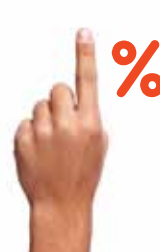


**SUMMER BOOKS:
THE NOVELS
YOU LOVE**



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**TEACHERS' PAY:
UP 1% (WITH
MORE TO COME)**



Page 4

**THE DFE'S
PROPERTY
COMPANY**



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SCHOOLSWEET.CO.UK

FRIDAY, JULY 8, 2016 | EDITION 74



CHILDREN OF EU NATIONALS MUST STAY

Nicky Morgan,
page 2

PA/WIRE

Spielman gets thumbs down

- › 'We have significant concerns,' say cross-party MPs
- › But government could over-ride their decision

FREDDIE WHITTAKER
@FCDWHITTAKER

The House of Commons education committee has rejected the government's proposal that Amanda Spielman become the next chief inspector of Ofsted.

But Nicky Morgan, the education secretary, has signalled her belief that her candidate is still "the best person" for the job.

Spielman, chair of Ofqual (pictured), was named

on June 10 as the government's preferred candidate to succeed Sir Michael Wilshaw.

But, following a pre-appointment hearing on June 29, the education committee raised "significant concerns", criticising Spielman's lack of "passion for the role" and the fact she had not worked as a teacher.

Neil Carmichael, the committee chair, said that although Spielman had good experience of secondary schools, her understanding of other aspects such as early

Continues on page 3



P10

Labour's third
shadow secretary
in a week



**HELLO SUMMER!
LAST EDITION OF
THE SCHOOL YEAR**

EDITION 74

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NEWS

Children of EU nationals must have right to remain, says Morgan

SOPHIE SCOTT
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Children born in the UK to European Union national parents must be guaranteed continued access to their education, Nicky Morgan has said.

The education secretary, a staunch supporter of the Remain campaign, revealed last week she would not be standing for the Conservative leadership but instead would back former education secretary Michael Gove, a leading Leave campaigner.

However, in the Commons this week, Morgan made clear that she believes children of EU nationals should have the right to remain in the UK if the country severs links with the union.

The government has so far refused any guarantees to EU nationals living in the UK. Immigration minister James Brokenshire said in the Commons on Monday that it would be “unwise” to guarantee rights to remain without “parallel assurances” that British people living abroad would have the same rights.

But in an education questions session before Brokenshire’s statement, Morgan said that “as a matter of principle” all children resident in the UK received a free state school education under provisions reaching back to 1880.

She also responded positively when asked by Patrick Grady, MP for Glasgow



North, if she would make it policy that all schoolchildren who are non-UK EU nationals could retain access to the UK’s education system.

“The UK remains a member of the EU until the Article 50 negotiations have concluded, which could take two years or more. Until the process is completed, nothing will change,” she said.

Morgan then added her personal opinion: “I think that EU citizens, including children already here, should have the right to remain.”

Asked if she recognised the impact “such uncertainty is having on children” and for assurances children would not be used as “bargaining chips”, Morgan said the government “should of course make sure” that any children resident in the UK were able to have continued access to schooling.

There are no comprehensive figures on the number of children in England’s schools born to EU parents.

According to the government’s latest statistics, about 6 per cent (435,000) of

pupils in England are classed as being white, but not white British. This covers children who are Irish, Roma, or those with “any other white background”.

These numbers do not include independent schools. According to the Independent Schools Council’s (ISC) annual census, about 3 per cent of independent school pupils (or 14,000) are from a country within the EU. Forty-three per cent of those children are living in the UK without their parents.

After the referendum result, the ISC said in a statement it expected “changes in legislation” regarding “international pupils in [our] schools”. It would work with policymakers as details unfolded.

Figures released by John Pullinger, the national statistician, at the end of April estimates 699,000 children, aged 5 to 18, are in the UK with “at least one parent who held European Economic Area nationality”.

On Wednesday, an opposition motion in the Commons voted in favour of giving EU nationals the right to remain in the UK.

year to help teachers create lesson plans for teaching in spring and summer 2017.

The initiative will also be supported by many of the BBC’s best-known programmes as each suggested experiment will be introduced by a short film, fronted by BBC presenters “popular” with primary pupils.

The micro:bit project was criticised for delays in its implementation.

Schools were originally told devices would arrive before Christmas 2015 but items only began shipping on March 22 2016 - some three months later than expected.

The BBC also faced questions over the cost of the devices, however a spokesperson said the “vast majority” of money had been funded via corporate partners.

The cost and funding sources for the new project has not been released.

BBC plans hands-on science for primary pupils

BILLY CAMDEN
@BILLYCAMDEN

Exclusive

The BBC’s next flagship education campaign will be based around a series of mass participation science experiments for primary pupils, *Schools Week* can exclusively reveal.

The initiative, which is yet to be named, is expected to launch at the start of 2017 and run for two years.

It follows this year’s BBC micro:bit device project, in which every year 7 received a mini-computer to help learn coding.

The new project will involve 9 to 11-year-olds analysing data from their own experiments before contributing to a “national picture” of data from studies by academic research institutions, including universities.

Helen Foulkes, creative director of BBC Learning, said the campaign will help schools deliver “more of the hands-on practical experimentation” that can “really bring the science curriculum alive”.

Practical science skills have been a curriculum battlefield in recent years, with exam watchdog Ofqual removing graded practical assessments from GCSE Science – a move which education secretary Nicky Morgan said “was in danger of holding back the next generation of scientists”.

Primary pupils also appear to be receiving less science tuition since the removal of statutory tests for 11-year-olds.

Schools Week reported in February of the



low scores of pupils taking part in the most recent science sample tests which replaced the previous science SATS and are only taken by children in selected schools.

Foulkes said she hoped the campaign will give schools “greater confidence to deliver hands-on practical science experiments in the classroom” and would ignite a “real passion for science amongst a greater number of pupils.”

The initiative will be open to all UK schools and “firmly rooted” in the curricula of each nation.

For year 5 pupils in England, experiments will be mapped to the living world, Earth and space, materials and their properties, forces, and animals.

A range of classroom resources and videos will be available online later this

NEWS

Committee rejects Spielman as chief inspector

FREDDIE WHITTAKER CONTINUED
@FCDWHITTAKER FROM FRONT

years, primary education, further education and children's services, seemed lacking.

"Ms Spielman's responses on child protection were particularly troubling and did not inspire confidence that she grasped the importance of Ofsted's inspections in preventing children being held at risk through service failure."

But, in a letter to the chair, and released publicly by the committee, Morgan said she remained "wholeheartedly in support" of Spielman and believed she was "the best person" for this "crucial role".

Carmichael recognised it was "unusual" for a select committee to reject the preferred candidate, but added that it must "hold government to account".

At the time of going to print, the government was still considering the committee's report.

Thirty-two applications were initially received for the post and Spielman won out against a number of high-profile candidates – reportedly including Russell Hobby, general secretary of the National Association of Head Teachers, and Toby Salt, chief executive of the Ormiston academies trust.

The National Union of

Teachers and Association of Teachers and Lecturers (ATL) both raised concerns when Spielman's selection was announced.

Hearing on Wednesday of the committee feedback, Nansi Ellis, assistant general secretary of the ATL, said: "Amanda Spielman does not have the profession's confidence. She has never taught or led a major public institution, nor has she shown any signs of challenging problematic government policy."

Defending herself in a letter to Carmichael, Spielman claimed that she made clear in her evidence that she "understood the breadth and scope of the role", and emphasised she had a different style to her predecessor.

"I want to intervene to prompt action, rather than to comment on every issue in education or children's services," she said.

The committee also recommended a permanent deputy chief inspector of children's services be appointed, with a remit to develop plans for separating Ofsted into two inspectorates, one for education and skills, the other for children's services.

Spielman is not the first example of a select committee choosing not to support the government's preferred candidate for a particular post.

In 2009, Maggie Atkinson was put forward as the government's preferred candidate for children's commissioner and was appointed by Ed Balls, despite a negative report from the children, families and schools committee.

In 2011, the justice select committee refused to endorse Diana Fulbrook as HM chief inspector of probation, leading to Liz Calderbank's appointment on a temporary basis.

And in 2012 the business, innovation and skills committee declined to endorse Les Ebdon as director of the Office for Fair Access, but Vince Cable, then the business secretary went ahead with the appointment.

There were also two incidents in 2011 and 2013 when candidates withdrew after negative feedback.



Record numbers turn their back on teaching

The record numbers of teachers leaving the profession, and at a faster rate than ever, are bolstering claims of a recruitment crisis, writes Sophie Scott.

Although the workforce census, released last week, showed an extra 2,000 teachers in schools, further analysis shows that nearly one in ten left the profession last year – the highest proportion for a decade.

Almost a quarter left within three years of qualifying, the highest three-year turnover rate since records began in 1996.

Last month the public accounts committee criticised the Department for Education (DfE) for its lack of "leadership or urgency" after a scathing report by the National Audit Office revealed a series of weaknesses in teacher training.

Schools minister Nick Gibb has refused to call recruitment problems a "crisis", but has recognised that there is a problem.

A DfE spokesperson said that the number of new teachers was outnumbering the number retiring or leaving, and that more people were returning to teaching than in previous years.

Russell Hobby, general secretary of the National Association of Head Teachers, said the statistics sometimes masked situations where a lack of applications for a post forced school leaders to appoint less experienced or able staff.

More analysis at
www.bit.ly/teacherleaving

Sector mocks claim of 'good start' for primary tests

SOPHIE SCOTT
@SOPH_E_SCOTT

Claims by the education secretary that half of year 6 pupils meeting the expected standard in key stage 2 was a "good start" to the new tests have been dismissed across the profession.

The results also suggest at least one in three will need to resit their SATs when they get to secondary school, after the government pledged in its manifesto that pupils who fail to hit expected standards must retake the tests. Depending on the final definition, resits could be necessary for almost half the cohort.

The provisional results for this year's new, more rigorous tests for 10 and 11-year-olds, released on Tuesday, show 53 per cent of children met the expected standard in reading, writing and maths (3Rs).

The Department for Education (DfE) has stressed this figure is not comparable to last year – when 80 per cent of pupils met the standard – because of changes in the national curriculum and accountability framework.

Levels have been abolished and pupils are now expected to get a score of 100 in each test.

In reading alone, 66 per cent of pupils

achieved the expected score. In maths it was 70 per cent; 72 per cent in spelling, punctuation and grammar and 74 per cent in writing.

The Conservative manifesto pledged that from September next year pupils who "fail to meet the expected standard" in English and maths must resit the tests when they reach year 7. In maths, this would have affected 30 per cent of children this year, the results standard that will be used as a proxy for English is yet to be defined.

Russell Hobby (pictured), general secretary of the National Association of Head Teachers, agreed that the results suggested that "nearly half of students could be forced to resit SATs at secondary school", adding, "this is hardly helpful."

Nicky Morgan, the education secretary, said the results were a "good start" that "vindicates [the DfE's] decision to raise standards".

She asked parents to respond to the results as an indicator of their children's current standards only.

But Andy Fawkes, headteacher at Lincolnshire's Linchfield community primary school, said: "These results mean 47 per cent of

children in this country are, according to the government, not ready for secondary school.

"How do you tell children and their parents that? That surely is not right."

Anne Watson, emeritus professor of mathematics education at the University of Oxford, said the changes in the measures also meant the public could not know "whether the government has done a good job or a bad job".

All the public can know is that more children might now be "labelled as 'failures' in these tests", she said.

More primary schools are now likely to fail in meeting the government's minimum floor standard of 65 per cent of pupils achieving the national standard in reading, writing and maths, as well as making sufficient progress across the three

subjects. They now face possible intervention from either Ofsted or their regional schools commissioner.

Last year, 676 primaries fell below the floor.

Morgan has promised "no more than one percentage point more" would fail this year, which would affect about 160 extra schools, but data will not be released to confirm this until the autumn term.

Julie McCulloch, primary and governance specialist at the Association of School and College Leaders, said it was "bizarre" to have a system where the expected achievement rate for individual schools was 12 percentage points higher than the national achievement rate.

PROPORTION OF PUPILS MEETING THE EXPECTED STANDARDS

- READING - 66 PER CENT
- MATHS - 70 PER CENT
- SPELLING, PUNCTUATION AND GRAMMAR - 72 PER CENT
- WRITING - 74 PER CENT
- READING, WRITING AND MATHS - 53 PER CENT



NEWS

IN brief

Durand faces funding withdrawal

A controversial south London academy is facing the termination of its funding agreement unless “serious concerns” over its use of public money and governance are addressed.

The Education Funding Agency issued Durand Academy Trust with a pre-determination notice last week outlining demands the trust must meet, some by August 1, to continue operating under its existing contract.

Most of the government’s conditions relate to the structure of the trust and conflicts of interest surrounding its association with several other organisations.

That includes London Horizons Limited, which runs leisure facilities on a commercial basis for one of the trust’s schools, Durand Academy, in Lambeth.

The conditions also seek to sever all links between the trust and its chair of governors and former executive head, Sir Greg Martin, who has been told he must resign from all posts associated with the school.

A spokesperson for Durand said it was “seeking legal advice and will respond in due course”.

WHY ARTS ARE NOT IN THE EBACC

The government has finally given a reason for the exclusion of arts from the list of subjects it is making compulsory for all children up to the age of 16.

Speaking in a parliamentary debate, forced after a petition on the matter received more than 100,000 signatures, Nick Gibb, the schools minister, said most people agreed that science, maths, English and a foreign language should be included in the Ebacc.

“All this debate seems to be about is whether children should continue to study either history or geography—one subject out of the whole school curriculum—for another two years.

“We took that policy decision because we believe it is important that young people learn the skills of writing essays.”

Asked why space could not be found for arts, he said the number of subjects was deliberately limited to “enable pupils to have time to study creative subjects”.

New chair for Perry Beeches trust

The executive headteacher brought in to turn around a Birmingham school at the centre of the “Trojan horse” scandal has now been parachuted in to lead Perry Beeches Academy Trust (PBAT).

Schools Week exclusively revealed last week that Adrian Packer, chief executive of the Core Education Trust, had been appointed as chair of directors of PBAT.

He leads a new board of directors at the trust, which had been embroiled in a finances scandal after a government investigation found £1.3 million was paid to a private company without adequate contracts or procurement procedures.

Packer has previously helped turn around Park View school, now renamed Rockwood academy, in Birmingham. It was one of the schools inspected by Ofsted over the “Trojan horse” affair following allegations of a plot by hardline Muslims to “take over”.

In a statement sent to Schools Week, Packer said PBAT was now in a “very strong position to secure the best outcomes for its schools”.

Pay rise set at 1 per cent, but ‘more cash needed’

FREDDIE WHITTAKER

@FCDWHITTAKER

Teachers’ pay scales will shift by just 1 per cent from September, the government confirmed, just a day after tens of thousands of school staff walked out in a dispute over pay and conditions.

