



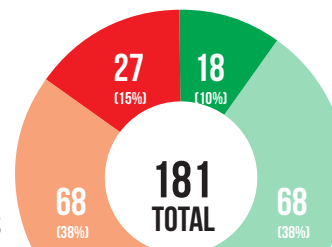
WHAT DO HEADS WANT?

Pages 26 & 27



OFSTED'S TERMLY REPORT

Pages 12 & 13



CAROL DWECK: IF I TOOK OVER EDUCATION

Page 18



SCHOOLSWEEK.CO.UK

FRIDAY, MARCH 27, 2015 | EDITION 24



Regional schools commissioner, Jenny Bexon-Smith



Ofsted national director for schools Sean Harford

32
PAGE
EASTER
SPECIAL

Teachers have too much control, RSC warns school

- Advice clashes with Ofsted guidance on planning and marking
- Commissioner seems to be "running a shadow Ofsted", says union

SOPHIE SCOTT
@SOPH_E_SCOTT

A regional schools commissioner (RSC) has warned a struggling school for allowing its teachers to have too much control over teaching practices.

In a letter to Top Valley Academy, Nottingham, the regional school commissioner for Yorkshire and

east Midlands, Jenny Bexon-Smith, warned: "Some aspects of teaching practice are left to the professional discretion of staff and/or subject departments, such as requirements for planning lessons and the marking of students' work.

"This is leading to some inconsistency of practice

Continued on page 2



P14

"We tapped into a moment"
PROFILE: DAVID BLUNKETT

For more info see pages 16 & 17

NEED TIME TO RE-ENERGISE AND REFLECT THIS SUMMER?



BROUGHT TO YOU BY

Inspiring Leadership Conference 2015



MEDIA PARTNER

SCHOOLSWEEK

EDITION 24	
SCHOOLS WEEK TEAM	
Editor:	Laura McInerney
Head designer:	Nicky Phillips
Designer:	Rob Galt
Sub editor:	Jill Craven
Senior reporter:	Sophie Scott
Senior reporter:	Ann McGauran
Senior reporter:	John Dickens
Senior reporter:	Freddie Whittaker
Reporter:	Billy Camden
Photographer:	Ellis O'Brien
Cartoonist:	Stan Dupp
Financials:	Helen Neilly
	Victoria Boyle
Sales manager:	Hannah Smith
Sales administrator:	Jasmin Fergus-Aghamiri
Administration:	Frances Ogefere Dell
Contributors:	Daisy Christodoulou
	Guy Claxton
	Carol Dweck
	John Hattie
	Andrew Old
	Emma Knights

Managing director: Shane Mann

And tweet us your thoughts @schoolsweek or with the hashtag #schoolsweek

SUBSCRIBE

For an annual subscription to *Schools Week* for just £50 visit www.schoolsweek.co.uk and click on 'subscribe' at the top of the page.

www.schoolsweek.co.uk
or call 020 8123 4778 to subscribe

ADVERTISE WITH US

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on schoolsweek.co.uk or contact:

E: advertising@schoolsweek.co.uk
T: 020 81234 778

Disclaimer

Schools Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of Schools Week, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material. The design of the printed newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission. If you wish to reproduce an article from either the printed paper or the website, both the article's author and Schools Week must be referenced (to not do so, would be an infringement on copyright). Lsect Ltd is not responsible for the content of any external internet sites linked to. Please address any complaints to the editor. We are fully committed to the Press Complaints Commission's Code of Practice. If you have a complaint which cannot be resolved by the editor, write to the Press Complaints Commission, Halton House, 22–23 Holborn, London EC1N 2JD

Learning & Skills Events, Consultancy and Training Ltd

161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@schoolsweek.co.uk

NEWS

RSC issues pre-warning to struggling school

SOPHIE SCOTT
@SOPH_E_SCOTT

CONTINUED FROM FRONT

and effectiveness within and across departments.”

The letter follows a visit from an education adviser – working on behalf of the Department for Education (DfE) – after the school received a requires improvement rating from Ofsted last year. In 2011, before joining the Central Academy Trust, it was rated at the same level.

Unlike Ofsted, education advisers do not publish reports about their school visits and there is no publicly available information about their names or backgrounds, leading to concerns that commissioners are operating a “shadow Ofsted”.

Ms Bexon-Smith’s letter warns that if the school continues to under-perform then additional governors could be drafted in by the education secretary.

Her comments regarding teacher and subject department discretion appear to contradict recent Ofsted guidance that states inspectors do not expect to see lesson plans set out in a specific way.

On the BBC’s File on Four radio show last week, Ofsted’s national director for schools, Sean Harford, also reiterated that inspectors did not expect to see particular types of evidence about teacher feedback.

Schools Week asked to speak with Ms Bexon-Smith regarding her comments and received a DfE statement defending her intervention as a “key part of the government’s plans for education”.

It continued: “We trust hardworking teachers to tailor lessons to suit the needs of the pupils they know best. However, where a school is failing we have repeatedly demonstrated that we will take action to ensure it is turned around.

“Top Valley Academy has been issued with a pre-warning notice because its performance has not been good enough. We are working with the trust to drive up standards.”

The most recent Ofsted report for Top Valley raised teaching quality as a concern but planning was not mentioned. The report also stated that “detailed marking [was] becoming a consistent feature” of the school.

The general secretary of the Association of Teachers and Lecturers (ATL), Dr Mary

2. Some aspects of teaching practice is left to the professional discretion of staff and/or subject departments, such as requirements for planning lessons and the marking of students’ work. This is leading to some inconsistency of practice and effectiveness within and across departments.

supporting struggling schools and they have previous experience.”

Dr Bousted also questioned the RSC’s concerns about inconsistency in teaching practices.

“Of course there is in-school variation of teaching quality within and across departments - that is there in every school.

“The fact that to address inconsistency the RSC is saying they have to plan lessons and mark in the same way when there is no evidence that will raise standards of achievement is astounding.

“It is amazing that this can be written at a time when Ofsted is saying that it does not have a template for marking and lesson planning.”

Ofsted defended Ms Bexon-Smith’s comment, stating that it did not feel her words contradicted their guidance.

An Ofsted spokesperson said: “We updated the clarifications document [to say] that ‘Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy’. We do not believe this contradicts [Ms Bexon-Smith’s] comments.”

In December last year, *Schools Week* revealed that RSCs’ annual performance will be judged on a set of indicators, including the number of schools converted to academy status, and how many academies in their region are judged as inadequate.

Top Valley did not wish to comment while still in discussions with the RSC.

Mary Bousted

Meanwhile, in Blackpool, the RSC takes on a Challenge

Education minister Nick Gibb this week visited Blackpool to announce a “challenge board” that will improve standards in the town where more than 2,500 children are in schools rated as inadequate or requiring improvement.

The Blackpool Challenge board was created by Regional Schools Commissioner (RSC) Paul Smith (pictured). It will be chaired by professor of education Sonia Blandford, and will include academy sponsor representatives, academy heads and Blackpool Council. Education

watchdog Ofsted sent a letter to Blackpool Council earlier this year, following a school improvement inspection at the authority in December. It said significant weaknesses remained in its arrangements to support school improvement.

Blackpool is also included in coalition plans for parachuting top leaders into schools in struggling parts of England, including coastal areas. It is one of 14 areas covered by the government-backed “Talented Leaders” scheme, implemented by Future Leaders.

Unlike the London and North East “Challenge” initiative, no specific funding has been earmarked for the board.

A Department for Education spokesperson said: “Acting decisively on failure is a key part of our plan for education. The Blackpool

Challenge replaces the local authority’s school improvement board and brings together the area’s school leaders, council representatives and the RSC to share best practice and bring about rapid improvement.”

A Blackpool Council spokesperson said the challenge was a “very positive system-led catalyst underpinned by support from the DfE”. He said the initiative would “likely take three years to make significant impact”.

Blackpool’s cabinet member for children’s services, Ivan Taylor, is a member of the board, which held its second meeting yesterday. He said: “Hopefully this will take Blackpool’s schools forward. I’m optimistic we have the right climate within the education community in Blackpool to do that, but I don’t underestimate the problem.”

NEWS

DfE scores academy chains for first time

FREDDIE WHITTAKER
@FCDWITTAKER

The Department for Education has proposed measures for rating the performance of academy chains and local authorities, which would be published on an ongoing basis.

Under the proposals, out for consultation, chains and councils would be given a score for the value they add to pupil attainment between key stages 2 and 4.

The length of time an academy has been part of a chain would also be factored in, to account for the growing influence of an academy as time passes.

The proposal speculatively includes scores for 100 councils and 20 large academy chains.

Among the best-performing academy chains on the new metrics are Ark Schools, United Learning and the Harris Federation. At the bottom of the list are University of Chester Academy Trust, the School Partnership Trust Academies, and Greenwood Dale.

Councils are also scored on the rate of improvement in their schools. Nine of the highest 10 improvers are London boroughs. Among the lowest-scoring authorities, nine are in the north of England.

Local Government Association (LGA) children and young people board chair Councillor David Simmonds welcomed the plans, but raised the prospect of using the methodology to compare councils and chains, which the report advises against.

Mr Simmonds said: “It is a step towards what the LGA and councils have been calling for, for some time.

“If we can come up with measures that allow us to compare easily between local authorities and academy trusts, then it will be very welcome.”

Phillip Bourne, director of school and academy compliance at School Data, was also enthusiastic about the measures – especially their focus on contextual factors.

PERFORMANCE MEASURES					
	ACADEMY CHAINS	NUMBER OF PUPILS IN KEYSTAGE 4 COHORT	NUMBER OF ACADEMIES INCLUDED IN CURRENT KS4 VALUE ADDED MEASURE	CURRENT GCSE AND EQUIVALENT VALUE ADDED	IMPROVEMENT IN GCSE AND EQUIVALENT VALUE ADDED
TOP 3	ARK SCHOOLS	1,376	11	1023.3	+24.7
	UNITED LEARNING	3,345	21	1007.5	+12.2
	HARRIS FEDERATION	2,245	15	1022.7	+11.3
BOTTOM 3	SCHOOL PARTNERSHIP TRUST ACADEMIES (SPTA)	2,016	14	971.3	-13.5
	GREENWOOD DALE FOUNDATION TRUST	1,467	7	982.1	-19.9
	UCAT	783	6	958.4	-20.6
	LOCAL AUTHORITIES				
TOP 3	HACKNEY	820	14	1036.5	+30.1
	MERTON	1081	8	1031.1	+25.8
	BARNET	799	24	1027.2	+24.4
BOTTOM 3	STOKE-ON-TRENT	811	16	969.1	-18.0
	BLACKPOOL	1042	8	966.3	-22.6
	REDCAR AND CLEVELAND	883	11	971.6	-23.8

“It is most reassuring that the DfE are considering value added [gains from starting points] and improvement over time as the measure of effectiveness for these groups of schools.

“Academies with low or very low prior attainment, despite their resilience and ambition, should not be compared with those that have the brightest students in the most affluent areas. “

Although the government believes value-added measures are fair, its proposal accepts their weaknesses.

The report says: “Measures of value added are estimates with a degree of uncertainty that should be recognised in any measures derived from them, particularly when looking at changes over time. The nature of value added means that two schools with the same score can have very different characteristics that may affect rates of improvement.”

To aid interpretation of the scores, other information about schools in a chain will also be published including average levels of disadvantage and prior attainment.

The report adds: “No measure can fully capture the range of individual circumstances in every school, academy chain or local authority, or the full breadth of their activity. Similarly, the measures are based on data that is currently available. As the performance tables evolve these measures will also evolve.”

Schools Week contacted the three academy chains with the highest and lowest scores, with the 10 councils with the lowest scores.

Most declined to comment while the consultation was ongoing. However, University of Chester Academies Trust urged

caution: “This is the first application of experimental measures by the Department for Education to sets of annual data for groups of academies that are themselves unstable with shifting membership. This may not be so important for the largest chains or local authorities but the timing of the addition or loss of one or two academies in the short period they have existed could make a significant difference to medium and small chains. The proportion of primary and secondary academies in a chain could also influence the analysis.

“UCAT has been working closely with the department, regional schools commissioners and an outstanding local teaching school as its strategic partner for school improvement to secure rapid and sustainable improvement for all its academies and this is already bearing fruit.”

£1.8m to ‘eradicate’ homophobic bullying

SOPHIE SCOTT
@SOPH_E_SCOTT

The government has released £1.8 million to train teachers to tackle homophobic, biphobic and transphobic (HBT) bullying.

Eight groups, including Barnado’s, Show Racism the Red Card and the National Children’s Bureau, will share the money.

Diversity Role Models, in collaboration with sexual health charity Brook, will receive £277,000 to provide training to 10,000 teachers and staff across 40 schools. The training aims to give them the skills and confidence to tackle HBT bullying.

Suran Dickson, chief executive officer of Diversity Role Models, said: “HBT bullying can affect all students who don’t conform to certain stereotypes, regardless of whether they are in fact lesbian, gay, bisexual, and transgender (LGBT).

“Diversity Role Models is delighted

to have been given this grant so we and Brook can work with schools on this exciting project, to increase staff’s confidence in tackling this type of bullying, and to make schools safer and better places to learn.”

Stonewall, a leading charity for LGBT rights, and former employer of Nicky Morgan’s special adviser Luke Tryll, received almost £500,000, the biggest share of the funding.

The group will use the money to extend its “train the trainer” course with 60 partner organisations, enabling many more workers in schools to learn skills for tackling HBT bullying.

Mr Tryll had no involvement in the selection process. All awards were granted through an open competitive application process, and the Department for Education (DfE) and the Government Equalities Office will use a further £200,000 to carry out an independent evaluation.

Stonewall has said 55 per cent of lesbian, gay and bisexual young people surveyed had experienced homophobic bullying, down from 65 per cent in 2009.

Last year it said that 86 per cent of secondary and 45 per cent of primary school teachers had seen homophobic bullying of pupils.

Women and equalities minister Jo Swinson said: “It’s good news that schools are making progress on homophobic bullying, but it must be eradicated entirely.

“The trauma of being bullied at school can stay with you for life, and it is absolutely unacceptable that those who may be gay, lesbian, bisexual and transgender are being targeted. Teachers need specialist support and training to help them stamp out homophobic bullying, which is why we have funded these excellent projects which are designed to tackle this issue head on.”

THE GROUPS:

- Anne Frank Trust.** £104,894 to run workshops educating young people about prejudice and impact of the Holocaust on LGB people
- Barnardo’s.** £263,218 to provide face-to-face support for HBT bullying victims in Leeds and Wakefield
- Diversity Role Models with Brook.** £277,722 to deliver teacher training
- EACH.** £189,304 to deliver training across Avon and Somerset
- Educate & Celebrate.** £214,048 to train staff in 60 schools to address HBT bullying
- National Children’s Bureau.** £128,754 to train 1500 teachers
- Show Racism the Red Card.** £119,557 to hold workshops with 2,000 young people at football clubs and run a film competition
- Stonewall.** £465,594 to extend and share “train the trainer” course with 60 organisations

It's take your phone to exam time

Assessment should be “liberated from the straitjacket of pen and paper” with pupils allowed to use smartphones and laptops, suggests an exam board specialist.

Will Hornby, a maths specialist at Oxford, Cambridge and RSA (OCR), speaking at the launch of the Cambridge Mathematics Manifesto, said assessment needed fundamental change if pupils were to develop the necessary skills for work.

“It’s important to liberate assessment from the straitjacket of pen and paper. Perhaps saying pupils can know whatever they can find out [in exams] would be a simpler and more valid way of doing it.

“With five years on this project, surely it’s time to investigate and produce some studies and look at the outcomes.”

He said the idea was “not as crazy as it sounds” with 14 schools in Denmark taking part in a pilot study to use laptops during exams in 2010.

“I’m quite struck by the idea pupils might use techniques they did not know when they walked into the exam room by being able to search [the internet].”

Mr Hornby qualified his comments at the start of the speech by saying the talk was “blue-sky thinking”

“I am going to go too far. But this is looking at what other things we might do in addition to traditional assessment. It’s not about destroying what we have.

Morgan is snubbing us, says ATL

The general secretary of the Association of Teachers and Lecturers (ATL), Dr Mary Bousted, has accused education secretary Nicky Morgan of turning her back on the union’s Easter conference.

But a spokesperson for the Department for Education (DfE) told *Schools Week* that election purdah regulations would be in force during the conference, therefore attendance by any minister would be a “political matter”. It would be up to them “whether to attend or not”, she added.

Another spokesperson earlier said that diary commitments prevented the education secretary’s attendance. David Laws was also unable to attend as he was involved with the Lib Dem election manifesto.

Shadow education secretary Tristram Hunt will speak at the conference.

It is the first time that the coalition has not sent a minister to the union’s annual conference. Mr Laws attended last year and in 2013, Nick Gibb the previous two years.

Dr Bousted told a pre-conference press briefing that the education secretary was “invited repeatedly” but had “chosen not to attend.

