



**REAL OFSTED
REFORM
REQUIRED**



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**RSC CONFLICTS
OF INTEREST:
THE LIST**



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**MUST ACADEMIES
SHARE THEIR
LAND?**



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SCHOOLS WEEK.CO.UK

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From left: Michael Gove and David Cameron

Gove and PM school makes forbidden donation request

- Requesting money on admission breaches Gove's own rules
- £96 'donation' to School Fund for year 7; £120 for sixth form

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

The state secondary school selected by David Cameron and Michael Gove for their daughters appears to have breached school admission laws by asking parents for money when offering them a place,

Schools Week can reveal.

In the past week, it has emerged that the prime minister's daughter would be attending The Grey Coat Hospital in September, the Westminster school where the former education secretary's daughter is

Continued on page 2



P12

“I like structure and a routine. That's just the way I am

PROFILE:
Dame Oremi Evans

PUPIL PREMIUM

In a five-part series, *Schools Week* is exploring the way vulnerable groups of learners have been treated under the Coalition

Pages 10 & 11

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NEWS

Is this a case of ‘Gove us your money’?

JOHN DICKENS
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CONTINUED FROM FRONT

already a pupil.

Parents at the Church of England school – which is less than a mile from Downing Street – have claimed they were asked for a payment of £96 when joining Year 7 of the school, the entry route intended for the Camerons and taken by the Goves.

A letter sent out to confirm offers of places in the school sixth form also sought a £120 cheque for school funds. On that letter, which *Schools Week* has seen, there is no opt-out. It simply notes that the parent should enclose a cheque.

Both politicians refused to respond when asked by *Schools Week* whether they had paid the school.

Requesting money from prospective parents breaches the national admissions code, which states that schools cannot request financial contributions as any part of the admissions process. That includes voluntary contributions, donations or refundable deposits.

Another London secondary school – Camden School for Girls – was censured by the admissions watchdog for simply including a letter about donations with their acceptance forms.

The disclosure will strengthen calls for an overhaul of school admission policies. Last month, former superhead Dame Sally Coates called for a national review amid concerns of underhand selection tactics.

Officials are swamped with complaints, mostly from parents, about schools breaking the code. Last year the Office of the Schools Adjudicator dealt with 274 cases, up from 162 in the previous year. This is on top of local admissions appeals processes.

Fiona Millar, from Comprehensive Future, which campaigns for fairer schools admissions policies, said: “Successive governments have completely fudged looking at the huge range of problems that now exist [in the schools admission system].

“We want to see a complete review after the election. Labour was promising that, but we haven’t heard much from them.”

Grey Coat is one of the capital’s most sought after state schools and gets more than six applicants for every place. Pupils at the

school can study ancient Greek, Mandarin and Japanese.

But the school could now face an Office of the Schools Adjudicator investigation.

A letter sent to prospective sixth-form parents this month asks them to choose whether to accept or refuse a place.

The letter also includes the line “I enclose a cheque for £120 for School Fund” above where the student and parent are asked to sign and return the form.

No further information about the fund is given on that sheet.

A separate letter, sent in the same envelope, read: “If you confirm your offer of a place ... then we ask you to pay School Fund, which for sixth form is set at £120 per annum.”

It continues: “Paying School Fund is an important way of showing us that you are serious about taking up a place with us in Year 12 in September.”

But clause 1.9n of the Schools Admission Code states admission authorities “must not request financial contributions (either in the form of voluntary contributions, donations or deposits, even if refundable) as any part of the admissions process.”

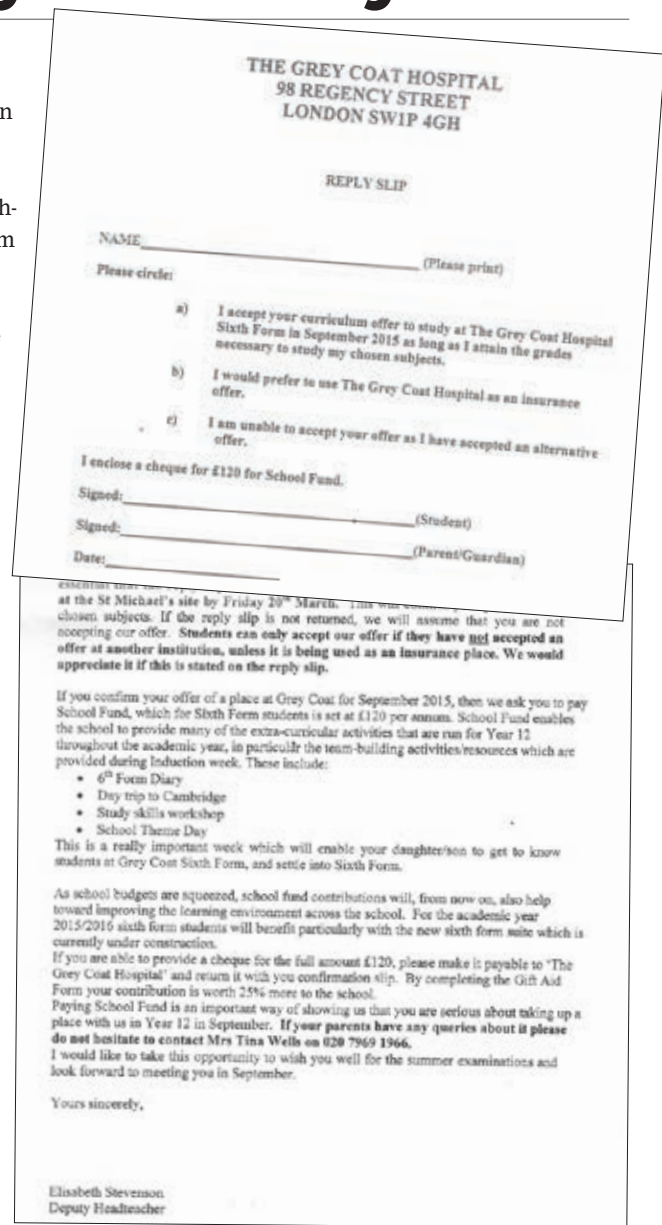
Grey Coat refused to comment when approached by *Schools Week*, despite repeated phone calls and a reporter visiting the school.

A prospectus published by the school says parents are under “no obligation” to contribute.

The latest accounts show the school received £162,000 from private donations in 2012-13.

In a submission to the OSA when challenged on its similar admissions letter, Camden School for Girls said many parents did not return the deposit and it had no bearing on them being offered a place.

But schools adjudicator Ann Talboys said the requested deposit gave the impression of being required and so breached the rules.



Grey Coat has been reprimanded previously over its admissions: in November 2013, it was judged to use an “unfair” points system to score prospective parents and pupils on their church activities.

The situation is particularly embarrassing for Mr Gove, who was the secretary of state responsible for simplification of the admissions code. In 2011 he said the code was “bureaucratic and unfair”, adding: “You shouldn’t have to hire a lawyer to navigate the school system.”

As Grey Coat is an academy, he was also the signatory on a government contract with the school stipulating that it must abide by the code.

Religious admissions also part of problem

Grey Coat Hospital School was reprimanded in 2013 for scoring prospective parents on church activities.

The British Humanist Association (BHA) is a member of the Fair Admissions Campaign, which is pushing to end religious selection state-funded schools.

Pavan Dhaliwal, BHA director of public affairs, said these schools often have “extremely complex” policies. Adding: “It is less common for schools to be asking for cheques in this way, although this is not the first time we have seen this either.

“Much more needs to be done to ensure that religious schools comply with the School Admissions Code, and the Code itself needs tightening up in order to reduce religious selection.”

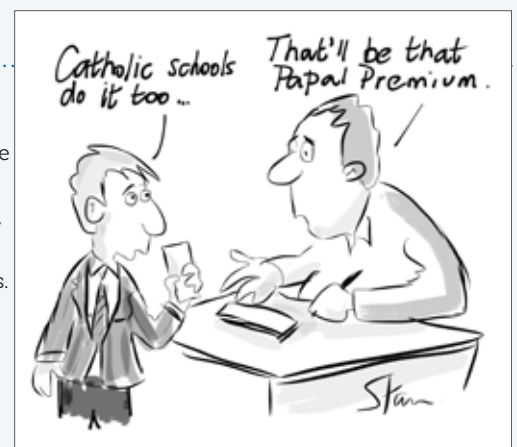
A review into school admissions from Research and Information on State Education (RISE) last week also highlighted the importance of strong regulation.

Chief school adjudicator Elizabeth Passmore, speaking at the launch raised concerns about how the ‘fair banding’ system is used in schools.

An investigation by *Schools Week* last week showed how a school in Northamptonshire used a ‘fair banding’ entrance test, commonly used to select a spread of learners into a school, and yet had very few low ability learners in its cohort.

Grey Coats’ 12-page admission policy states 15 places are offered to language students with a fair banding system used to get a “balanced ability intake” for the remaining 136 places.

Prospective pupils have to sit a literacy and



non-verbal reasoning test on an assessment day.

Key Stage four performance tables show the number of pupils at the school who were low attaining on entry was only six (4 per cent) for last year’s GCSE sitters. The majority of pupils, 86 (57 per cent), were in the high attaining bracket.

Progress 8 ignores success of lower-ability pupils

ANN MCGAURAN
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Exclusive

Schools adding value around the bottom of the ability range during the transition from legacy GCSEs to the new 1 to 9 grading system will get “significantly less recognition” within the new Progress 8 headline score, claims the leader of a successful academy trust.

Progress 8 aims to capture the progress pupils make from the end of primary school to the end of secondary school. It will replace the current five A*-C GCSE grades, including English and maths, league table measure and will be one of the main ways schools’ performance will be compared from 2016.

But the executive head of the David Young Academy in Leeds, Ros McMullen, told *Schools Week* that planned changes to GCSE point scores when grading moves from a letter to a numerical scale in 2017 for English and maths will unfairly lower the Progress 8 score of low ability pupils.