But the School Teachers’ Review Body (STRB) has warned that a “significantly higher” rise will be needed before 2020 if current recruitment and retention problems continue.

Nicky Morgan, the education secretary, announced on Wednesday her intention to accept a recommendation from the STRB that the lower and upper ends of teacher pay scales should rise 1 per cent.

Her announcement came a day after a strike by members of the National Union of Teachers (NUT) disrupted about a third of schools, with almost 12 per cent forced to close as staff took to the streets to protest over pay, conditions and school funding.

The STRB stopped short of a larger increase because such a recommendation could pose “significant risks” to schools still coming to terms with pay flexibility.

But it has told the government to prepare for larger increases in teacher pay before the end of this parliament to tackle recruitment and retention problems.

The STRB said a “range of factors” were contributing to problems faced by schools, including a “continuing decline” in teachers’ earnings compared with other occupations and the “increasing availability of more rewarding career opportunities for new graduates”.

Schools Week has previously reported that more teachers left to work in schools abroad last year than had graduated from university with a PGCE.

Pay was a key issue for NUT members who went on Tuesday’s “well-supported” strike with pictures from rallies in London, Sheffield, Bristol and Durham showing a strong turnout.

Nick Gibb, the schools minister, called the strike “unjustified” and “politically motivated”, and praised those who crossed picket lines to teach as normal in the face of “pointless, but far from inconsequential” action.

Kevin Courtney, the union’s acting general secretary, accused Morgan of “trying to bury her head in the sand” after her statement to parliament accepting the 1 per cent recommendation made no mention of the STRB’s call for bigger rises in the future.

“The NUT is hugely disappointed that the



Striking teachers gather in Eastbourne, East Sussex

STRB decided to accept the 1 per cent pay limit this year but strongly supports its view that the government must urgently find more money for schools to allow them to employ more and better-paid teachers,” he said.

Malcolm Trobe, the acting general secretary of the Association of School and College Leaders, criticised the delay to the report’s release, adding that schools had been left in the dark for “far too long”. The report is usually released in advance of the government’s acceptance.

“Even more disappointing, however, is that these pay awards are once again limited to an uplift of 1 per cent when we are in the midst of a recruitment crisis. Furthermore, schools are expected to fund these awards without any additional funding from the government at a time when budgets are under severe strain because of real-terms reductions.”

The STRB warned that raising pay scales by more than 1 per cent without extra government funding would result in schools struggling to manage budgets.

Heads launch alternative white paper

SOPHIE SCOTT

@SOPH_E_SCOTT

An influential group of leading headteachers has launched a think tank to crowdsource an alternative white paper that focuses on classroom concerns rather than “political diktat”.

The Headteachers’ Roundtable (HTRT) held a conference last Friday at the Sheffield Institute of Education, part of Sheffield Hallam University, to discuss the content of its own proposed policy document, to be presented to the government in September.

The meeting, attended by more than 200 heads and senior education professionals, covered three strands (recruitment and retention, accountability and structures) and focused on what education should look like in 2020 and beyond.

It is in response to the Department for Education’s white paper, released in March, which the HTRT said focused too much on political “diktat”.

Stephen Tierney, HTRT chair and executive director of Blessed Edward Bamber multi-academy trust in Blackpool (pictured), said it was important to have the views of those at the “coal-face” to create a “progressive and realistic” white paper.

“For too long school leaders’ and teachers’ voices have been ignored or only partially listened to when education policy is being developed. It’s one of the reasons why too



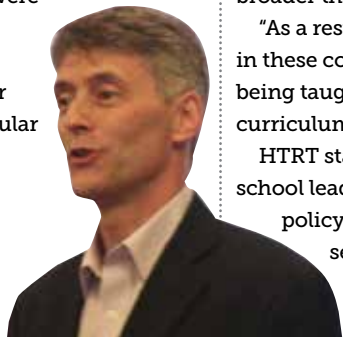
many policies are ineffective, waste precious public money and fail to benefit the children in our schools.”

When discussing structures, the heads agreed that a move towards an all-academy system – as proposed by the department – “missed the point”.

They said that the classroom and the quality of teaching and learning were the “most important parts of the whole structure”.

Their ideas to boost recruitment and retention included greater analysis of data about why teachers were leaving, but also about how incentives, such as the money put forward for bursaries offered to particular types of graduates, could be better used to improve recruitment.

Some heads suggested policies that used funding to pay off



student loans.

Jon Chaloner, a member of the core HTRT group and chief executive of the GLF Schools multi-academy trust, said: “The recruitment and retention of teachers is an issue that is affecting all regions of the UK.

“With a new education secretary expected in September, now is the time to open a deeper dialogue and change the culture of recruitment in our wonderful profession – the HTRT think tank and alternative white paper is about achieving exactly that.”

Heads also wanted school improvement to come from “within” and for the accountability regime to move beyond Ofsted.

Sally Hamson, headteacher at Wollaston community primary school, Northamptonshire, said: “There is a general feeling that the assessment system is too narrow – particularly in primary education – where the focus is on reading, writing and maths, even though the curriculum is much broader than that.

“As a result of the pressures to perform in these core areas, the children aren’t being taught well enough across the whole curriculum.”

HTRT started on Twitter, in response to school leaders’ frustrations with government policy. The group seeks to influence senior politicians and policymakers.

The HTRT will hold a summit on February 2 next year in London.

'League' tables show how trusts perform – or not

JOHN DICKENS
@JOHNDICKENSSW *Investigates*

Twenty of the largest multi-academy trusts (MATs) – running more than 300 schools – fall “significantly below” the national average for improving pupils’ attainment, a major new analysis comparing the performance of MATs and councils has found.

The findings, published yesterday by think tank the Education Policy Institute (EPI), revealed stark variations in the performance of individual academy trusts, as well as local authorities (LAs).

The study was released alongside a separate analysis by education charity the Sutton Trust of how academy trusts are serving disadvantaged pupils.

It found eight of 39 academy chains investigated were performing “substantially below” the national average for attainment and improvement of disadvantaged pupils.

The reports’ authors say both findings pose challenging questions for the government’s academies programme and have called for a “radical shake-up”.

They have tabled recommendations (see box-outs) that include urging the government to ditch its “objective” for full academisation, and to allow high-performing local authorities to set up academy trusts.

The department was due to publish its own MAT league tables yesterday (Thursday).

David Laws, EPI chairman and former schools minister, said his organisation’s performance league tables found academy trusts were “over represented” among the best and worst performers.

Academy trusts made up 12 of the top 30 primary school groups and six of the top 20 secondary groups.

They also made up nine of the lowest 23 primary school groups and nine of the lowest 20 secondary school groups. The remainder of the schools in both groups were LA-maintained.

Laws said: “It is dangerous to assume that simply moving somebody from any local authority to a MAT is going to have a good impact on attainment.”

The EPI analysis found 20 academy trusts fell significantly below national averages for improvement in value-added scores in either key stage 2 or key stage 4.

He said this would make “uncomfortable reading” for the government, adding it needed to have a “strategy as to whether or not it is going to terminate those MATs or rebroker all of the schools”.

The EPI analysis found Harris Federation was the best-performing trust at primary level and the Inspiration Trust topped the secondary table (both pictured right).

Harris said it has a shared culture of high expectations and resolving challenges quickly, while Inspiration said its approach focused on “core standards, behaviour, and strong teaching, while also ensuring students have access to sports and cultural activities”.

Sir Theodore Agnew, Inspiration’s chair, recently joined the EPI as a trustee.

The lowest performing at primary level was the Education Fellowship Trust, and at secondary level the College Academies Trust.

Lizzie Rowe, chief operating officer of Education Fellowship, said the trust was making a “transformational difference” at its schools, adding: “We are a new trust working within an area of neglect and deprivation by all political bodies. It takes time to transform communities so children arrive ready to learn.”

Top performing councils included Redcar and Cleveland, Barnet and Merton.

The Sutton Trust analysis also presented a mixed picture. It looked into the attainment data for pupils at the 39 academy chains that had three or more academies from 2013 to 2015.

Eight were found to perform below the national average for both attainment and improvement for disadvantaged pupils (see table right), while five performed above the average.

Professor Becky Francis, director of the UCL-Institute of Education and one of the report’s authors, said: “The government and regional schools commissioners must take firm action to learn from successful chains and to intervene in those that are not succeeding.”

EDUCATION POLICY
INSTITUTE ANALYSIS

Report School performance in multi-academy trusts (MATs) and local authorities (LAs)

Author The Education Policy Institute

What it measured Analysis of more than 50 MATs and 120 LAs on their value-added score and its improvement over time

HIGHEST PERFORMERS IN SECONDARY
1. Inspiration Trust (MAT)
2. Barnet (LA)
3. Merton (LA)
4. Southwark (LA)
5. Outwood Grange Academies Trust (MAT)
HIGHEST PERFORMERS IN PRIMARY
1. Harris Federation (MAT)
2. First Federation Trust (MAT)
3. Redcar and Cleveland (LA)
4. Kensington and Chelsea (LA)
5. Greenwich (LA)
LOWEST PERFORMERS IN SECONDARY
1. College Academies Trust (MAT)
2. Knowsley (LA)
3. Nottingham (LA)
4. Oldham (LA)
5. Greenwood Academies Trust (MAT)
LOWEST PERFORMERS IN PRIMARY
1. Education Fellowship Trust (MAT)
2. Poole (LA)
3. Rutland (LA)
4. Diocese of Norwich (MAT)
5. Diocese of Leicester (MAT)

Policy recommendations

1. Ditch full academisation as a policy objective in favour of ensuring all pupils are in a good school

2. Ensure government intervention mechanisms target underperformance in any schools, not just local authority-maintained schools

3. Consider allowing high-performing local authorities to become academy trusts

4. Focus on understanding what drives high performance in trusts and use this intelligence to create more high-quality trusts that can help the lowest performing

CHAIN EFFECTS

Report Chain Effects 2016

Author The Sutton Trust

What it measured The performance of disadvantaged pupils in 39 multi-academy trusts from 2013-15

CHAINS PERFORMING BELOW THE NATIONAL AVERAGE FOR ATTAINMENT AND IMPROVEMENT OF DISADVANTAGED PUPILS
Ark
City of London Academies Trust
Meller Education Trust
Diocese of London
Harris Federation
The Mercers’ Company
Outwood Grange Academies Trust
CHAINS “SIGNIFICANTLY ABOVE” AVERAGE FOR ATTAINMENT OF DISADVANTAGED PUPILS
Aldridge Foundation
David Ross Education Trust
Diocese of Salisbury Academy Trust
Greenwood Dale Foundation Trust
Leigh Academies Trust
Northern Education Trust
Oasis Community Learning
Woodard Academies Trust

Policy recommendations

1. Create a taskforce, of senior leaders for successful trusts to mentor struggling trusts

2. Allow regional schools commissioners to expand their pool of school improvement providers beyond solely academy sponsors

3. Make sponsor accountability processes more transparent

4. Enable parents to assess the quality of chains and allow Ofsted to publish the data

630 executive heads – or are there?

JOHN DICKENS
@JOHNDICKENSSW

The government does not know how many executive headteachers are actually working in academies, a new report has claimed, raising concerns over how it will meet future demand for up to 6,000 more senior leaders.

Executive Headteachers: what’s in a name? found “limitations” with how the government records executive heads in the school workforce census. These include that the role is sometimes considered outside the scope of the school workforce census, different titles (such as executive director) and those

in temporary or interim positions not captured in the data.

While statistics show they currently number 630, the report says the true figure may be higher.

The report, by three leading education charities, also found a lack of consistency over the roles of executive heads, which it said presented a challenge to “understanding the most senior tiers of school management and leadership”.

It was published today by The Future Leaders Trust, National Foundation for Educational Research (NFER) and National Governors’ Association (NGA) and comes as the government launches

a drive to recruit more school leaders to head the expected growth in multi-academy trusts.

Carole Willis, chief executive of NFER, said the lack of information was “concerning given their [exec heads] important and growing role” in the school system.

She urged the government to begin collecting relevant data under the school workforce figures.

Researchers estimate there may be demand for another 3,200 to 6,700 executive heads by 2022, if current growth levels continue.

The report also found variations in pay. For instance, one executive head was paid £74,710 for looking after 88 pupils, while another was paid £63,320 for overseeing 435 pupils.

Emma Knights, chief executive of the NGA, said: “Executive headships are well-paid posts and we must not risk building into staffing structures duplication or other inefficiencies when schools are so short of funds.”

The report called for the Department for Education (DfE) to set up a profession-led definition of executive headship to include associated skills, competencies, organisational structures and indicative remuneration, with a range of operating models.

A DfE spokesperson said it was investing millions on new leadership development programmes and reforming the national professional qualifications framework to reflect new school roles.

NEWS

EAL: is this a change for the better?

SOPHIE SCOTT
@SOPH_E_SCOTT

Investigates

From September, schools will need to inform the government of each child's country of birth, nationality and their level of proficiency in English if it is not their first language.

Almost one in five (1.25 million) children in England are classed as having English as an additional language, but current data about their performance is mixed, and does not provide an accurate picture.

The government believes gathering more detailed information will help to target resources.

Sophie Scott looks at the measures, and weighs their pros and cons.

A system designed for Welsh schools to assess their pupils' skills in English will be used by schools in England from September to decide the proficiency levels of pupils who speak a different language at home.

More controversially, schools will also need to record the country of birth and nationality for every pupil — regardless of their language.

At present, schools in England only record if a pupil speaks English as an additional language (EAL) or not. From September, they will need to assess each EAL pupil's "proficiency level" using a new five-point scale (see box right), which ranges from A at the bottom and E at the top. This will be passed to the government for analysis.

Each pupil will receive just one grade for their EAL level, combining their reading, written and spoken language proficiency.

As Adam Medlycott, a researcher at The Key, explains: "Schools will need to assess the position of pupils with EAL against a five-point scale, making a 'best fit' judgment.

"They will not be required to use a specific form of internal assessment but should use the scale to make a judgment that corresponds to their own assessment system."

Currently, analysis of EAL pupil performance is binary. A child taking SATs at primary school with only basic comprehension can be in the same category as a child who speaks English fluently, simply because they both speak another language at home.

Sameena Choudry (pictured above), founder of Equitable Education, which offers consultancy on reducing achievement gaps between ethnic groups, says: "EAL pupils are not homogenous. You could be comparing a fully bilingual

child, daughter of a German banker, with somebody who has just come from the Czech Republic with a Roma background, or a second or third generation child where another language is spoken in the house."

In the documentation explaining the change to data collection, the Department for Education (DfE) says having more information will allow it to provide "important national statistics on the writing — and in different subjects.

A child could have better proficiency of English in maths lessons, but less so in geography. Or a child could understand oral questions, but have limited reading.

Furthermore, the levels miss crucial differences between language expectations at primary versus secondary schools.

In Wales, school funding is based on need. Early stage learners receive higher

“WE SHOULDN'T HAND OVER CHILDREN'S ENTIRE HISTORIES FOR FUZZY PURPOSES

characteristics of this group, along with their attainment and destinations".

