton**

Of course the Standards and Testing Agency want her to lose her job. If more heads followed her lead, then it will soon be them losing theirs. SATs are not a measure of how a child will succeed in adulthood. I know this because my own son didn't do too well in primary school, but has just graduated from university. Stick to your guns Jill Wood.

**Sue English**  
I wish more heads would show this strength in their moral convictions and belief in what is right for pupils! As for transition info for secondary school, many pupils are crammed for the SATS and do not retain what they have learnt.

**Karl Rogman**  
A head with balls! As for the secondary schools bleating they don't know their levels . . . use the teacher data. Most

secondary schools test again anyway regardless of SATs already taken. The union will do sod all . . . they are wailing sirens that never get to their destination!

**Kirsty Matthews**  
Oh my gosh! My heroine!!

## Is it legal for teachers to sell teaching resources?

**Stuart James,**  
I think my contract explicitly states all resources made during employment remain the intellectual property of the school.

**Nicola Taylor**  
So make them at home, they're yours.

**Anita Kerwin-Nye // @anitakntweets**  
Nice piece. Understanding these issues are important as schools and teachers move more to a market economy.

## Alan Titchmarsh sows seeds of gardening club

**CreateED Warwickshire // @CreateED\_Warks**  
This is such a lovely thing to see. And he's right, children are eager learners, we just gotta plant the seed!

## Private religious schools flouting equalities law

**Joyce Field // @JoyceField6**  
A disgrace

## Profile: Jill Wood

### REPLY OF THE WEEK

**Bev Wetzler, address supplied**  
I am due to retire this year after 37 years teaching primary pupils. Jill has almost made me change my mind. If only I had worked under a headteacher like her, someone who is truly about the students and not about the enormous, ridiculous and unnecessary pressures from above. Jill, you are a breath of fresh air, an inspiration and students need more people like you on their side. Fantastic.

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.

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REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!

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**ROD BRISTOW**  
President, Pearson UK

# How we dealt with A-level exam ‘leaks’

**Pearson acted quickly and took the right steps to ensure the fairness of exams after it received reports that questions had been leaked, says Rod Bristow**

It is a matter of profound regret to me that examinations for two of this year’s A-levels, economics and maths, have been overshadowed by concerns about whether or not content from the papers was made available before the exams were sat.

This has caused anxiety for schools, teachers, students and their parents. Many will have questions about whether we acted in the best interests of students. But because we’d been working with the police in a confidential investigation, we were not able to comment publicly on the work we were doing.

We now have permission from the police to mention their investigation, so I want to explain the approach we have taken.

In the case of last week’s economics A-level, we were alerted to a possible breach in one school that resulted in some high-level content posted on social media 20 minutes before the start of the exam. This contained no precise details about specific questions and we do not believe any student has been advantaged, although we will monitor trends closely. We have moved quickly to identify the individuals concerned and will be following established disciplinary procedures.

The circumstances surrounding maths A-level were more complex and concerning; someone apparently offered papers for sale online, something that is a criminal matter.

As a result of intelligence shared with us by students, the sale of exam papers was confirmed on Friday, June 23 – too late to replace papers to be sat that day and the following Monday. We notified Ofqual and took the evidence we had gathered to the police.

The police rapidly made arrests, but their detailed investigation takes time and we had to make a decision about how to approach the exams that students still had to sit. In any situation like this we have well-established contingency plans that adhere to one overriding principle: fairness for all students.

If we had had any reason to believe that there had been a widespread breach of the

maths papers, we would have postponed this week’s sittings without hesitation. We did not have reason to believe the breach was widespread and considered a move in the exam date would potentially disadvantage a large number of students.

The police enquiries suggested that the problem was local, so we decided that the best approach was to issue replacement questions for the papers to be sat in the small number schools and colleges

“  
**We had no reason to believe the breach was widespread**

that were in the area where specific concerns had been raised. This is something that we prepare for, so on Monday morning, our staff visited those centres to help teachers to issue the replacement questions.

In any situation where there is even a suggestion that the content of exam papers has been breached, we undertake additional statistical analysis once the marking is completed to establish whether there are patterns in the results that are unusual for a particular centre or student.