“We don’t know why she is not attending, and I think this gives further suspicion and cynicism around the whole workload challenge, which was meant to be about reducing teacher workload and listening to the voice of the profession.”

Inspiration Trust set to take over failing Norwich school

ANN MCGAURAN
@ANNMCGAURAN

Education secretary Nicky Morgan has taken the controversial decision to sign an academy order for the Hewett school in Norwich, with Inspiration Academy Trust poised to take over as its sponsor.

The school is in the highly marginal Norwich South seat, at present held by the Liberal Democrats, and the decision ignores hundreds of parents who marched through Norwich earlier this month to protest against the proposals.

The order begins the process of conversion, which will only be complete once a funding agreement is signed. A consultation on the change will take place after Easter.

Ms Morgan’s decision marks a change in approach. In October she told an education select committee session: “I like people to be persuaded of the case for conversion rather than me sitting in Whitehall setting either targets or compulsion.”

Hewett School has financial difficulties and is in special measures. As previously reported in *Schools Week*, ministers installed an interim executive board (IEB) of governors after rejecting the local authority’s choices.

The signing of the order was welcomed by the Inspiration Trust’s chief executive, Dame Rachel de Souza (pictured). The trust is named as the expected sponsor.



She told *Schools Week* that it was “the best possible news” for the school’s students and their families.

“For years, the Hewett – once the pride of Norwich – has not been performing as well as it might and has suffered from falling pupil numbers. Frankly, the Hewett community – pupils, parents and staff – have been let down and deserve better.”

It was time, she said, to “draw a line in the sand and get back to giving the Hewett students the best education possible”.

Contrary to what she called “baseless

allegations”, she said Inspiration would be opposed to the sell-off of any land, and that investigations were underway to develop top-level sports facilities on the site.

IEB chair Paul Mitchell said the board and the Inspiration Trust would consult jointly with staff and parents.

According to Mr Mitchell, either the IEB or the Inspiration Trust – or both working together – would respond to points raised, notes would be taken at the meeting and copies sent to the Department for Education (DfE) and made available to staff.

Feedback would also be invited from people unable to attend the meetings

Mr Mitchell said he envisaged the consultation would take place over four to six weeks during the first part of the summer term. Dates and times would be “confirmed very shortly”.

Norfolk County Council has threatened legal action over the proposed academisation.

James Joyce, chair of the children’s services committee, said it would reserve a decision on this until is “sees what shape any consultation will take”.

He added: “The secretary of state rarely signs an academy order without an application first being made by the school governors or IEB. This has led members of the council and the public to raise concerns about the process followed by the DfE thus far, and the reasoning behind the decision.”

Ofsted chastises Stoke council (and Hunt’s electorate)

ANN MCGAURAN
@ANNMCGAURAN

Ofsted has written to Stoke-on-Trent City Council telling them that their arrangements to improve the city’s schools are still not good enough.

The watchdog’s conclusions follow a local authority (LA) inspection in January and could be an embarrassment for shadow education secretary and local MP Tristram Hunt.

Inspectors acknowledged the LA’s ambitious targets to increase standards, but inspectors said children in the city were still underperforming at most of the key stages of their education.

Data for 2014 showed that the authority was one of the 10 worst in England for the proportion of primary schools that were good or outstanding. But inspectors acknowledged consistent improvements in key stage 2 attainment for the past three years and said the achievement gaps between disadvantaged and other pupils were closing.

Ofsted said additional factors holding back improvement included the varying quality of school governance, poor targeting of additional funding for pupils and schools in greatest need of support, and poor analysis of pupil performance data.

Speaking about the

findings, Mr Hunt told *Schools Week* he was “concerned about the failures of some leading academy chains in the city to deliver effective school improvement.

“We have more work to do on school governance, use of pupil premium funds, and smart analysis of data. We need greater stability in the leadership of our schools and we have to work collectively to attract talented teachers into the city.”

Only three of the city’s 16 secondary schools are LA-maintained; 45 of the city’s 71 primary schools remain under LA control.

Mr Hunt thanked Ofsted for their willingness to publish the report before

purdah rules limited the release of

government documents during the election campaign.

Inspectors found some reasons to be optimistic. It said the LA had a rigorous improvement strategy and that special schools, pupil referral units and nurseries maintained good or outstanding inspection outcomes.

Ofsted’s director for the West Midlands, Lorna Fitzjohn, said the LA’s plans were “laying the foundation for sustained improvement”, but it was “vital that it works to bring up standards to at least the national averages”.

Tony Oakman, Stoke-on-Trent’s executive director for people, said the LA would take on board the findings, although he was disappointed that Ofsted had not recognised that key stage 1 attainment in the city was “in the top quarter of all schools nationally.”



To B or not to B?

Explore all the options with Science B Specifications from OCR.

Our B science specifications are different. With a context based approach and a focus on practical work, it's possible to present a large amount of material quickly and enthuse students with scientific literacy.

Find out more

Call 01223 553998

Visit ocr.org.uk/science

Email science@ocr.org.uk

@OCR_science



OCR
Oxford Cambridge and RSA

TIME

Training in Maths & English

Blended and online courses
for training providers,
schools and colleges

Delivering preparation for
Cambridge Progression,
Functional Skills & GCSEs

To find out more visit time.ocr.org.uk

Call **02476 851509** or email ocr.expressionofinterest@ocr.org.uk

OCR
Oxford Cambridge and RSA

EVENT

ASCL: LEAVE US TO GET ON V

JOHN DICKENS
@JOHNDICKENSSW

The curriculum is the business of politicians, not teachers, said Nicky Morgan, while Labour’s Tristram Hunt plumped for help from overseas. And as for David Laws? Well, he wouldn’t have missed the past three years for the world . . . Schools Week reports from the annual conference of the Association of School and College Leaders, held in London last weekend. And what does the association itself want? To have its blueprint for a self-improving system adopted – and then to be left alone to get on with it

School leaders want the government to take a step back from “micro-managing” education and leave them to deliver a world-class system.

The Association of School and College Leaders (ASCL) laid its ideas out in a blueprint for a self-improving system and the centrepiece of this year’s conference.

It also called for an education budget that was “sufficient, equitable and sustainable” and for an independent college of teaching to be established, which the government announced funding for on the same day.

The news was welcomed by key union leaders, who said they were optimistic about the future.

But president Dr Peter Kent said: “Is it so far-fetched to suggest that government should confine itself to core functions such as fair funding and ensuring an adequate supply of teachers, and then say to the profession ‘over to you’?”

“This would not create a cosy little club; instead we want to commit ourselves to higher and more demanding standards than any government would ever dare ask for.

“These standards would come from shared values and a desire to do the best for every child in our care, not the short-term headlines that have so often driven policy.”

His view was echoed by general secretary Brian Lightman, who added: “We want the government to take on a new role that is



more strategic and step back from micro-managing things; to create the conditions for us to establish a world-class system and develop it to a high level of ambition.”

An ASCL survey of 1,000 of its members, released on Friday, showed nearly nine in ten school leaders said the financial pressures they would face over the next 12 months would damage education.

Dr Kent said: “The reality is that our current system of funding is making it impossible for some schools and colleges to make ends meet.

“Even before the underwhelming offers of a future based upon flat cash, or an inflation increase that will be swallowed up by increased pupil numbers, many ASCL members are telling us that they have gone past the point where efficiency savings can be made.

“Too many institutions are having to grapple with the reality that the level of funding is not enough to sustain the quality of education that our children deserve.

“Our children only get one chance and will not understand if we tell them in five years’ time that their education has been sacrificed on the altar of deficit reduction.”

Dr Kent, headteacher of Lawrence Sheriff School in Rugby, also called for a national fair funding formula to replace the outdated system of allocations.

Both Nicky Morgan and Tristram Hunt pledged to introduce fairer funding, but would not commit to when.

Morgan: Leave curriculum with us

Education secretary Nicky Morgan has shot down calls for an independent commission to look after the school curriculum, insisting it’s safe in the hands of politicians.

ASCL unveiled proposals on Friday to wrestle the curriculum away from Whitehall, calling for an independent commission – made up of people from across the sector including politicians and teachers – to review the core curriculum every five years and ensure a period of stability.

But, speaking on Saturday, Ms Morgan said the curriculum must remain in the hands of politicians.

“There is one area where I depart from the blueprint – in its suggestion of taking control of the curriculum away from ministers,” she said.

“Because it’s my belief that what our children learn in schools must be something that is decided by democratically elected representatives.

“That isn’t because I think I understand algebra any better than you do, or that Nick Gibb understands phonics any better than the teachers that teach it – although don’t tell him that.

“But because I think that parents should be able to hold us to account for the decisions we make about what their children are learning and what they’re not. The surest way to make sure they can do that is at the ballot box.

accountable to the public at large.”

Ms Morgan also said she does not want to return to pupils getting rows of A and A*s with numbers constantly rising each year, instead preferring comparable outcomes.

The education secretary, who described her nine months in office as “fantastic”, said the era of major change in education was now over.

“I want to reassure you about what that means in practice, it doesn’t mean five years of constant upheaval or constant change.

“What it does mean is ensuring that the impact of those changes reaches every part of the country, every child, every family and every community.

“Both the prime minister and I are very clear that the changes we’ve made need time to bed in and take root.”

Questioned after the speech, she added: “We’ve had five years of huge achievement, my next focus is to make sure that excellence is spread right across the country.

“We’ve said in response to the workload challenge we wouldn’t introduce major change in the middle of a course and we would try to give more notice of major changes.

“I don’t see at the moment things that need further major change, but we always keep an eye on the system.”

Ms Morgan pledged to introduce a national fair-funding formula, but drew groans from delegates when she skirted around the question of when.



“That doesn’t mean that we fly blind.

“As I hope you’ve seen throughout the process of reviewing curriculum and qualifications we’ve involved experts at every step of the way – but those taking the final decision must remain



“I really would like to get on with this as quickly as we can,” she said.

But Ms Morgan added there would be issues and she was wary of creating more uncertainty over funding in difficult economic times.

WITH IT, WHITEHALL

ASCLAssociation of School and College Leaders

Hunt: Bring innovators from abroad

Shadow education secretary Tristram Hunt told delegates that he wanted innovators from across the globe to run UK schools.

He also said a Labour government would allow schools to leave failing academy chains under a system similar to the Bosman ruling used in football. (Before Bosman, a player could not leave unless his club agreed to let him go. After the ruling, a player was free to leave as soon as his contract expired.)

Mr Hunt said new break-out clauses in contracts would allow good schools to ditch failing chains for a better performing one.

Speaking on Friday, he said: "You see innovative high-achieving schools and colleges around the world do extraordinary things with the most challenging of pupil intakes – you have to wonder why we don't make more effort trying to encourage that expertise to influence education in Hull, Stoke-on-Trent, or the Medway.

"Let's encourage these innovators to come to Britain and partner with local schools and work alongside the director of school standards to spread innovative new thinking more quickly."

He highlighted innovators in Australia, the US, Singapore and Finland to open schools in areas with low standards such as coastal towns and coalfield communities.

Mr Hunt also said too many schools struggled with "second-rate" academy chains and should be set free.

"The government has never set out a process for good schools to 'float off' from poor chains," he said.

"So I would like to see shorter contracts with clearly defined break-out clauses.

"A sort of 'Bosman ruling' for chains, where good schools could leave for a better chain more willing to serve the best interests of parents and pupils.

"And releasing outstanding school leaders to pursue innovation and improvement with the best available partners."

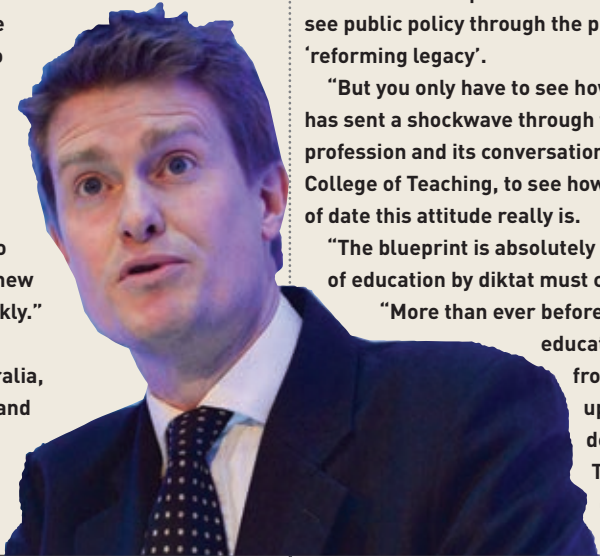
Mr Hunt also called time on "exam factory" schools, adding there was a "bedevilling Westminster culture".

"I call it the cult of the big reformer," he said. "A sort of alpha male compulsion to see public policy through the prism of your 'reforming legacy'.

"But you only have to see how social media has sent a shockwave through the teaching profession and its conversation about a new College of Teaching, to see how profoundly out of date this attitude really is.

"The blueprint is absolutely right – the days of education by diktat must come to an end.

"More than ever before change in education must come from the bottom-up. Through decentralisation. Through devolving power."



Harford: Life is 'very hard' for ofsted

One of Ofsted's chiefs told the conference that inspecting British values had made life "very hard" for the education watchdog.

But Sean Harford, Ofsted national director of schools, said his organisation was not "shirking" its responsibility.

Speaking on Friday, he said: "It is one of the most important things we are doing.

"I say this because schools, particularly those in mono-cultural areas, are on the frontline of ensuring that our society doesn't become fragmented and divided. We have all seen in recent months what can happen when this frontline is breached.

"This has been a tough call. But it is absolutely essential, for the reasons I have already mentioned, that we apply the same principles and inspect by the same standards in every school in every part of the country."

He added: "I believe we were right to go into the schools in Birmingham last year and to report our findings and judgments as we did.

"These schools deserved their previous good or outstanding ratings because the headteachers who were in control at the time had worked incredibly hard to raise standards. It was only when these same heads were pushed out or marginalised by governors that things started to go wrong.

"The episode highlighted how rapidly schools – especially those in challenging areas – can decline and deteriorate in the absence of careful monitoring between inspections."

Mr Harford also rebuked two schools in the north east, Durham Free School and Grindon Hall Christian School, who he accused of public "mud-slinging".


"We have seen in recent weeks how some of Her Majesty's Inspectors (HMI) in the north east have been at the receiving end of some particularly lurid smears and accusations about their professional conduct – some of it emblazoned across the pages of the national press and repeated on the floor of the House of Commons.

"It's of little consolation to these HMI – obliged to stay silent when their professional integrity is being called into question – that many of these claims fail to stand up to even the most superficial scrutiny.

"It is right that we have a robust complaints process, but the type of mud-slinging and public bad-mouthing of inspectors we have seen recently seems to reflect a tendency on the part of a minority of institutions to deflect attention from their own palpable failure to tackle serious issues – whether that's bullying, poor behaviour, safeguarding or inadequate teaching."



WHAT DID THE DELEGATES THINK?


 Julie Rudge, headteacher, Thomas Alleyne's High School, Staffordshire

How has the conference been?

"It's been inspiring and challenging. For me as a headteacher – 11 months into post – I feel that being with other people who face similar challenges is helpful, there is a resilience and understanding. The emphasis is to stay focused on your vision."

What has been your highlight?

"Professor Steve Peters' talk on managing the mind and optimising your personal and professional life was useful. We spend a lot of time on this and emotional wellbeing is fundamental to any organisation."


 John Dexter, headteacher, The Trinity Catholic School, Nottingham

What has been your highlight?

"I thought Brian Lightman's speech was fantastic. It was also interesting to hear from the politicians so close to an election, but they all seemed to be saying 'we love you and love what you do'."

What will you take back to your school?

"I want to look more at the blueprint and have that discussed by our leadership team and staff to see what is the best we can do and what do we need to do to address it. It was also helpful talking to others about the issues we are facing, including recruitment, funding and changes to curriculum. Whether politicians are listening, who knows, but it's important we carry on whatever, as we always do."


 Tony Corish, headteacher Bishop Challoner Catholic Secondary School, Hampshire

What will you take away from the conference?

"A particular theme I will take away is grasping the future ourselves. We have to be shaping the future, we can't afford for a void to be created. It's also good to know everybody is having the same issues around recruitment as we are experiencing."

What was your highlight?

"Tristram Hunt did pretty well, surprisingly so. He can sometimes come across as not on top of things. He was particularly sympathetic to the blueprint the ASCL is trying to develop. David Laws' speech felt very much like a goodbye speech."

 Claire Catterall, assistant headteacher, Thomas Alleyne's High School, Staffordshire

What will you take away from the conference?

"It has reaffirmed that teaching is about absolute resilience and commitment and about what we want for our children. The energy from seeing so many people who are absolutely committed to education – that's what I'll take back into our classrooms."

What was your favourite speech?

"I was particularly impressed by Tristram Hunt, and his commitment to Stoke. I had a quiet confidence about what he said. Recognising the need for stability and the difference this will make for our children is important."