Progress 8 is calculated for each pupil by comparing their average grade across eight subjects at key stage 4 with the average grade of all pupils nationally who had a similar prior attainment. It is calculated using assessment results from the end of primary school, with individual scores then combined to achieve one score for a school.

In 2016, there will be one point score allocated to each grade. But in 2017, when the new grading scale kicks in, a student moving up a grade from A to A* receives a point score increment three times that of someone moving from a G to an F grade (see table).

Crucially, there is a 1.5 point gain for a student who gets an A* rather than an A, while a less able student moving from a G to an F grade would gain only half a point.

These scores are then factored into a schools overall Progress 8 measure, which will be a main performance indicator for school. A low score can mean a school is required to become an academy, or be taken over by another sponsor.

Ms McMullen said: “The issue hinges on there being fewer exam marks between an F and G grade than there are between an A and a B. They (the Government) believe there is less stretch and so it is worth less. But – it’s just plain wrong.”

In 2018 most GCSEs taken at 16 will be in reformed subjects. Ms McMullen added that the issue “won’t exist by 2019 because the weighting will have shifted – but there is a big problem in the interim phase and it looks unfixable”.

Her concerns were echoed by head Vic Goddard of Passmores Academy in Harlow, Essex who worries that leaders will be encouraged to “game” their results.

“There could be pressure to concentrate on higher-achieving students. I hope this isn’t the case for the majority of heads, but some are under so much pressure that (gaming) is an option they might be tempted to take”.

Ms McMullen said the effects of the transition period would “encourage people to game, as the schools will be rewarded more for working with the more able. That takes us to a dangerous place in many ways”.

A spokesperson for the Department for Education said the concerns were “misleading”, and that the new system was “actually fairer for schools with pupils who may be expected to get lower grades”.

He added: “Pupils are compared to others at a similar level, and every increase in grade attracts additional points in school performance tables – a vast improvement on the existing headline measure where only the achievements of pupils working at the C/D grade boundary are recognised.”

There are no plans at present to change the point score weightings.

NEW POINT SCORE SCALE FOR LEGACY GCSES		
GCSE GRADE	2016 POINTS	2017 POINTS
G	1	1
F	2	1.5
E	3	2
D	4	3
C	5	4
B	6	5.5
A	7	7
A*	8	8.5

Source: Progress and Measure in 2016 and 2017: Guide for Maintained Secondary Schools, Academies and Free Schools February 2015



Ros McMullen: “schools will be rewarded for working with the more able”



Vic Goddard: “there could be pressure to concentrate on higher-achieving pupils”

Local authorities must act when children’s centres fail, says minister

SOPHIE SCOTT
@SOPH_E_SCOTT

Childcare minister Sam Gyimah says the government will not step in when children’s centres underperform as it does when schools fail.

The education select committee on Wednesday heard evidence from Mr Gyimah about Sure Start children’s centres and the government’s plans for improving early years education.

Mr Gyimah (pictured), who has been in post for eight months, was told by Caroline Nokes MP that fewer than half of children’s centres were deemed “good”, and that between April and June last year just three per cent were found to be “outstanding”.

She asked: “Would you be looking at a situation where you would put children’s centres into special measures?”

Mr Gyimah said: “Local authorities are responsible for it, but you would expect to see them taking the appropriate action.”

Chair Graham Stuart pushed him further. “Failing schools are not allowed anymore. Something is done, it is taken seriously, and if we have certain patterns in a particular cluster we get minister speeches and a major rush to act and support and increase rigour.”

Reiterating that a belief in early intervention was held across government, Mr Stuart added: “Yet it seems that [when] only three per cent of children’s centres can be



found to be outstanding – there’s a big shrug and you say ‘oh well, it’s up to the local authorities’.

“Well, we don’t accept that in schools and if anything the early years should be more important than schools for getting essentially just outcomes for children, which all of us want.”

After Mr Gyimah complained that the committee was interjecting each time he responded, Mr Stuart said that members were going as “gentle as they could on him”, but that he should “just answer the question”.

Mr Gyimah said that early intervention should be “taken seriously” but confirmed that local authorities were responsible

for intervention in poorly performing early years settings.

“Children’s centres are not the same as schools, they are different in different parts of the country.”

During the session My Gyimah also butted heads with Labour’s Alex Cunningham over the number of children’s centres that have closed. Mr Cunningham said the number had fallen from 3,631 to 2,861, but Mr Gyimah insisted only 124 had closed.

Fullfact, an independent fact-checking organisation, reported last year that the difference was due to interpretation of the phrase “closure”. Mr Gyimah’s figures only included centres that closed outright. Mr Cunningham’s figures included centres that merged or reorganised.

NEWS

PSHE teacher slump in face of £700 course fee

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Exclusive

The number of teachers training in personal, social, health and economics (PSHE) education has fallen 90 per cent, according to figures released by the education select committee.

After the coalition stopped funding free access to accredited PSHE courses, the numbers in the scheme fell from 1,937 in 2010 to just 175 last year.

Only 141 of that number completed the course, run by the University of Roehampton, which now costs £700.

In an article for The Sunday Times, education secretary Nicky Morgan wrote of complaints from parents who felt their daughters were under pressure to have sex.

She also described plans for “consent classes” to be taught to children as young as 11.

The PSHE Association has drafted guidance for the lessons and it is understood the Department for Education (DfE) will include it in the PSHE syllabus.

The association said that while it provided training on “specific aspects” of PSHE education it only had the resources

PARTICIPATION FIGURES FOR THE NATIONAL PHSE CPD PROGRAMME		
YEAR	REGISTRATIONS	COMPLETIONS
2007-08	1,723	1,356
2008-09	1,471	978
2009-10	1,937	1,331
2010-11	334	282
2011-12	202	170
2012-13	175	145
2013-14	175	141

to train “hundreds”.

A spokesperson said: “This means there are thousands of teachers out there who have not received the necessary training to deliver lessons on issues that are often complex and challenging to teach.”

Lucy Emmerson of the Sex Education Forum said: “What is needed is a commitment to make sex and relationships education (SRE) and PSHE statutory in all schools.

“There is a big difference between the government supporting the new consent guidance, which is essentially optional for schools, and the government guaranteeing that all children and young people receive good quality SRE – which requires a change in legislation and investment in training for teachers.”

Last year, the education select committee called for PSHE and SRE to be made statutory.

Committee member and Labour MP, Pat Glass, has raised concerns about the falling number of teachers trained to deliver the subject.

In a committee session she questioned Ms Morgan’s recent announcement of a £10m fund for “character education” projects.

“That would have trained 14,000 teachers at £700 each on the Roehampton course. In terms of government money . . . £10 million is not a great deal if we are really serious about training teachers.

“One of the consistent pieces of evidence that we have had is that if you are going to deliver this, deliver it well - and the best way

of delivering it is by having trained teachers who are experts in PSHE.”

The association’s guidance says: “As part of learning about consent, pupils must learn that the law is clear that sexual activity is illegal for young people under the age of 16.

“We know, however, that some young people are sexually active before 16 and learning about healthy relationships is crucial to keeping them healthy and safe from abuse and exploitation.

“Recognising that some young people will be sexually active before the age of 16 does not equate to encouraging underage sexual activity.”

A DfE spokesperson said: “We want to see all young people leave school prepared for life in modern Britain. This means not only ensuring young people receive a rigorous academic education, but also helping them to develop important personal skills and attributes and develop their emotional wellbeing.

“We are ensuring teachers have high-quality resources and appropriate support and guidance so they can tackle the issues facing young people today. We will also raise the status of PSHE to recognise those schools that are already providing pupils with a well-rounded curriculum, and ensure all parents can be confident their child’s school is providing a curriculum for life.”

Commission members announced

SOPHIE SCOTT AND BILLY CAMDEN
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School reform minister Nick Gibb last month announced a teacher-led commission on “assessment without levels” to highlight best practice assessment models.

The group’s members were revealed on Monday and met for the first time the following day.

Alongside representatives from Ofsted and Ofqual, the commission members include four former or current headteachers: John McIntosh, Shahed Ahmed, Mark Neild and Alison Peacock. Two directors of researchers: Daisy Christodolou at charity Ark and Sam Freedman at TeachFirst. The final members are Natalie Packer, an independent special educational needs consultant, and Durham University professor Robert Coe.

Questions were raised on social media about the appropriateness of calling it a “teacher-led” commission, given the panel make-up. A Department for Education spokesperson said: “This is a teacher-led commission and it is misleading to say otherwise. Half the commission’s members – including the chairman – are current headteachers who will draw on their considerable experience of teaching.”

Nuffield pilot promises one school a ‘head of wellbeing’

BILLY CAMDEN
@BILLY CAMDEN

What’s better in a school – a free fitness facility or an employee dedicated to “wellbeing”?

In the case of a new scheme created by Nuffield Health, schools won’t have to choose, they could get both.

The not-for-profit health organisation has asked willing secondaries to apply for a pilot scheme in which one selected school will receive a fully-equipped state-of-the-art fitness facility and have a wellbeing strategy planned and led by a seconded “head of wellbeing”.

Nuffield Health will lead, fund and evaluate the two-year initiative. Schools need to have an Ofsted rating of “requires improvement” or better to take part.

Speaking about the initiative, Ruth Holden, principal at Bonus Pastor Catholic College in Bromley, Kent, said: “The opportunity for a school to work on this initiative would bring much needed investment and expertise.

“The creation of a tailored strategy that would be managed and coordinated by a head of wellbeing would bring together all that we currently do in this area, which would make a huge difference within our local school community.”

The pilot comes at a time when mental health and wellbeing is much debated in education.

A recent investigation by *Schools Week* revealed there are no up-to-date figures on how many under-18s suffer from a mental illness. The last data was published in 2004.