But, while there is a consensus among EAL professionals that the data is important, there are extensive concerns about how the records will be collected and used.

Graham Smith, managing director of the EAL Academy, is worried by the lack of training for teachers in measuring pupils' language abilities and whether judgments will be consistent.

"The government is providing no support, so it's then up to local authorities, academy chains, and schools to try to bring some consistency."

Even in areas where more training is available, it is not always teachers who submit the information into the school data system.

Di Leedham (pictured right), an EAL specialist, said many schools did not have up-to-date data systems meaning some languages weren't available to select.

"One of the highest numbers of EAL languages is 'not known'," she said. "Not always because they are not known, just that the school doesn't have an option for Bulgarian, say."

Given EAL co-ordinators mostly focus on new arrivals, and not on pupils at the higher end of the proficiency scale, children with higher abilities may be recorded with less accuracy.

Choudry also believes the proficiency levels in the Welsh system are too basic and that pupils should be separately assessed in all areas — speaking, reading, listening and

weightings, and money is issued to cover the cost of EAL teachers, teaching assistants, or training.

The DfE has not said the information gathered in England will be used for funding and, although it did say that recording pupils' country of birth and nationality could be used to "target support", no additional funding has yet been promised.

Instead, EAL funding — like most school funding — has been slashed in recent years and is no longer ring-fenced. It is now only provided for three years after a child is registered as EAL, but it can take up to seven years for a child to become fluent in English.

However, Smith queried the accuracy of EAL data if funding was attached to the levels, suggesting the DfE would find "rather more new arrivals than [it] previously thought, because people will play the system".

The accuracy of data collection in Wales has also been questioned in a report by Jonathan Brentnall, an education consultant, who assessed the Welsh system.

Leedham said there had been a "grassroots" movement of sorts to make sure there was a consistent method of assessment of EAL, and that it was wrong to just "grab the [scales] from Wales, without consultation".

She added: "There is no guidance, we do not know if they are going to be best fit, and there is going to be no moderation. It just doesn't sit well."

It is also not clear how the data will be used.

The government has said that it wants to find out how well pupils perform at school, but the department has also asked for a report into the "impact" of "mass migration" on schools. It stresses that the two projects are separate, but there are concerns in light of Brexit and a narrative across the country about the "impact" of immigration, particularly from eastern Europe, on public services.

Leedham said it was important to note there was "no evidence" of negative impact of EAL pupils on schools and other pupils.

"My gut says this data collection doesn't bode well. Why would you want to measure the impact of the children on the system if your interest was on best outcomes for those children? It doesn't make sense."

Jen Persson, from DefendDigitalMe, a campaign group calling for more transparency with pupil data, said: "Where statistics are already available for the legitimate educational purposes of children, we shouldn't hand over unquestioningly our named individual children's entire family and educational history to central government for fuzzy purposes."

Getting the data might also put schools in a difficult position. As Smith asked: "What are you going to do? Ask to see people's passports?"

Leedham said: "The whole 'go home' discourse just makes this even more sensitive." She said even "white, middle-class families" might be concerned about providing such information.

All commentators said that to be worthwhile, the recording of proficiency levels required a long-term assessment of a child across all subjects, made by someone with the correct training, in a consistent manner across all schools.

A DfE spokesperson said: "The department will collect data on pupils' country of birth, nationality and level of English proficiency through the school census in line with the national population census.

"The information will be used to help the DfE better understand how children with, for example, English as an additional language, perform in terms of broader learning."

These were good aims, Smith agreed, but he was unconvinced that it would make for better-informed policy-making.

"If you get poor quality data that you use to formulate policy you are going to get poor quality results.

"I am still struggling to understand what they are going to do with the data. If it is at all accurate, they will find out that proficiency band A, which is pupils very new to English, won't be doing as well in tests as others. But I can tell them that now."



The five new codes to assess EAL pupils



NEW TO ENGLISH

The pupil may:

- Use first language for learning and other purposes
- Remain completely silent in the classroom
- Be copying/repeating some words or phrases
- Understand some everyday expressions in English but may have minimal or no literacy in English

Needs a **considerable** amount of EAL support.



EARLY ACQUISITION

The pupil may:

- Follow day-to-day social communication in English and participate in learning activities with support
- Begin to use spoken English for social purposes
- Understand simple instructions and can follow narrative/accounts with visual support
- Have developed some skills in reading and writing
- Have become familiar with some subject specific vocabulary

Still needs a **significant** amount of EAL support to access curriculum.



DEVELOPING COMPETENCE

The pupil may:

- Participate in learning activities with increasing independence
- Be able to express self orally in English, but structural inaccuracies are still apparent
- Be able to follow abstract concepts and more complex written English

Literacy will require ongoing support, particularly for understanding text and writing.

Requires **ongoing** EAL support to access curriculum fully.



COMPETENT

- Oral English developing well, enabling successful engagement in activities across the curriculum
- Can read and understand a wide variety of texts
- Written English may lack complexity and contain occasional evidence of errors in structure
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

Needs **some/occasional** EAL support to access complex curriculum material and tasks.



FLUENT

Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.

Operates **without** EAL support across the curriculum.

Plans for company to buy land for schools finalised

JOHN DICKENS
@JOHNDICKENSSW
Exclusive

The Department for Education (DfE) has finalised the formation of an “arm’s length” private company to buy and develop sites for new free schools.

Schools Week can reveal senior officials at the DfE have signed off plans to establish the PropCo, which will be called LocatEd.

The company will take over the responsibility from the Education Funding Agency of acquiring and developing land for new free schools, university technical colleges (UTCs) and studio schools.

Recent job adverts for the department have also revealed that relevant staff will be transferred to the firm under TUPE arrangements.

Shares will be issued for the company, although it will be owned by the secretary of state and is expected to be classified as a “non-departmental public body” – meaning it has a role in national government processes but is operated at arm’s length from ministers.

In February, *Schools Week* first revealed initial details of the department’s plan, which ministers believe will help them to meet the manifesto commitment to open another 500 new free schools by 2020. It

follows our revelations that land issues, particularly in London, were causing scores of schools to delay opening or be scrapped.

The proposed Harperbury free school in north London was cancelled in March over site issues, despite two years of delays and £1.9 million already spent on the project.

A DfE spokesperson said: “Finding sites quickly is often the biggest obstacle to opening new schools, so it’s vital that we have the right people working for us to ensure this can happen, as well as providing best value for the taxpayer.”

The department previously said the company would recruit staff with a commercial property background and position itself as a “credible market player”.

Its “commercial identity” would bring a greater negotiating power and help to secure sites for the best market price, it said.

Formation of the company is being headed by a group of property experts including Elaine Hewitt, chief executive of NHS Property Services, a PropCo set up by the NHS to handle its “surplus” land.

Concerns have previously been raised in parliament that land belonging to academies could also fall under the remit of the group, and that this could eventually be privatised.



PFI costs scupper sponsorship plan

JOHN DICKENS
@JOHNDICKENSSW

An Ofsted-rated outstanding Staffordshire academy has pulled out of taking over a struggling school because of its costly private finance initiative (PFI) contract, despite being offered an “unprecedented” £1.5 million sponsorship sweetener.

Governors at St Joseph’s college, Stoke-on-Trent, have backed out of the planned sponsorship of nearby Birches Head academy after deciding the financial risks were “too great”.

The governors had already approved, in principle, to sponsor the school – currently rated as requires improvement – and St Joseph’s has been providing significant support since March last year.

But the takeover has been scuppered by Birches Head’s PFI contract. The school is tied into a 25-year contract to repay the private firm that built its school, and currently pays more than £380,000 a year. St Joseph’s said it could not afford this repayment.

Stoke council pledged £1.5 million funding over five years to offset these costs. *Schools Week* also understands the government agreed to provide funding for Birches Head based on its expected, and not actual, pupil numbers.

But St Joseph’s governors pulled the plug

last month.

The disclosure again highlights how PFI schools are a stumbling block in the government’s vision of an all-academy system, with sponsors wary of taking on “unattractive” schools.

A statement issued by St Joseph’s governing body read: “The financial risks associated with the formation of this multi-academy trust were too great, even though the city council had approved an unprecedented generous grant for five years.

“It is difficult when balancing the financial challenges with the educational needs of a child. We considered all of the information fully in making this tough decision, but feel that it was necessary in these circumstances.”

Birches Head was rated as inadequate in 2014. But it was rated as requires improvement in February and described by Ofsted inspectors as a “rapidly improving academy”.

Roisin Maguire, headteacher at St Joseph’s and a consultant head at Birches Head, said she was “very disappointed” with the governors’ decision.

“Public money is being used to bail out [PFI] schools – but sponsors won’t take them on with that liability.”

Maguire said Birches Head could now choose its own sponsor as opposed to government intervention.



Free school waits for Morgan to approve its European exam

BILLY CAMDEN
@BILLYCAMDEN

Exclusive

The country's only European-branded state school is at risk of not being able to offer its flagship qualification following an administrative foul-up.

Europa School UK (ESUK), based in Culham, Oxfordshire, has written to David Cameron, its local MP, to request official confirmation that students can sit the European baccalaureate (EB) when they transfer from an existing European School, funded by the European Union, which will close next year.

ESUK, a free school approved by the Department for Education (DfE) in 2012, currently has 364 primary pupils but will

double in size in September 2017 when its secondary school opens.

Among the newcomers will be a cohort of about 50 students currently in S5 (equivalent to year 11), who will be expecting to sit the EB, the leading qualification for European Schools.

However, as a state school, ESUK can only offer a qualification regulated by Ofqual – which the EB is not – or must acquire a letter of exemption from the education secretary.

ESUK has still not received such a letter from Nicky Morgan, despite the short time left to enrol the next cohort of EB students.

But Peter Ashbourne, principal of ESUK, said he was not worried as the letter was only a "formality".

"We see the matter as urgent so the proper paperwork in place now for students who are about to commence their baccalaureate.

"While awaiting the letter, we have been assured by the DfE that permission for us to offer the EB will be given and we proceed on that basis."

Ashbourne said if the school did not receive the exemption the school would not feature in league tables.

"That doesn't concern us because universities are well aware of the status of the EB and its value. I don't think our parents are choosing us because of our position in the league tables."

However, *Schools Week* understands that if an exemption is not received by the

enrolment date, the school cannot offer the course.

ESUK is one of 14 European Schools around the continent, traditionally set up to provide education for children whose parents are employed by European Union institutions.

But the free school is open to all pupils and is attended mainly by pupils who live near by, so will not be affected by the Brexit vote, Ashbourne said.

"Although the European School was set up because of a nearby European agency, it was never filled by children of that agency. It has always offered places to people in the local area, and beyond, who were interested in European education."

The DfE declined to comment.

END OF YEAR SPECIAL



A collage of various photographs showing apprentices in different industries, including construction, agriculture, science, retail, and healthcare, arranged in a geometric pattern of triangles and trapezoids.

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PROFILE

FREDDIE WHITTAKER
@FCDWHITTAKER

Angela Rayner, shadow education secretary

Angela Rayner has a constituent named Dave who calls her “Boudicca” in his emails.

“It’s because I’m fiery and tenacious and stand in the face of danger,” the new shadow education secretary tells me, as she poses for a photo near the statue of the Celtic queen opposite Westminster’s Portcullis House.

Rayner has been “squatting” here in the disused office of another MP after being appointed to Labour’s front bench last September, just four months after she was elected to parliament.

Now the 36-year-old MP for Ashton-under-Lyne is in the shadow cabinet, and seems undaunted by the prospect of scrutinising government education policies with an incomplete frontbench education team after a string of resignations left the top slot open for her.

“It’s about quality, not quantity,” she insists, after suggesting that junior shadow ministerial posts could go unfilled. “It’s about making sure that we do the job that we’re meant to be doing, and I will continue to do that. I’ve got passion by the bucket-load. I did not come from a privileged background; I shouldn’t be here, as the statistics say.

“I got here because I’m tenacious and I’m passionate. I will use every hour, every minute, that I can to ensure that I work with every possible available resource, including those who have chosen to go to the back bench. Because they have lots to give to our party and to the opposition.”

Rayner grew up on a council estate in Stockport in the 1980s. She struggled at school and became pregnant at 16, and, while many of her political contemporaries were taking their A-levels at independent schools or studying politics at Oxford, she got an NVQ in care and started work.

Perhaps understandably, it is these early life experiences that are the biggest driver for her desire to change outcomes for children.

Among other problems with aspiration, she says she wasn’t “school-ready”, even by the time she reached secondary school.

“My mum couldn’t read or write – still can’t – and also has bipolar disorder, so it was very challenging for us,” she says. “I come from a council house and we were on benefits when we were kids, so we didn’t have much money.

“But I didn’t deserve not to have the same chances because I was born into the area that I was born into. It wasn’t my fault that I never saw a book until I went to primary school. I didn’t know that I was a disadvantaged child. I didn’t know that I was a poor child, and the interventions that were in my life at the time, I just saw that as the norm.”

These experiences have created in Rayner a profound sense that young people aren’t being given the right message as they pass through education.

“I want to inspire the next generation of Angela Rayners to come in and be the scientists and MPs and world leaders, because they deserve to be,” she says. “Every child, no matter where they are in the UK, or from whatever background, has an absolute right to do the best they possibly can.”

Rayner, who followed up almost a decade in care work with a career as a regional convener for Unison, the public sector union, is the first to admit she lacks detailed education policy knowledge.

After pointing out that many of the 200,000 workers under her care in her union role worked in schools and colleges, she confesses that most of her expertise comes from being a mum.

Of her three sons, both Ryan, 19, and Charlie, 8, have had help at school with special educational needs. Her seven-year-old, Jimmy, doesn’t have SEN – “apart from having his mum as shadow secretary of state for education!”

“I NEVER SAW
A BOOK UNTIL I
WENT TO PRIMARY
SCHOOL”

ANGELA RAYNER

But despite her lack of policy know-how, it’s clear she has been talking – and, more importantly, listening – to teachers.

In a tirade worthy of the despatch box, she tells me that key stage 2 is a “nightmare”, and accuses the government of “setting children up to fail”. She also laments the one-size-fits-all focus on academic routes – something close to her heart as both she and son Ryan studied in the further education sector.

She also believes local authorities have a bigger role to play in schools, especially in delivering central services, while admitting it would be difficult at this stage to reverse academisation.

Attacking the pace of change, she claims experience is disappearing as teachers leave the profession in droves.

“The government should be listening to what teachers are saying, listening to parents, instead of forcing academies on to parents and on to teachers, and on to the governing bodies. It’s unacceptable.

“Telling parents they’re not wanted on governing bodies is ignorant – every single parent wants their child to do well in this country, and their motivation in that is about making sure that the school is the best it can be for all children.

“When you’ve got parents against you, teachers, the professionals, against you, then there’s something you’re doing that’s wrong. You need to listen to that.”