NEWS

SPECIAL NEEDS REFORMS: LAUDABLE

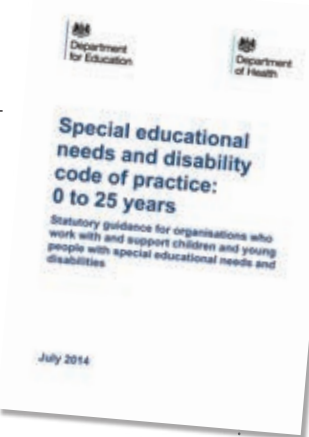
ANN MCGAURAN
@ANNMCGAURAN

Investigates

Parents of children with special needs last year told a website survey that they were unhappy with September's changes to provision. But do their concerns indicate widespread problems, or has the coalition secured genuine longer-term improvements?

The coalition says that reforms to special educational needs and disability (SEND) provision brought in last September are the biggest shake-up to provision in 30 years. So it's normal to expect teething problems, says children's minister Edward Timpson.

At the time, Mr Timpson was responding to concerns raised by the Special Needs Jungle website – which canvassed views from parents and carers of young people with SEND on the impact of last September's changes. Sixty responses came in, all but one reporting negative experiences. But do these indicate widespread problems. Or do those working in the field believe the coalition has secured genuine longer-term improvements for pupils with SEND? The new code of practice, which came into force under the Children and Families Act, puts the emphasis on a "person-centered approach", with more input from pupils and families. Statements of SEN running up to the age of 18 are now being replaced by education, health and care plans (EHCs) up to the age of 25. Those newly assessed as meeting the criteria will get EHC plans and, starting last September, there is a three-year



window for transferring from statements to EHC plans.

EHC plans are for children and young people who need annual support that costs more than £10,000. There is the option of personal budgets, and local authorities are obliged to publish a "local offer", a directory of all SEN provision for young people in the area.

Schools Week approached a number of individuals with an interest in the quality of SEND education and overall provision, and who generally welcome the principles underpinning the changes. At least one local authority (LA). Portsmouth (see box), believes they're precisely what's needed.

But there is also a view that it took too long for the government to get to point of launching the new code and a view that funding pressures will inevitably impact on provision. There are also fears that training of staff in schools and LAs is lagging behind, and that the new multi-agency approach – with education, health and social care working to meet a student's needs – is not working consistently well in all areas.

Complaints to Special Needs Jungle include reports of LAs not understanding what was expected of them, some staff not receiving any training, and a feeling that most SEND practitioners are being offered training in paperwork changes rather than in the cultural change fundamental to the "person-centered approach".

Special Needs Jungle founder Tania Tirraoro told *Schools Week* that while she feels the principle underlying the reforms is good, it would have been better to have delayed implementation until January this year to allow for training and new systems to be put into place.

"There is an enormous amount that isn't right about the reforms – yet. In trying not to be prescriptive, the government has left far too much to be interpreted by LAs in the way they want."

But her view is challenged by the experience of inclusion commissioning manager for Portsmouth City Council, Dr Julia Katherine (see box below). She strongly



Mark Baker



Jarlath O'Brien



Amy Cook



Tania Tirraoro

welcomes the changes and feels that the joining of services around the transition to adulthood has "allowed really positive things to happen".

Previously, pupils with high needs would have a statement of SEN. Those with an identified less severe SEN need could be on a "school action" list, and if their needs were greater but not deemed high enough for statementing, they could be identified as "school action plus".

Amy Cook is a senior researcher specialising in SEN at The Key for School Leaders, a national information service for schools. She says that under the new system there's an emphasis on a holistic package of support. All pupils with high needs will

have an EHC plan by September 2017 and, crucially, that plan will support them until they're 25.

For children who need more support than a teacher can provide in a classroom, but don't warrant an EHC plan, there's a new single category called "SEN support".

"A child-centred approach is fantastic," Ms Cook says. "It puts the individual at the heart of the system – and the pupil's views and concerns count." There's more of a focus on the outcomes for each child. "Having expectations for each and every child is fundamental and the acknowledgement that each child will be supported into adulthood is crucial."

But she's found special schools sometimes

A PRACTITIONER'S VIEW: 'IT'S A LOT BETTER THAN WE HAD BEFORE'

Dr Julia Katherine is extremely upbeat about the likely impact of the reforms. The inclusion commissioning manager for Portsmouth City Council calls them a "huge opportunity to do business differently and in partnership with families". while admitting that it's "early days".

She says September's code of practice draws in agencies that "typically had not worked together before, and I believe it can make a difference". Before moving to Portsmouth in 2013, Dr Katherine had worked for one of the 21 SEND reform "pathfinder" local authorities, where she led on the issue. That background gave her "a clear view on what works".

Her assessment is that the changes will take a while to embed. "We are a few weeks into a

completely new system and it's a completely different way of doing business."

In Portsmouth, the reforms have been embraced, and are "not a set of additional burdens. They free us up in a way that makes a difference for children and families. We had a conference for special needs co-ordinators (SENCOs) that got 100 per cent attendance and we showed them a new way of doing annual reviews. We wanted them to do it using the principles of person-centered planning.

"They have rolled that out for all children transferring from statements to education health and care plans (EHCs), but many schools have also embraced this

of working for all children with special needs in schools."

According to Dr Katherine, the reforms have resulted in a "genuine collaboration" in Portsmouth. "We've got both a strategic board and an operational group and we've got representation from health commissioners, health providers, children and adult social care, schools and colleges, early years providers and parents and carers".

She's complimentary about the pre-implementation role played by the Department for Education. "There has been a lot of support for LAs and from central government



Dr Julia Katherine

to get ready for implementation. The DfE has been closely monitoring implementation and they can give more support if problems are identified." Her LA is also collaborating with others to share best practice.

Dr Katherine now believes there are now no differences between pathfinder LAs and non-pathfinders. Portsmouth has been asked to lead from the next financial year on setting up a peer network in the south east of England.

Her conclusion on the reforms? "It's a lot better than what we had before. The new code is an opportunity to improve the support and to ensure children with SEN get access to good quality education and better life outcomes."

LE OR LAUGHABLE?



face particular difficulties, given that every local authority is allowed to develop its own system of transferring pupils to EHC plans.

“Often pupils come from different LAs and that means as a school you could be dealing with three systems and their different documentation and transfer plans. Mainstream schools are currently wondering which pupils should get SEN support.”

Mark Baker, president of the Association of Teachers and Lecturers, has had a 30-year career in special educational needs. While he calls the principles of the new code “laudable”, he says that “it’s almost downhill from there”.

He worries about “massive pressures on funding and on schools to achieve quite a narrow set of criteria”. This, he believes, is

“tending to divert resources to those (criteria) instead of to SEND provision”.

He also believes that SEND expertise is becoming more stretched: “The abilities, skills and training of staff to identify issues has become more and more diluted in schools and particularly in LAs. Who is there in LAs to decide on what is a good and appropriate level of care?”

The onus is now on parents, he argues, to create their own case for provision – while the agencies they are relying on may not be able to offer the right help.

“Potentially here we have parents doing their own research and for some, it will disadvantage them enormously if they can’t find their way round a system.”

One special school head is highly critical of what he calls the slow implementation of the code and of EHC plans.

Jarlath O’Brien, head of Carwarden House Community School in Camberley, Surrey, says the aims of the code began life in March 2011 in the support and aspiration green paper. “But statements are only now starting to be converted to EHC plans and it took almost the life of the Parliament to become law.”

He’s also found that despite the emphasis on holistic reviews, the transition reviews from statements to EHC plans that he’s been involved with have not had input from health or social care professionals. He does not see “any pressures or incentives for those organisations to become any more involved than they were before”.

Mr O’Brien is passionate about the difficulties he sees with the current Ofsted inspection framework – “which does not encourage mainstream schools to be inclusive” – and he’s angry about the harm he believes is caused to children with SEND by political messages such as education secretary Nicky Morgan saying that all children should learn their 12 times tables at primary school or have their school’s leadership face the sack.

“Their approach is almost to treat SEND children as collateral damage, and the contradictions that have gone through the life of this Parliament have made the lives of these children harder.”

A DFE SPOKESPERSON SAID:

“These reforms are one of the most radical overhauls of special needs provision in a generation – and it takes time to fully implement them.

“For too long, families have found themselves battling against a complex and fragmented system. Our reforms ensure support fits in with their needs and not the other way round. They will result in a simpler system that focuses on children and young people achieving their best.

“After six months, families from across the country are already telling

us they are beginning to notice a positive difference and like the positive new ways of presenting information about their child’s needs and provision.

“Councils have been given over £177 million over three years to help them deliver the reforms - including over £30 million in 2015-16. In addition, our team of special needs advisers are offering support to councils across the country and we have given Nasen money to produce a website for teaching staff and special needs coordinators.”

A PARENT’S VIEW: ‘IT DEPENDS ON HOW MUCH LA SUPPORT YOU GET’

Nancy Gedge is a teacher at Widden Primary School in Gloucester and the mother of Sam, a 14-year-old with Down’s Syndrome. She says he is thriving at a special school, Alderman Knight School in Tewkesbury, Gloucestershire. How optimistic is she about the future of SEND provision?

“Typically we are going to have really patchy provision and it will depend on how much LA support we get,” is her answer.

Areas with large numbers of academies are not able to benefit from the same level of support for pupils with SEND than those with mostly maintained schools, she believes. “It depends on how much LA support you get.

We’ve had fabulous support from Gloucestershire, but not far away you have areas with many academies and that has an effect. The beauty of this LA is the SEND team can give you lots of advice. If you don’t have those structures in place, what support is there for teachers to help them make those decisions?”

While she says the code of practice’s extension in support up to the age of 25 “makes a huge difference”, she also believes implementation has been rushed. This, in her view, has left some professionals in the dark about their new responsibilities: “How many doctors, for example, know that by law they have to contribute to EHC plans?”

For mainstream schools, she’s critical of what she describes as a tendency in schools for children with greater learning needs to be “withdrawn from or outside the classroom, or sitting with a teaching assistant (TA) all the time. That has to stop”. She refers to Deployment and Impact of Support Staff in Schools – an Institute of Education report that found a negative effect of TA support on



Nancy Gedge

“The code really tried to put the brakes on labelling”

academic progress it also found that the day-to-day support for pupils with SEN in mainstream schools was often provided by those TAs.

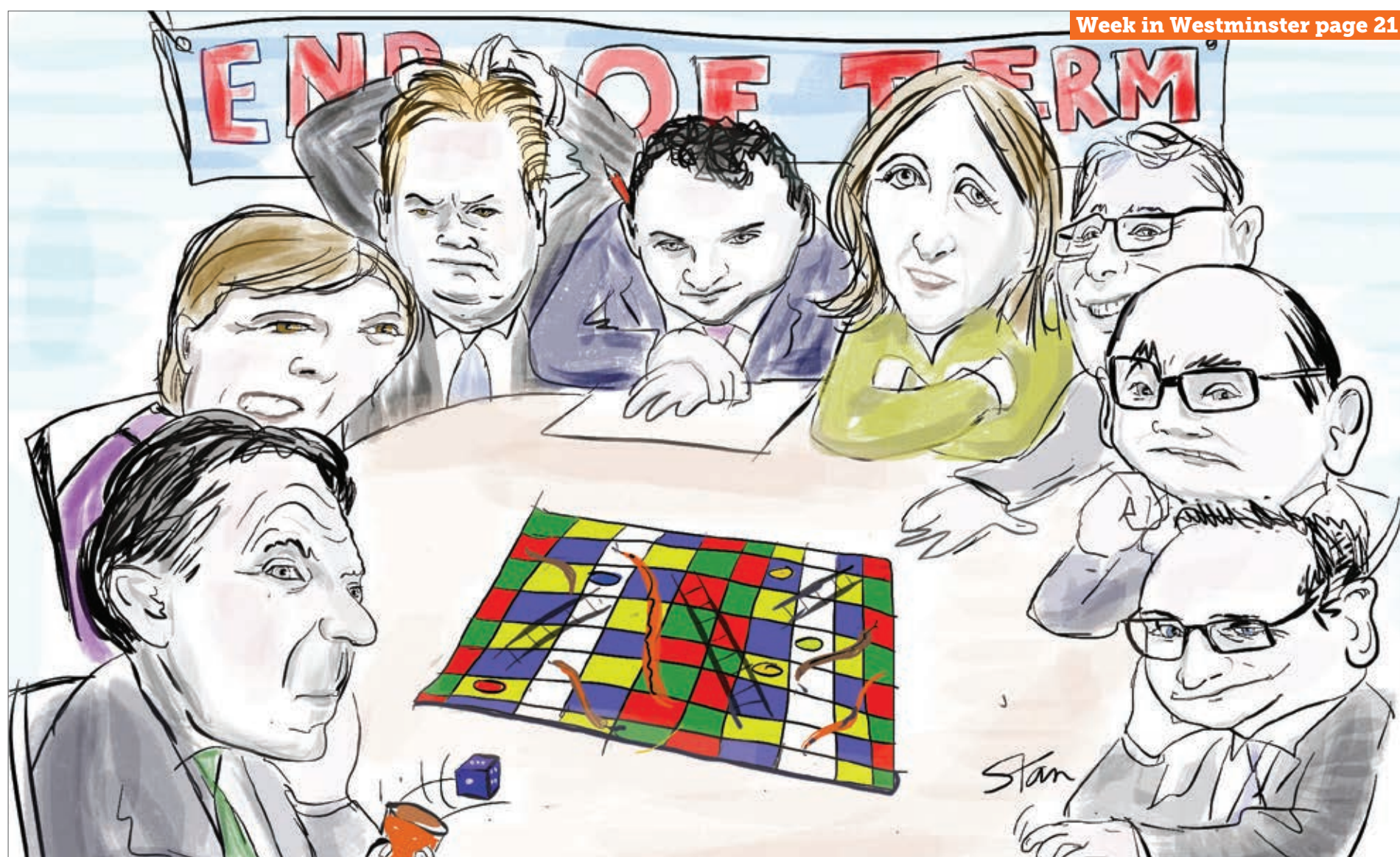
The code of practice has, she says, “really tried to put the brakes on labelling, but without the labels the children may not get the support they need”. The code of practice focuses on a “graduated approach”. It is aimed at recognising a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Ms Gedge says this approach “rather than (having) straight categories, was brought in because they want kids like mine to have EHC plans”. For other children, she says “the rest is kind of woolly, but that does not actually facilitate children to get the help they need”.

Her main criticism is that while the code of practice “has its heart right, it breaks down when it comes to the details about how schools organise their SEND provision”. It is now up to LAs to “make their own system from region to region”.

DR KATHERINE’S FIVE ELEMENTS THAT MAKE A DIFFERENCE TO SEND OUTCOMES

1. ENSURE A KEY WORKER IS IN PLACE TO TAKE A LEAD ROLE AND COORDINATE ASSESSMENT OF THEIR NEEDS TO ACT AS A SINGLE POINT OF CONTACT FOR THE FAMILY.
2. MAKE SURE THE ASSESSMENTS ARE COORDINATED AROUND THE NEEDS OF THE FAMILY.
3. HAVE THE RIGHT SUPPORT AND INFORMATION IN PLACE FOR FAMILIES IN THE FORM OF A “LOCAL OFFER”, PUBLISHED ON A SPECIFIC WEBSITE.
4. PUT APPROPRIATE SUPPORT IN PLACE FOR CHILDREN WHO ARE ON SEN SUPPORT.
5. FOCUS ON THE JOIN-UP OF SERVICES AROUND THE TRANSITION TO ADULTHOOD TO “ALLOW REALLY POSITIVE THINGS TO HAPPEN”.



Week in Westminster page 21

EDITOR'S COMMENT

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

School leaders and teachers have spent the last few years panicking about Ofsted's desires. Endless hours have been spent worrying about planning and marking requirements.

But now, even if Ofsted don't pick on these issues, our cover story shows that a regional school commissioner (RSC) might.

Academies are supposed to be autonomous. Free to run how they wish as long as outcomes are good enough.

RSCs were brought in to oversee them: to check their performance, remove leaders if necessary, and pick new sponsors for struggling schools.

But the creeping use of shadowy 'education

advisors' and strong-armed suggestions about teaching practice seem to over step this plan. Autonomy is starting to look like an ever-diminishing pipe dream.

Plus, as Mary Bousted asks in the piece, how does a school appeal to the RSC? How do we know what training the advisors have completed?

RSCs should be a force for good. Our Blackpool Challenge story on page two is a good example. But the lack of clarity about their role needs resolving.

As the public face of the academy policy now is the time for the RSCs to step up and explain what schools can really expect going forwards.

Reception assessments 'harmful', say unions and academics

ANN MCGAURAN

@ANNMCGAURAN

An open letter expressing deep concern about the intended introduction of reception baseline assessments from September has been signed by 17 associations and unions.

The signatories argue that the assessments, to be completed by pupils within their first six weeks, are "unreliable, disruptive, statistically invalid and harmful to child wellbeing".