Liberal Democrat MP Norman Lamb, the



Nuffield says its initiative has the potential to transform wellbeing in schools

minister of state for care and support, told *Schools Week* that the Department of Health expect to publish a new survey in 2017.

Conservative MP, Dr Sarah Wollaston, chair of the health select committee, has also offered support for the Nuffield programme.

“Young people who are experiencing mental health problems benefit from support at the earliest opportunity.

“It is vital too, to focus on prevention and wellbeing and I am delighted to support this pilot of a head of wellbeing in schools, as it has the potential to benefit staff and pupils alike.”

To be in with a shot, applicants must provide a clear view of current wellbeing-activities at their school and describe how these could be built on. They also must say how the proposal would benefit the whole school community and their application

must have the full support of senior leadership.

Dr Andrew Jones, Nuffield Health’s managing director, said: “We are looking for a school to take part in our pilot who shares our vision for a healthy, productive and creative environment.

“This initiative has the potential to transform wellbeing in schools, by providing effective support and infrastructure, setting a benchmark for UK primary and secondary schools to aspire to.”

An independent evaluation of the pilot will be carried out by the Work Foundation, a provider of research-based analysis, when it concludes in 2017.

The closing date for applicants is April 17 and the winner will be notified by June 1.

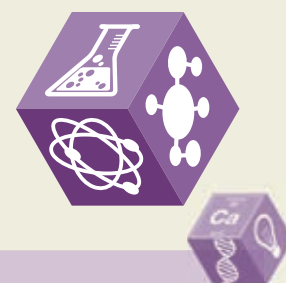
You can apply at www.nuffieldhealth.com/school.



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NEWS

We’re planning for 500 more free schools, says Cameron

SOPHIE SCOTT
@SOPH_E_SCOTT

The prime minister has announced the approval of a further 49 free schools, the last batch before the general election.

He also revealed that a future Conservative government would create 500 free schools with an extra 270,000 school places.

David Cameron said the free schools programme was the “most successful” programme in recent British history, leaning on a report by think-tank Policy Exchange to support his claim.

The report, published on Monday, the same day as the prime minister’s announcement, claimed that free schools increased the performance of nearby weaker maintained schools.

“[Free schools] are creating more good school places for our children. What these schools have achieved is, frankly, remarkable,” Mr Cameron said.

“They’re more likely to be good or outstanding. In fact, free schools are twice as likely to be judged ‘outstanding’ as other schools inspected at the same time. And, remember, they’ve only been going for a couple of years at most.”

The UK Statistics Authority last year said it was too early to draw conclusions about the overall performance of free schools, given the small number so far inspected.

Most of the 49 new schools announced on Monday are in the south of England. More than half are in London boroughs.

Areas that neighbour London - Kent, Surrey and Hertfordshire - will also get four between them.

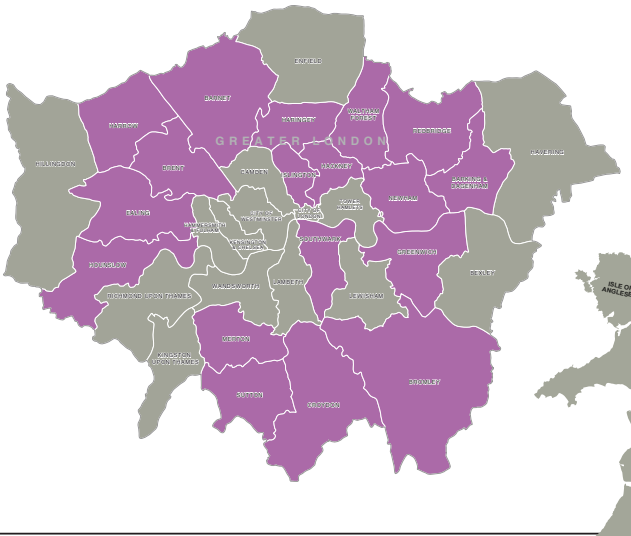
Only one school in the north east was granted approval: alternative provision school Sunderland Centre of Opportunity. And only one free school has been approved in the Midlands. The Olive School in Birmingham, a primary, is part of a chain granted three new schools on Monday.

Twenty-four of the new schools will be secondaries; five of these will be alternative provision. But almost all of the 49 are mainstream schools, with just nine alternative provision or special schools.

Schools minister and Liberal Democrat MP David Laws said the plan for 500 more free

SPOT THE DIFFERENCE: WHERE THIS WEEK’S 49 NEW SCHOOLS WILL BE

LONDON MAGNIFIED



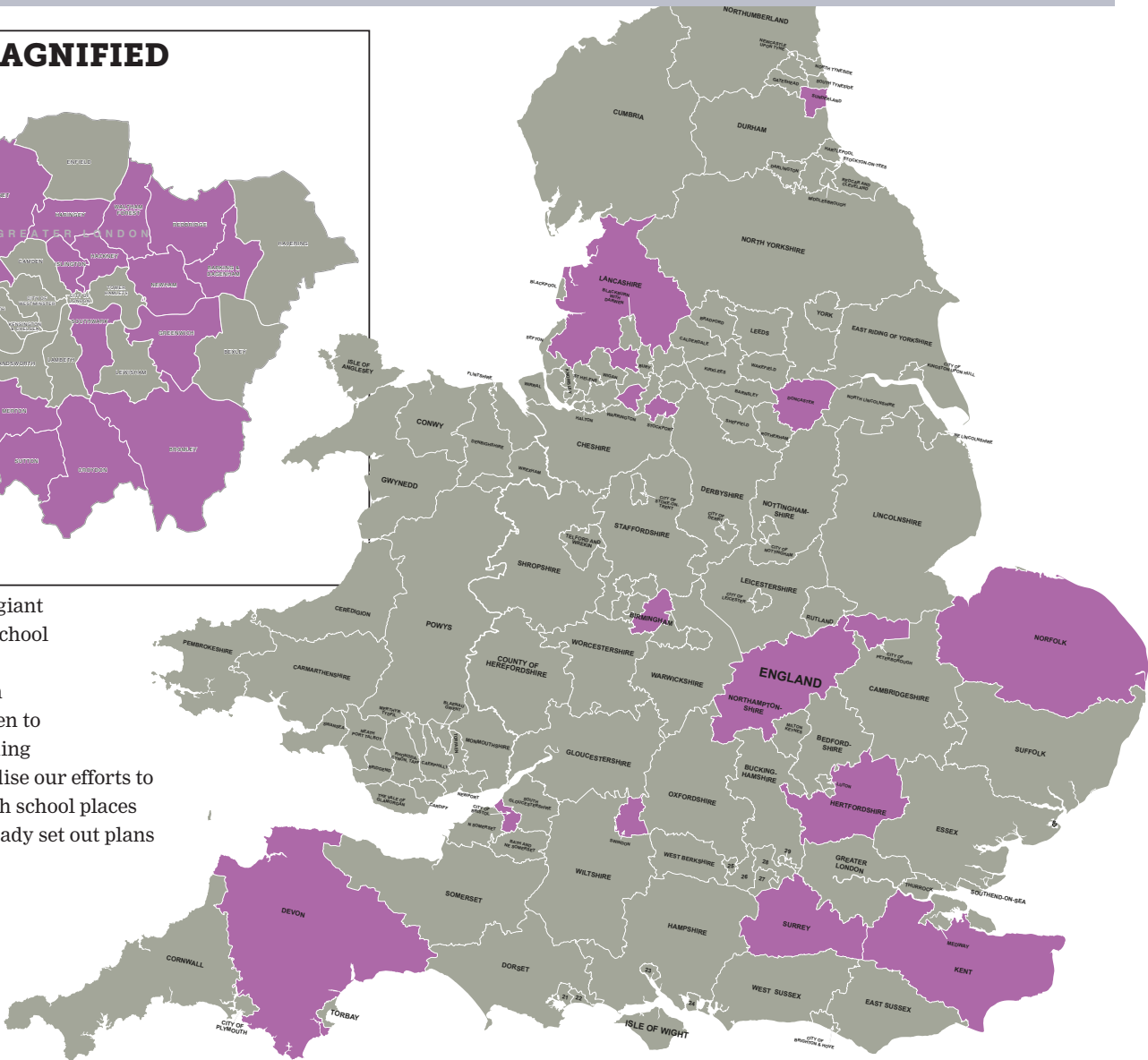
schools would “blow a giant £4 billion hole” in the school buildings budget.

“This would condemn thousands more children to inadequate and crumbling classrooms and jeopardise our efforts to ensure there are enough school places

“The Tories have already set out plans to decimate budgets for schools, nurseries and colleges – now they are admitting capital budgets would be under attack under a majority Conservative government as well.

“You simply can’t build a world-class system of education unless it is properly funded. We need to protect education budgets in real terms and make sure all new schools are built in the areas where they are needed.”

Shadow education secretary Tristram Hunt said: “It’s very difficult to know how much these schools are costing. We have seen £250 million wasted on providing free schools in areas they are not needed. That means that parents in areas of high demand can’t get their kid into a local school.”



HOW THE SCHOOLS ADD UP

TYPE OF SCHOOL	NUMBER OF FREE SCHOOLS TO OPEN
16 TO 19	1
MAINSTREAM	1
ALL-THROUGH	7
ALTERNATIVE PROVISION	1
MAINSTREAM	2
SPECIAL	4
PRIMARY	17
MAINSTREAM	16
SPECIAL	1
SECONDARY	24
ALTERNATIVE PROVISION	5
MAINSTREAM	19
TOTAL	49

Durham free school backs down on plans to appeal against closure

Durham Free School will not be seeking a judicial review against its forced closure.

The school was told two weeks ago that education secretary Nicky Morgan was terminating its funding agreement and that it would close on March 27.

The governing body had threatened legal action against Ms Morgan if she remained part of the decision-making process.

Chair of governors John Denning said: “Even if successful, [the judicial review] would do little to assure the school stayed open.