While Rayner clearly has passion and a lot of things she wants to achieve in this new role, she is undeniably inexperienced when it comes to policy, and will have to



Rayner supports a protest last year that called for the closure of detention centres in the UK



Rayner and Labour leader Jeremy Corbyn in the Commons

IT'S A PERSONAL THING

What’s your favourite book?

Stark by Ben Elton. Read it – and you will know why it’s relevant at this moment in time.

What’s your favourite thing about your constituency?

People are down to earth, like me. They’d give you the shirt off their back if that’s all they had. When I’m back at home, it’s just lovely to be around friends and around loving, nice people.

What do you like about London?

Probably the fast pace. It’s like going to university – although I never did – because a lot of the time you don’t actually get to see the city. I get up, come here, and then when I leave it’s often very late and I go back to bed. And that’s it. The only friends I see are the local takeaway and the Houses of Parliament, to be honest.

Curriculum Vitae

Education

1984 – 1991 Bridge Hall Primary School, Stockport
1991 – 1996 Avondale High School (now Stockport Academy)

Career

Home care worker, Stockport Metropolitan Borough Council
North west regional convenor, UNISON
May 2015 – present Member of Parliament for Ashton-under-Lyne
September 2015 to January 2016 Opposition whip
January to July 2016 Shadow pensions minister
June 2016 to present Shadow women and equalities minister
July 1, 2016 to present Shadow secretary of state for education

work hard to get the profession on-side, especially school leaders with decades of experience and training.

It is a relief, then, to hear her first priority is to find out more about what needs to be done.

She wants to speak to those involved in delivering education “across all the different key stages and sectors” to find out “what the landscape is”, and accepts she will need to do this in “much more depth” than she has as an MP.

“Now I’m the shadow secretary of state, they deserve much more diligence from me in terms of forensically

going through what the stakeholders are saying and then to come up with the alternative vision . . . to what this government is doing.”

As our interview ends, I manage to find one final thing that sets Rayner apart from her colleagues – including many in the Labour party. I ask if she believes her party can win a general election with Jeremy Corbyn at its helm, and she is characteristically assertive and unflinching in her response.

“Absolutely,” she says, without hesitation. And we leave it at that.

OPINION: FOCUS ON D&T



ROSS MCGILL

Deputy headteacher
Blogger @TeacherToolkit

EBacc will impact the life chances of every student

The numbers of teachers of creative subjects are declining, while design and technology is in its death throes. Ross McGill knows who to blame

The Department for Education (DfE) forces teachers to work like Mr Benn, the cartoon character from the 70s. Every day, he leaves his house and arrives at a fancy-dress shop where he is invited to try on a particular outfit. He then leaves through a magic door at the back of the changing room and enters a world appropriate to his costume, where he has a magical adventure before returning to his normal life.

This is very much like education. We go on a whistle-stop adventure of character education, "outstanding" hoop-jumping, rapid progress, acting on feedback and use of textbooks. Only to be told a few years later that Ofsted preferences and DfE claims lacked any substantial evidence that any of it actually improved standards.

Creativity will be choked out of every school in the country

I wonder how many schools and teachers feel like Mr. Benn wearing the latest DfE costume? The English Baccalaureate (EBacc) policy is a significant and serious distraction from other far more important issues in education and will impact on the life chances of students in every school.

If you think the EBacc curriculum is a good thing, there's a high chance you've never been involved in the teaching or direct management of a creative subject in a school.

An EBacc curriculum, specifically a 90 per cent compulsory measure, will choke creativity out of every school across the country.

You only need to speak to any teacher who teaches a non-EBacc subject and ask how often students have been taken out of their subjects to complete English and maths interventions, tutoring, revision or mock exams to ensure they achieve their grade-C pass. This is an outcome of schools punished

by unreliable Ofsted inspections, DfE league tables and politicians fascinated with ideas discovered on their tours to countries such as Finland, China and the US.

Recent reforms have had little time to embed as the new Progress 8 measure comes into place; it is evident on the frontline that government policy affects the work we do.

"Progress 8 will be overwhelmed by the EBacc before it has had a chance to prove its worth. The pace of change has become so intense in education that the government is increasingly replacing its own initiatives before they have even been fully implemented." (Russell Hobby, NAHT)

I support high academic performance, students being challenged and schools achieving the best results that they can. Who wouldn't? But as soon as the government imposes its measures, determining how schools are to be judged and directing schools to promote particular subjects over others, this impacts on the entire concept and purpose of education.

Between November 2011 and November 2014, the number of teachers of creative subjects declined 13.1 per cent. With further funding cuts, creative subjects are already being squeezed out as schools look to make savings to survive.

As for design and technology (D&T), recruitment is at breaking point. Only 41 per cent of initial teacher training places in the subject were filled this year. Examination entries have been steadily in decline and departments are getting smaller by the year.

In November 2015, Nick Gibb announced a new a new, gold-standard D&T GCSE to "inspire the next top designers", and that would give students the chance to develop their own design briefs, projects which could lead them to producing anything from furniture for people with disabilities to computer-controlled robots. Wait a minute, Mr Benn! This is not revolutionary – it was very much the same 20 years ago!

The D&T GCSE has just registered the lowest exam entries in a decade. This is nothing to do with the syllabus – which was already robust – but everything to do with the EBacc and the low status assigned to D&T by the DfE.

It's time Mr. Benn stopped walking through that magic door and triggering any more adventures to the detriment of our students.



STEVEN PARKINSON

Assistant principal UTC Leeds,
specification and sample
assessment material (SAMs)
developer for OCR

D&T departments must adapt or end up on the scrapheap

The new D&T GCSE specification became available this term to allow teachers to prepare for the changes that will be implemented from September next year. Steven Parkinson explains why it represents a real opportunity.

Design and technology (D&T) is at a crossroads. One road leads off a cliff. At the bottom of the ravine lies a pile of broken stools, pencil cases and wooden bubblegum dispensers.

Another road leads to a bright, technological future, where D&T workshops are preparing today's pupils for the world they will live in – a world not of homemade coffee tables (there is, of course, a place for woodcraft, albeit a heavily reduced one) but of robotics, 3D printing and iterative product design.

D&T departments will need to adapt or die. Departments are disappearing, a phenomenon not aided by the focus on EBacc subjects. However, where D&T is done well – capturing pupils' imagination and preparing them for the world they live in – students are flocking to it in droves.

I spend half my time teaching and the other half showing D&T departments how to modernise. While I have worked with some talented teachers, there are others whose skills are not sufficient for the modern age. This is not only their fault: greater investment is needed in training, and the old curriculum was not fit for purpose. The recent overhaul represents a turning point for our subject, but it must be implemented well if we are not to be consigned to the scrapheap of history.

Here are five changes and why they are necessary:

"Coursework" starts with contexts, not briefs

In the past pupils have produced identical products in response to closed briefs, such as "design a chocolate bar wrapper", that leave little room for creative thought.

Exam boards will now provide "contexts", such as: extending human capacity; improving living and working spaces; or securing the future, to which students will be encouraged to respond with freedom and creativity. It won't be unheard of for 20 students to be simultaneously designing 20 different products.

Materials chosen based on their appropriateness to the problem

Gone are the days when the entire class made everything out of wood, because they were

taught by a former woodwork teacher.

D&T departments will need to work as teams and embrace all materials and processes to best equip their students with the most appropriate tools needed to solve the problem. After all, would a designer or engineer disregard a material because they had more experience with others?

The old curriculum was not fit for purpose

New and emerging technologies, many of them disruptive (eg, robotics and 3D printing) will be in great demand

Students must be given opportunities to explore digital technologies to solve problems – and teachers need to accept they may have a 12-year-old who surpasses them in electronics. With low-cost electronic programming systems such as the BBC Micro Bit, Crumble and PICs, the opportunity to explore new technologies has never been greater.

Iterative design to promote high-quality design thinking

Iterative design leads to high-quality products; four sketches on a piece of paper don't. We're transitioning from 2D drawings of superficial solutions – a storage unit with a trophy shelf here or there – to real-life prototypes and feedback. Whether using traditional methods, computer-aided design or 3D printing, the use of technology to photograph, screenshot and document constantly-changing iterations will develop higher-order thinking.

The exam is now worth the same marks as non-examined assessment (NEA)

One D&T exam, worth 50 per cent, will replace the previous material-specific papers (worth 40 per cent). And while students will be able to select materials for certain questions, the entire breadth of D&T will be examined.

A more balanced distribution of classroom time between exam preparation and NEA will thus be essential.

The new NEA contexts will be provided on June 1 of year 10, meaning that teachers will need to spend the earlier years laying the foundations of knowledge and skills, to create independent problem-solvers who are ready to tackle the NEA in year 11.

OPINION

PFI contracts can work, says Julia Harnden, but they also can have a negative impact on school finances

PFI is an acronym that has caused huge controversy. The private finance initiative has transformed the social infrastructure of the UK, enabling arguably the biggest investment in schools, hospitals and other public projects since the Victorian era. But for some it has come at a high price, leaving a legacy of unsustainable debt.

The Association of School and College Leaders (ASCL) has found that some schools are paying as much as 14 per cent of their funding each year to cover the costs of these deals. This is a particular problem in a time of real-terms budget cuts.

So what are they paying for? In a nutshell, private sector providers build and operate the school infrastructure and provide facilities management services, such as cleaning, maintenance and security, for the length of the contract – usually 25 to 30 years.

The school is not party to the contract; it exists between the local authority and the PFI contractor. The authority is responsible for managing and enforcing the contract, but there is a cost to schools of training staff to monitor service provision.

The authority pays a fixed monthly charge for the capital investment, facilities management and any IT services provided. Schools contribute to this charge, as well as to the costs of any additional work undertaken by the facilities management provider.

The monthly fixed-charge rises with inflation, and additional works are usually



JULIA HARNDEN

Funding specialist, the Association of School and College Leaders

PFI must not be put into the 'too difficult' drawer

subject to a management fee, which could be up to 15 per cent of the cost of the work.

One of the appeals of PFI is the assurance it gives schools that buildings, fixtures and fittings will be maintained to nearly-new standards. In some cases, schools are very happy with these contracts.

There is a flip side, however. Some schools, for instance, tell us about furniture that is replaced "under life-cycle" when there is nothing wrong with it. There should be flexibility to redirect these funds to meet changing curriculum needs or to update the toilet block that actually needs it.

It can also take a frustratingly long time to instigate small changes, such as buying additional desks or installing a plug socket; the contract prevents schools from making changes via more traditional and cheaper routes.

In theory, PFI contracts are also designed to incentivise the service provider to carry out work to specified timescales and standards. In practice, it can take schools many months to receive any recompense when things go wrong.

What is worse is the impact of having facilities that are unavailable – such as sports pitches out of use for a winter.

What can be done? The central "disconnect" in PFI is that the contract is not with the end user (ie, the school) but with the local authority. In other words, the school does not have a direct "voice". How vigorously local authorities police these contracts is variable, and the situation is becoming more complex as their role shrinks.

ASCL wants the government to carry out a value-for-money review of PFI contracts. School business managers are skilled and

effective in challenging suppliers and managing contracts to ensure value for money, so why not turn directly to them to provide their assessment of how well these deals are working?

Guidance issued by the Treasury in 2011 on how the public sector can make savings on PFI projects suggests an 11-point plan detailing the steps to be taken in a contract review. Points one and two say:

1. Check that the existing contract is being managed effectively.

Furniture that has nothing wrong with it is replaced

2. Check whether the payment mechanism is being used with effective performance monitoring and payment deductions.

If the government is truly committed to supporting schools to achieve financial efficiencies, tackling value for money in PFI contracts would be a leap forward.

In many cases efficiencies could be realised simply by giving schools a voice – ask school leaders these two questions and hear what they say. Let's seize the opportunity to make a real difference to the financial health of PFI schools.

REACTION

GARTH STAHL

Lecturer in literacy and sociology, University of South Australia



Educators should allow students to feel working-class pride

Tony Sewell gets some things right, but his rhetoric on social mobility should be approached with suspicion, says Garth Stahl

Last week at the Festival of Education, Tony Sewell, chief executive of Generating Genius, made some interesting assertions regarding working-class youth, social mobility and the role of education.

Sewell discussed his aggressive zero-tolerance approach to the academic achievement of Afro-Caribbean males enrolled in Generating Genius. He described his programme as "unashamedly a Pygmalion exercise" where he highlights how – through academic rigor – he has made the young men in his care "middle class". In a conversation with Laura McInerney, the editor of *Schools Week*, Sewell highlights: "What our kids are

able to do is that they are so confident, they are so exposed to the world – the same world as their middle-class counterparts..."

He says that we must guard against "stagnation" and reward those who have the "courage" to climb the social mobility ladder. This is a rhetoric closely aligned to current education policy.

Furthermore, in challenging deficit views of working-class children, Sewell claims that for working-class youth to aspire beyond their social position is the equivalent of "coming out sexually".

This is, of course, highly problematic.

However, before I draw attention to the errors of Sewell's approach, it is important to remember that education has always been about changing people.

Students from working-class backgrounds have always been constructed through deficit where their lack of achievement has served as

a proxy to reaffirm the higher achievement of their middle and upper-class peers.

Despite the social justice sentiment, Sewell's rhetoric should be approached with suspicion from anyone wanting the best for working-class children. And propelling working-class children to middle-class lifestyles should be questioned. I will focus on three key reasons why we should remain sceptical:

1) Treating education and academic attainment as a "Pygmalion exercise" can lead to well documented, long-term psychological effects, a phenomenon known as "John Henryism". Briefly, when goal-oriented, success-minded people strive ceaselessly to become socially mobile in the absence of adequate support and resources, they can confront serious physical and mental health challenges. Therefore, it would seem it is less about Pygmalion and more about the Icarus.

2) Generating Genius's approach focuses on promoting social mobility through experiential learning (such as visits to Russell group universities) and degree level qualifications. Sociological research today consistently shows that social mobility is heavily impacted by place and social capital, two things that schools serving working-class communities have found difficult to counteract. Furthermore, it is worth noting that social mobility is also dependent on economic opportunities, which are very restricted in the United Kingdom.

3) What Sewell ignores is that not all working-class children want to be middle or upper

class. Many see their working-class identity as remaining true to their roots. One would think working-class youth – and all youth for that matter – want to see themselves as worthwhile, regardless of what their aspirations are. Despite being constrained by opportunities and barriers, aspirations are choices. Gay, bisexual and transgender youth do not have a choice about their sexuality and I think we can all agree that was a very poor choice of words.

Educators should work to ensure all students have the right to question standard views of aspiration as well as the people who promote such views.

Narrow neoliberal conversations about the aspirations of working-class youth do us few favours. We should be suspicious of the words that pundits of social mobility use; "genius", "excellence", and "competition" are innately problematic. Educators should also ensure all aspirations are validated and they should open up spaces for students to feel working-class pride.