They say they will "detract from the rich physical, exploratory, playful, creative and intellectual experience that research shows benefit children in the early years".

Full details of the approved baseline assessments are not yet available, but suppliers' promotional webpages do carry sample questions, some of which are quoted on the Stand Up for Education website. Examples include asking children to "say parrot without the p", asking them

to say what sounds are in the word "net" and requiring pupils to point to a picture beginning with "c".

Signatories to the open letter include academics and two general secretaries of teaching unions.

Neil Leitch is chief executive of the Pre-School Learning Alliance, which is the largest early years membership organisation for providers of education and childcare. Also a signatory, he has expressed concerns in a press release issued by the National Union of Teachers that the majority of the baseline products "are computer or tablet-based and rely heavily on a 'tick-box' approach to assessment".

But one of the six approved assessment providers, the Centre for Evaluation and Monitoring (CEM) at Durham University, said the assessments covered a broad range of areas and generated useful information for schools.

Spokesperson Kate Bailey added that

there was "much evidence that the use of a quick computer-delivered test is both informative for the profession and engaging for the children".

Schools wishing to use the baseline assessment from September should sign up with a provider of their choice before the end of April. The names of the six approved providers were confirmed by the government in February. Each must recruit at least 10 per cent of primary schools by the end of April to remain an eligible provider.

The assessments are optional but if schools opt in they must use them to receive a "progress measure" based on pupils' learning gains between the start of school and the end of key stage 2. If they choose not to opt in then, from 2023, they will only be held to account by pupils' attainment at the end of key stage 2, according to the DfE.

The National Association for Primary Education also signed the open letter. Their spokesperson Anne Nelson said there was "a

great deal of pressure on heads to sign up to the baselines, even though it is optional and not statutory".

Concerns are also raised in the letter about knock-on impacts to the Early Years Foundation Stage Profile (EYFSP) which is currently completed at nursery and is an assessment of children's development based on observations over time.

The letter alleges that "any loss" of this data would "damage" work with health and social services, who make use of the EYFSP Profile in bringing together services for children and families.

A Department for Education spokesperson said: "Primary checks have not been introduced to track the progress of individual pupils – but to measure the starting point of them all. There is absolutely no suggestion of introducing the kind of formal testing in reception that is used with older children. That would be completely inappropriate."

**IT'S
GOING
TO BE
INCREDIBLE.
BE PART OF IT.**

**JOIN US FOR THE 6TH SUNDAY TIMES
FESTIVAL OF EDUCATION**

**TWO DAYS OF DISCUSSION, DEBATE,
WORKSHOPS AND ACTIVITIES
FOR SENIOR LEADERS, TEACHERS,
LECTURERS, NQTs AND STUDENTS**

2015 SPEAKERS INCLUDE:

ANDREW ADONIS
KAREN ARMSTRONG
KENNETH BAKER
MICHAEL BARBER
JULIAN COPE
ANN COTTON
EDWARD DE BONO
ALAIN DE BOTTON
ANGELA LEE DUCKWORTH
CAROL DWECK
+ OVER 200 MORE

SEBASTIAN FAULKS
AC GRAYLING
BONNIE GREER
ANDREW KEEN
KEN ROBINSON
PASI SAHLBERG
ANDREAS SCHLEICHER
STEPHANIE SHIRLEY
RORY SUTHERLAND
MICHAEL WILSHAW

**CPD: COST EFFECTIVE CPD FOR YOUR WHOLE STAFF
STUDENT ZONE: A PACKED PROGRAMME OF DEBATES,
WORKSHOPS AND ACTIVITIES**

BOOK NOW:

**www.festivalofeducation.com or call 01483 423008
15% DISCOUNT CODE: STFOE1515FE**

THE BEST BRITISH EDUCATIONAL EVENT

**THE MOST COST
EFFECTIVE CPD
I HAVE EVER DONE**

Sir Mark Grundy
Shireland Academy


THE SUNDAY TIMES
festival
OF EDUCATION
WELLINGTON COLLEGE

June 18-19, 2015

**I HAVE RARELY, IF EVER,
FELT SO EMPOWERED
TO IMPROVE MY OWN
TEACHING AND TO HELP
OTHERS IMPROVE THEIRS.
I HAVE JUST SPENT TWO
DAYS AT THE SUNDAY TIMES
FESTIVAL OF EDUCATION,
AND IT WAS SIMPLY
AMAZING**

BH, Assistant Head
Loreto College, St Albans



www.facebook.com/EducationFest



[@EducationFest](https://twitter.com/EducationFest)

2015 Media Partners include:

FE Week 
SCHOOLS WEEK 

The term according to Ofsted

As another term draws to a close, *Schools Week* takes a look at what Ofsted has been up to since Christmas

OVERALL GRADE DISTRIBUTION

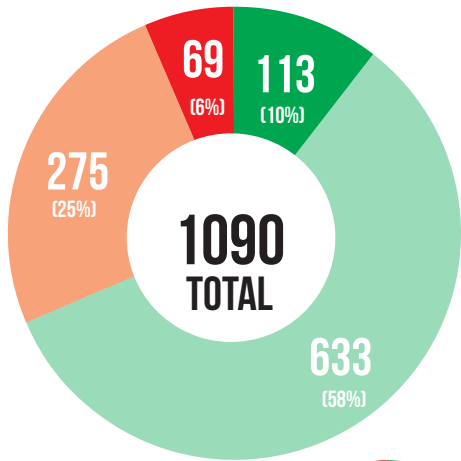
We published our first Ofsted inspection analysis at the end of the autumn term, as a quick and easy way to keep an eye on inspection outcome trends at all levels and across different types of schools.

There were fewer inspections this term: 1,090 compared with 1,642 at the end of the autumn term.

Just over two-thirds of schools (68 per cent) were rated as either good or outstanding, a similar picture to before Christmas.

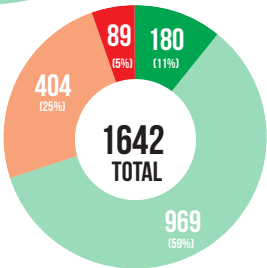
No school moved from inadequate to outstanding this term. But, again, copying last term's pattern, more went up at least one grade than fell – 315 versus 202.

The biggest proportion of schools stayed at the same grade.



Large pie charts represent inspection reports released this term (Jan - March).

Small pie charts represent inspections released in the Autumn term (Sept - Dec).



CLIMBERS AND SLIDERS

Change in Ofsted grade	Number of schools
↑ 3	0
↑ 2	24
↑ 1	291
No change	410
↓ 1	165
↓ 2	31
↓ 3	6
Not previously inspected ¹	163
TOTAL	1090

PRIMARIES VS SECONDARIES

KEY

Outstanding Good Requires improvement Inadequate

The primary sector once again outperformed their counterparts. Overall, 71 per cent of primary schools were rated as either good or outstanding; less than half of secondary schools inspected met the same measure.

Four per cent of primary schools were placed in special measures, compared with 15 per cent of secondary. There are some high-profile cases within this group (see opposite page).

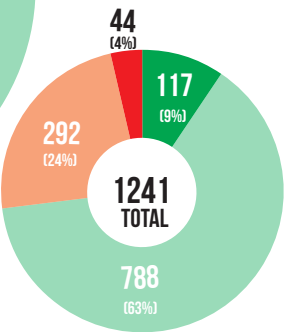
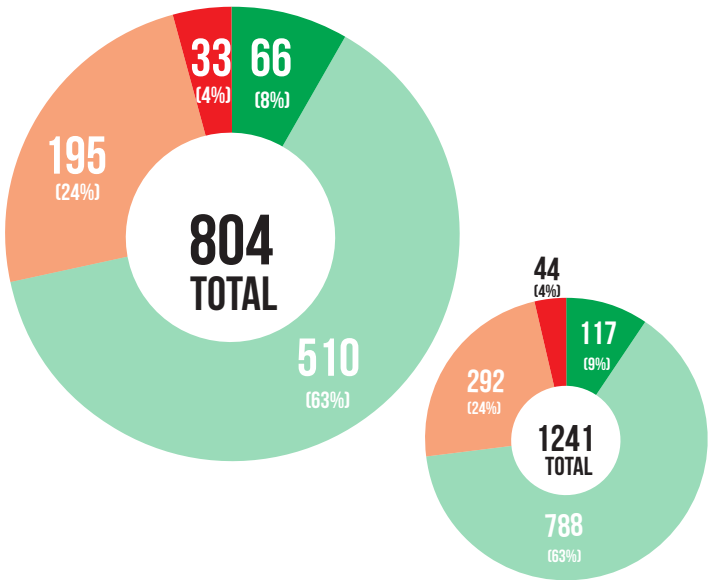
Last time we did this analysis, chief inspector Sir Michael Wilshaw raised concerns in Ofsted's report that improvement in secondary schools had stalled. If this term's results are anything to go by, he could have a point.

Alternative provision schools had the best overall outcomes last time, but this term Denewood Learning Centre in Nottingham went from good to inadequate. It was told it was not managing the behavioural problems of a "significant number" of pupils, with teachers often being spat at, punched or kicked.

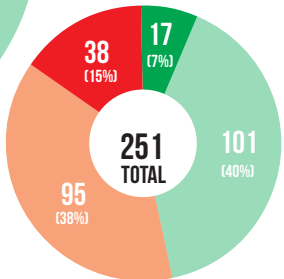
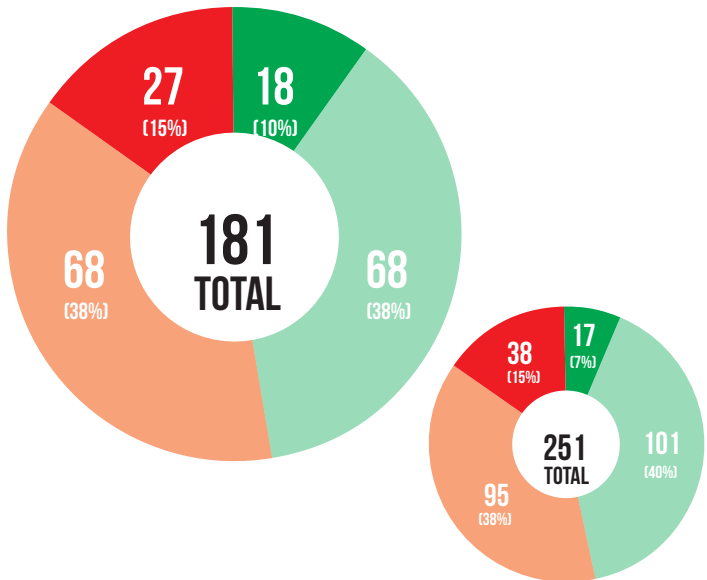
Special schools mirrored last term with 85 per cent rated good or outstanding.

Schools which were visited by a HMI as a lead inspector were most likely to get an inadequate rating – this happened in 37 per cent of those inspections. However, this number could alter depending on how well the information was recorded on the inspection reports, as it was not noted if an HMI was simply a member of the inspection team.

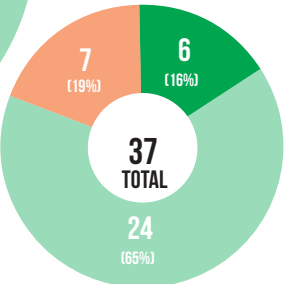
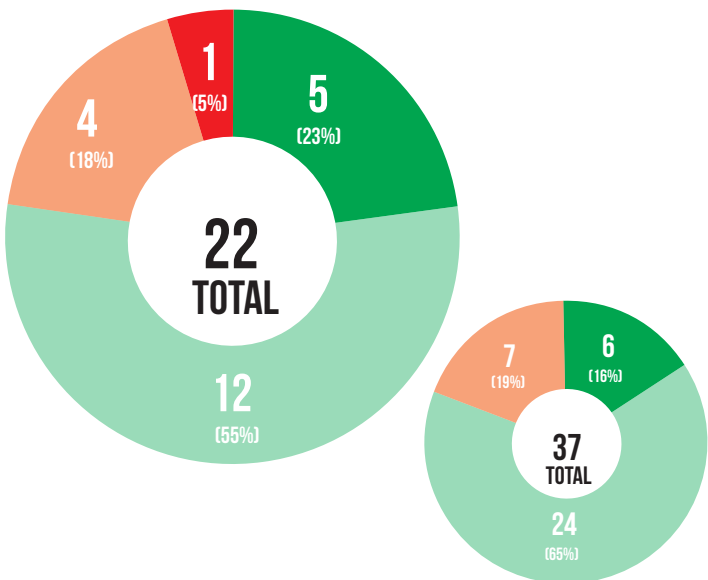
PRIMARY



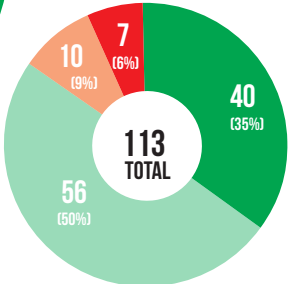
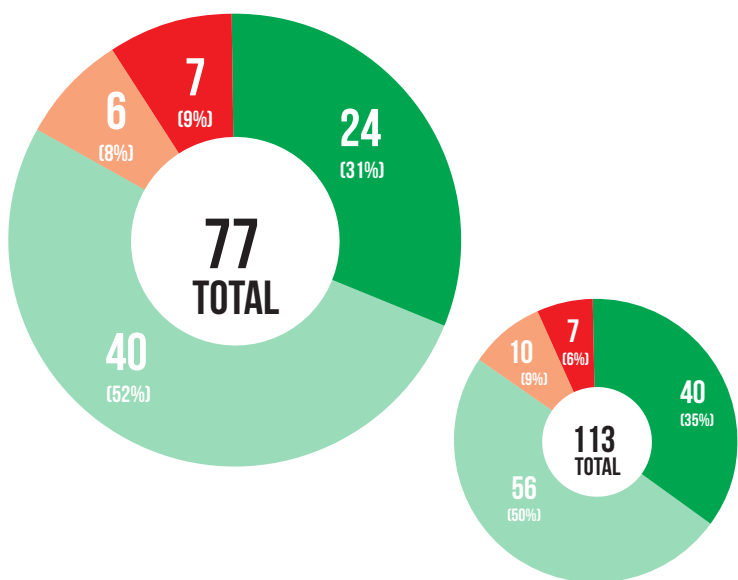
SECONDARY



ALTERNATIVE PROVISION



SPECIAL



HOW DO DIFFERENT SCHOOL TYPES COMPARE?

The biggest difference this time is the picture for free schools.

Last term, all of the seven schools inspected were either good or outstanding. This term, of the five inspected, one was good and the remaining four were split evenly as being either requires improvement or inadequate.

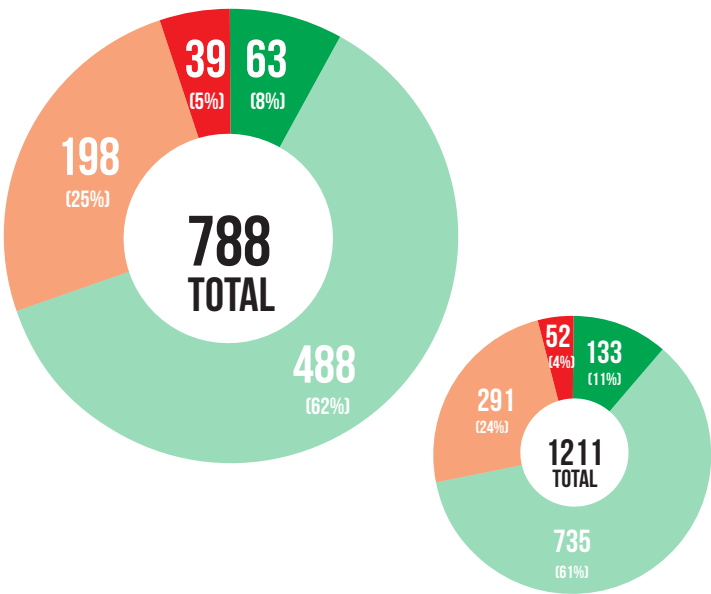
While there have still been very few free school inspections, Durham Free School was put into special measures in January, resulting in education secretary Nicky Morgan deciding to terminate its funding last month. It was due to close today.

The Derby free school, Al-Madinah, went up from inadequate to requires improvement. Ofsted inspectors praised the new headteacher for her "clear vision".