We will take this approach to the marking and awarding of this year’s maths A-level. No student will be asked to retake a paper and every student should be confident that we will mark and award maths A-level, and ensure fair marking and fair results. That guides everything we do, working with the other exam boards and the regulator to be certain that every student gets the grades that he or she deserves.

It is regrettable that a tiny number of people have added to the stress of this year’s exams. We’ve acted swiftly and have taken the right steps to ensure the fairness of the exams. Exams are an integral part of our education system, and a professional and fair exam system is underpinned by a strong partnership between boards and the schools and teachers we work with every day. We are grateful to all teachers and students for their understanding and for working with us over the exam season.



**HARRY TORRANCE**  
Director, Education and Social Research Institute, Manchester Metropolitan University

# Final tests are not a measure of success

**The evidence base for exam results is becoming less valid as the system moves back to wholly end-of-course testing, says Harry Torrance**

There are good reasons, rooted in traditional assessment concerns for validity and reliability, to involve teachers in setting and marking national test work in their own schools (coursework, project work and so forth).

Validity demands that the pursuit of broader curriculum goals such as analysing data, applying knowledge and developing practical skills be underpinned by broader methods of assessment. These wider skills and abilities cannot be tested by written final papers alone. For example, final papers can test *knowledge* of how to conduct an experiment, but not the actual practical skills involved or the collecting and recording of data over time. Equally, reliability demands that these and other skills and abilities should not simply be measured by a one-off test, but assessed on several occasions over a longer period: the larger the sample of assessed work, undertaken under a variety of conditions, the more reliable the result is likely to be.

Now, however, history, experience and good educational practice are being set aside as the Conservative government moves back to an entirely final exam-based system. The argument is that the previous Labour administration allowed too many flexible teacher-assessed elements into school exams, lowering educational standards and inflating pass rates.

Yet teacher assessment has been a key element of education for many years under Conservative and Labour, while pass rates at GCSE and A-level have risen consistently under both parties since the 1970s.

Given that these upward trends have extended over so many years, there is likely to be some element of a genuine rise in standards driven by the better socio-economic conditions of students, higher expectations of educational outcomes by students, parents and teachers, and better teaching underpinned by better training and resources.

More recently, however, this trend has been combined with and compounded by an increased focus on passing exams because of the perceived importance of educational success for school accountability, teacher career progression and student life chances. Research evidence indicates that

the pressure to raise results at almost any (educational) cost is a key driver of grade inflation. Thus, identifying a possible problem of grade inflation is one thing; assuming that eliminating coursework and teacher involvement in assessment is the only solution is quite another.

Pursuing new curriculum goals demands new forms of assessment to report grades with validity and reliability – coursework, fieldwork, oral work and so forth can capture different outcomes from end-of-course written tests. When we also add in ideas about formative assessment and changes in pedagogy – including students drafting work, receiving feedback on it, and then redrafting it for final submission – we produce a potentially positive situation in which students can be supported to develop their knowledge and understanding of subject matter over time and produce their best possible work for exams.

In principle this should constitute the core of any attempt to broaden and raise “educational standards”. However, in a context of intense accountability such practices can lead to little more than coaching students to meet exam criteria, thus undermining the validity and credibility of results. Yet improving the validity and reliability of teacher assessment is possible – this is what assessment policy, research and development should be trying to achieve.

As accountability pressures increase, the evidence base for published results is becoming narrower and less valid as the system moves back to wholly end-of-course testing. Instead, policy should:

(i) decouple accountability measures from routine student assessment and address the monitoring of standards over time by use of specifically designed tests with small national samples;

(ii) re-conceptualise the development of educational standards by starting from the perspective of the curriculum: ie, put resources and support into rethinking curriculum goals for the 21st century and developing illustrative examples of high-quality assessment tasks that underpin and reinforce these goals, for teachers to use and adapt as appropriate.

**A longer version of this article is available in the *British Journal of Educational Studies*, 2017. Open access, at: <http://www.tandfonline.com/doi/full/10.1080/00071005.2017.1322683>**

**Many white working-class boys say ability-based grouping dampened their aspirations, says Mary-Claire Travers**

**W**hite working-class boys in England are the lowest academic achievers at 16 for any socio-economic class grouping, according to Sutton Trust data, with only 24 per cent achieving five or more A\*-C GCSEs, compared with a national average of 69 per cent. However, there are some from this cohort who do succeed educationally.