“Our priority must be to focus on helping the children and their families who have been so badly affected by this terrible miscarriage of justice, and to make their last days at the school, which has become like a second family to many, as happy and celebratory as possible.”

‘Noise’ issues prompt planning rethink on Khalsa site

The government is thinking again about its decision to allow the free school Khalsa Secondary Academy to remain at its current location.

Communities secretary Eric Pickles last year granted the school permission to stay at premises in the south Buckinghamshire village of Stoke Poges.

His decision followed a local planning inspector’s refusal to a planning application for the Sikh ethos secondary school to continue using the site.

A week before the local and parish councils were due to take the government to the High Court over Mr Pickles’ decision, the Department for Communities and Local Government announced that it would re-think the decision due to noise issues.

A department spokesperson said: “Having reviewed the representations on a technical point of planning law, we have decided to redetermine the appeal.

“We will undertake a fresh assessment of the noise issues relating to this proposed new school and the appeal will be carefully reconsidered.”

Reading opens consultation to find a site for controversial free school

A public consultation to find a location for a controversial free primary school in Berkshire started this week.

Reading Borough Council is carrying out the consultation on behalf of the Education Funding Agency (EFA), which *Schools Week* revealed last September spent £1.2 million buying a three-bedroom house in High Ridge, Caversham, as a site for the 350-pupil The Heights.

Residents complained it was not a suitable location. The EFA also raised the wrath of the local council after it installed 2m-high gates without planning permission.

The Heights has since opened on a temporary site at a former nursery, and is expected to move to a permanent base from next September.

The Caversham site is one of five possible locations. The consultation ends with a public meeting on March 25.



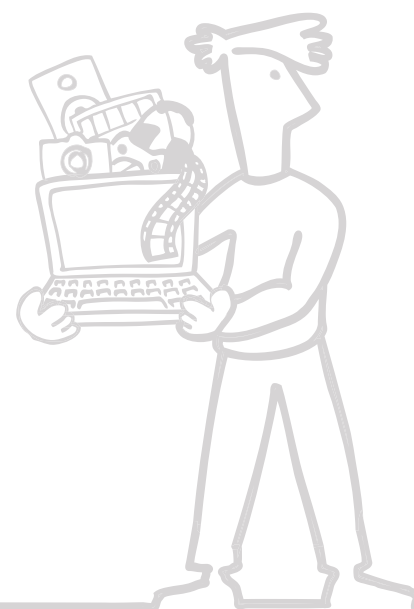
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NEWS



Former free school head charged with fraud

SOPHIE SCOTT
@SOPH_E_SCOTT

A free school's former principal has vowed to clear his name after he was charged with multiple fraud offences.

Sajid Raza, founder of the Kings Science Academy in Bradford, was last week charged with three offences of fraud by abuse of position, three offences of false accounting, two offences of obtaining a money transfer by deception, and one offence of fraud by false representation.

It follows a police investigation into

alleged financial irregularities at the school, which opened in 2011. It had also been investigated by the Education Funding Agency in 2013.

Mr Raza was arrested in January last year and later dismissed from the school.

During the school's first year it was visited by prime minister David Cameron who said he was "very impressed".

Questions regarding management of the academy have been raised in Parliament.

A statement from Rahman Ravelli Solicitors, issued on behalf of Mr Raza, said: "In order to provide Mr Raza with

the strongest and most proactive defence to these charges, we will be examining all of the evidence available and seeking all relevant information.

"The investigation process has been a difficult period for Mr Raza. Now he has been charged, he will be working with Rahman Ravelli to try and establish his innocence."

Julian Briggs, reviewing lawyer, complex casework unit, Crown Prosecution Service (CPS) Yorkshire and Humberside, said: "The CPS has been working closely with West Yorkshire Police in connection

with this case.

"Having carefully considered all of the evidence presented to us, we have concluded that there is sufficient evidence to charge Sajid Hussain Raza with a range of offences relating to his involvement with the Kings Science Academy, Bradford, and that it is in the public interest to do so."

Mr Raza is due to appear at Leeds Magistrates' Court shortly.

The school is now known as Dixons Kings after joining the Dixons Academy chain.

EDITOR'S COMMENT

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

Some things can't be unseen. We have written several stories about schools fiddling about with admissions. There was London Academy of Excellence, which failed to re-enroll students with inconveniently low AS grades. The Doncaster free school, this week approved, who were offering £500 to bright students in return for signing up. And just last week we wrote how 'fair banding' in one Northamptonshire school was used to select a highly able cohort of pupils.

It was therefore unsurprising (if dispiriting) to hear about a school asking for a large upfront donation as part of its place offer pack. It was, however, flabbergasting to realise there was a good chance the PM and a former education secretary had paid it.

Anyone who has ever had the cheek-reddening embarrassment of having to go into a school and say they can't pay for something, will tell you this sort of request puts people off accepting a place if they don't have the money. It gives the

impressions that unless you have a cheque book and a hundred quid lying around spare then "you aren't welcome here".

And that's a nonsense.

Every comprehensive school in the state-funded system ought to be equally open. That's precisely why the school admissions code is so ruthless on the point of donation requests. But sixteen-page codes, point scores for privilege and skewed entrance tests also serve to keep "those not like us" out in the cold. It's unfair, unnecessary and why

a long hard look at the School Admissions Code is overdue.

Cameron now finds this issue on his doorstep and has the power to commit to such a review. Some things can't be unseen – and this should be one of them.



READERS' REPLY


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Assessment Without Levels Commission:
Nick Gibb leads hunt for new primary
assessment solutions

... Ian Lynch, Staffordshire

Certainly in KS3 we are showing with the Computing baseline test taken by 60,000 pupils so far, that it is perfectly possible to judge progress without levels and with a lot less hassle to teachers because the analysis is all done automatically and fed back to them. KS1 is probably more difficult because of the need to be able to take an on-line test but not impossible with relatively modest investment in the tests. We are planning a KS2 provision – it's all free provided by NAACE/TLM/CAS/Mirandanet as a community service. This shows that national support for these things is more about knowing how to do it than throwing a lot of money and bureaucracy at it.

One reason why it works is that school's data is for them to use, there is then no incentive to game the system so perhaps it's better to keep it separate from league tables.

Who is the right group to monitor
schools?

... Ian, Bristol

Does government really want to find out what makes some school groups work? This might mean admitting that their pronouncements over the years had just been puff. They already "know" what works. Politicians can never admit they were wrong.

Department for Education policy is not about improving schools, it is about keeping the ministers in post and appealing to their core voters. Very few politicians have science backgrounds. Statistically valid evidence plays no part in government education policy. It is too dangerous to your career as a politician to be truthful. Always blame someone else and keep spinning.

Most teachers spend their working lives seeking truth. They have no chance changing the minds of their political masters who thrive on spin and deceit.


Fine tuning the school leadership team

... Andy Winter, Leicester

Personally I think the title of the 9school business

manager] role is less important than the standing of the post within the school, and the perception amongst colleagues. A headteacher needs to demonstrate to colleagues, the importance of the role in order to give the position the recognition it deserves, and then of course, to reward the postholder on a par with other school leaders.

Research review: Education Endowment
Foundation evaluation reports of two
randomised control trials of Mathematics
Mastery, an Ark-sponsored programme

 Robbie Coleman, Research and
Communications Manager,
Education Endowment
Foundation (EEF)

Whilst Gifted Phoenix's analysis of our Mathematics Mastery evaluation (March 6th) showed a welcome willingness to engage with our findings, we would challenge the author on a number of points.

Mathematics Mastery was independently and rigorously evaluated by a team from the Institute of Education. The team combined findings from the primary and secondary trials to provide an overall estimate of a programme's effect. This is an accepted statistical approach and one that showed Mathematics Mastery had a statistically significant positive effect on pupil outcomes overall. To determine whether an effect size close to zero is statistically significant it is necessary to check whether or not the lower bound of the confidence interval is greater than zero, irrespective of rounding.

Regarding the timing of the release, the EEF traditionally publish its reports on a Friday for no other reason than it coincides with the print editions of education publications like .

Our main audience is teachers so it's important that we reach them through these outlets. The press release, which covered nine evaluation reports, and Mathematics Mastery findings were shared with the education and mainstream media in advance of their publication, and as with all EEF funded studies, are available in full from our website.

We think that the Mathematics Mastery findings are positive.

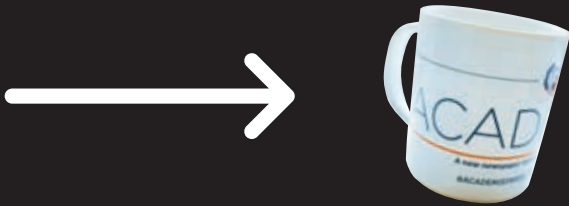
They suggest it may be a cost-effective approach for schools to consider adopting and testing for themselves as well as underlining the importance of independently evaluating new and challenging ideas.

"Free schools drive up
standards in other schools" Policy
Exchange claims

REPLY OF THE WEEK
Nicholas Holmes

... On the Today Programme,
it was mentioned that the
worst local schools got
better [when free schools opened
nearby], the intermediate local
schools stayed the same, and the
best local schools got worse. This
is the exactly what would happen
with the statistical phenomenon
of 'regression towards the mean'
– it indicates a serious flaw in the
data analysis and interpretation,
and suggests that there is no real
difference between the two types
of schools.

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



Contact the team

To provide feedback and suggest stories please email
news@schoolsweek.co.uk and tweet using
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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.

Correction

In the Henry Stewart profile (Edition 21, March 6) the
CV omitted Mr Stewart's role as chair of governors of
Stoke Newington Schools, 2005-2014.