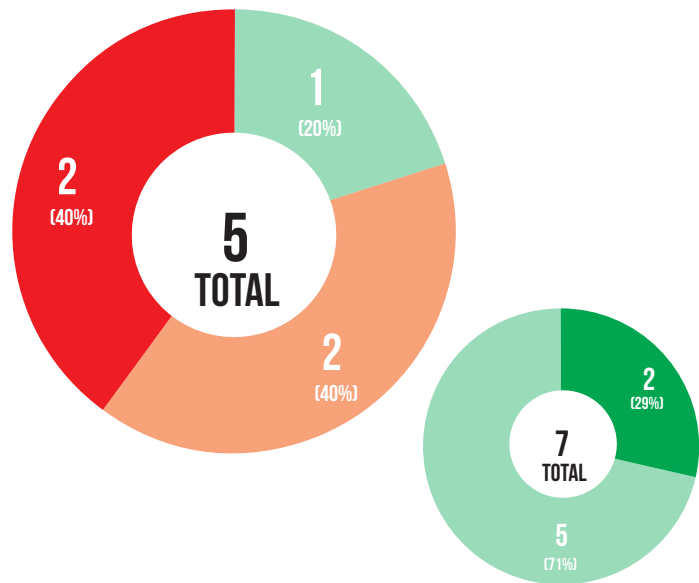
There was just 1 per cent difference between maintained schools and converter academies (which have to be good or outstanding to gain academy status). Maintained schools tipped the balance with 70 per cent getting good or outstanding outcomes, compared with 69 per cent for converters.

Sponsored academies mirrored their performance last term with more than half (55 per cent) requiring improvement or deemed inadequate.

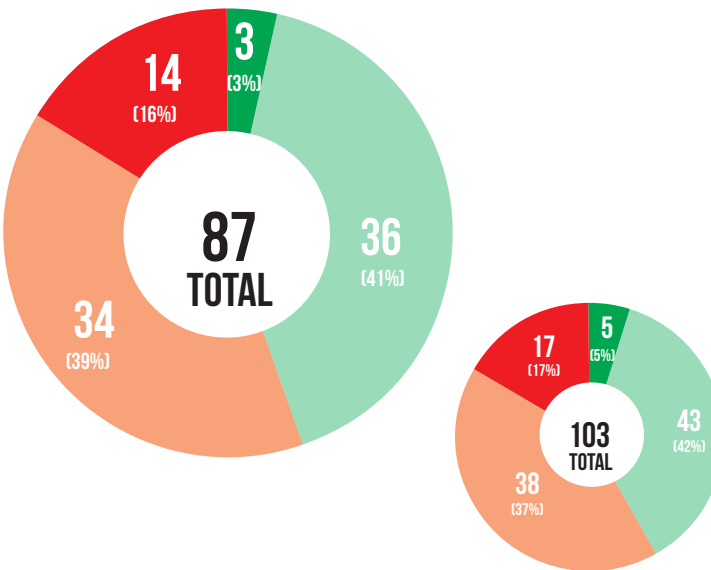
MAINTAINED



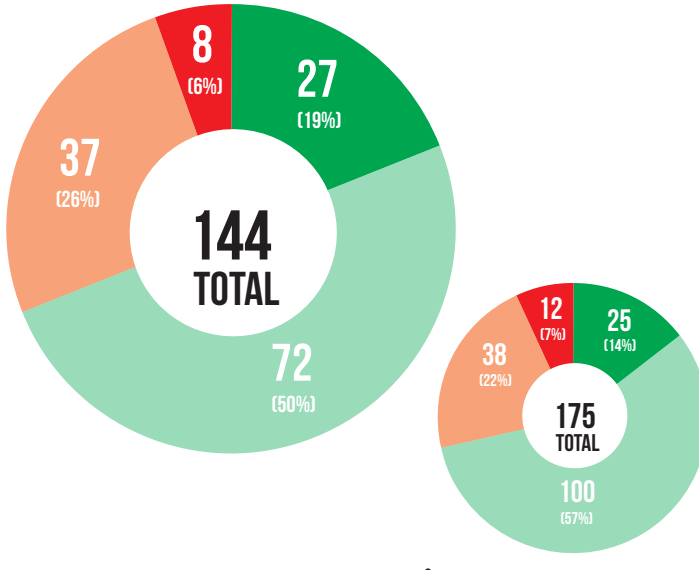
FREE SCHOOL



SPONSORED ACADEMY



CONVERTER ACADEMY



Other² 66 schools inspected

PARENTS' CONCERNS ABOUT SAFETY WERE 'JUSTIFIED'

No school jumped from inadequate to outstanding – although six did the opposite.

Safeguarding is a hot topic for the inspectorate. The Trojan Horse allegations of an "extremist plot" in Birmingham, and a review of Ofsted's failings in the case of a girl who was allegedly sexually assaulted at Stanbridge Earl, an independent boarding school for children with special educational needs, both sparked a renewed focus on children's safety at school.

In this context, it is notable that one Cheshire primary school was downgraded from the top grade to special measures after a visit in February. Inspectors criticised Bunbury Aldersey CE Primary School after concerns raised by parents.

Ofsted said its no-notice inspection was scheduled for a single day, but a second inspector was quickly drafted to join for a second day.

During the inspection the school was undergoing building work. Ofsted noticed safety issues and labelled the school's ability to keep pupils safe as "inadequate".

The report said: "Leaders have not ensured they have access to important risk assessments including those carried out by external agencies working in the school.

"This means they have been unable to put into place measures to reduce potential of risk.

"Furthermore, leaders' in-school assessments do not address fully the potential dangers to pupils including when playing football around cars

parked on the playground, for instance. While this risk was removed by the second day of the inspection, pupils had already become used to playing in such situations."

Inspectors said adult supervision during break and lunchtimes at the primary school was not "ensured" and not all staff had received safeguarding training. Some parents had not been made aware of incidents involving their children.

"Nearly half the parents who responded . . . were not confident their children were safe at school. Concerns expressed are justified.

"The measures taken by leaders and governors to ensure the safety of pupils are not robust enough.

"During the inspection, for example, pupils were spotted retrieving footballs

from underneath cars or running round while eating food, often without challenge."

Despite concerns with safety, behaviour and leadership, the school was rated as good for its quality of teaching, achievement of pupils and early years' provision.

The inspectors praised the achievement of pupils and teaching, and said during class children were "polite, courteous and listen to adults and each other very well", but this behaviour was not mimicked outside lesson time and that pupils' social development was, therefore, less well developed than their moral and cultural development.

The school did not respond to *Schools Week* when asked for a comment.

Notes:
Based on all section 5 school inspection reports published between January 1 and March 20
Data provided by Watchsted, a service from Angel Solutions Ltd
Percentages may not sum to 100 due to rounding
1. Converter academies are treated as not having been inspected previously where this inspection was as a maintained school
2. Consisting of studio schools, pupil referral units, foundation schools and non-maintained special schools

PROFILE

“You sometimes rattled cages and upset people. But it was with the sole intention of transforming life chances”

DAVID BLUNKETT

LAURA MCINERNEY

@MISS_MCINERNEY

David Blunkett, MP and former education secretary

Boxes are stacked around the wood-panelled office. Folders top the piles. A framed portrait is propped against the wall. A braille machine sits on an almost empty desk. This is the office of David Blunkett, whose 28-year tenure as Labour MP for Sheffield Brightside is coming to an end.

He took his parliamentary seat in 1987 after nearly 20 years as a Sheffield councillor, becoming shadow education secretary in 1994.

“Tony [Blair] had taken over as leader in July and wanted to do a reshuffle and he clearly understood that I had a lifelong interest and commitment in education.

“It always helps to be doing something that you really want to do – that isn’t always the case in politics, you get given

jobs you don’t want to do, so I was very fortunate.”

When New Labour swept to power in 1997, he became the first education secretary to have been educated in a comprehensive. He remained in office for an entire term, making him the third longest continuously-serving education secretary until Michael Gove overtook him over last year. (Gove beat him by a month.)

His Yorkshire accent lilts gleefully as he describes his time in office. “We tapped into a moment in time, a moment where the previous government had literally run out of steam, when a very nice secretary of state for education and employment had, in my view, been told to tread water to calm down the frenetic permanent revolution of predecessors – a little like Nicky Morgan now. But there was a hunger for change and improvement.”

From today’s vantage point, Blunkett’s work seems common sense. Sure Start, university tuition fees, ministerial interference in primary school literacy – these are now work-a-day ideas. In the late 90s, they were

transformative, and not without controversy.

Teaching unions had enjoyed a cosy relationship with Labour and so expected they could dictate more than Blunkett would accept.

“I don’t want to be disparaging, but the Labour party had been extremely close to the teaching unions and had accepted that there wasn’t a great deal that could be done to revolutionise teaching. I was not accepting that.

“You had to do it full-on, 150 per cent, sometimes rattling cages and upsetting people, but doing it with the sole intention of transforming life chances. That’s what it’s about.”

If there’s any doubt about his intentions, look into his past.

Blunkett was blind at birth. Barred from taking the local grammar school entrance exam, he attended a specialist boarding school for blind children. At 16 he had no qualifications and had been told his best chance in life was to become a piano tuner.

With characteristic resolve, he and two friends complained until they were allowed to attend evening classes at a local

IT'S A PERSONAL THING

Do you listen to music, and what's your favourite?

Yes, I do. I've got very eclectic taste from folk through to melodic classical. Atonal music and very obscure opera are the only two things I don't really like.

What do you eat for breakfast?

Porridge and honey.

Every day?

Pretty much. In the summer I might divert, but I always have some honey with it.

Where do you like to go for your holidays?

I like Tuscany. I've been going now for the past 11 years.

Can you remember any good parties that you attended?

No. I don't like parties, never have. I like dinners, I like talking and eating, but I hate parties – if you can't see, you are inevitably captured by the biggest bore in the room!

Dream dinner party guests?

Given that I really would like to hear a resounding philosophical argument, I think I'd like to have around the table Rousseau, Karl Marx and Hillary Clinton.



"I thought university was great... in terms of opportunity for my life, it's hard to describe how transformational that was."

That he could have missed those opportunities is an indelible force in what came after. He will return to the University of Sheffield after his retirement in a post at the Crick Centre for public understanding of science.

It is noticeable, as he talks, that his sentences are full of content: cash figures, percentages, names of policy leaders. He talks about the changes he made in terms of inputs, of who did what and why. Achievements matter, but he rarely dwells on them. It's refreshingly different to the vague platitudes of many current politicians.

He admits sympathy, though, for anyone in the role of education secretary. Balancing implementation with the need to sell a political message is, he says, an adrenalin-inducing ride. People can easily be sucked in and take their eye off what matters.

"The logic is that you should work from the bottom up – that you should use the direction and the energy and dynamism within and from the schools... but the imperative is to move extremely quickly.

"It's to demonstrate that you are actually on top of the job, it's to reach parents in terms of saying that you understand that what they want for their child, not for their grandchild, is a first-class education now. Therefore you are moving faster than the system can move, you are claiming gains that aren't yet provable, and you are hoping that – somewhere down the line, when you are sipping a glass of wine on a summer evening in your 80s – that somebody might give you credit for what you did."

Does he think his ideas were worth credit, or are there regrets?

"I think that we needed to embed rather than necessarily always being on the move."

He worries that current education reforms have fallen prey to political need, with people developing shibboleths simply to knock them down and gain a headline.

"Cameron is shouting 'We need 500 free schools!' Well, where did that come from? What sort of target is that? ... Everybody wants these numbers.

"I used to have these discussions with Gordon Brown. He said, 'We need 3,000 children's centres.' I said, 'No, what we need is a [nursery] programme that really addresses the challenges in the most disadvantaged areas of the country. We don't need 3,000 of anything!'"

Our time is drawing to a close. A clock beeps furiously to let us know it. But his guide dog, Cosby, still snores in the corner.

There's time for one final question.

What does he most want the next education secretary to do?

"Well, apart from the obvious, which is fighting like hell in the austerity programme to maintain spending on education as a whole and not just schools, it would be – and this is learnt from practice – to use continuing professional development as a mechanism to gain greater cooperation and collaboration between schools and institutions to spread best practice.

"There is good practice happening everywhere. Scaling that up and spreading it rapidly is the big challenge, and it's easier to do if the glue is back in and



David Blunkett with his guide dog Teddy outside the Commons in 1987

people are part of a cooperative system.

"That's where I think that the coalition have made a fundamental mistake.

"They have seen [education] as a 1950s, home counties, middle-rank public school – and it isn't. That isn't how the education system for all of us works."

And he should know. He's put a lifetime towards ensuring that it does.

Curriculum Vitae

Born June 6, 1947

Education

Sheffield School for the Blind, 1952 - 1959

Royal National College for the Blind, 1959 - 1963

University of Sheffield, BA Politics, 1969 - 1972

PGCE at Huddersfield Holly Bank College, 1973

Career

Lecturer, Barnsley College, 1973 – 1981

Leader of Sheffield City Council, 1980 – 1987

MP for Sheffield Brightside, 1987 - present

Secretary of State for Education and Employment

Home Secretary, 2001 - 2004

Secretary of State for Education and

Employment, 1997 – 2001

Secretary of State for Work and Pensions, 2005

Political expert at the Crick Centre for the public understanding of politics, 2013 – present

technical college, first to get O-levels, then A-levels. It took six years before he accumulated the necessary qualifications for university and in 1973, he graduated from the University of Sheffield with a BA in politics.

He credits one teacher, Wilf King, with helping him through his physics A-level after he offered to attend the evening classes with him.

"It was a fantastic commitment, to sit alongside me and help me do the physics. And you get an inspiring teacher like that and... I just think that there are incidents like that happening right across the country where there are inspiring people, taking on a youngster, and nurturing them, and giving them that chance, opening that window on the world."

At university he enjoyed reading and discussing books, something he had never had the opportunity to do before. At 22, he became Britain's youngest local councillor.

"I was reading Marx, and at the same time I was on Sheffield City Council, so I was practising politics at the same time as studying political theory and institutions," he chortles.



Inspiring Leadership Conference

10-12 JUNE, ICC, BIRMINGHAM

Schools Week is proud to announce its media partnership for the Inspiring Leadership Conference 2015 co-hosted by ASCL, CfBT Education Trust and NAHT from 10-12 June at the International Convention Centre in Birmingham.

Inspiring Leadership 2015 is the conference for leaders in education and it is back for its second year. The conference will feature a

stellar line up of inspirational keynote speakers including: Sir Ken Robinson, Baroness Susan Greenfield, Alain de Botton, Pak Tee Ng, Erica Ariel Fox, Steve Munby, Ben Page, Steve Radcliffe, Bill Strickland, Alan Watkins, Peter Hyman, Jay Altman and Caroline Whalley. There will be a range of thought-provoking master classes and hands-on workshops that will empower, motivate and inspire you to achieve excellence in education.

Limited delegate places are available on a first come first served basis. For more information and to book your place visit: www.inspiringleadership.org

SPONSORSHIP AND EXHIBITION OPPORTUNITIES ARE ALSO AVAILABLE. PLEASE EMAIL EXHIBITION2015@BLACKBERRYPRODUCTIONS.CO.UK OR CALL 01527 878761 TO DISCUSS.

MEDIA PARTNER

SCHOOLS WEEK



Leadership 2015

SOME OF OUR SPEAKERS INCLUDE:

DAY ONE



PAK TEE NG

Singapore's leading educationalist, Pak Tee Ng is associate dean for leadership and learning at the country's National Institute of Education at the Nanyang Technological University. He teaches in executive programmes for school leaders, postgraduate programmes for research candidates and foundation programmes for trainee teachers. He is executive editor of the flagship journal for the Asia-Pacific Educational Research Association and has also authored several books and numerous journal articles, book chapters and conference papers.



BARONESS SUSAN GREENFIELD

Susan Greenfield is a scientist, writer, broadcaster and member of the House of Lords. She has deeply insightful perspectives on the effects of scientific and technological advancements on the human race as well as on business management and leadership. She will be exploring how the massive growth of electronic media is fundamentally altering our brains and central nervous system and looking at how leaders can respond to this change. As an authority on change and tomorrow's people, Susan will be sharing invaluable advice on leadership and the human mind.

DAY TWO



BILL STRICKLAND

Bill Strickland has changed lives, restored faith in ethical leadership and reshaped the business of social change. As president and CEO of the Manchester Bidwell Corporation – an extraordinary jobs training centre and community arts programme – he and his staff work with corporations, community leaders, and schools to give disadvantaged kids and adults the opportunities they need to build a better future. Bill will be sharing his unshakable message of leadership, self-worth and the intrinsic ability in all of us to achieve remarkable transformation in our lives.



STEVE MUNBY

Steve Munby is chief executive of CfBT Education Trust, an international education charity that transforms lives by improving education and one of the conference host organisations. Steve began his career as a secondary school teacher before moving into local authority work in the north of England, becoming director of education in Knowsley in 2000. In 2005 he was appointed chief executive of the National College for School Leadership where during his 8-year tenure the team developed the National Leaders of Education and Teaching Schools initiatives and reviewed the National Professional Qualification for Headship. Steve is a respected authority on school leadership and system-wide reform of education.

DAY THREE



SIR KEN ROBINSON

Sir Ken Robinson is an internationally recognised authority in creativity and innovation in education and business and works with governments in Europe, Asia and the US, international agencies, Fortune 500 companies and leading cultural organisations. He led a national commission on creativity, education and the economy for the UK government, was the central figure in developing a strategy for creative and economic development as part of the peace process in Northern Ireland, and was one of four international advisers to the Singapore government for a strategy to become the creative hub of south-east Asia. Called 'one of the world's elite thinkers on creativity and innovation', he is also a *New York Times* bestselling author.