Over the past few years I have been exploring the educational trajectories of a small group of academically successful white working-class boys and the multifaceted variables that contributed to their success. When asked what they saw as dampeners on educational aspirations, many referred to setting in the classroom.

While my findings are qualitative in nature, the perceptions reported by participants are backed up by data. Research has consistently failed to find any significant benefits of ability-based grouping. Yet setting continues to be used in most schools and, as such, remains a contentious issue in UK education.

The following quote from a study participant, David, makes for sobering reading: "I was in the bottom set for everything, I didn't really do anything I just messed about . . . No one really taught anyone . . . but I ended up doing all right. I got A-Cs. I could have got higher but you can't really get out (of the bottom set) . . . It's the write-off class, the bottom one."



## MARY-CLAIRE TRAVERS

Associate team member,  
UCL Institute of Education

### School life in the 'write-off' class

David was not "blaming" anyone and was aware that this was very much from his perspective. He was the exception in his GCSE bottom set: he went on to the sixth form and university. His classmates did not have any expectation of experiencing academic success and from what David said, neither did the teachers.

It could be argued that the "habitus" of the school positions white working-class males as "deficit" and as not academic, and that this view underpins everything that takes place.

Sadly, many children find themselves in the bottom set for reasons other than academic. Researchers Hallam and Parsons reported that children in the bottom set often exhibit characteristics such as a low socio-economic background, being male, a mother without educational qualifications, raised in a one-parent family, born in the

summer and not being read to at home. If a child experiences these initial educational disadvantages he may well find himself in the bottom set at school.

Could it be that some "problem children" are created by setting? Ireson and Hallam found that students' academic self-concept was strongly related to the set they were in, with those in the lowest ability set having a negative academic self-concept and those in the highest ability set having a positive academic self-concept.

In their survey of 1,500 teachers they found that there were considerable differences in the teaching of low and high-ability groups, even when the same teacher taught both groups. The children in the lower sets were taught a different curriculum in a different manner with less discussion, less homework, less feedback, more practical work and more repetition.

In my work with working-class young males, participants repeatedly said that they thought their peers were negatively impacted if they were in the lower-ability groups: "they see it as people giving up on them more than

**“ Many find themselves in the bottom set for reasons other than academic**

anything", said one study participant.

Another was critical of some teachers, suggesting that: "They aren't putting the work in; they are just saying, right you are a problem child, you'll go to one side . . . If the teachers don't help then the kids have no hope."

Some school practices, as reported by the participants, need to be addressed. Participants recognised what went on in schools and how this appeared to cement white working-class boys into a subordinate position.

On a positive note it needs to be highlighted that, as one researcher found, "teachers and schools can make a difference – by believing, and acting as if, all students have the potential to succeed".

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SCHOOLS WEEK



# REVIEWS

## TOP BLOGS OF THE WEEK

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



Our blog reviewer of the week is Harry Fletcher-Wood, associate dean at the Institute for Teaching @HFletcherWood

### Just another lesson

By Mark Enser

Mark Enser has posted some excellent blogs recently, but I particularly appreciated this one. He wants to see more blogs “by teachers discussing their lessons. Picking them apart and explaining their thinking. Showing how they put the pedagogy they espouse into practice.” He focuses the structure of and students’ reaction to a “landscape unit”, with goals that include describing “how landscapes vary across the British Isles”. Surprised by how much students enjoyed the lesson, Enser concludes: “There is something inherently enjoyable about looking at our landscape and understanding the processes that created it”.

### “Miss, I totally want to have a big wheelie chair and a complicated telephone when I grow up!”

By Quirky Teacher

Reflecting on teaching boys, Quirky Teacher describes a discussion that emerged with a class in which she “got the opportunity to tell those boys that the more awesome and hard-working they were at work, the bigger and better the wheelie chair they got . . . and they bloody loved it!” She argues that, in inspiring boys, we need to tell them about the real world and the “possibilities within it for all boys, regardless of race, background or means, to shine and have a nice shiny car or even a chair with wheels. We also need to let them compete in order to become better mathematicians.”