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NEWS

PUPIL PREMIUM: IS THE £2.5bn CASH

JOHN DICKENS

@JOHNDICKENSSW

Investigates

Schools Week is exploring the way vulnerable groups of learners have fared under the coalition. In the third of a five-part series, John Dickens looks at who exactly is benefiting as schools receive more than £6bn of pupil premium funding and questions if it is really closing the attainment gap between disadvantaged pupils and their wealthier peers

The coalition government ushered in its flagship pupil premium policy in April 2011 with a £625 million war-chest to “provide a real incentive for good schools to take pupils from poorer backgrounds”.

That commitment has increased annually to a whopping £2.5 billion this year to help to raise the attainment of disadvantaged pupils and to bridge the gap with their peers.

School leaders have welcomed the extra cash and it's a policy supported by many politicians in other parties.

But has the huge investment closed the attainment gap?

It depends who you ask.

The gap at GCSE between pupils who qualify for free school meals (FSMs) [and receive the pupil premium] and all other pupils looks to have widened. The gap between FSM pupils who achieved at least five A*-Cs, including English and maths, and all other pupils has risen in recent years from 26.4 per cent in 2011-12, to 26.7 per cent in 2012-13 and to 27 per cent last year.



The Department for Education (DfE) changed its methodology last year for the calculation of key stage 4 performance measure data, to factor in the removal of vocational qualifications from the league tables and to only count a pupil's first entry to an exam. Using previous calculations, without adjusting for these factors, the 2013-14 gap would actually be 27.2 per cent.

The DfE says there is a proposed new index to investigate how the gap can be measured across the whole attainment range in light of the assessment reforms.

Sir John Dunford, the national pupil premium champion, said the above figures are not a reliable year-on-year indicator because of policy changes. He insists the gap is closing.

The government's view is that there has been “significant progress”, pointing to 69.3 per cent of disadvantaged pupils now meeting the expected level in both reading and maths at the end of primary school, compared with 62.2 per cent in 2011.

Overall there doesn't seem to be a straightforward answer. But new research seen by *Schools Week* paints a clearer picture.

Education Datalab has investigated the trends in attainment from 2011 to 2014 by using a prototype of the new Attainment 8 and Progress 8 measures, which will be introduced into performance tables next year.

Dave Thomson, chief statistician, said: “The attainment gap is closing, albeit slowly, if you look at an indicator that covers the full ability range, such as Attainment 8, rather than just the C/D borderline.”

He said most of the improvement is driven by disadvantaged pupils entering more of the qualifications that count under Attainment 8. At the current rate, disadvantaged pupils will not catch up with other pupils until 2035 (the year that David Beckham turns 60).

Deeper examination also shows that based on the average grade per entry, the GCSE achievement gap widened or remained static from 2013 to 2014 for all pupil premium



Sir John Dunford: “There is still a long way to go”

children – except those with high prior attainment.

Sir John said: “There is still a long way to go before the achievement gap is closed, but some schools have shown that it is possible – and this is acting as a spur to others to raise attainment of disadvantaged pupils.”

The annual Pupil Premium awards, run by the DfE, are full of success stories. Millfield Science and Performing Arts College, in Thornton-Cleveleys, Lancashire, won the secondary award in 2014.

Seventy-three per cent of disadvantaged pupils achieved at least five A*-Cs at GCSE, including English and maths, compared with 76 per cent of other pupils. The proportion of disadvantaged pupils making expected progress between key stages 2 and 4 was 96 per cent, compared with 92 per cent for their peers.

Sir John added: “As well as providing schools with additional funding, the pupil

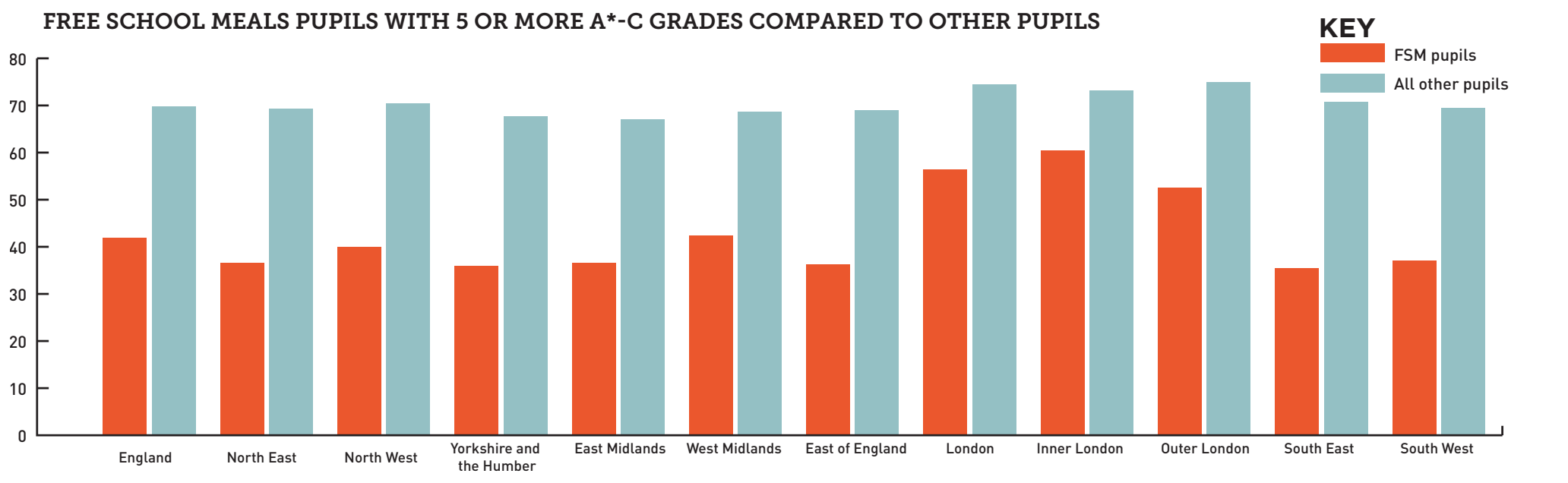
premium policy has sent out a vitally important message: disadvantaged children can achieve. Schools have responded to this in a very positive way.”

But DfE figures, released in January, show there are big variations across the country. While 46.5 per cent of FSM pupils in London achieved five or more A*-Cs including English and maths last year, only 28.4 per cent of pupils achieved the benchmark in Yorkshire and Humber.

A report released by cross-party think tank Demos in January says London continues to “prop up” the national figures, with the attainment gap widening from 27 per cent to 29.5 per cent if they are excluded.

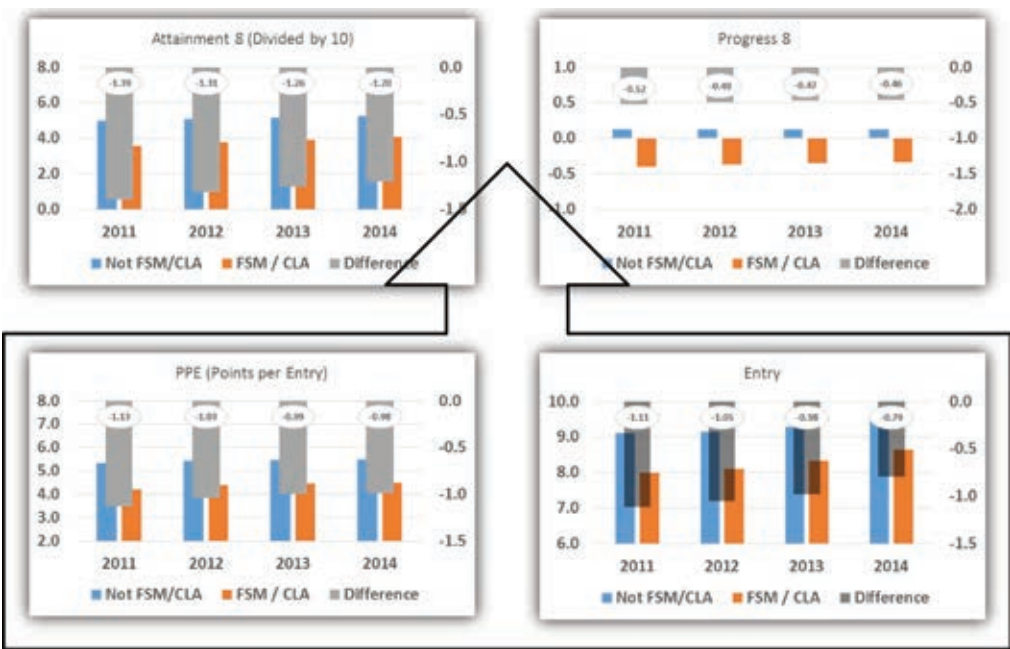
Ian Wybron, an education specialist at Demos, told *Schools Week*: “It's concerning that despite this injection of cash it is not yet getting the results.

“But it will take time to bed in and you will see the biggest results with pupils who have



INJECTION RAISING STANDARDS?

DATA SHOWING THE ATTAINMENT GAP CONVERTED INTO PROGRESS 8 AND ATTAINMENT 8 FROM EDUCATION DATALAB'S "DISADVANTAGED PUPILS" REPORT



had this funding year on year. It's a matter of time and schools sharing knowledge."

After its pupil premium success, Millfield won £10,000 to support five local schools looking at the impact of pupil premium. It also hosted a best practice training day.

This sharing of best practice could be vital to driving up attainment elsewhere. Marianne Pope, researcher at schools information and advice service The Key, said: "Schools need clarity on what will be considered an acceptable use of the [pupil premium] grant and what won't.

"Many of the school leaders I've spoken to have said they want more guidance on what the most effective ways of spending the premium are so they can get it right."

When the scheme started, Ofsted found that schools spent too much on teaching assistants and school trips without evidence of the impact on attainment.

But Sir John says schools are now increasingly using the Education Endowment Foundation's toolkit and evidence to influence how they use their cash. "As well as improving the attainment of pupil premium pupils, there are some heartwarming stories of the way in which schools have used pupil premium to turn around the life chances of disadvantaged children.