ERICA ARIEL FOX

Erica Ariel Fox is a *New York Times* bestselling author, a senior adviser to Fortune 500 companies, a long-time lecturer at Harvard Law School, and a founding partner of Mobius Executive Leadership. She is passionate about supporting leaders to develop themselves from the inside out; she believes that through self-discovery and self-development, leaders from organisations big and small can evolve to meet the challenges of an uncertain, complex, and ever-changing world. A new generation thought leader, she brings compelling ideas to the conversation about leading wisely and living well.

BROUGHT TO YOU BY



EXPERTS: “If I were education secretary



DAISY CHRISTODOULOU

Research and development manager at Ark Schools

More data and fewer targets

I would publish more data and set fewer targets. I would make it easier for research organisations to access the treasure trove of information on the national pupil database. And I would fund education statisticians to run workshops around the country for interested teachers and parents who want to understand how they can use this data.

I would do all this for two reasons: first, focusing narrowly on one target — or “small data” — has been shown to have damaging unintended consequences and, second,

greater access to “big data” has the potential to transform teaching and learning.

Collecting, collating and publishing accurate and reliable statistics on schools is one of the most vital jobs of government — and a job few other institutions have the power or capacity to do. Although it may feel like the government already collects vast amounts of data from schools, a lot of what it collects is, in fact, designed to create targets.

For example, it is easy to find out how many pupils in certain schools got five A*–C at GCSE including English and maths, but

Collecting, collating and publishing accurate statistics on schools is vital

the government does not collect statistics on how many pupils got A*–A. It is also hard to see breakdowns by individual subject area. Why not publish more data, but leave it up to individuals and non-governmental organisations to decide what’s important? When the government sets the targets itself, unintended consequences abound. Relentless focus on its preferred five A*–C model has led to schools chasing that target to the exclusion of all else. Schools who excel in other areas often find the data that would prove this is not collected or published.

By contrast, when external organisations, such as Education Datalab, the Open

Public Services Network and the Education Endowment Foundation, analyse data, they often come up with insightful and unexpected analyses. Why not make their job easier by publishing even more data? This would also make it harder for schools to game any one particular measure, as attempts to focus exclusively on one measure would be shown up in others.

This would be particularly valuable at primary level. Currently primaries are going to be judged on the numbers of pupils achieving a certain score in their end of key stage 2 tests. It is easy to predict what impact this will have: schools will focus on those pupils at or around that arbitrary cut-off mark. Instead, why not just publish as much information about the results of the test as possible, and let schools and other organisations decide what matters most?

Daisy Christodoulou is author of *Seven Myths About Education* (Routledge, 2014) @daisychristo

The first thing I would do is drastically limit my own powers, and those of my successors, by irreversibly vesting a major chunk of them in a non-political National Institute of Education (NIE). Politicians are condemned by the nature of the political process and by their own lack of experience to — or at least appear to — think superficially, plan only for the short term, and always do too little, too noisily and too late. Politicians are a major reason why education develops to meet the needs of changing times so slowly. The NIE would abolish the nonsense of commercially-motivated, competing examination boards and create a single not-for-profit body to oversee qualifications. Equity would be enhanced by ensuring that all tests would have to assess students’ *improvement* rather than *achievement*.

The NIE would also produce a detailed menu of the personal “character strengths” that schools might commit to developing in their students. Schools would have to



GUY CLAXTON

Emeritus professor of the learning sciences at the Centre for Real-World Learning, University of Winchester

National Institute of Education

agree and publish their own customised list of these strengths, specify the methods by which they would cultivate them, and show how they would evaluate their success in developing them. A major role for a humane successor to Ofsted would be to probe justifications for these choices and methodologies, and to act as critical friends to schools in seeking ever more effective ways of achieving these worthy goals. The obsession with GCSEs, A-levels and university entrance as metrics of a school’s

success would be forcibly mitigated by rigorous attention to these additional valued outcomes.

It will be essential that no national consensus about these matters should exist, or be sought. A major part of the value of this innovation is that schools and clusters have to think and talk about the deepest purposes of education for themselves. However, schools’ justifications will need to take account of the real mental challenges that students are being prepared to face,

such as the need to assay knowledge claims in a knowledge-heavy world, and the need to manage one’s own attention in the face of commercially-driven bombardments. Platitudes about “grit”, “self-regulation” or “creativity” will not suffice.

To be accredited, schools will have to provide evidence that they are successfully cultivating these really useful dispositions in students choosing vocational, technical and practical forms of learning, at least as well as they are in the academically-inclined. The NIE will be asked to consider the virtues of requiring all school leavers (especially the “brightest”) to produce physical as well as literary and digital objects that are beautiful and useful, that require considerable hard work, and of which the makers are genuinely proud.

Guy Claxton is co-author of *Educating Ruby: What Our Children Really Need to Learn* (Crown House, 2015) @GuyClaxton



CAROL DWECK

Lewis and Virginia Eaton professor of psychology at Stanford University

Make schools places of growth

I would face the facts. Since the advent of high-stakes testing, many schools have become depressing places for students and teachers alike. How exciting can it be to spend the year preparing for a test?

In my country, the United States, boys are falling further and further behind in school and I believe the high-stakes tests are why. They are not so good at doing what they do not like or value. Young children are developing school phobia in epic numbers and are dropping out in favour of home

schooling. Plus, we are losing many of our most promising young teachers.

These tests were put in place for a very important reason. Certain schools were not providing quality education and the government wanted to hold them accountable. However, the remedy has been killing the patient and, most importantly, killing the zest for learning and growth.

Let us change that focus. Let us focus on growth. Research shows that students focussed on growth not only seek to learn, but they also

Kids need a thirst for learning and a taste for using their learning

learn more content, they learn more deeply, and they transfer their learning to new areas. This is what our kids need to succeed in life: not an endless series of top grades or perfect test scores, — but a thirst for learning and a taste for using their learning to solve new, hard problems.

In my country and yours, some schools have taken on this credo in earnest and have seen startling results, often becoming a top school in their region. Most amazingly, some of these schools are serving students from under-resourced communities. These students, whom people never believed in

before, are now outperforming their far wealthier counterparts.

We have developed programmes that teach this message — that students can grow their brains — and these programmes, administered on a large scale, are raising achievement as well as sending more students to university and keeping them there. We are developing and testing teaching materials that reward perseverance and growth and not just the right answers. We are creating learners.

If I were the Secretary of State for Educationeducation secretary, I would make schools places of growth. I would support the development of research and practice that give back to students and teachers that zest for learning — the desire for challenges, passion for hard work, embracing of mistakes, and joy in improvement. If some schools can do it, all schools can do it.

Carol Dweck is author of *Mindset: The New Psychology of Success* (Random House, 2006)

I would..."



JOHN HATTIE

Director of the Melbourne Education Research Institute,
University of Melbourne

A dozen early changes

I would first recognise the excellence in state schools throughout the country. I would do this by indicating what I meant by "high-impact" schools that develop the whole child, and identifying at least six high-impact teachers/principals and installing them in my office as "first reactors" to all initiatives.

I would then:

- 1. Fund an independent group of high-impact teachers to help guide my policies and help in effective implementation, and thus raise the esteem of the profession.
- 2. Change the notion of success from high

- achievement to "every child deserves at least a year's progress for a year's input".
- 3. Take half the content out of the curriculum to allow room for surface and deep learning.
- 4. Accredite teacher education institutions on the evidence that their graduates can successfully impact on student learning.
- 5. Provide assessment resources for schools that help them to see their impact (and never ask schools for their student test data).
- 6. Ask schools for their "judgments" (informed by tests both standardised

- and teacher made, by their observations) about each student's progress across all curricula domains
- 7. Abolish Ofsted and instead form groups of principals and independent professional evaluators to visit schools to look at the quality of their judgments about impact; and use a one to five-year review cycle based on the quality of the evidence about impact.
- 8. Change the hierarchy of teachers' pay scales to allow those who pass at least three levels of "bar exams" — exams akin to the national board for professional teaching standards (NBPTS) in the US — to become proficient, highly accomplished and lead teachers with greater pay provided that they stay in the classrooms (ditto for principals).
- 9. Make schools responsible for the induction of new teachers into the profession via a "bar exam" (akin to NBPTS) after their second year.
- 10. Retain equity funding for hard-to-teach schools with students of low socioeconomic status, those who have learning difficulties, etc, provided the

recipient schools can show that more of these students have gained at least a year's growth (via 6 and 7); and

11. Introduce study leave that would allow teachers and principals to apply for six months to teach in another school, another country, or in industry or business.

Last, I would agree to come to the annual festival of education and listen to as many sessions as possible.

John Hattie is co-author of *Visible Learning and the Science of How We Learn* (Routledge, 2014)

You want more?

Contributions are taken from "If I were Secretary of State for Education", edited by David James, and published by Pearson for The Sunday Times/Wellington College Festival of Education

Schools Week will publish extracts from other prominent thinkers in the run-up to the general election.

READERS' REPLY

EMAIL TWEET WEBSITE

WE WANT TO HEAR FROM YOU
@SCHOOLSWEEK
NEWS@SCHOOLSWEEK.CO.UK
WWW.SCHOOLSWEEK.CO.UK

Pupil premium: is the £2.5bn cash injection raising standards?

Tony Norton, address supplied

The pupil premium is a cheap way to fund a high quality education system.

It was a gimmick to appear to do something positive for disadvantaged pupils.

The pupils in receipt of FSM are a complex group. It contains many migrants who can make considerable progress when the language barrier is overcome. It contains children who' ability is limited and who despite fulfilling their potential, will not progress to higher levels.

The poor attainment of pupils from deprived backgrounds has complex reasons.

The system is working, dare I say, in a way that their ability in later years is being determined from tests, and the resulting follow up by schools, carried out a very young age. There is too much testing! It is having effects that are not intended. It is very middle class.

The final point is that these performance tables replicate funding tables very closely. There must be a high correlation between funding and performance. If schools were properly funded then pupil premium would not be required.

Schools 'shun' languages to boost league tables

John Wilson, @JohnWil98137523

The sooner they abolish league tables the better

Ukip keeps schtum on plans to deny school places to immigrant children

Ginger Mourinho, @Green_Adz87

How can they integrate if they're banned from schools? Great idea... not! Typical hypocrisy from UKIP...

Committee finds no evidence of Trojan Horse 'plot'

Science Teacher, @iSciTeacher

I hope Teresa May @GOVUK has noted this ahead of putting things in a manifesto #trojanhorse

Schools warn of job cuts as costs rise and budgets dip

Victoria Jaquiss, @VictoriaJaquiss

Don't forget the devastating effect of PFI buildings and other sneaky privatisations.

Jonathan Allan, @meolscop1978

There's no "could" about it. It's a definite.

Academy plans in front line of Norwich battles

Simon Arthur Nash, @supernash69

Catton finally lifts the lid on the nature of these academy consultations- they're not consultations. Totally reprehensible.

Why be a headteacher?

REPLY OF THE WEEK

Colin Richards, Cumbria

Dear editor,

As Roy Blatchford said in last week's article "Why be a headteacher?" should the next generation of school leaders look to the National Standards of Excellence for Headteachers for inspiration? Or should they read them in desperation?

No one except God, Pope Francis and I (and possibly Roy Blatchford) could possibly get close to achieving them. And those other three will almost certainly fail to meet them fully.

REPLY OF THE WEEK RECEIVES 'THE COLLECTOR'S MUG'

REVIEWS

TOP BLOGS OF THE WEEK

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



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

How can we motivate reluctant readers?
By @katie_s_ashford

An English teacher (and director of inclusion) discusses how best to get those who don't want to read to become motivated and successful readers. She draws an analogy with her own efforts at a cycle spinning class. The same principles for making progress apply: building good habits; experiencing success, and increasing the level of challenge.

Manners really don't cost anything
From theclassinthemiddle.wordpress.com

This short post immediately explains its basic theme: "I was brought up very poor. Below the headline type stuff. My mum was a single parent for most of my life and me and my brothers and sister all have different dads. The horror." The author describes how their deprived background never caused them to behave badly at school and expresses despair at the willingness of some teachers to excuse poor behaviour on this basis. The author explains that, at times, this reached the point where he/she felt personally insulted by the stereotype.

Damaged Children: Ross
By @TheModernMiss1

A tale with a twist from a primary teacher. Why is Ross not normal? His mother can't cope. Why is he not like his brother, or the other children on the estate? Is it a medical problem? Can it be treated? The author explains how she came to understand exactly what was abnormal about Ross.

What are schools not responsible for?
By @mfordhamhistory

This post is a discussion of the difficulties

in having too many aims for schools. The author gives the example of a document that "includes so many aims related to the intellectual, social, emotional, cultural, health and economic development of children that just about anything that someone might reasonably ask a school to do is covered in some way..." He argues for serious debate about what responsibilities towards children are held by those outside the school, such as parents. He suggests that anyone attempting to outline the purpose of schools be challenged on precisely what they don't consider schools to be responsible for.

The 21st Century Job (A Fictional Story)
By @JamesTheo

This short story was posted the day after Tristram Hunt used his speech to ASCL to resurrect the old cliché about preparing students for "jobs that don't exist yet". In the story, the narrator describes their efforts to acquire one of these jobs; the sort of job that requires creativity rather than numeracy and literacy. Apparently, such jobs are not easily acquired, and even when you have a successful interview, you might still be better off being found to be suitable for job that does exist.

Ofsted preparation and workload: can teachers working in an RI school have a manageable workload with a school inspection looming?
By @TeacherTweaks

A senior manager describes what it is like to work in a school that has been graded "3" and expecting another Ofsted inspection. The preparation of paperwork becomes the overriding priority.

"It is relentless. Every day, there is something new I have been asked to do in the name of Ofsted preparation... I understand that there is going to be a fair bit of paperwork associated with this job but if I printed out every piece of paper I've been given or have produced myself into my special 'Ofsted' folder, we'd have no trees left in our borough (which is known as 'Queen of the Suburbs' because of its abundance of parks and greenery!)"

A guide for new teachers
By @greg_ashman

A teacher who trained in the UK, but now works in Australia, discusses the issues that he felt he didn't know enough about when he started. Classroom management, the value of knowledge and the use of explicit instruction are all discussed and he explains likely misconceptions held by new teachers. Useful recommendations for books and for online sources are provided.

BOOK REVIEW

Establishing a new school: and getting it right from the start

Foreword by: Bill Watkin and Chris Wright
Publishers: SSAT and Woodard School Trust
Reviewer: Laura McInerney, editor of *Schools Week*



Four years ago I wrote a series of blogs about how to open a free school. Unexpectedly, they became a book, sold very well, and became about the only book advising how to open a free school – which is daft, because I'd only been a teacher for four years when I wrote it and had never opened a school.

Now, we have this: an e-book published by Woodard School and the SSAT and written by people who have all opened (or are opening) schools. Looking at it, I get the sinking feeling my book's time is up.

That said, it doesn't start well. The first chapter is by Natalie Evans, chief executive of the New Schools Network, a government funded group paid to promote free schools. Cue adulation.

Free schools have "unleashed the entrepreneurialism of teachers like never before", she says, presumably forgetting that teachers in post-war British cities taught among bombed ruins. Also, she says it is "gratifying" that school leaders have focused on "disadvantaged pupils". I roll my eyes and think: is that because middle-class parents wouldn't stand for such experimenting?

But that's me being persnickety, and it's unfair. The fact is, as the booklet explains, there are many amazing projects. Did you know the Big Issue magazine helped to create a school? That football clubs did? That some free schools offer more than 50 extra-curricular activities? These are things to celebrate. No eye-rolls from me.

Furthermore, the advice is refreshingly honest. Many chapters talk glowingly about the young staff hired to toil the necessary long days. Dr Jill Richford, vice-principal of East Manchester Academy, goes one further, though, and admits the problem with this. They make great middle leaders, she says, but they are reluctant to take senior leadership

roles as the school grows.

Richford also discusses the sense of entitlement in her first-year cohort. This comes across in a other chapters, too. Starting cohorts are the first-borns, and so are doted over by their loving teachers. This can cause problems when other cohorts turn up and, in Richford's case, meant the inaugurals weren't "GCSE-ready" when exams loomed.

A chapter in the middle of the book by Dylan Wiliam of the Institute of Education was weirdly absorbing. He explains how to develop a curriculum from scratch using "big ideas" as a starting point. Maybe it was the clear explanation of scientific laws, maybe the intriguing graphs, but I found myself earnestly designing science curriculum in my head.

Despite a snort-worthy line about looking at your school from "marketing perspectives", Isabella Donnelly's chapter on branding is

also on point. The marketing and PR executive ponders how a school without former pupils, or a building, or a known reputation, can convince people to sign up. She recommends having a niche and a clear message. Not in a vague "get yourself an ethos" kind of way, but in a "get down to your Rotary club and put adverts up in bus stops" way.