Regardless, Sewell does get a few things right. He draws our attention to toxic peer groups that restrict aspirations as well as forms of UK schooling that can only, at the best of times, be considered Dickensian. The lingering question Sewell forces us to consider is: Can we raise student aspirations without depreciating their working-class culture?

Garth Stahl is the author of Identity, Neoliberalism and Aspiration: educating white working-class boys (Routledge)

REVIEWS

SUMMER BOOKS



What are you reading? Seven teachers, heads and trust chief executives let slip the answers they'd like to hear

'If you can discuss fiction, I know you've seen the world'

Carolyn Roberts, headteacher, Thomas Tallis school, and interim head, The John Roan School, both in south London

I have a shockingly poor attention span in interviews. If I'm going to have to see you every day, I need to get under your skin. Asking about hobbies sounds pervy, and I don't want anyone to start talking about sport. So I ask "What are you reading?"

The question comes immediately after: *what really excites you as a scientist/artist/historian/economist?* In that I'm trying to find out if you still think and care about your subject. I love abstruse and incomprehensible replies. I've been down some real rabbit holes: gender politics and the Tudors, plate tectonics in daily life. Artists bring me their paintings and musicians play to me. Linguists perform in as many languages as they can teach. Theologians second-guess my liberal Anglican prejudices.

The reading question exposes another side. I'm not really worried about the reply. If you've got the nous to come up with a fancy answer I've no way of checking if it's true: I'm not going to rummage through your bag or visit your bedside table. I just want an engagement with an inner world.

I prefer fiction, but I'll settle for geeky texts. If you've small children (we notice the sick on your tie or the quick snooze in the staffroom) I'm happy to hear about *The Hungry Caterpillar*. I had an unsettling experience with a gory true crime aficionado and was once surprised by Schopenhauer, but generally people are apologetic. "I'm just reading a novel" as if this weren't one of the crowning achievements of humanity. Literary novels inspire, detectives compel and if chick lit helps you to unwind, who am I to judge? I love you if you love J L Carr and loads of you live for Dickens or the brooding

Brontës, or *Rivers of London*. I get some interesting tips and sympathise if you can't remember the title of an electronic book.

Isn't that all jolly? A ha, but there is a trap. To put your mind at rest as you try to retrieve that pesky title from your addled memories, I lie to you. "There's no wrong answer," I coo, which just isn't true. "A new report on key stage 3 assessment" is a wrong answer, as is "The new A-level spec". "Teach like a Chump" and its thousand varieties rings a QI-style klaxon and anything with "mindset" in the title blows a raspberry. I'm terminally uninterested if you declare "after finishing my marking I check on [some ghastly] online forum to help my pedagogy" and bang my head on the table at the super-smug "I've no time for reading". Even "I try to get through *The Guardian* Weekend magazine before Thursday" is better than "I'm really getting deeper into *Bloom's Taxonomy of Learning Objectives*."

I know I'm unreasonable. We all want reflective practitioners and time is short. Once you've finished your marking, bathed the cat and watched seven episodes of *Game of Thrones* there isn't much time for Austen, but that won't do for me. I need teachers who have a rich hinterland, and who can encourage reading in children. I want them to have read enough books not to be embarrassed when faced with a class reader. I want them to be keen to enter another world for a bit, and I want them to do it for themselves. I want people about me who understand the consolations of poetry and the great words that have shaped our destiny.

Reading is cheap and easy. Anyone can do it and it makes you a better person. A weeping child

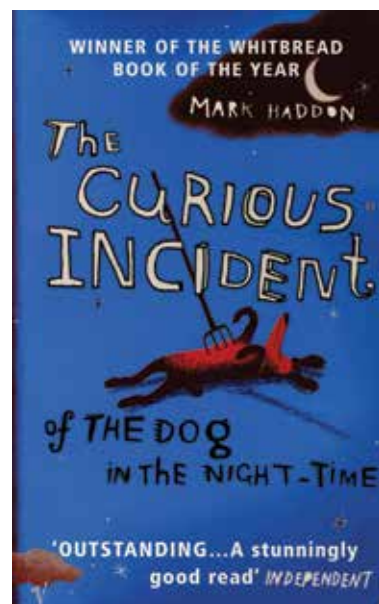
can't be comforted by someone who only knows how to assess them, and not how to feel their pain. You might have gone straight from school to university and back to school, but if you can discuss fiction I know you've seen the world.

If you want to work with me, close the life-after-levels blog and pick up a good book. Find a comfy chair and lie in the arms of seething humanity for an hour. Get a bit of perspective. It'll make you happier children. and help all of our



Zoe Mather, assessment and achievement lead, Beverley School, Middlesbrough

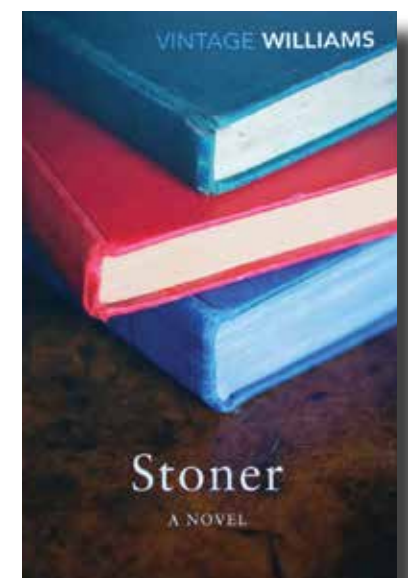
Any member of staff coming for interview in my setting and asked about what they are currently reading for pleasure could not go far wrong with *The Curious Incident of the Dog in the Night-time* by Mark Haddon. Everything – from the prime number chapters to the descriptions of how he tries to fathom the complex and subtle body language and subtext of the people he encounters – would give staff a head start on understanding our unique pupils. At certain points I can see similarities with my students and empathise with the often confusing social precepts that we, society, seem to get by osmosis. After a number of years in mainstream I found that I "fell"



into special education and began to climb the steep slope of learning that no PGCE had prepared me for. If only I had had the opportunity to understand what it is like to have Asperger's syndrome or an insight into autistic spectrum disorder. The struggles with ordinary situations that you or I take for granted are eloquently described, giving tremendous insight. A definite must, a foothold on that steep slope!

John Tomsett, head of Huntington school, York

Stoner by John Williams is for reflective, thinking people. It is about the unremarkable nature of our lives, about missed opportunities, about the passing of time. And it is, overwhelmingly, about love found, love lived and love lost. The story of a minor academic, William Stoner, who

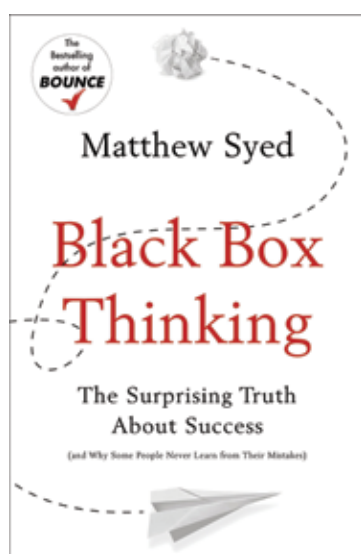


teaches at the University of Missouri, it has an epic sweep that is kept in check by the seeming mundanity of the main character's uneventful life. Williams' prose has a clarity borne

of Orwell and Carver combined, wherein half the joy of this extraordinary novel lies. I discovered *Stoner* as I turned 50, the age when you plan what you would like to do with the limited life you have left. Sarah Churchwell described it as, "A lovely, sad little masterpiece, the kind that colours your mood for days." I was moved by *Stoner* beyond imagination. I literally could not put the book down. The day after I finished reading it, I came home from work, changed and sat in the front room with the book on my lap, cradling it as if it were a gold bar. I would probably hire someone who said they were reading *Stoner*.

Dave Baker, chief executive and executive headteacher, Olympus Academy Trust

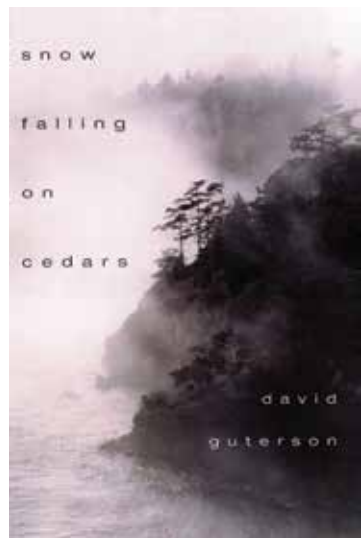
I love anything in the genre populated by Malcolm Gladwell (*Outliers*), Dubner and Levitt (*Freakonomics*) and most recently Matthew Syed (*Black Box Thinking*) so I would become over-enthusiastic in an interview if a candidate talked about the need for "10,000 hours of purposeful practice" to become expert at something or "marginal



gains" and "a culture of openness to learn from mistakes as seen in the aviation industry compared with the medical profession". Similarly, holding forth about learning from cultures around the globe in relation to being summer-born and chances to be successful in sport will get me hooked.

That said, I may glaze over and

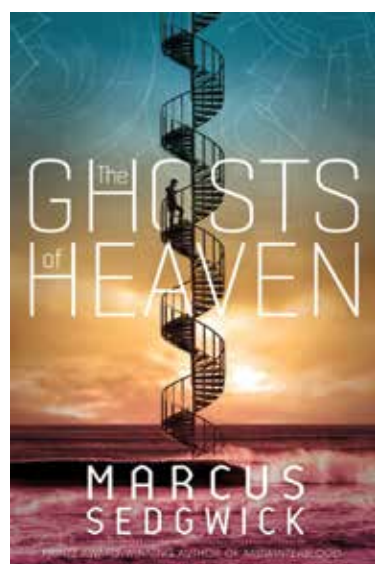
become reflective if a candidate refers to a character from a Wilbur Smith adventure novel set in times past, or makes reference to Ken Follett's Century trilogy – I love historical fiction. Equally, courtroom drama, such as a John Grisham



novel, or David Guterson's *Snow Falling on Cedars*, could have the same distracting power.

Kathleen McGillicuddy, deputy headteacher, Orchard School Bristol

Marcus Sedgwick's *The Ghosts of Heaven* is my choice. It's a novel of four quarters that can be read in any order; this tinkering with comfortable notions of linear narrative structures draws us into the complexity of Sedgwick's multiverse. I learnt about the maths involved in spirals and helixes as well as the



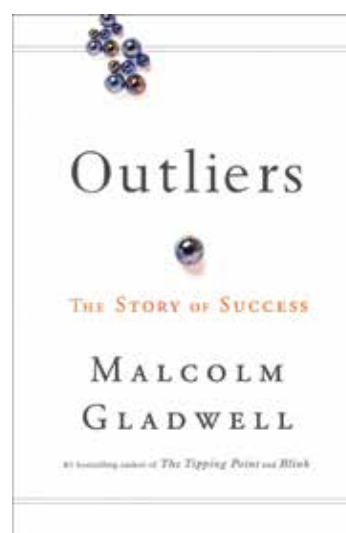
theory of wormholes, and sometimes felt this was not so much reading a book as learning a whole new subject.

Perhaps the coolest part is the cipher Sedgwick has included. He offered no clues as to how to solve it and one of his readers took up the challenge and, a year later, solved the riddle. This is a book that demands your cerebral input and, whilst not necessarily an easy read, it is definitely satisfying! Following, Sedgwick's own logic I am probably watching myself read it in a different universe right now.

Catherine Barker, head of music and performing arts, United Learning

Lean In by Sheryl Sandberg and *Outliers* by Malcolm Gladwell. Everyone should read both, but if I had to choose one for a prospective colleague, it would be Gladwell's.

The question, "Why do some people achieve so much more than others?" is at its heart. There is true beauty in



his clear and simple narrative and Gladwell twists and turns through social narrative, commentary, economics and analysis. Much of his hypothesis is now well known: evidence about the power of practice (10,000 hours if you want to get really

good at something) has gone on to be influential on public thought.

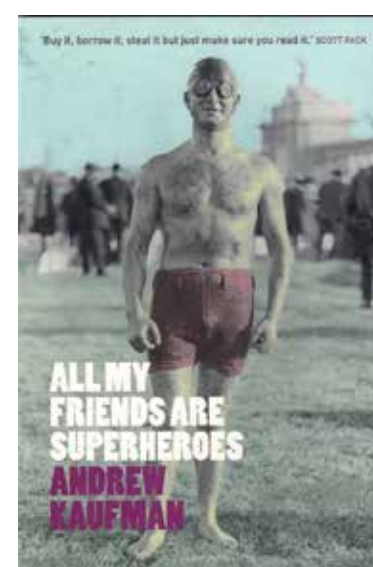
Most importantly, the best take-away is a call to arms for those who really believe in change: "To build a better world we need to replace the patchwork of lucky breaks and arbitrary advantages that today determine success [...] with a society that provides opportunities for all."

Opportunity for all? Yes please, new teacher – come and find a spot for your mug in the staffroom...

Andy Smyth, pastoral lead and English teacher, Beverley School, Middlesbrough

The book that would catch my attention in *All My Friends Are Superheroes* by Andrew Kaufman. If you have ever fallen in love, if you have ever felt alone in a relationship, if you have or have ever had friends or known people or even just observed other people going about their business, you should read this book. In fact, if you have ever lived on this Earth, you should read this book.

Tom is invisible to his wife. His friends are all superheroes. Whilst this may not sound like the backdrop to one of the most touching and uplifting love stories ever written, it is! And it is made all



the more poignant by Kaufman's ability to balance the quirky and the sentimental, the surprising and the familiar, the real and the surreal.



If you'd like to review books for *Schools Week*, contact our Features Editor at catherine.murray@schoolsweek.co.uk or [@cathmurray_news](https://twitter.com/cathmurray_news)

REVIEWS

TOP BLOGS
OF THE WEEK

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



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

Should we teach confidence classes?

By @HuntingEnglish

This post is a response to a recent suggestion by television presenter Ben Fogle that schools should teach confidence. Alex Quigley argues that, while developing confidence is a good thing, replacing time spent on academic subjects with confidence lessons is self-defeating, as academic success helps to build confidence. He argues that if you want to give students confidence, you should give them something to be confident about.

Finding strength in our weaknesses

By @LeeA1990

A PE teacher describes how he found himself, perhaps literally, out of his depth when having to teach swimming without a lifeguard. He took swimming lessons in his own time, and practised (a lot), to ensure that he was able to do his job better. "I now have no qualms about admitting to people I went on this journey. Anyone who ever makes you feel bad about trying to better yourself is a person you should try hard to distance yourself from."

Cognitive load and problem-solving

By @jemmaths

This post, focused on maths teaching, explains how the mind works, and how students can learn to problem-solve. The key is to be secure enough in your knowledge to be able to apply it without overloading working memory. So instead of teaching

discrete lessons on problem-solving, it is best to teach content and introduce problems involving that content once students have mastered it.