"Because disadvantaged young people are often held back by a lack of aspiration from their parents who have failed to engage with their educational progress, schools have used the pupil premium in some imaginative ways – such as literacy classes for parents – to increase parental engagement."

But the introduction of the universal infant free school meal policy last year has had a knock-on for pupil premium. Fewer parents are reportedly applying for FSM with some schools having to offer incentives to encourage sign-up so they don't lose out on pupil premium funds.

So what does the future hold? Schools minister David Laws announced an extra £22.5m funding for 2015-16, which will include early years providers for the first time.

Beyond that, it is a decision for the new government. But Sir John remains positive. "The statistics are moving in the right direction," he says. "Schools around the country have a much more rigorous approach to using pupil premium, which should lead to an acceleration in the improvement."

SIR JOHN'S FIVE PUPIL PREMIUM SUCCESSES

- 1 The attainment of disadvantaged pupils has risen
- 2 It has drawn attention to the size of the attainment gap in England and schools have responded in a very determined way, recognising that 100 per cent buy-in from their staff is a vital precursor to success
- 3 Many schools have done inspiring work and other schools have been prepared to look to them for ideas and methods
- 4 The most successful schools monitor pupil progress frequently and put interventions in place quickly when pupils need extra support
- 5 High quality teaching must be an essential component of every school's pupil premium policy, with those pupils getting the best teachers

TOP 10 AUTHORITIES FOR FSM ACHIEVEMENT

LOCAL AUTHORITY	NUMBER OF FSM PUPILS	PERCENTAGE ACHIEVING 5+ GCSES A*-C
Kensington and Chelsea	142	71.1
Westminster	513	70.8
Tower Hamlets	1342	65.6
Islington	619	63.5
Redbridge	637	61.9
Hackney	622	61.6
Southwark	624	59.9
Haringey	663	59.9
Newham	1289	59.7
Lambeth	610	58.9

BOTTOM 10 AUTHORITIES FOR FSM ACHIEVEMENT

LOCAL AUTHORITY	NUMBER OF FSM PUPILS	PERCENTAGE ACHIEVING 5+ GCSES A*-C
Rutland	25	24
Barnsley	459	26.1
Bracknell Forest	81	27.2
Northumberland	419	27.7
Knowsley	421	27.8
Suffolk	788	29.6
Central Bedfordshire	199	29.6
Telford and Wrekin	311	29.6
Southend-on-Sea	243	30
Sunderland	614	30

TEACHING & LEARNING TOOLKIT TOPIC	COST	EVIDENCE	IMPACT
Meta-cognition and self-regulation	£££££	🔒🔒🔒🔒	+8 months
Feedback	£££££	🔒🔒🔒🔒	+8 months
Peer tutoring	£££££	🔒🔒🔒🔒	+6 months
Early years intervention	££££££	🔒🔒🔒🔒	+6 months
Oral language Interventions	£££££	🔒🔒🔒🔒	+5 months
Homework (Secondary)	£££££	🔒🔒🔒🔒	+5 months
One to one tuition	£££££	🔒🔒🔒🔒	+5 months

A DFE SPOKESPERSON SAID:

"The pupil premium has been a crucial intervention and, in the hands of outstanding teachers across the country, is already making a real difference to children's lives.

"Disadvantaged primary children achieved their best ever results this year, and the real attainment gap is narrowing at both primary level and secondary level.

"At secondary level pupils have benefited from the pupil premium for a much smaller proportion of their schooling, but the gap narrowed again there too when Wolf reforms and other changes are taken into account.

"Teachers and school leaders deserve credit and recognition for their tireless efforts to give every child the fair start in life they deserve."

EXPERTS



ALISON TALBOT

Partner at law firm Blake Morgan

OUR MONTHLY LEGAL CORNER

Land sharing: it's going to be difficult to resist

The DfE cannot compel academies to share their land, but changes to funding agreements will make it difficult to resist

Amid concerns about the shortage of pupil places at primary schools in England, the Department for Education (DfE) has introduced new provisions into the model funding agreements of academy schools. These are designed to enable the department to take land from academies where that land is underutilised and for it to be used by other academies or as a site for new academies.

Under these new rules, the DfE cannot compel academies to share their land. However, the secretary of state is obliged to consult with academies that have underutilised land in areas where parental demand or basic need for additional school places cannot be met to determine whether part of the land could be provided to another academy trust. The land would either be given or sublet to the other trust, so that it could establish and maintain an educational institution on the existing academy's site.

The provisions will only apply where the secretary of state identifies basic or parental need for additional places in the area in which the academy is situated. The new funding agreement sets out the circumstances in which the provisions will operate. A basic need will arise when the forecast demand for pupil places in the area is greater than the existing capacity to provide them. A parental need will arise when the DfE is actually aware of an additional demand for pupil places in the area, following representations from parents in that area.

The new funding agreement does not go into any detail as to what criteria would be used to assess whether land is "underutilised", it simply describes a position where "not all the land is needed for the operation of the academy at planned capacity". Until these provisions are actually used by the secretary of state, it is difficult to advise schools on whether they have land that would fall into this definition. In reality, however, if an area has a high need for additional school places, then it is going to be harder for an academy to argue that it needs all its land for its operational needs.

The language used in the funding agreement is interesting. There is no mechanism for compelling an academy to give up its land. However, the new provisions

require the secretary of state to consult with the academy where underutilisation is identified and it is during this process that the secretary of state will determine whether the land could be sublet or transferred. Once an academy and the secretary of state have agreed that part of the land should be transferred, the original academy must use its best endeavours to obtain the approval of the landlord to enable it to share occupation of the land with the incoming trust. In reality, it is going to be difficult for an academy to resist a land sharing agreement once underutilisation has been identified.

There are seven possible versions of these new land provisions in the supplemental funding agreement. These vary slightly depending on whether the land is already owned/used by the academy, or if it is a new site (either freehold or leasehold) provided by the EFA. There are no sharing provisions if the academy's existing site is held under a church supplemental agreement or lease from private site trustees.

The terms of the new funding agreement provisions are non-negotiable

New academies will have no choice but to accept the new funding agreement provisions as the terms are non-negotiable. At the moment, existing academies cannot be forced to change their funding agreements. However, each time an academy changes its articles, applies for a capital grant or takes on another school, then it is required to update its funding agreement to the latest model – and the new land sharing provisions will then apply. This means that over time many academy's funding agreements will be updated to include the new provisions. Academies can resist the change, but only for so long as they don't need to make other material changes to the academy.

Alison specialises in restructuring and academy conversions
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JANET DOWNS

Writer for Local Schools Network and co-author of *School Myths: And the Evidence That Blows Them Apart*

The myth busters

Education bursts with myths: such as teachers don't need qualifications, local authorities control schools and academies raise standards. But there are more, all of them easy to disprove. And it's vital that they are

Many things widely supposed in education to be true, simply aren't. It's widely supposed that choice, competition and markets are the route to educational success. Increase competition between schools and all schools will improve, that's the theory. But it's not accurate. The message from the successful London Challenge is that it's collaboration not competition that raises educational quality. The OECD confirms this. Choice and competition as an improvement mechanism is a myth.

Another prevalent myth, especially in England, is that our state schools need an injection of private school DNA. Again, not true. The OECD found that when economic background is taken into consideration, UK state schools outperform UK private ones. And there's an increasing body of evidence that shows state-educated students gained higher degrees than their equally qualified peers from private schools.

The Sutton Trust found students from comprehensive schools outperformed their equally qualified peers from both independent schools and state grammars. There's another myth demolished – the one that claims comprehensive education has failed.

These myths, and four more, are exploded in the book I co-authored with Melissa Benn, co-founder of the Local Schools Network. It's called *School Myths: And the Evidence That Blows Them Apart*. Between us we've disproved each of the seven myths and we've supplied evidence to back up what we say. Myths such as teachers don't need qualifications, local authorities control schools and academies raise standards.

But there were other myths we couldn't include. I'll deal with one of them here.

Remember how the United Kingdom was "plummeting" down league tables. It was splashed all over the media on in December 2010. The *Daily Mail* was typical:

"Travesty of our 'stagnating' schools"; "Britain has plummeted down worldwide education rankings..."; "...massive indictment of the last government's education policy..."

These claims were backed up by a graph in red, green and blue that showed UK performance in PISA tests had tumbled since 2000.

But it wasn't true. The OECD, which run the PISA tests, had warned in the UK briefing

document published on the same day as the PISA 2009 results that no comparison should be made between the UK's PISA results in 2000 and 2009 because the earlier results had been found to be flawed after their initial publication. But that prominent warning was ignored – not least by the Department for Education (DfE), which published the faulty figures. The DfE can't say it didn't know about the warning; it referred to it in its press release.

Censure doesn't stop zombie statistics rising from the dead

As well as ignoring this warning, which appeared in the second paragraph of the UK briefing paper, the DfE ignored other international tests that showed England in a more positive light: the Trends in Maths and Science Survey (TIMSS), for example, showed England at the top of the European league in 2007 for science and maths in both age groups: 10 and 14 year-olds.

The plummeting down league table myth persisted for two years until the UK Statistics Authority censured the DfE for its misleading use of international test data. But this hasn't stopped the zombie statistic from rising from the dead. Just ten days ago, education secretary Nicky Morgan told *The Daily Telegraph* that the education system when the coalition came to power was "chaotic, with Britain plummeting down international league tables and a third of all children leaving primary school unable to read, write or add up properly".

Morgan's statement about league tables is untrue. But she swerved around criticisms made by the UK statistics watchdog, not once but twice, that she was misleading the public when she had claimed a third of children were illiterate and innumerate when they left primary school. She did this by adding the adjective "properly". But "properly" is imprecise and subjective. For some people, being unable to read "properly" would mean not being able to decode; for others it would be an inability to read *Schools Week*.

Education myths need destroying. Publishing the evidence that punctures them is essential. Then we will have the ammunition to pillory politicians who make misleading statements and deceive the electorate.