### United we stand, divided we fall

By Dawn Cox

Having seen that success in schools can come down to staff unity, “not necessarily how the school does things but that there

is unity across staff and students in the application of the strategies/rules”, Dawn Cox wonders “why don’t all schools just ensure consistency?” She considers a range of factors, from teachers who don’t like being told what to do, to senior leaders who feel ill-equipped to challenge staff and the barriers created by friendships and relationships. Her thorough post provides a helpful checklist for anyone seeking to achieve consistency in school policies: “schools that nail consistency have the highest chance of being successful. It’s the challenge of leadership of how to do this with humanity and professionalism.”

### We need to talk about misconceptions

By Adam Boxer

Adam Boxer begins with a simple question: does creating cognitive conflict – in which students are presented with challenges to their current conceptions – “secure better understanding of correct conceptions?”

He suspected this was unlikely to work, since the history of science demonstrates that old theories are overturned “only once the weight of contradicting evidence became overwhelming”. Expecting “to be drowned in a sea of high quality, robust studies with quantitative findings”, he was disappointed. He explores these studies and builds on them to distinguish between primary misconceptions that people “naturally acquire” and secondary ones, which “they acquire after learning something about the world.”

Boxer takes an impartial and thoughtful approach to his quest, offering a clear summary of his findings and suggestions as to how they can be built upon; this is an instructive read and a model for teacher’s use of research.

### Why evidence-based practice probably isn’t worth it . . .

By David Wilkinson

David Wilkinson has identified a big problem facing evidence-based practice outside health and aviation: people don’t want it. “That doesn’t mean they are not interesting in research but they are just not that interested in using the research to change how they do things. Period.” Using some carefully-selected Google trends graphs, he shows that “people want to know how to do things . . . practical things”. He argues that the most rigorous research depends on day-to-day experiences and anecdotes, arguing that we should “STOP selling evidence-based practice”. Instead we should “tell stories, capture interest, stop being stuck up about systematic reviews, this method or that method. That’s for later . . .”

### A Chemical Passion: The forgotten story of chemistry at British independent girls’ schools, 1820s-1930s

By Marelene Rayner-Canham and Geoff Rayner-Canham

Published by UCL IOE Press

Reviewed by Amanda Gray, Scottish Stemette



I wouldn’t blame you for thinking this book is likely to be a dull read. Yet the title is right . . . passion is exactly what I experienced. Only ten pages in and I wanted to fling it aside in anger!

Why? During the 19th century schools for girls were described as “dangerous” places.

I always knew that huge gaps in gender equality existed (they still do), but it is stories such as these that remind me of what we are fighting for.

We can now celebrate that all young women in the UK have access to science education. Well, sort of. I work for an organisation that promotes STEM education to girls, and we are still battling against widely held social norms that “girls don’t do that”. Some still have to travel across town to the boys’ school so that they can do A-level physics.

Many believe this fight only began in the 1950s, but this book shows that the battle has been fought for the past 200 years. Outspoken women (and men) have campaigned for science education for girls since at least the early 1800s.

The wonderful part is that they made some progress. In the UK during the late 19th century, science (namely chemistry) was taught in independent girls’ schools, which led to a generation of female chemists. They made significant discoveries and contributed to scientific understanding of the time. Against societal expectation, “girls proved to be exceedingly academically capable”. One quote demonstrates the power of science teaching in girl-only environments:

*“In the absence of boys, girls ‘break bounds.’”*

We have much reason to celebrate these women. But do you know any of their

names? Probably not: they have not been celebrated or remembered. History is still missing the “herstory”.

Not only have these women been forgotten, attitudes to education went backwards too. By the end of the Second World War, funding for girls’ science education disappeared and “traditional” values and expectations for girls were in place again. Everyone forgot, it seems, that science education for girls had existed. And so, from the grassroots, the battle had to begin again.

Imagine if the government reports from the 1800s had been listened to and implemented. Imagine how girls’ science education in the UK could have blossomed. We would have had an even richer history of female scientists to celebrate . . .