When the evidence is not all that it seems and the case of the 0.84 effect size for leading teaching learning and development

By @DrGaryJones

According to Gary Jones, an advocate of evidence-based leadership in education, the evidence that suggests schools leaders can make a big difference by leading and participating in the training of their teachers is not as convincing as it first appears. The studies are all based in the US and mainly involve primary-age students and so might not apply to secondary schools, particularly in the UK.

Teaching vocabulary

By @jo_facer

An English teacher describes how she was initially sceptical about requiring her students to memorise, and be tested on, new vocabulary. "Everything I'd read, believed, told me that rote-learning vocabulary was a bad idea. It was far, far preferable to read widely, flag up new words, and allow children to just absorb them." However, she was surprised to see a dramatic effect on her students' writing.

The culture of emotional manipulation

By @AnthonyRadice1

Anthony Radice has been reading *The Dangerous Rise of Therapeutic Education* by Dennis Hayes and Kathryn Ecclestone. He agrees with the book's thesis that schools should not be trying to identify their students as being in need of therapeutic interventions. "This view of humanity pushes to one side the traditional view that we all have free will and reason, that we need to struggle to achieve anything, and that suffering is an ordinary part of human experience."

The effects of exclusion

By @greg_ashman

There is an ongoing debate about the effects of exclusion on students. Maths teacher Greg Ashman is concerned that much of the evidence here assumes that correlation is causation. So, if a higher rate of exclusion is correlated with other problems, it must cause them. If those who have been excluded once are more likely to be excluded again, it is assumed that this is an effect of the exclusion. This is a basic error in interpreting statistics.

BOOK REVIEW

The Gene

Author Siddhartha Mukherjee

Publisher Scribner

ISBN-10 1476733503

ISBN-13 978-1476733500

Reviewer Cath Murray

★★★★★

If you're not a science teacher, you may think this book is not for you. Think again. Whatever your background, Siddhartha Mukherjee's *The Gene* will make you more connected to medicine, science, history and frankly, the trajectory of human thought.

My only caution would be not to recommend it to too many people. Once this becomes common knowledge, we won't sound half so impressive. So slowly does it... But for the select few, here's why it matters.

First, arts people (and school leaders), this book on genetics kicks off with an entire chapter on the history of the eugenics movement's role in the Second World War. Cross-disciplinary, *tick!*

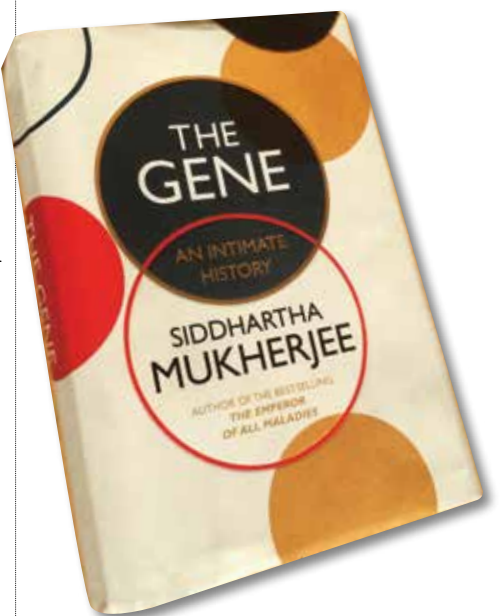
Second, science teachers, here's a thought. I never imagined that as a non-scientist I would be able to really grasp how a caterpillar becomes a butterfly. Much less, to visualise the processes by which haemoglobin carries oxygen or the structure of DNA is determined. And I don't profess to have the answers to how to get teenagers passionate about science, but I can't help feeling that Mukherjee's text brims with potential.

The biologists were the cool kids when I was at university. They went on field trips to exotic places, slept in hammocks, studied chameleons and practised free love. We philosophers sat around getting stoned, applying the brilliance of our barely formed minds to the problems of the universe. They got out there and studied things that you can lay hands on.

So you can't lay your hands on genes, but you can, it seems – if you have Mukherjee's literary talent and scientific knowledge – paint really clear analogies of how they work.

How did I get this far in life, I found myself wondering, without knowing that the predominant theory of procreation, for a couple of hundred years, was that the sperm contained microscopic blow-up dolls that were implanted then inflated inside a woman's womb? They called them *homunculi*.

Or that the gentle-mannered Eastern European monk Mendel (famous for diligently recording his selective breeding experiments on tens of thousands of peas and compiling the first proof for indivisible units of heredity, later christened genes) was shunned as an outsider by the academic community and his work ignored for 40 years?



Such is the power of Mukherjee's story-telling, that I reached page 105 – of a book on *genetics*, people! – before encountering a concept that was not entirely accessible.

Herding student ecology groups around the tropics for four years in the hope of some kind of intellectual osmosis, I heard some cool stories along the way. The entomologists used to describe metamorphosis by saying that the caterpillar turns into a kind of soup inside the chrysalis, which re-forms itself into a butterfly. And to be honest, this all sounded like so much magical thinking to me. But Mukherjee walks the reader through the genetics until this becomes not only comprehensible, but kind of obvious. "Oh yeah, of course!" you find yourself thinking, "*Caterpillar soup makes butterflies – totally logical.*" Need I say more?

And don't even get me started on how the chapter on forced sterilisation of undesirables as a response to mass immigration of the 1920s contains some poignant messages for our time.

Having grown up in a fundamentalist religious community and refused to have my biology teacher even *explain* evolution to me, I spent a lot of time at university hovering in the background, hoping to catch some of the intellectual breeze wafting off the biology students, who lived and breathed natural selection and whose bible was Dawkins' *The Selfish Gene*.

Surely *The Gene* has to be the new bible for a new generation of aspiring biologists, biochemists and, frankly, thinking people?

So whether you're a teacher or parent attempting to inspire a reluctant teen to get excited about science, or you simply want an erudite anecdote, this book is for you. It's a dazzling example of scientific story-telling, and definitely my book of the year.

What have you been researching?

I am looking at the education of Muslim students and in particular, Muslims' expectations from education and educational leaders in contemporary societies, and Islamic faith schools.

What are the main issues?

In the wake of 9/11 and George Bush's reaction, many young people were suddenly made aware that being Muslim was a defining aspect of their identity.

When you are living in a Muslim country, you don't think about whether you are Muslim or not. And immigrants used to see themselves primarily as different cultural groups, but after 9/11 race identity morphed into a faith ideology. Even very small children suddenly found themselves pushed into a faith identity that wasn't their conscious choice. When you start living with an identity, you take on that conflict, which then forms your mind and views. I don't think any of the policymakers realised how it was going to affect an entire generation.

How do you see this mentality affecting schoolchildren in the UK?

I wouldn't say it is clearly an educational development; it is more of a socio-political development. But schools are afraid of tackling these things head-on.

One young boy I spoke to asked his teacher, "Why are the other children calling me Paki and Bin Laden?" And the teacher responded, "It's just a bit of

RESEARCH CORNER

Q&A

DR SAEEDA SHAH

Reader in the school of education,
chair of CSSAH equality and diversity committee,
University of Leicester



The education of Muslim students in turbulent times

teasing". This is not teasing. These needed to be taken explicitly as racist comments. I call it religious racism, although it's not an official term.

There needs to be appropriate programmes for teachers and school leaders, to provide deeper understanding of how we can better understand and respect other human beings.

What do you think of the Prevent strategy?

It's not only religious leaders the government should be consulting on policy; they have often received a religious education and may not understand the

needs and challenges in today's multi-faith multicultural schools. There are plenty of Muslim academics who have a deeper understanding of the wider educational and societal context. And does Prevent really prevent? Reporting children at the slightest suspicion is dangerous for the children and for society, because they then feel alienated. Of every 100 pupils reported, there are probably 99 who didn't need to be, but who are still isolated and singled out.

Teachers need to be taught how to deal with these issues in a deeper way. But they are also overworked, and policies from government put a lot of pressure on them.

Is this really going to be for the good of society in the longer term? I don't think it is – teachers and leaders need to be told, "We are not policing you to see whether you are reporting pupils or not, we are leaving it to your good judgment."

What have you learned from visiting Islamic schools in the UK?

I felt a lack of close communication between Islamic faith schools and mainstream schools. The same applies to Jewish schools, which are often also isolated from the mainstream.

Segregation will mean an absence of dialogue and communication – then less and less understanding. At present, state schools may visit mosques and gurdwaras and temples, which is cultural education. But there should be more information sharing about educational issues.

If the faith schools have high achievers, what strategies are they using? How can these be shared with other schools? If mainstream schools are facing challenges, why not ask for advice from those with high numbers of Islamic students? There are many more Muslim students in mainstream schools than in Islamic schools; it is important they are brought together, and there needs to be a wider sharing of practice.

Saeeda Shah is author of Education, Leadership and Islam: Theories, discourses and practices from an Islamic perspective



A week in Westminster

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

THURSDAY:

The schools community was in shock as a politician it knew well unexpectedly threw a hat into the ring for the Tory leadership race...

...and it wasn't Nicky Morgan.

Michael Gove, former education secretary and architect of the academy programme's rapid expansion, became an unlikely challenger after announcing there was no way he could back Boris Johnson, a former London mayor and new MP.

Another education heavyweight is also involved in the leadership bid. The New Schools Network confirmed on Thursday morning that its director Nick Timothy, a former chief of staff to Theresa May, is on unpaid leave and working on a political campaign. It didn't take long to work out which one.

Meanwhile, Sir Michael Wilshaw was leaving a warning for his successor. (Who will it be? No idea at min, see page 3). Ofsted's annual accounts reveal a funding blackhole of £31 million over the next few years. Wilshaw insisted the required budget

reductions were possible, but would require "significant change". Much easier to say when you're heading for retirement, than on your way in through the front door.

FRIDAY:

After the resignation of two shadow education secretaries, Labour HW finally appointed Angela Rayner, profiled in this week's edition (page 10), an MP who has enjoyed a meteoric rise since first elected for Ashton-under-Lyne last May.

Many will remember the days when being a whip, a shadow junior minister and serving in the shadow cabinet took about a decade. She has managed it in just 14 months.

SATURDAY & SUNDAY:

What? Everyone had to sleep sometime.

MONDAY:

Education questions on Monday was led by

Rayner, who had all of three days to prepare for the role.

The MPs actually asking questions mostly included the former (resigned) shadow education team, leading schools minister Nick Gibb to affectionately dub them the "shadow shadow" education team.

Answering a question on teacher salaries, Gibb said they would keep pace with the economy because of "market forces". Erm. Those same "market forces" that mean teachers are exiting the profession at the fastest rate since records began, eh Gibb? (See page 3).

Rolling from this session into an EBacc debate in the afternoon, Gibb faced questions about the exclusion of arts subjects from the government's proposed compulsory subjects to age 16. He said they couldn't be included because the number of subjects had to be limited to make sure there was enough time for everyone to do arts subjects. Yeah. We couldn't work that out either.

TUESDAY:

Strike. Strike. Strike. The usual tussle over

how many schools were closed but the final official answer was about 12 per cent.

WEDNESDAY:

Less than 24 hours after a strike, in which tens of thousands of teachers hit the streets to demand a better deal and improved working conditions, and the government released its pay plans for the autumn.

Teachers will get a 1 per cent uplift on salary grades, although these aren't required in academies (which is sort of what the strike was about really). See page 4 for more, and we have the full scales online too.

A major study into teacher recruitment and retention appeared in our inboxes from the government as we went to print. It revealed the "confusing, contradictory and overwhelming" pathways into teaching, that programmes such as Teach First have high drop-out rates over a three-year period (not a shock) but – perhaps more surprisingly – that teachers from ethnic minority groups have very low retention rates too.

CHECK OUT @SCHOOLS WEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Emaleigh's big chop for cancer

A brave 12-year-old chopped off her hair to raise more than £1,000 for a cancer charity.

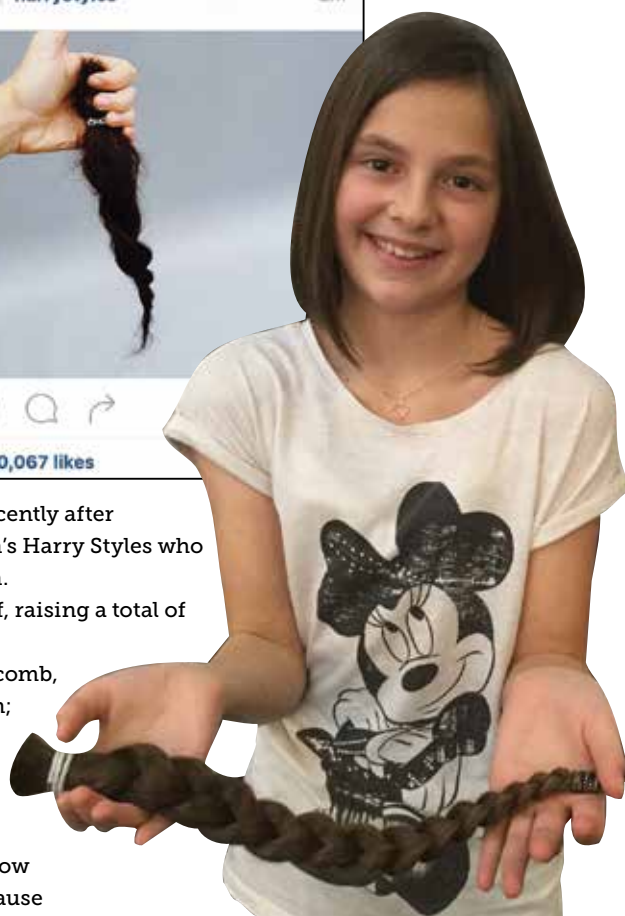
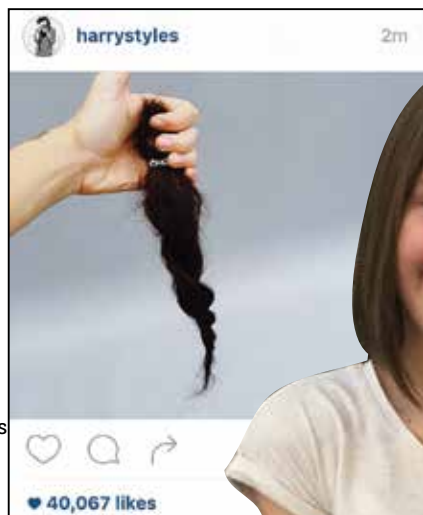
Emaleigh Holder, a year 7 pupil at Rendcomb college in Gloucestershire, wanted to do something to raise money after the death of a family friend.

She chose to chop her locks in aid of the Little Princess Trust, which makes real-hair wigs for children who have lost their own through cancer treatment.

The charity hit the headlines recently after receiving hair from One Direction's Harry Styles who joined the #hairtospare campaign.

Emaleigh had nearly 16in cut off, raising a total of £1,222.

Rob Jones, headmaster at Rendcomb, says: "I am very proud of Emaleigh; she has sought selflessly to make a poorly child's life better with her donation. She is a role model to her peers and I hope her act of kindness will inspire others to follow in her footsteps by supporting a cause close to their hearts."