One of the startling things about this book is its pragmatism. There

are "top tip" boxes, exemplar documents, and checklists of what to do and not to do. The whole thing is surprisingly uncommercial - except for a few chapters where school leaders appear to have thought they were writing an entry for *The Good Schools Guide* rather than for people starting their own schools (here's looking at you UCL and JCB Academy).

The only real disappointment is that it abruptly ends after a strange chapter about a school in Slough. A warmer, rallying, reflective conclusion would have been better.

Still, if the editors of the book weren't able to offer one, then at least I can. The message of this book is simple. Sweat the small stuff and all will be well, and if you don't know the small stuff, then read this book and you will.



NEXT WEEK:
Finnish Lessons 2.0
Reviewed by Gabriel Sahlgren

GOVERNORS' REVIEW



EMMA KNIGHTS
Chief executive of the National Governors' Association

OUR MONTHLY GOVERNORS' CORNER

Key questions for multi-academy trust boards

About one in five state funded schools in England is now an academy, and more than half of those are governed by one board of trustees in a multi-academy trust (MAT). The number – and proportion – of academies within a formal group is growing as governing boards realise the risks of remaining isolated, particularly for smaller schools such as the primaries that are converting now.

There is a range of sizes among MATs: many include just two schools, 233 MATs have between 3-5, 62 between 6-10, 19 with between 11-20 and only 12 with more than 20. Our work at the National Governors' Association suggests it becomes difficult for a board of trustees to monitor closely more than about six schools (depending on the number of pupils); therefore, to be robustly governed bigger groups need a review of governance, with more delegated to local governing committees at schools, committees with responsibility for a cluster of local schools or to the executive management.

But that hasn't always been done well. Three years ago the all-party parliamentary group (APPG) on education governance and leadership published 20 key questions every governing board should ask itself. While the APPG was reviewing the questions at the end of 2014, it was suggested they needed adjusting for trustee boards of MATs – and

so, last Friday, the 21 questions for MATs was launched.

Familiar governance themes persist, but the main addition is a section on structures. Please don't shout at me – I know people are more important than structures and I don't want to talk about structures for their own sake, and yes, I do know we are all in the business of improving outcomes for pupils. But MATs have tended to introduce layers of governance, and the lack of clarity about what should be done at each level is causing real barriers to improving schools. The resulting confusion can cause tensions and even disputes between so-called "local governors" and trustees.

The APPG's 21 questions for MATs include things such as: "Is the structure of the trust from its members to academy level governance conducive to effective working, ensuring check and balances but avoiding duplication at different levels, and delivering good two-way communications?"

In question 6a, it also asks if the trustee board has a scheme of delegation – a framework that makes clear which governance functions are exercised by who – that is published on the trust's website and those of its academies. The scheme of delegation should determine who is responsible for determining the academy's vision? Who will recruit each academy's principal or headteacher? Who performance manages principals and heads? Who has oversight of each academy's budget and what is the assessment of risk for each academy?

One of the essential elements of good governance is that everyone must

understand his or her role; therefore we urge those of you involved with MATs not to use the term "local governors" unless the board has delegated all of the functions listed in 6a to the academy committee. Otherwise it suggests an equivalence with local authority maintained schools governing bodies that is misleading.

Bigger MATs need a review of governance

The questions have already been welcomed by many, including Lord Nash, parliamentary under-secretary of state for schools, who said: "High quality governance is vital to the success of schools and the quality of education they provide to their pupils. Given the number of schools they oversee, the boards of multi-academy trusts have a particularly significant role and we must do everything we can to help them do it well. I am therefore delighted to see the development of a tool that aims to help MAT boards reflect on and improve their performance. The 20 questions for governing bodies have been hugely popular and I hope that these questions for MATs deliver similar impact."

The 21 questions can be downloaded at: www.nga.org.uk/News/NGA-News/21Q.aspx



A week in Westminster

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

DEPARTMENT FOR EDUCATION BOARD: SUMMARY OF MEETING 27 JANUARY 2015

Welcome
The Secretary of State opened the meeting by welcoming all Board members.

Note of discussions
The Board held discussions on the work of the department during the Parliament.

The Department for Education released its January board summary this week.

In 2011, the same "summary" minutes were a full page in length. They have increasingly decreased in detail until this appeared on Tuesday.

To be clear, the civil servant board members - from highest to lowest paid are: Chris Wormald; Peter Lauener; Andrew McCully; Tom Shinner; Shona Dunn; Tim Leunig; Paul Kissack; Simon Judge; Simon Fryer

Their combined minimum salary is £1.03 million, according to the latest data release.

They're joined at the meeting by the education ministers: Nicky Morgan, David Laws, Nick Gibb, Edward Timpson, Sam Gyimah, Nick Boles, and John Nash.

Ministers are paid a minimum £89k, the Secretary of State is paid £134k.

Adding in pensions and benefits we reckon the taxpayer cost of the people sat around the DfE boardroom is approximately **£1.75million.**

Of course, that presumes they all attended. We don't actually know if they did or not. Because the summaries don't tell you.

When we inquired as to why the notes were sparse, we were reminded that publishing them is not 'statutory'.

So Week in Westminster thought we'd return the sentiment.

MONDAY TO FRIDAY:

Stuff happened in Parliament.

Enjoy the Easter break, folks. We'll see you on the other side.

CHECK OUT @SCHOOLSWEET FOR LIVE TWEETS OF WESTMINSTER EVENTS



Introducing the changes to GCSEs and A Levels

Find out about the latest GCSE and A Level reforms and what it means for you...

Attend one of our **FREE** events this summer...

Dates and locations

Wednesday 10th June – London

Thursday 11th June – London

Monday 15th June – Manchester

Thursday 18th June – Birmingham

Monday 22nd June – Leeds

Wednesday 24th June – Newcastle

Monday 29th June – Leicester

Friday 3rd July – Exeter

Book now at cpdhub.ocr.org.uk/expo

Practical events – designed for you

We're running a series of **FREE** half-day Expos to tell you more about the new specifications for each of the following subjects – which are for first teaching in September 2016:

GCSE and A Level

- Ancient Languages: Classical Greek and Latin (GCSE and A Level)
- Art & Design (GCSE)
- Citizenship Studies (GCSE)
- Computer Science (GCSE)
- Cooking & Nutrition (GCSE)
- Drama (GCSE and A Level)
- Geography (GCSE and A Level)
- History (GCSE)
- Modern Foreign Languages: French, German and Spanish (GCSE and A Level)
- Music (GCSE and A Level)
- Physical Education (GCSE and A Level)
- Religious Studies (GCSE and A Level)
- Sciences - Biology, Chemistry, Physics and Combined Science (GCSE)



Why attend our Expos:

- Access practical information about the key changes and benefits of the new OCR specifications
- Gain an understanding of thematic changes that impact a range of qualifications
- Meet with our Subject Specialists
- Speak with publishers and other supporting partners
- Listen to presentations outlining the changes, the support and resources OCR will be offering you.

There will also be the opportunity to find out about the EPQ (Extended Project Qualification) in addition to OCR's suite of Maths qualifications.

Book your FREE place now at
cpdhub.ocr.org.uk/expo

School Bulletin



Nominations open for VQ awards



It's nomination time again for this year's VQ awards, which recognise talented vocational learners, teachers and employers.

There are three categories: schools, colleges and learning providers can nominate outstanding students who have gained or are working towards a vocational qualification for the Learner of the Year Award, vocational education teachers can be nominated for Teacher of the Year, while businesses that promote vocational qualifications can be nominated for the Employer of the Year Award.

The annual ceremony was established by

education charity, the Edge Foundation, in 2008 and is this year supported by singer-songwriter Kate Nash as an ambassador.

The 27-year-old star, who has a vocational diploma in drama, says: "University is definitely not the only option open to ambitious teenagers.

"There are alternatives to suit different career paths, whatever they may be, and I strongly challenge the elitists that think VQs don't offer the same opportunities as traditional more academic routes."

The deadline for submissions is May 1. To enter visit www.vqday.org.uk/vq-awards.



Pupils bridge the generation gap

A group of tech-savvy Salford pupils have been helping local pensioners get to grips with tablet technology as part of a project aimed at tackling isolation.

The Albion Academy pupils trained as digital champions to teach residents at Muirhead Court in Charlestown essential IT skills, including how to use email, Skype, online banking and browse the web.

Margaret Rose Martin, 74, says she is

enjoying the workshops with her 15-year-old mentor, Liam Cole, and has even been learning how to play Angry Birds and take the perfect selfie.

"I had never been on a computer before in my life and at first I was really nervous because I didn't think I'd be able to do it, but Liam is the perfect teacher."

Liam says: "It's really important that we can share our skills with the older generation and we can learn from each other."

Hampshire team get the chequered flag

FEATURED

Victory at the F1 in Schools UK national finals will give two students from Robert May's School in Hampshire the chance of £5,000 annual bursaries if they study engineering at UCL.

Jumping to the top of the podium, team Evolution F1 claimed the best engineered car award before being crowned overall winners.

Held at The Big Bang Fair at Birmingham's NEC, the contest brought together 26 teams that topped the nine regional finals held earlier this year.

The Hampshire team of six was made up of manufacturing engineer Oliver Curry, 14; CAD engineer Christopher McLennan, 16; scrutineer manager Katie Halley, 15; team manager Helen Jarman, 15; graphic designer Rachel Scott, 15; and design engineer Rob Arthur, 16.

As part of their prize, two of the team are eligible for an annual £5,000 bursary from UCL for a mechanical engineering degree course, as long as they meet the university's entry requirements. The two will be chosen closer to university choice time.

The Evolution F1 team will now take a place at the F1 in Schools world finals in Singapore later this year, as well as visit the FIA 2015 Formula 1 British Grand Prix at Silverstone.

"We thought we'd do well, but we're really surprised to have won the title," said

Helen Jarman.

"We've worked so hard for this, so it's fantastic that we'll be going to Singapore for the world finals. Now we'll spend as much time as possible developing our car and all the other elements for Singapore."

Rob Arthur added: "We didn't have the fastest car today, so we need to look at our competitors and how they achieved this, as well as looking at new innovations."

Judges praised the high standards of work and the engineering used to create the team's scale-model Formula 1 car.

These included scrutineering, engineering, verbal presentations, pit presentation and display, as well as a speed test on the bespoke F1 in Schools test track, a 20m drag strip that the cars covered in just over a second.

Andrew Denford, chairman and founder of F1 in Schools, said: "The learning experience of F1 in Schools is almost unnoticed by the



students as their enthusiasm and motivation to produce the best entry possible takes over.

"It is only when they reach this stage and reflect on their work that they realise how their skills have improved."

Cyclone Racing, a joint Kent team of students from Wilmington Grammar School in Dartford and Invicta Grammar School, Maidstone, were second.

Cyclone will join Evolution F1 in



Singapore for the world finals, with third placegetters, Shockwave F1 from Emmanuel College, Gateshead.

MOVERS & SHAKERS

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

Mark Rhatigan, the new headteacher of Kingsbury School and Sports College in Birmingham, plans to "go back to basics" to push the school forward.

He replaces Catherine O'Driscoll, who left following a series of critical Ofsted reports that placed the school in special measures.

"The school will focus on a structure that ensures respect and courteous behaviour at all times in a calm yet stimulating environment," Mr Rhatigan says.

"We've introduced a strategy as part of that ethos called 'first time every time' where we start and finish lessons in a respectable manner. We have the students coming in with a can-do attitude, entering in silence, with a boy/girl seating plan among other things."

The 52-year-old moved to England from his native Australia in 1998 and has spent the past four-and-a-half years as headteacher at The Coleshill School in Warwickshire.

Kingsbury is also hoping to become part of the Fairfax multi-academy trust.

Christopher Greenhall has been confirmed as the new head of Ark Swift Primary Academy in west London. He has led the school as an interim head since November last year.

He says: "A key driver for us will be developing a curriculum that ensures children are confident in the core areas of literacy and numeracy but also allows them to develop skills in digital literacy and oracy."

"Over the next 12 months, we want Swift to be a leader in the use of mobile technology to enhance learning."

Mr Greenhall, 36, studied biochemistry at the University of Warwick followed by a PGCE at the University of Leicester.

Jan Hodges ends a 35-year career in education next month when she retires as chief executive of the Edge Foundation.

Starting as a secondary teacher before moving into FE, Ms Hodges, OBE, lists the Edge's support of institutions such as university technical colleges and the Edge Hotel School among her achievements.



Mark Rhatigan



Christopher Greenhall



Jan Hodges



David Harbourne

"It has been a pleasure and privilege to lead Edge over the past four years, working to raise the status of technical, practical and vocational learning," she says.

David Harbourne, the director of policy and research at Edge, will replace her as acting chief executive until a permanent appointment is made.

Two new non-executive Ofsted board members have been confirmed. Former teacher John Hughes joins after retiring as group political adviser at oil giant BP. James Kempton is the director of social policy and education at think tank CentreForum and a former council leader, teacher and medical royal college chief executive.

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

Tongues will be wagging...

Making sure **you get seen** and **talked about** in all **the right places** is crucial. Whether that's **through the material you produce** or **the stories you tell**. And it's even more important that you have **the right support** from **an organisation that really understands your market...**

We are an award winning marketing communications company who have been helping schools and colleges get the best results from all their marketing communications for more than 10 years, whether that's branding, design, PR, marketing campaigns, websites or social media and all the bits in between.

And because we only work in education we understand the language, issues and pitfalls you face, so we can help steer you in the right direction and make sure you're seen and talked about in all the right places, for all the right reasons!



Call 01264 729581 Email hello@empra.co.uk Visit empra.co.uk @empra

Comparing Manifestos - P

THE HEADTEACHERS' ROUNDTABLE

The Headteachers' Roundtable was formed in October 2012 "out of frustration regarding current government educational policy and the Opposition response to it".

It is now made up of 12 headteachers from across the country and across the educational spectrum: Chris McShane, Quilley School of Engineering, Eastleigh, Hampshire; Dave Whitaker, Springwell ("Special") Community School and Barnsley PRU; Duncan Spalding, Aylsham High School, Norfolk; John Tomsett, Huntington School, York; Jon Chaloner, Glyn School, Epsom, Surrey and executive headteacher/chief executive of GLF Schools; Liam Collins, Uplands Community College, East Sussex; Rob Campbell, Impington Village College, Cambridge; Ros McMullen, David Young Community Academy, Leeds and chief

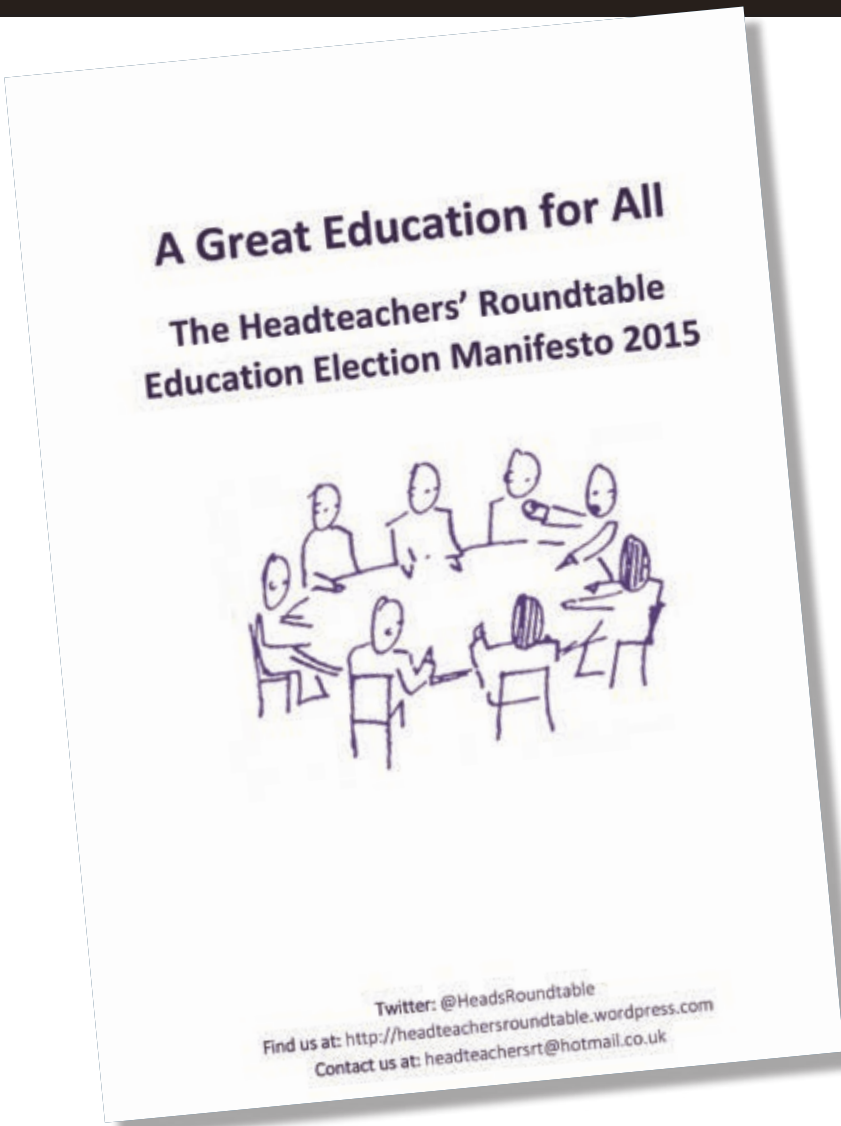
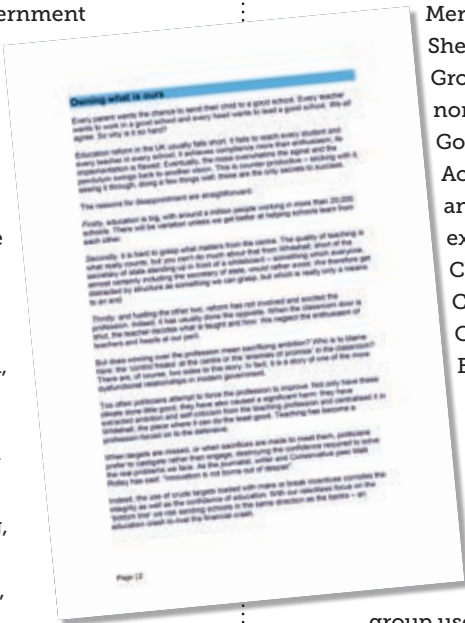
executive Leaf Academy Trust; Ruth Whymark, Cranmer Primary School, Merton, Surrey; Tom Sherrington, Highbury Grove School, Islington, north London; Vic Goddard, Passmores Academy, Harlow, Essex; and Stephen Tierney, executive director of Christ the King, St Cuthbert's & St Mary's Catholic Academies, Blackpool.