The Rayner-Canhems have produced an easy-to-read academic piece of work that covers the subject from the early 1800s to the 1930s, when there was a significant dip in chemistry teaching for girls. Chapters cover a range of aspects: political context, role-model schools, pioneering teachers. The experience of the students is also shared. Excerpts from student magazines and chemistry poetry prove the girls’ dedication and enthusiasm (it’s a nice touch that these poems introduce

each chapter). While the book focuses on the English education system, impacts in Scotland and Wales are also accounted for.

The final chapter, which summarises the “end of an era” as attitudes reversed to more “traditional” views, is the most outstanding. A government report published in 1923 describes the “mental inferiority of women” and how “excessive use of the brain by girls could . . . damage their reproductive organs”. Biology was recommended as a more appropriate science, an education norm that still exists.

The Rayner-Canhems have uncovered the stories of pioneering young women in science who challenged social norms of the 19th century and succeeded in creating a generation of female scientists. I would recommend this book to anyone interested in the history of science education and gender equality. It is an important reminder of the forgotten “herstory” of female scientists.



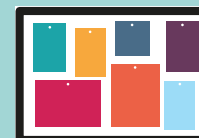




# School Bulletin

with Sam King

If you have a story you'd like to see featured in the school bulletin, email [samantha.king@schoolsweek.co.uk](mailto:samantha.king@schoolsweek.co.uk)



## Scheme promotes SLT roles for women

FEATURED

A new mentoring scheme that offers two years' coaching from leaders in a range of industries is aiming to encourage more women teachers to move into senior leadership roles.

The GSA mentoring programme for prospective leaders will be free for women teaching at state and independent girls' schools within the Girls' Schools Association (GSA) and the Association of State Girls' Schools (ASGS), who are jointly funding the project with Bright Field Consulting.

Mentors include Sandhurst's first female lieutenant colonel, Lucy Giles (bottom right); the chairman of Transport for the North, Sir John Cridland; the chief executive of the Soil Association, Helen Browning; and Cathy McCullough, a criminal and civil barrister.

The programme, which will begin in September, has been designed to cover the skills that leaders will need in an increasingly academised school system, and will help to develop participants' business and finance skills.

The founder of Bright Field Consulting, Ian Wigston, said: "The GSA and ASGS asked us if we could develop a programme using our network of mentors that addresses some women's reluctance to aspire to the top jobs.

"Good mentoring can make all the difference to performance. Being a leader can feel fraught with pitfalls – how to

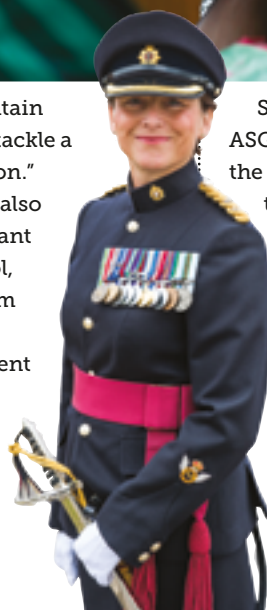
A teacher at a GSA school



inspire a team, how to maintain good relationships, how to tackle a difficult issue or conversation."

State school teachers will also be paired up with a participant from an independent school, and vice-versa, to allow them to gain insight into how the scheme works within different educational environments.

According to figures from the Future Leaders Trust, 74 per cent of teachers are women, but just 62 per cent are in the top jobs.



Sharon Cromie, joint president of the ASGS, said: "This scheme gives women the time to explore the barriers and fears that they might hold about leadership and the difficulties of maintaining balance in their lives.

"I understand why women don't apply [to leadership roles]; it takes determination to push through the challenges in education today. If we can support women better, it will encourage them to take the next step to senior leadership."

Visit <https://gsa.uk.com/professional-development/> to find out how to apply

## OFQUAL NEEDS YOUR HELP



Ofqual wants teachers' feedback on this summer's reformed GCSEs, AS and A-level qualifications.

The exams regulator is inviting teachers to attend workshops to share what went well – and not so well.

The workshops, planned for November at the University of Warwick in Coventry, will be the first opportunity for the exam regulator to gather first-hand, qualitative evidence about the reforms. The feedback will then be used to shape the programme's future.

Eight workshops will be held, from November 7 to December 1, with teachers able to pick the most convenient date and event.

Travel expenses will be reimbursed and lunch provided.