Rendcomb college pupil Emaleigh Holder holding her chopped locks

School marks anniversary



Cranleigh pupils and staff gather for the unveiling of its new war memorial

Cranleigh school in Surrey has unveiled a contemporary war memorial to commemorate the 100th anniversary of the Battle of the Somme.

Students and staff gathered at the front of the school on June 1 to watch Richard Dannatt, former head of the army, unveil a statue sculpted by Nicholas Dumbleby, the creator of the well-known "Whistler on the Southbank". The new statue, called "Leaving", depicts an 18-year-old youth and is encased in a stone plinth that has been

shelled and mortared.

The bronze and Bath stone statue is 3½m high and has the words "We Must Love One Another or Die" on its plinth. Names of past pupils who died at the battle are inscribed around its curved glass terrace.

Student Charlotte Johnson says the piece "profoundly captures the pride and the courage that all the young men from Cranleigh would have walked out of the school gates with as they headed towards the front lines to fight for their country".

The sky's the limit for Bristol students

FEATURED

Year 8 pupils at Bristol Metropolitan academy will build their own aircraft as part of an Airbus Flying Challenge, which aims to engage the young people in science, technology, engineering and maths.

A spokesperson for the aerospace company's programme, which is being run for the first time in the UK, says the challenge will give the students a real opportunity to work with engineers at the organisation's Filton site where they will experience what it means to work in aviation engineering, as well as learn about flight, aircraft design, manufacture and testing.

The pupils will take part in 20 three-hour sessions before spending a week visiting local aviation related organisations such as Rolls-Royce, Bristol Airport and an RAF base.

They also will develop a skills portfolio based on their experience and graduate with flying experience.

Sally Apps, senior principal at the Bristol Metropolitan, says the school jumped at the opportunity to be part of the programme.

"It offers our young people an amazing chance to experience the world of work



Catherine Rushforth (back left) and John Hobday from Airbus with Bristol Metropolitan Academy principal Sally Apps (far right) and pupils from the school

whilst developing confidence. We are so pleased to be able to work with Airbus on this exciting opportunity.

"We will ensure that this programme reaches out and enthuses the whole school as well as those lucky enough to be directly part of it."

Catherine Rushforth, Airbus's UK Foundation representative, says: "We have taken the programme run in other areas of Airbus and adapted it to specific UK needs.

"It promises to be an exciting and challenging programme and quite literally has the potential to change the lives of those who are part of it.

"We hope that the experience working with us will lead to all participants finishing school with good grades and potentially towards a career in the aerospace industry."

The programme starts in September and will run through to July 2017.



TRUST SENDS 66 PUPILS TO US

Sixty-six UK students from low and middle-income homes will soon cross the pond to take up places at leading US universities.

They were selected as part of a Sutton Trust US programme, offered with the Fulbright Commission.

The 66 have been given about \$17 million (£12.8 million) of aid from the universities, Harvard, Princeton and Yale among them, over the next four years.

Most are from households with an annual income of less than £25,000, and about 70 per cent will be the first in their family to go to university.

All will study a mixed programme before deciding on a specialism at a later date.

Sir Peter Lampl, chair of the trust and of the Education Endowment Foundation, says: "Over the next four years, these talented students will benefit from the broad and flexible curriculum that US universities offer, as well as full financial aid packages so that they will graduate with little or no debt."

Jeff Louis, chair of Fulbright, added: "This remarkable achievement demonstrates that American universities value the diverse talent, ambition and academic potential of the most deserving British state school students."

MOVERS



SHAKERS

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

Irfan Latif, the headmaster of Sexey's school in Somerset and the first chair of the State Boarding Forum (SBF), says he will build awareness of the "outstanding education" on offer at boarding schools.

"Although its reputation is growing fast, state boarding is still a relatively unknown quantity to many parents.

"The SBF's work is crucial in building awareness of this excellent opportunity for students to benefit from an outstanding education and wrap-around pastoral care at a fraction of the cost of an independent school education."

Latif, who has a degree in chemistry, previously taught at Haberdashers' Aske's Boys' School in Borehamwood, Hertfordshire, and Whitgift school in south London.

He lectures at the Royal Institution of Great Britain and is a fellow of the Royal Society of Chemistry. He also serves as a magistrate.

He is a keen traveller and adventurer who recently led expeditions to Everest base camp, Venezuela and the Red Sea.

Andrea Arlidge has been appointed as chief executive of Wellsway multi-academy trust in the west of England.

She has been a headteacher for 16 years,

with the past 11 at Wellsway school in Bristol, where she will be succeeded by **Matthew Woodville**.

Arlidge says her new role is to oversee the collaboration between the trust's academies, and between neighbouring schools and academies so "we can offer the best possible opportunities for all the young people in our area".

She is a director of the Bath Education Trust, chair of Wesport, the county sports partnership for the west of England, vice-chair of governors at Bristol grammar and a member of Ofsted's south west scrutiny committee.

Woodville was principal of Oldfield school in Bath. He began his working life as a lawyer before switching to teaching, with roles at St Laurence school in Bradford on Avon and Oasis Academy Brightstowe in Bristol.

Bernice McCabe is the new director of international schools and education strategy at North London Collegiate School (NLCS) Enterprises.

The body has been set up to oversee NLCS



Irfan Latif



Andrea Arlidge



Matthew Woodville



Bernice McCabe

and its international sister schools, which will open in South Korea and Dubai later this year.

She will also chair the academic board for headteachers of NLCS schools.

Head of the collegiate for nearly 20 years and responsible for the introduction of the International Baccalaureate diploma in 2004, she says the school's recent international expansion has shown that the "NLCS philosophy can be

brought to life around the world".

"The emphasis that NLCS places on an ambitious education that encourages scholarship and a love of subject enhanced through rich extra-curricular provision, the importance placed on pastoral care and the strength of an education that allows individual personality to grow ensures that everyone who attends our schools can make the most of their own gifts and choose their own path in life."

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



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empra

EMPRADIRECT is a new service offering a press release and distribution service for UK schools and colleges; a simple, cost effective, four-step service -

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END-OF-YEAR

EDITOR'S COMMENT

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

How is it July already? Time flies when you're having fun

I looked at the calendar in horror last week. How did it get to July?

A joy of journalism, and schools, is that both rattle on regardless of crisis elsewhere. The sky can be about to fall in but newspapers gotta print and 9B are going to turn up at 11am if that's what their timetable says.

So, as promised, we have made it through since September and delivered 37 fact-filled punchy print editions. We've toiled to answer the questions you wanted answered and revealed stories you won't find anywhere else.

But in the first edition of this academic year we also laid out the government's promise that 10 expert groups would report by "spring 2016". It is now July. That promise has not been kept.

Of those ten expert groups, five are still outstanding and one was published only because we found the document and stuck it online after learning the government never would.

This is a terrible state of affairs. Most of the expert groups were a sop to the profession given in the run-up to the 2015 general election. Questions about the groups' topics were also now on ice. Special needs assessment? Sorry! Can't

pre-empt the Rochford review. Think we should sort out teacher training? Oops, we're waiting on the report!

Yet we know most of these reports have been ready for ages. Their delays are purposeful. Political parties spread out good news and try to bury bad news. Which is why we were expecting a plethora of reports released right as we went to print and, as I type, they are landing in our inboxes.

Managing information in such a political way is disrespectful. Teachers need this information to help the children in front of them. They shouldn't be at the whims of a "media grid" with reports held back for weeks in time to boost the education minister's confidence on a down day, or whatever else drives the decision.

If the department can't get its reports out on time, with most delayed by months, how can we be sure it is delivering timely, accurate oversight of academies? When it sends out guidance and sample tests so late should we trust it with the national testing of all primary children?

Still, a great thing about the

team here at *Schools Week* is that we will keep plugging away on this. And on everything else over the coming weeks as we take our summer publication break.

Before we stop the printing press, however, I would like to say again our heartfelt thanks to you, the readers, who send us your thoughts, ideas and tip-offs, and to the schools community at large who for two years have patiently (mostly) answered our queries, written for our pages and given us all the guidance we could ever need. It got to July so quickly because what we do is challenging and we are endlessly curious about it. How can time not fly in those circumstances?

Over the summer we will still be in the office, reporting online, and keeping you updated at www.schoolsweek.co.uk. You can also sign up to our free daily email, which sends the headlines at 5pm, via www.bit.ly/schoolsweekmail.

Otherwise, have a wonderful break. See you again on these pages from September 9.



Laura about to go on stage and interview HMCI Sir Michael Wilshaw at the Festival of Education



'The bar is set here' - giving a talk on exams at Northern Rocks



Laughing with national commissioner Sir David Carter at the Teaching Leaders Annual Event

TEAM VOXPOPS: HIGHLIGHT OF

CATH MURRAY
FEATURES EDITOR
@CATHMURRAY_NEWS



The highlight of my year was, frankly, haranguing academics and education specialists all over England to write for *Schools Week*. Whether you penned a piece on Brexit while watching the Euros or expertly explained the technicalities of a tweet, oh education academics, you repeatedly made my day. So if you've published a dense tome on education, written an obtuse blog

on the formulae used to calculate SATs results, or aired an obscure opinion online – be warned, you may find me stalking you on Twitter until you agree to download your brain into my dictaphone.

JOHN DICKENS
CHIEF REPORTER
@JOHNDICKENSSW



My highlight has been the outcomes of two major investigations: private finance initiatives (PFI) in schools and the impact of gaming.

I spent months on each, but most pleasing were the changes they provoked.

Our PFI story put the issue back in front of politicians and led to education secretary Nicky Morgan

ensuring schools struggling with hefty repayments are to get extra cash under the proposed new national funding formula.

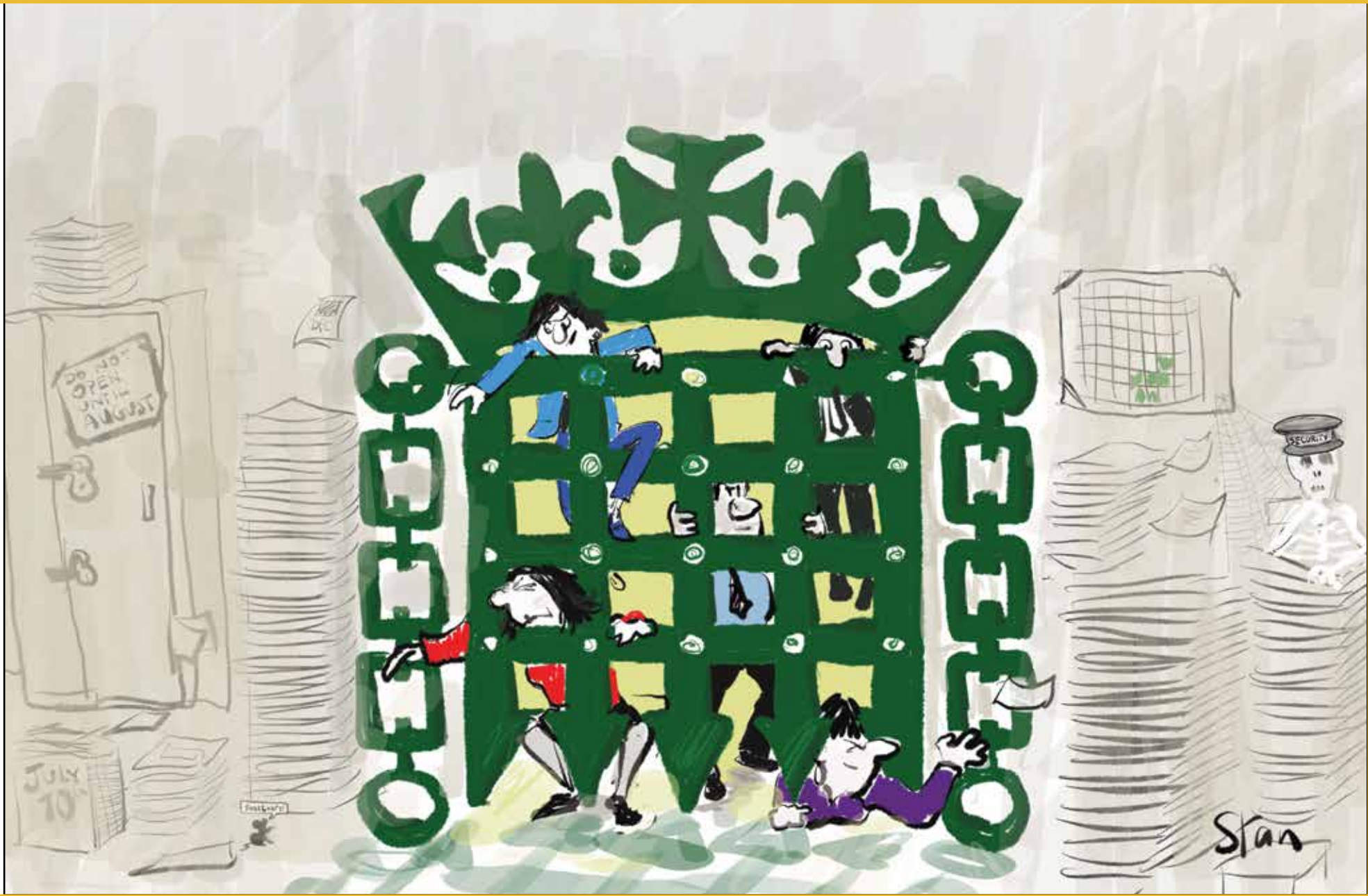
Second, our story on schools using shot qualifications for gaming caught the attention of Ofsted, who told its inspectors to crack down on the practice.

SOPHIESCOTT
SENIOR REPORTER
@SOPH_E_SCOTT

My best moment was at 8pm on an April Wednesday. We were putting final touches to the paper, and I was stuffing my face with pizza while reading pages, when a call came in to tell us the key stage 1 SPAG test had been online for months. Awkward.

I was the last reporter in the office, seconds from deadline. Time to multi-task. Five minutes, 250 words

AR SPECIAL



THE YEAR

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FREDDIE WHITTAKER
SENIOR REPORTER
@FCDWHITTAKER



BILLY CAMDEN
REPORTER
@BILLYCAMDEN



later, I finished my pizza and the story had been published online before anyone else.

The website went into meltdown. It became our best read story of the year. And I didn't even have to stop eating.

In January I temporarily – and bizarrely – became the country's expert on how Ramadan affects exams.

It came about when I tweeted that the children's commissioner made a comment in parliament about exams moving this summer to accommodate Ramadan.

From that initial tweet, the story became front-page news for two

national papers by the next day.

Sadly, many were confused by what had happened and it was shocking to see the venom from some parts over what turned out to be a simple administrative shift agreed by all exam boards several years earlier.

From the off this year I took a keen interest in the baseline assessment tests that began in September. The policy didn't quite add up.

Three providers, three completely different tests, all subject – I discovered – to a comparability study to check their robustness. How on earth would they ever compare?