It has developed a large social media presence, with more than 20,000 followers on Twitter, and more than 50 people responded when the

group used its website last May to ask for ideas on policy areas.

The group then published a 10-point plan.

Former education secretary Michael Gove said at the time he would engage with the manifesto. Copies were also sent to Tristram Hunt and David Laws.



WHAT THEY SAY



From back left: John Tomsett, Vic Goddard, Liam Collins, Chris McShane, Duncan Spalding, Jon Chaloner, Dave Whitaker. Front row: Rob Campbell, Ruth Whymark, Ros McMullen, Tom Sherrington

Being a "roundtable", there is no group leader as such.

The theme of its manifesto is improving, continuously, the quality of teaching in all schools. Raising the status of the profession is a key focus.

In its manifesto, the group said: "We believe that the education policy priorities for the next parliament must be focused upon continuously improving the quality of teaching in our schools. However, to enable teachers to teach as well as they possibly can, there are a number of key issues we need to address.

"Our system is increasingly fragmented in terms of institutions and qualifications;

the accountability system continues to suppress rather than unleash the creative energy of teachers; we're still not addressing some of the fundamental causes of underachievement and as applications for headships decline in number we're facing a leadership recruitment crisis.

"Our election manifesto is not an exhaustive list of all that needs to be done to improve education in this country, not by any means.

"However, we believe that our policy proposals represent a coherent road map to delivering the great education system the young people in this country deserve."

MANIFESTO POINTS

1. A world class teaching profession. All teachers must belong to a College of Teaching and a professional development programme introduced for all new teachers leading to a masters equivalent degree after five years
2. A rigorous, inclusive and flexible curriculum and qualifications framework. Introduce a national baccalaureate and English and maths to be studied up to age 18
3. Intelligent accountability. Implement an intelligent Ofsted inspection framework and stabilise performance measures
4. Coherence in a fragmented system. Harmonise freedoms across maintained schools and academies, introduce transition standards grants to incentivise innovation towards systematic primary-secondary progression
5. Tackle under-achievement at the source: develop a national 0-5 parent support strategy, establish a national recruitment fund

TO WHICH PARTY ARE THEY CLOSEST?

Headteachers' Roundtable describes itself as non-party political.

Some of its policy ideas do, however, chime with those of the Labour party.

The idea for maths and English to be studied, in some form, up to 18, and a "national baccalaureate" were some of

leader Ed Miliband's key ideas last March.

It also appears to be against the coalition policy of allowing unqualified teachers, again ringing closely to Labour party commitments to stop this practice and "raise the standard of the profession".

Part 4

In the run up to this May's general election, *Schools Week* will analyse the manifestos of various education organisations, typically from opposite ends of the political spectrum. This fourth pre-election comparison looks at the National Association of Headteachers and Headteachers' Roundtable.



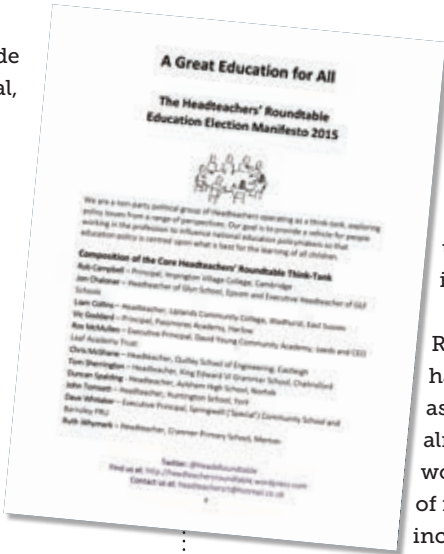
THE NATIONAL ASSOCIATION OF HEADTEACHERS

The National Association of Headteachers (NAHT) has almost 30,000 members. It was established in 1897 and initially only admitted headteachers. By the 1980s, deputies were allowed in; assistants in 2000.

Like many other of the trade unions, it operates at national, regional and local levels. Its members cover schooling from ages 3 to 19.

Its branch members have all been involved in the creation of the manifesto, which was launched last May – one of the first teaching trade union election publications to be produced.

The draft was then debated at its annual conference, where, with some adjustments, 90 per cent of delegates voted in favour of the document.



With almost a year since its initial publication, the NAHT said each of the political parties has had the chance to respond to the manifesto and its key aims.

General secretary Russell Hobby has said that the association has already begun working on some of its own ideas, including alternative league tables and an alternative to Ofsted, called Instead.

MANIFESTO POINTS

1. Continued support for the establishment of a college of teaching, to help teaching establish itself as an autonomous, high status profession, using evidence to determine good practice and promote professional development
2. Introduce an office of education responsibility to devise and manage a five-year plan for reform, independent of government, to minimise the unpredictability of policy that harms pupils' chances, particularly at secondary school
3. Protect education funding from early years to school-leaving age, adopting a fair-funding formula so children can flourish regardless of their background or the challenges they face at home or in the classroom
4. Promote an alternative to the current adversarial inspection regime, where school leaders lead critical reviews of schools, working in partnership with Ofsted and not at odds with it
5. Ensure fairer admissions' policies prioritising children from low-income families and creating new schools and places in both the academy and maintained sectors, wherever they are most needed

TO WHICH PARTY ARE THEY CLOSEST?

The College of Teaching got its strongest backing last week from the government, so the NAHT is sure to support this latest development, put forward by the coalition shortly before purdah.

Protection of funding for early years rings true with the Liberal Democrat promise not to cut funding in that area.

It is with the Greens, though, that there seems to be key agreement on Ofsted.

The party has committed to abolishing Ofsted and create a "supportive and collaborative" system, which sounds fairly similar to NAHT's idea for headteachers to work in "partnership" with the inspectorate.

WHAT THE LEADER SAYS

The NAHT wants school leaders to "take back ownership" of the profession's standards and become responsible for each other.

Russell Hobby said: "The traditional definition of a manifesto is a list of promises not a list of demands. We think the profession needs to spend less time worrying about what politicians think and more time getting on with doing what is right – to crowd out political interference with professional leadership.

"That's what our manifesto tries to do – it creates as many projects for NAHT as it does for government. Fundamentally it says that, if we want control of our own destiny, we must do two things: take back ownership of standards and take responsibility for each other."

He added: "We have already seen many of the ideas start to feature in the main parties' manifestos. And each of the parties has written in the current edition of our magazine about how they might engage



Russell Hobby

with it. More importantly, we've already begun some of the projects without waiting for the election: researching school holidays, alternative performance tables, the Read On. Get On. campaign, our peer review alternative to Ofsted—Instead."



Havelock Academy

The David Ross Education Trust is seeking to appoint an experienced and highly successful Principal to lead one of the Trust's flagship academies.

Havelock Academy, Grimsby, was the first academy in the Trust's network. In recent years Havelock has improved significantly.

- Exam results now exceed the national average
- Enrichment opportunities on offer are the envy of other local schools
- Students are proud of the £18 million new building

Following the promotion of the current Principal, we are looking for an individual to ensure that this momentum continues and that Havelock is recognised as an outstanding academy.

The successful applicant will be rewarded with a generous salary package, relocation package and other benefits.

For more information, or to arrange a tour of the academy, please contact Elizabeth Hayden at ehayden@dret.co.uk

Go to www.dret.co.uk/careers for more details

The Trust will also be holding a number of recruitment fairs in April 2015. For more information go to www.dret.co.uk



An academy sponsored by the [David Ross Foundation](http://www.dret.co.uk)
Broadening Horizons

Teacher of Maths MPS (TLR2a for the right candidate)



Required for September 2015

Exciting opportunity for an outstanding maths practitioner, with TLR 2a available for the right candidate

You are in high demand and so are we and we want you to join us on our journey to outstanding. Following high demand for places this year we are looking to grow our maths team. This supportive team, within an inspiring teaching and learning model, are ambitious to make Maths the leading department amongst some stiff opposition from English and Science. Have you got the skills, talent, energy and the ambition to be an inspirational teacher and leader? Then we are waiting for your application.

We invest heavily in the development of our staff and ensure that you have access to high quality training, an international platform with links to Sweden, India and The USA, excellent sports facilities and a well-being menu with social capital built in.

NQT's are welcome to apply

Closing date: Monday April 13th 2015 12 noon | Interview: Monday 20th April 2015

Please visit our website www.learningschoolstrust.org.uk for further details

If you wish to visit the school prior to making an application, please contact Lisa Craddock on 020 8894 4503 or email lisa.craddock@twickenhamacademy.org.uk

Applications to be returned to gita@learningschoolstrust.org.uk

The LST is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Successful candidates must be willing to undergo Enhanced DBS and other checks appropriate to the post

The LST is an equal opportunities employer

Become an examiner with Cambridge

Cambridge
Professional
Development

Cambridge International Examinations is growing and over 10000 schools in more than 160 countries are now part of our Cambridge learning community.

We are welcoming new examiners across the Cambridge curriculum but are in particular need of examiners for **Cambridge IGCSE** and **Cambridge International AS & A Level Economics and Business Studies**.

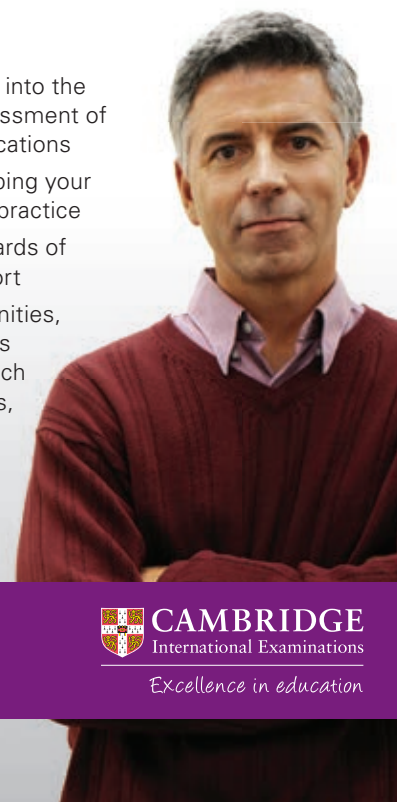
Opportunities exist in examining at all levels of the Cambridge curriculum in all subject areas.

Requirements are:

- Applicants should be experienced teachers with a degree in the subject in which they would like to examine.
- Successful applicants will require a PC and broadband to allow them to access Cambridge on-screen marking systems.

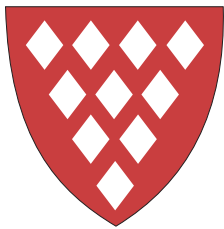
We offer:

- a powerful insight into the teaching and assessment of Cambridge qualifications
- support in developing your own professional practice
- the highest standards of training and support
- freelance opportunities, based on contracts for services for each examination series, which fit around your existing commitments.



To apply, please visit
www.cie.org.uk/makeyourmark

 **CAMBRIDGE**
International Examinations
Excellence in education



KINGSBRIDGE COMMUNITY COLLEGE, DEVON

“An exceptional and outstanding school”
- Ofsted

11-18 mixed – 1400 on roll; 360 in 6th Form; strong extra-curricular programme; excellent relationships between staff and students; supportive, lively colleagues; stunning scenery!

DIRECTOR OF MATHS

TLR 1C (£10,915)
negotiable for more experienced candidates
September 2015

Write your own job description!

You might be an aspiring leader, as yet relatively inexperienced, but with lots of potential. We will support you in your leadership of our faculty of 14 committed, enthusiastic, specialist teachers in excellent accommodation.

You may already be an experienced leader. In this case, you will not only lead our faculty but also take on responsibilities across our Teaching School Alliance and Multi-Academy Trust developing the very best for the students not just in our own College but for those in our partner schools. If you are this person, we will negotiate an appropriate salary with you.

DIRECTOR OF SCIENCE

TLR 1C (£10,915)
negotiable for more experienced candidates
September 2015

Write your own job description!

You might be an aspiring leader, as yet relatively inexperienced, but with lots of potential. We will support you in your leadership of our team of 16 committed, enthusiastic, specialist teachers in excellent accommodation based in our new £3m Science Centre of 14 laboratories.

You may already be an experienced leader. In this case, you will not only lead our faculty but also take on responsibilities across our Teaching School Alliance and Multi-Academy Trust developing the very best for the students not just in our own College but for those in our partner schools. If you are this person, we will negotiate an appropriate salary with you.

In either case you will relish the opportunities to develop your own skills and profile for your next career step.

We have an open leadership style that places our values at the centre of all we do. As head of a major faculty, we will listen to what you say and want you to contribute to leadership of our whole college and alliance. We are the provider of NCTL Headship and Leadership programmes in the South West, so you can be certain of unparalleled personal professional development. The Principal is a National Leader of Education and works with the South West Regional Schools’ Commissioner on the Headteacher Board, so you are joining a school at the forefront of the school-led system.

A recruitment and relocation package can be negotiated for the successful applicant.

We are committed to safeguarding and promoting the welfare of children. Posts are subject to enhanced disclosure.

Please apply online www.kingsbridgecollege.org.uk as soon as possible but by 9am Monday, 13th April 2015 at the latest

TEACHER OF GEOGRAPHY FULL-TIME MPR/UPR



MATERNITY COVER WITH EFFECT FROM 1 SEPTEMBER 2015

The Governors are seeking to appoint a committed professional to teach Geography full-time to cover a maternity leave in our innovative Geography department from 1 September 2015.

Huntington School is a highly successful and dynamic mixed 11-18 comprehensive school located on the northern edge of the City of York. We have 1,494 students on roll with 310 students in the Sixth Form. Our school purpose is to inspire confident learners who will thrive in a changing world.

Please download application information from our school website:
www.huntingtonschool.co.uk/our-school/vacancies/teacher-post-applications
or email the mail@huntington-ed.org.uk or phone the school on 01904 752100.

Huntington School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS clearance is required for appointment to this post.

Closing date: Friday 10 April.



SCHOOLS WEEK

AN EDUCATIONAL PAPER DELIVERED TO YOUR DOOR

AN ENGAGING PLATFORM
TO ADVERTISE YOUR
VACANCY WITH



FREE DESIGN OF YOUR ADVERTS*

FREE FEATURED ONLINE LISTING WITH ALL PRINT ADVERTS

NO EXTRA CHARGE FOR COLOUR OR COMPOSITE ADVERTS

(*APPLIES TO ADVERTS WHICH ARE HALF PAGE OR LARGER)

CONTACT US

ADVERTISING@SCHOOLSWEEK.CO.UK | 020 81234 778

@SCHOOLSWEEK | WWW.SCHOOLSWEEK.CO.UK

Inspiring Leadership Conference 2015

10-12 JUNE, ICC, BIRMINGHAM

It's back. With inspiring and motivating high profile speakers from the world of education, business and beyond. Give yourself the opportunity to re-energise and reflect on what it means to be a leader.

For more information and to book your place visit: www.inspiringleadership.org

BROUGHT TO YOU BY



MEDIA PARTNER



SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN a collector's ACADEMIES WEEK mug



What's the caption? tweet a caption @schoolsweek



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