EXPERT



STEVE MUNBY

Chief executive CfBT Education Trust

Ofsted should only 'pass' or 'fail' schools

Ofsted has become too pervasive. It is time now for it to become a regulator, rather than a school improver

Ofsted has recognised the need for reform. It has said that good schools will face frequent but shorter visits in the future, and it will give more weight to subjects such as music. But in my view, while Ofsted calls these reforms "radical", they do not go far enough. We need to go back to first principles and ask what is Ofsted for and what should its role now be?

CfBT Education Trust has been carrying out inspections on behalf of Ofsted for the past 10 years. We have seen first-hand the significantly positive impact that Ofsted has had in raising standards in schools and we are pleased to have been a part of that.

However, it is now time for fundamental reform. In an age when we have far more detailed and accurate information about pupil performance than ever before, and at a time of increasing strain on education funding, we must give serious consideration to an important but different future role for Ofsted.

The inspectorate has become too pervasive an influence. Its framework has become the means through which every aspect of school life has to be considered – "what would Ofsted say?" is too often the key question when making a strategic decision. Why has a regulator become so influential? Would famous writers for television, such as Sally Wainwright or Steve Moffat, look to Ofcom to make their programme outstanding? Of course not – they would take into account the basic requirements of the regulator but would

look elsewhere for their ideas. Schools also should look elsewhere for inspiration.

The judgments Ofsted makes are also contestable. Are we clear from the research evidence about what great teaching looks like? What outstanding leadership looks like? What counts as exceptional behaviour management? So far it seems that this cannot be captured in a reliable way.

Ofsted is also too open to political interference. Both the Labour and the coalition governments have changed the Ofsted framework to take into account the latest priority from government. Time and money has then to be spent retraining inspectors.

Rather than being a school improver, or a way for successive governments to force through policy, Ofsted should be a regulator. Its role should be ensuring that government and parents have confidence their children are learning.

It needs to be about pupils' progress over time and to be based on evidence of progress in books, as well as evidence of progress and added value in external exams. The report on progress in learning, which should take Ofsted no more than a day in a school to complete and to verify the school's self-assessment, should be robust, rigorous, and transparent.

There should be two grades only: adequate or inadequate. Some may argue against the best judgment being "adequate" but we should stop looking to Ofsted for accolades – there are all kinds of ways to recognise excellent schools without relying on Ofsted.

If the judgment is "inadequate" there

should be a requirement on the school to improve by the following year or face intervention. Intervention may be needed immediately in extreme cases. Each year schools should publish their latest audits, including the grading of adequate or inadequate.

We should stop looking to Ofsted for accolades

This would put an end to an opaque Ofsted system and would empower the profession to take the lead on researching what great teaching and great leadership looks like. Schools would increasingly challenge and support each other through peer review instead of relying on Ofsted. They could try out different approaches to teaching and would not be judged on those approaches, only on whether the children are safe and are learning effectively.

Now that England's education system has (according to Ofsted's own figures) improved significantly and now that we have a rich source of data on children's progress, it is time for a fundamental rethink. Let Ofsted monitor outcomes in a robust and transparent way and let the profession take control of teaching and leadership through a school-led system.

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

BH, Assistant Head
Loreto College, St Albans

Media Partner

SCHOOLSWEEK



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PROFILE

OREMI
EVANS

ANN MCGAURAN
@ANNMCGAURAN

Dame Oremi Evans, head of The Brookfield School, Hereford

The only person at Brookfield who doesn't seem to believe that the special school's head is now a dame is the recipient herself. Staff are still buzzing about the New Year's Honours award, but Dame Oremi Evans seems dumbfounded.

"I had the letter on a Saturday morning and froze. I didn't even see the damehood. I thought it was an OBE, an MBE or a CBE. I was just ecstatic. After about the tenth read I realised what I had.

"I ran up to my husband Clifford and told him that I was going to show him something now, but not to get excited because I'm sure I'm going to get a letter next week saying it's all been a mistake. I was adamant it wasn't me they were writing to. I don't think it's really sunk in. It's the top award. You don't usually get it unless you get another first."

It may all have been "just an unbelievable shock", but her family certainly has form when it comes to reaching the highest levels. Dame Oremi was born in Lagos, Nigeria, where she spent her childhood and most of her teenage years. She grew up in great privilege: Sir Omobolaji Bank-Archibute, her billionaire father, was friends with Margaret Thatcher, Edward Heath and Indian leader Mahatma Gandhi. Sir Omobolaji was knighted in 1960 for his philanthropic work.

Her father was a key influence – "a very inspiring person" – in Dame Oremi's life. A self-taught man, his first business venture was hawking pens on Lagos streets. During the 1960s many European companies needed a Nigerian backer, so her father became chairman and director of a number of European companies, including Mobil Oil.

She says her father was "really a decent person" who, when he died, left none of his children any money "because he started off with nothing".

"I respected him for that. His way of showing us his love was by giving us things and all the travel and whatever, but when he passed away he wanted us all to stand on our own feet. I am now a trustee of his charity in England."

Her father was Nigerian; her mother was of Scottish and Nigerian descent. Her mother's first marriage was to a Swiss, killed in a car accident in Lagos leaving her with three small children. She then met Dame Oremi's father. "She was his second wife and we didn't live with him. My stepmother couldn't have any children. She was the Lady Bank-Archibute, whereas my mum was not."

She has one sister and an extensive network of half-

"I like structure and a routine. That's just the way I am"

siblings and other family. Her mother was Catholic, and she was brought up as one. Her father was Church of England, and her paternal grandparents all Muslims.

The values her family lived by have never left her. It's clear how they have shaped her teaching and leadership, including her long headship at The Brookfield School, a special school for 7 to 16-year-olds and the first special school to receive three

consecutive Ofsted "outstanding" inspections. All the pupils have a statement of special educational need (SEN) and their primary needs are identified as behavioural, social and emotional difficulties (BSED).

"More than anything our culture is about this sense of total respect within the family for hierarchy. When I go home now it's still around me. In our language, to emphasise respect, if we talk to someone younger than us we put a connotation in and if we talk to someone older we use a different connotation because it's a sign of respect."

A child referred to Brookfield is at "rock bottom – with no self-esteem and no self-worth", she says. "We make sure they feel and the atmosphere is one of a big family."

She makes it clear that everyone in the school will respect

IT'S A PERSONAL THING

If you could choose to spend a day anywhere in the world, where would that be?

Home in Lagos, Nigeria...always

What was your favourite meal as a child – and who cooked it?

My mother's peanut stew with rice.
Delicious!

What's the best piece of advice anyone's ever given you?

My father's advice was to work hard, aim high and show respect. You will always receive it back.

Who were or are your role models?

My father and mother. I just hope they are looking down at me and feeling proud.

What book or piece of music would you take to a desert island, and why?

I love R&B. Any rhythmic beat with powerful romantic lyrics.



Clockwise from top: Dame Orema aged at 25 at Whitecross High School, Hereford; aged 18 with two of her sisters in Lagos, Nigeria; aged 4 on her christening day in Lagos



the child, "and in return we expect the same from them. If you can start on that footing from the minute they walk into your family community, then you really do have a good stage to build on."

She boarded at Queens College in Lagos. "My dad wanted me to have the discipline." The regime sounds Dickensian, with "vile food" and corporal punishment. Dame Orema doesn't see it that way. "We all had duties and the younger you were the more yukky the duties you had, including cleaning the toilets and cleaning the showers. My parents used to visit every weekend and even though I lived less than two miles away, I only went home in the holidays." She says it didn't bother her. "I like structure and a regular routine, that's just the way I am."

At secondary school, she was "very studious but not exceptionally bright" and had to work hard. "I like the sciences. Funnily enough both my children (Zoe and Rhea) have degrees in creative subjects."

Dame Orema came to live with an aunt in Hereford for her sixth-form years. She says it wasn't her decision to then take her degree in London – "My dad decided I was to go and study in England."

She stayed when she finished her degree at Avery Hill College, and took her first job teaching sciences at Whitecross High School, back in Hereford. She married Clifford – whom she'd met during her sixth form years – the same year she left college.

A few years on, "there was a lightbulb moment" and she realised working with less able students and those with

behavioural issues was her niche. After another degree in special needs at Worcester University, she went back to her old school to become head of special needs.

A deputy headship came up at the John Venn Unit in Hereford, then two years later she got the headship. The unit closed when Herefordshire became a unitary authority and Brookfield was built in 2002. In 2008 the school became a specialist college, providing support in behaviour management.

In 2012 she became a national leader of education and the school became a national support school. A year earlier she'd become executive head for behaviour in Herefordshire, overseeing the county's pupil referral centres – with one service on two sites – and the local authority's behaviour support team.

A high proportion of her students are looked-after children. How can this most vulnerable group be best helped? "There must be accountability for these kids. There tend to be four or five agencies involved. It's all right sitting round a table but who has that overall accountability and who can scrutinise what each agency is doing for that individual?"

But despite these challenges, the joy makes it all worthwhile for the impressive Dame Orema. "The highlights are watching a child when they first come in and seeing how quickly they settle within our family. It's about when I say to them 'gosh you're smiling, you're laughing' and they always turn to me and say exactly the same thing – 'I feel safe here Miss.'"

Curriculum Vitae

- Born**
- Lagos, Nigeria, 1956
- Schools**
- Boarder at Queen's College, Lagos
- Hereford Sixth Form College
- University**
- Avery Hill College, London, degree in natural science
- University of Worcester, degree in special needs and MSc in financial management
- Career**
- Whitecross High School 1979-1994
- John Venn Unit 1994-2002
- The Brookfield School 2002-present

REVIEWS

TOP BLOGS OF THE WEEK

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



Our blog reviewer of the week is Harry Fletcher-Wood, associate director of knowledge development for TeachFirst

When silence isn't golden

By Debra Kidd

Too often, when a school is in the news, it's almost impossible to know what is really going on unless we have a personal connection. In this fascinating post Debra Kidd describes her visit to Park View, which came to public awareness when investigated as part of the Trojan Horse allegations. Debra describes the school in high terms remarking that the staff body are "reeling but determined to be there for the children" and saying that she "bloody loved that school. And those kids." She wrestles with how, in a school under the spotlight, teachers can answer politically charged questions that prey on the minds of students. "I ask us all to think about the impact that our own neurosis has on our language and actions; how our myopia about the messages that our media send to children affects them and how we speak to, think through and answer those difficult questions that all our children ask."