In February, I learned that despite

years of work and millions of pounds spent, the Department for Education would be abandoning the measure.

The story was huge but not until two months later would the department confirm its decision. Why make the providers and schools wait so long? It never did add up

END-OF-YEAR SPECIAL

PROFILES BEHIND THE SCENES

LAURA MCINERNEY
@MISS_McINERNEY

Journalism has flashes of glamour. A fortnight ago at the Festival of Education I found myself in Will Young's dressing room, for example. Admittedly, I was using it to change out of muddy wellies and a coffee-stained dress, and Young wasn't there. But I did get to see that he had drunk half a bottle of San Pellegrino and to wash my dress in his sink. I'm notching that up as a win.

The weekly profile does seem like it might be a glamorous part of the job. All those fancy lunches and hanging out with education rockstars, right? Sometimes, it is like that. When I interviewed the new master of Wellington College, Julian Thomas, I was given a whole library in which to work afterwards.

But most sessions are more low-key and some verged on disaster.

Not only was it raining like the gods had cursed the capital city when I turned up to interview Chris Tweeddale, chief executive of the CfBT Schools Trust, at Abacus primary school in north London, I also had a stinking cold. A rasping, heaving, plug-every-orifice-that-uses-oxygen cold.

Tweeddale, ever the ex-headteacher, was concerned but could see I was determined to battle through and so, having ensured I had a cup of tea and custard creams to help the fight, calmly sat and answered my spluttered questions.

Unfortunately, as Tweeddale reached the zenith of a story about a rugby game, a violent sneeze sprayed tears from my eyes and – the horror – blood from my nose. Coughing, blinded, bleeding, I figured the moment couldn't get any worse until, a second later, the photographer swung open the door to announce his arrival, took one look at my bloody nose, one at Tweeddale and exclaimed: "What did she ask you?"

Of all the people interviewed this year, the one I expected to be most glamorous was Glenys Stacey, who left her role as chief regulator at Ofqual in February.

Back in 2015 I had watched her speak at a



parliamentary session and publicly tweeted that I liked her outfit – a tartan, asymmetrical number – and wanted to know where it was from. A few hours later I received a message from Stacey explaining, in a somewhat embarrassed tone, that it had been bought from a designer outlet store "though I would not recommend a visit unless you have great resolve".

If you haven't heard Stacey speak, she sounds a bit like the Queen. Learning she had a penchant for expensive clothes sealed in my mind that she must be from a fancy background. So I was amazed to learn that her interest in fashion came from her mother, who left school at 16 and used to make dresses as a teenager while working in an explosives factory. It was a good reminder that one can never tell much from clothes, or accents.

The most-read interview this year was of Toby Young – co-founder of the West London Free School Trust – whose profile made national news for days on end, after he said he regretted talking down teachers and was now stepping down as chief executive. Young wrote a blog about the experience titled "One of the worst days of my life", which seemed a bit melodramatic for someone who was once called "the master of foot-in-mouth syndrome" by a national newspaper. But he was jolly about it all a week later when we ran into each other.

What always amazes me is the extent to which people go out of their way to give time and take part in interviews. Some have done so at the last minute. Some have put up with uncomfortable rainy photo shoots. And almost all are at pains to talk about the other people they work with and how vital they are.

Profile interviews are a way of putting faces on the work done all across the schools community – from teachers in hospitals, to the chief inspector, to the personal tutor, and the schools minister. We've interviewed people in their early twenties up to people heading into their eighth decade. They remind us that the schools world is diverse and that regardless of background – factory worker or son of a peer – you have something to offer.

Journalism isn't always glamorous. But profile interviewing is always a privilege. Here's to another year.



DIVERSITY

END-OF-YEAR REPORT: COULD DO BETTER

Here at *Schools Week*, we cannot easily choose the big news in any given week. But we do have control over the images that readers see when they pick up the paper. And we always question whether they will see people like themselves. It would be a shame if they came away with the impression only one type of person is welcome in the schools community.

Therefore, each year we tot up our images to see how many men, women and young people from black and minority ethnic backgrounds (BME) are shown. We are curious, rather than self-flagellating, but we believe sharing the trends is helpful.

So, of the 809 photographs of individuals that we printed this year, (group shots aren't counted), 450 have been of men (56 per cent) and 359 of women (44 per cent). This is slightly better last year, when it was 60:40, and is much better than national newspapers.

Our BME rate, however, remained stubbornly low at 6 per cent (51 of the 809).

Not all images are created equal. Tiny images on page 23 don't carry the same traction as front cover photos – so we looked at different parts of the paper.

The front cover was remarkably evenly split: 53 men and 52 women. One in 10 pictures was of someone black

or from a minority group. Our profiles were slightly in favour of men, 19 to 16 women, but our movers and shakers section was female-dominated, with 70 women to 57 men.

News remains the most imbalanced section of the paper. Men made up 61 per cent of images, and only one in 20 showed someone who isn't white.

It is baffling that even with a female education secretary, shadow secretary, and chief regulator, these numbers are still so out of synch. The large number of male academy trust chief executives doesn't help, mind.

The BME score was down in the profiles, dropping from 18 per cent last year to just 9 per cent this year. On the

plus side, we raised last year's 2 per cent of BME expert columns to 8 per cent. Not a number to celebrate, but better.

One critique on diversity is that teaching is a 70 per cent female profession so we should aim for 70 per cent representation. But if men were not to see themselves represented equally in our pages, this could lead them to deciding the profession is not for them and could be its own form of inequality.

A 50:50 split of gender therefore seems a good (if unlikely) goal, and we're glad the bits most in our control, such as the profiles and cover, got towards that.

On BME we have a long way to go. We're on it. Promise.

10 THINGS YOU PROBABLY WOULDN'T KNOW WITHOUT SCHOOLS WEEK

1. **More teachers moved abroad last year than did a PGCE at university** – a statistic so alarming that it became the basis of a speech by Ofsted's chief inspector.
2. **One hundred and ten private schools are on secret notices of improvement.** While state schools have their notices published, the government did not routinely release this information. So we got it, and opened it up to the public.
3. **The teaching assistant standards** – literally. We knew these were a vital tool for supporting teaching assistant performance. So when we found the government was wimping out of publishing them, we got hold of a copy and did it instead. They have been downloaded from our site more than 20,000 times.
4. **Rents are increasing by more than £30,000 a year in some schools with PFI buildings.** Given squeezed budgets, that means losing a teacher each year to keep up the payments while commercial companies profit from the deals.
5. **The DfE lost more than £10 million in ONE YEAR on free schools and academies,** including £1.9 million on one canned free school. Despite government claims last year about clawbacks of the cash, we also revealed how little of this money is recovered.
6. **Schools are advertising £12,000 teaching assistant jobs as being only open to graduates of Russell Group universities,** while new teaching "apprenticeships" are planned with legal minimum wages of just £3.73 an hour.
7. **The government made 30 changes to its primary test guidelines in one month alone.** We know, because we counted.
8. **There are now 19 "deputy" regional commissioners** – and, as we reported this year, budgets for commissioners offices have grown quickly.
9. **Seventy per cent of inadequate academies have not been rebrokered** – even though Nicky Morgan said the speedy removal of schools from poorly performing academy trusts was a driving reason for forced academisation.
10. **And finally, Toby Young regretted his negative comments about teachers and local authorities.** Yup. Even we were surprised at that one.

Many of these stories are now mentioned casually in education debates – as if they were always known. But it's only through the school community speaking with us, asking us to investigate, helping to explain issues to us, that we were able to highlight them, and, in some cases, get action on them.

If you missed any and would like to read them in more detail they are all available online in our archive at www.schoolsweek.co.uk. Subscribers can access PDFs of all past editions.

SIGN UP TO THE 'SCHOOL BELL'

Schools Week is on a publication break and will return on Friday September 9

So, how will you stay ahead of the news while *Schools Week* is on summer break?

Fear not!

Our news reporting is still online each day at www.schoolsweek.co.uk


Plus, sign up to our daily school bell email, delivered at 5pm, every day of the week, to receive a list of all the day's stories and headlines


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Education reform: how to take back control of schools from government

 **Jocelyn Heyes**

The facts are very simple: the Labour government of 1997-2010 doubled spending on schools in real terms (they didn't double education spending overall – but they did, as stated, double sending on schools) – and this period coincided with a dramatic fall in our position in the PISA tables.


Michael Gove arrested this decline without a big increase in spending.

Making teachers comfortable and secure doesn't bring about improvements. When we can afford to, what we need to do is replace the current teachers with graduates with good degrees who will bring about the big improvement in education that we need.

In the meantime, we can make some progress by continuing to improve transparency, and by getting lazy headteachers to make a bit of effort by allowing parents to start free schools next door to them – which an analysis (that anyone can reproduce for themselves using online information) has shown is what happens in practice.


Let's put the needs of the children first – not use them as a platform to attack the government.

Is boosting self-esteem bad for teens' mental health?

 **Jon Chanter**


As with all change, there is a danger of the pendulum swinging too far. But the better recognition of the importance of mental health issues and problems with esteem in children and adolescents in recent years has to be seen in the context of the past failure to acknowledge that conditions such as anxiety and depression in adolescence were nothing more than part of growing up.

High-stakes primary testing 'puts off' pupils from learning

 **James Wilding, Berkshire**


Using national reference testing on each child is so much more effective than high-stakes testing. We use our baseline and progress assessments for reading, writing spelling, number, proof-reading and skills to ensure we are being effective as teachers. Exams are part of this picture, included in an audit repertoire that helps a school know itself and to raise its game.

Ofsted will consider scrapping 'outstanding' grade, says new chief inspector


 **BC (name and address supplied)**

Simply scrap the Ofsted "outstanding" grade ASAP. It should not have been there in the first place.


Grading schools does not help the education of children and it undermines the hard work we teachers put in every day. It's simply fear tactics rather than having trust in the professionals. The mutual trust between Ofsted and, down the line, the management and teachers at grassroots level teaching 20-25 lessons a week, will foster better and happy teaching and learning environment. When you are happy you give a lot more than expected.

 **Michelle Feast**

The difference in people's minds between good compared with outstanding is too much of gap. We, as a good school could be almost as good as those rated outstanding, but that's probably not how it's perceived.


 **Debbie Gibson**

Shocking. People work their socks off and give their hearts and souls to be recognised and attain this judgment.

 **Amanda Coates**

I am not opposed to scrapping the outstanding grade, even though I am rated an outstanding childminder, but I do feel the need to recognise those of us who go over and above to provide the best childcare and early education possible.

Special schools are being 'left out' by academy system

 **Andrew Mears, Dorset**

The relatively large revenue budgets of special schools make them attractive acquisitions for multi-academy trusts. They can be terrific resources for a trust, but require more, not less investment, encouraging them to provide an increased intellectual quantum for the organisation whilst still providing good outcomes for children and families.

All addresses have been supplied

Ofsted will consider scrapping 'outstanding' grade, says new chief inspector

REPLY OF THE WEEK

 **Kimberley Higgins, address supplied**

Scrap it. Every inspector is different. One will give you good and another outstanding if they inspect you on the same day. Also, they only see that day and not every other day before and after the inspection. No two days are the same. Do we have to keep our fingers crossed that children will be angels and listen on that day and nothing goes wrong? Or thank God that they were great for the inspection. If there are problems in a setting, parents will report them, staff will report them. Give the children a hotline and they will report them. Inspectors will never get a true inspection done in just one day, every three years-plus. Time to be realistic and fair.

REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!



DO YOU HAVE A STORY?

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

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020 3051 4287

Contact the team

To provide feedback and suggest stories please email news@schoolsweek.co.uk and tweet using @schoolsweek
To inform the editor of any errors or issues of concern regarding this publication, email laura.mcinerney@schoolsweek.co.uk with Error/Concern in the subject line.
Please include the page number and story headline, and explain what the problem is.



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Established in 1981, we are the UK's leading provider of GCSE and A level revision courses with 22 centres nationwide. With 2 and 3 day courses (many with a residential option) running throughout the year, you can choose to work as little or as much as you like.

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Please note you must be a qualified teacher teaching in a UK school.



Headteacher

Salary: between £62,694 and £72,447 - Pay details: L20-L26

Location: Welwyn Garden City, Hertfordshire

Start date: 1st January 2017

Employment type: Full time, Permanent

Due to the forthcoming retirement of our longstanding headteacher, the trustees of Knightsfield School are seeking to appoint an inspirational, dynamic and enthusiastic successor to lead our outstanding academy for secondary aged deaf pupils where communication is based on auditory/oral methods. We are seeking to appoint a headteacher with the skills and vision to build on our current successes and achievements: someone who will share and take forward the School's vision and ethos and aspirations for our pupils. We are looking for someone who is a passionate and creative person who will maintain our high quality provision, working with the whole school community to lead us forward and continue our growth and excellence.

Knightsfield shares a campus with a large mainstream secondary school. Knightsfield School was purpose built and situated on the outskirts of the very attractive town of Welwyn Garden City, which has good road and rail networks to both London and the north. The school is well designed and benefits from high quality resources.

Our new head teacher will:

- Be an experienced teacher and a confident and positive leader.
- Have high expectations of pupils' learning and behaviour and a clear vision for the future of the school.
- Build solid relationships working in partnership with staff, pupils, parents and trustees.
- Be committed to working in partnership with mainstream and further education provision giving our pupils wider opportunities for development.
- Be able to effectively manage staff and monitor the quality of teaching and learning.
- Be committed to promoting and marketing our school.

In return we can offer:

- The opportunity to play a key strategic role in driving the school forward
- Strong support for your further professional development.
- Well behaved and motivated pupils.
- Highly committed staff and fully supportive trustees.
- A friendly and happy learning environment in a modern building.

Visits to the school are warmly welcomed.

For further information and to visit the school please contact on **01707 376874** or email: **lpope@knightsfield.herts.sch.uk**

If you think you are the right person to lead Knightsfield into the future we look forward to hearing from you.

Application Closing Date: Noon on 10th July 2016

Interview Date: 15th July 2016

Please complete and return the application to: **las.governors@hertsforlearning.co.uk** or apply online via **www.teachinherts.com**

We are committed to safeguarding and promoting the welfare of our pupils. The post is subject to an enhanced DBS disclosure.



**Knightsfield
School**

Specialist Sensory Academy

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- Visit schools across the UK
- Full training provided
- Experience with young people essential.
- Experience of working within the education sector and curriculum knowledge desirable.
- Nationwide. All locations welcome.
- Interviews in Leeds and London will be on 24th July 2016 and training will be in London on 30th & 31st July 2016.
- Must be available on the 6th and 7th September 2016 to work in a school.
- Must be available for all dates, do not apply if you are unavailable.

If you would like to know more about how wonderful we are and what we do visit: www.learningperformance.com

To apply please email your CV to: gemma@learningperformance.com



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SCHOOLS WEEK **Sudoku challenge**

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

Difficulty:
EASY

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

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference
to WIN a *Schools Week* mug



What's the caption? tweet a caption @schoolsweek



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