Ofqual says applicants should have taught the qualification both before and after the reforms to give accurate feedback.

Register at [www.smartsurvey.co.uk/s/M4C80/](http://www.smartsurvey.co.uk/s/M4C80/). You will know by the end of September if you have been selected.

## Masterclass from Bob the Builder's creator



Curtis Jobling draws Raa Raa the Noisy Lion

The illustrator behind Bob the Builder has held a drawing masterclass for pupils at the Elms Junior School in Derbyshire.

Curtis Jobling – who designed the popular cartoon builder in 1997 – showed pupils how to draw some of his most popular creations.

Year 6 pupils had a crash course in re-creating Bob, with younger students getting the chance to draw another of Jobling's animations, CBeebies' Raa Raa the Noisy Lion.

The illustrator, who worked on Wallace and Gromit before creating Bob, told pupils that it was important that they pursue their hobbies. "If you want to be an author or illustrator or a sports star or musician you can. Keep doing your hobby, keep doing the



Kids have a go

things that you love doing and nurture it."

Keith Morrow, the school's head, added: "All youngsters are growing up in a world where being busy is the norm and sometimes it's easy to forget to simply do things you enjoy for enjoyment's sake.

"Curtis is someone who never forgot what he loved as a child and has made a brilliant career out of it. What a great role model to have."



James with pupils Callum Vyse, Kai Keefe and Ryan Poole

## Medallist helps pupils dive into fitness

Commonwealth medallist James Denny recently visited Castercliff Primary Academy in Lancashire to keep pupils motivated during a morning of sporting activities.

Denny, who won a Commonwealth Games silver medal alongside Tom Daley in 2014, took the children through a series of challenges including press-ups and star jumps, before delivering an assembly about his career and future goals.

His visit was arranged by the charity Sport4Schools as part of a fundraising day,

with children sponsored by friends and family to complete exercise sessions.

The morning raised £460, which will be used to buy sporting equipment for the school.

Teacher Gemma Sarsfield said: "It was a pleasure to have James visit the school. The children displayed amazing energy in the exercise sessions and thoroughly enjoyed taking part in them, which is important.

"When it came to the assembly, they had really done their research on James and were ready to ask him lots of questions."



## MOVERS & SHAKERS

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



### HARRIET THOMPSON

ASSISTANT HEAD OF  
ACADEMIC DEVELOPMENT,  
AMPLEFORTH COLLEGE

**START DATE** September 2017

**CURRENT JOB** Head of economics and business at Truro School, Cornwall

**INTERESTING FACT** Thompson rescues retired racing greyhounds and once walked the Yorkshire Three Peaks twice in 24 hours for charity.



### REBECCA HANDLEY-KIRK

PRINCIPAL, THE HEWETT  
ACADEMY, NORWICH

**START DATE** September 2017

**CURRENT JOB** Principal, Sir Isaac Newton Sixth Form, Norwich

**INTERESTING FACT** As a teenager she competed at a national level in swimming.



### REBECCA CLARK

SECONDARY REGIONAL  
DIRECTOR FOR LONDON AND  
PORTSMOUTH, ARK

**START DATE** September 2017

**CURRENT JOB** RSC for the South West

**INTERESTING FACT** Clark was the youngest headteacher in the country in 2009 when she took on her first headship at Oasis Academy John Williams in Bristol when she was 31.



### SAM ROBERTSON

HEADTEACHER, LAXTON  
JUNIOR SCHOOL, OUNDLE

**START DATE** September 2017

**CURRENT JOB** Deputy head, Modern English School, Cairo

**INTERESTING FACT** He has visited more than 50 countries, and was presented with a golden egg by a high monk in Myanmar.



### GARETH BURTON

HEADTEACHER,  
CHELTENHAM BOURNSIDE  
SCHOOL AND  
SIXTH FORM CENTRE

**START DATE** September 2017

**CURRENT JOB** Associate headteacher at Cheltenham Bournside School and Sixth Form Centre

**INTERESTING FACT** Burton once completed a "loop the loop" in a stunt plane.

### Get in touch!

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

# future



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## SCHOOLS WEEK Sudoku challenge

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

Difficulty:  
**EASY**

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

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

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

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



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