Becoming a happier teacher

By Andy Tharby

Andy Tharby's writing about teaching is consistently thoughtful, original and honest. In this post, he begins by reviewing what he has learned from reading Happiness by Design. He then offers a number of insights as to sources of happiness (and strain) in his life - and practical responses. For example, he noticed "that lunch duties make me tired and stressed in the afternoon" and so not worth the extra £100 when he can instead spend the time relaxing with colleagues and then teach a better afternoon lesson. Receiving

a 1,000-word tirade from a parent while at a beer festival also convinced him to stop work emails reaching his phone. One setback aside, Andy has "noticed that riding my bike to school makes me happier and more energetic." I am confident that anyone could benefit from adopting his reflective approach to work and life.

Who is doing the work?

By Esse Quam Videri

This blogger challenges her readers to consider who is putting the effort into schools (and who should be). Taking a dim view of growth mindset exhortations, "getting compliance from teachers in preferred teaching styles" and "tackling 'passive learning'," she identifies a significant issue facing a school she visited recently, a lack of accountability for students. She describes a series of approaches her school takes to ensure students maintain their effort and concludes with concern that holding students "to account for their effort can have a much bigger impact [than adding to pressure on teachers] but is unfashionable. How can students learn the cost of laziness if in school it has none?"

Requires Improvement

By Lisa Pettiifer

"Throughout the year, often as a result of a performance management observation, teachers are told that they are struggling, need to do things differently, need to improve.... If they had known HOW to do things differently, wouldn't they be doing it?" Lisa Pettiifer tackles this question with ten possible strategies - all simple, fairly cheap, and achievable - ranging from watching a demonstration lesson to in-lesson coaching.

Brain pickings

By Maria Popova

Not only is educational debate occasionally ill-natured, suggestions that would improve the standard of debate are in sadly limited supply. This rare exception builds on the ideas of Daniel Dennett to advance a strategy for disagreement. Dennett advocates the following four steps:

1. You should attempt to re-express your target's position so clearly, vividly, and fairly that your target says, "Thanks, I wish I'd thought of putting it that way."
 2. You should list any points of agreement (especially if they are not matters of general or widespread agreement).
 3. You should mention anything you have learned from your target.
 4. Only then are you permitted to say so much as a word of rebuttal or criticism.
- I'll be trying to do this myself!

BOOK REVIEW

Educate 1-to-1: the secrets to successfully planning, implementing and sustaining change through mobile learning in schools

Authors: Dominic Norrish, Mark Baker, Daniel Edwards Jose Picardo and Adam Webster

Publisher: CreateSpace

ISBN-10: 1502380447

ISBN-13: 978-1502380449

Reviewer: Jeni Hooper, child and educational psychologist



Educate 1-to-1 explores the practicalities of using mobile technology for every student in a school.

Evidently, 57 per cent of primary schools and 75 per cent of secondaries plan on implementing a one-device-per-child strategy in the next few years, according to the British Educational Suppliers Association. If you work in a school that is considering going down this road this book is for you. The five authors all work in the field and the book is a thorough examination of all the strategic issues as well as the technical practicalities involved.

Mobile technology is not only a complex technical subject but also a high-cost strategy for any school. The authors are clear that you need to know exactly what you are aiming to achieve, as well as knowing what you need to do to get there. This isn't something that can be done cheaply. The book suggests the cost to a 1,000 pupil school over two to three years is a staggering £500,000 They take you through all the practicalities and warn you of the pitfalls and the small print that can add hugely to the bill.

This is a helpful book for teachers and governors that appears reasonably objective... the authors avoid the evangelical hard sell. They clearly want people to get it right and not be swept along. It is highly readable and written in a clear accessible style that explains the technical side well enough for a non-specialist like me.

All innovations need time to be tested, to bed down and then be fully evaluated. Mobile technology is just beginning, so the evidence base here is small. Devices light enough to be

truly portable haven't been around that long (the iPad was only launched in 2010).

The book is honest and unapologetic: innovations have to start somewhere and the authors are helpful in exploring both what a school pilot programme should look like and how to structure your evaluation process to get results that focus on your aims and outcomes. They are not keen on the exam success proxy measure as so many other variables may be at work.

The title *Educate 1-to-1* conjured up teacher/student support and didn't immediately speak to me about mobile technology, and indeed the book has little to say about personalised learning. I got the impression that many of the early adopter schools are in the independent/selective sector and their students may be a somewhat skewed sample. The combination of high-performing students and parents eager to add whatever tools that will propel their

children forward may not be a prototype for schools with a more pressing need to raise attainment. Whether all students from all backgrounds will gain significantly is an important question that would need to be addressed in parallel.

The evidence base for how children learn effectively is equally small; it is a territory

overpopulated with myth and magic. Some relevant strands are emerging - for example, students may not read as fluently from a screen, which has implications for younger and struggling readers.

An even bigger question is how the relationship between student and teacher is affected by a mobile interface. A skilled teacher sets a pace that enables each student to tune in, process and make sense of material before he or she commits to memory.

While mature learners can reflect on their own progress and adapt their actions, many young people have not yet developed the full range of metacognitive skills required and remain dependent on the teacher to mediate learning. We need to be confident that personalised learning and differentiation can be fine-tuned via mobile technology and that the high time demand to create materials digitally can be factored in, or students who are less independent in their learning strategies will be at a disadvantage. Mobile technology is here to stay but there are many questions still to be answered.

www.jenihoooper.com



REVIEWS

RESEARCH REVIEW

Reviewer: Jack Marwood, education writer



Research: School Improvement in London: A global perspective

Publisher: CfBT

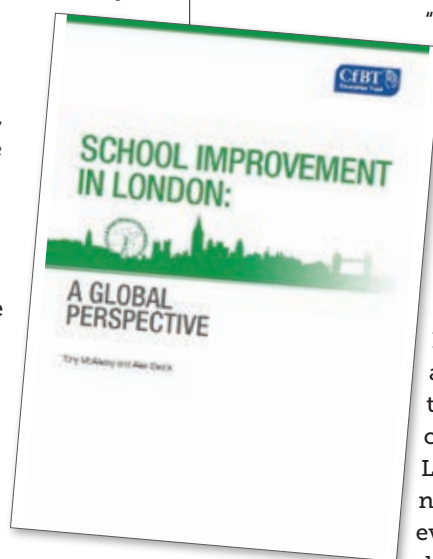
Amidst all the doom and gloom and manufactured crisis narratives in education, there are some small but remarkable good news stories. One is the steady improvement in GCSE passes in England. Admittedly, much of this is likely to be as a result of schools finding ways to ensure that their results look as good as they possibly can, rather than any underlying improvement, as observers such as Professor Robert Coe have eloquently explained.

But grades have improved, from an average of 50 per cent of students being awarded five or more good GCSEs in 2001 to just over 60 per cent reaching the same standard in 2013. In inner London, the story is much more impressive: from under 40 per cent in 2001 to about 63 per cent in 2013.

In June 2014, the Institute of Fiscal Studies (IFS) published "Lessons from London schools for attainment gaps and social mobility", and in October, the University of Bristol's Centre for Market and Public Organisation (CMPO) published "Understanding the

success of London's schools". These reports followed investigative work by Chris Cook at the Financial Times, who also looked at what has become known as the "London effect".

Before these reports, there was a great deal of speculation about what may have improved GCSE results in London, much of which was based on intuition and assumption. The research now published has gone some way to answer questions. Some are rigorous, academic studies. But some are not. The CfBT is firmly in the second of these categories.



2000 in

whilst ignoring the fact that outer London was one of the

"School Improvement in London:

A Global Perspective" follows a longer report written by CfBT last year. It repeats some startling claims and uses some highly selective data. It also uses hearsay from interested parties. As a result, it is almost a case study in policy-based evidence.

It finds that what has happened in London is "relevant to policymakers and educationists worldwide" and that "the improvement is not a consequence of the advantages that London has over the rest of England"; neither of which is supported by the evidence that is currently available. It claims that "the transformation since

London schools has been remarkable"

highest performing areas of England in 2001.

The only dataset used by CfBT is the "proportion of pupils achieving five or more good GCSEs". While this shows London in a good light, it does not take into account the findings of the IFS and CMPO reports that showed the improvement of London GCSE results can be attributed entirely to higher prior attainment at primary school and the ethnic composition of those who take GCSEs in the capital.

The CfBT report is awash with "halo effects", whereby interested parties interpret improved GCSE results in London as being a direct consequence of various government and third-sector initiatives, rather than due to the efforts of children and families who live and study in one of the world's biggest, toughest, most ethnically diverse and ambitious cities.

There seems to be little doubt that London schools have improved in the past 15 years. But there is virtually no evidence to support the conclusions of this report that it is because of academies or competition or collaboration, and a great deal to suggest that valid explanations for the London effect can be found elsewhere, such as the IFS's claim that it appears to be due to improvements in primary schools and, in the conclusion arrived at by Professor Simon Burgess, writer of the CMPO report, that "ethnic minority pupils have greater ambition, aspiration, and work harder in school. This is the main argument here – London has more of these pupils and so has a higher average GCSE score than the rest of the country."



A week in Westminster

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

THURSDAY:

Another Thursday and another slew of Department for Education (DfE) notices.

In the first of the day, education secretary Nicky Morgan wrote to the teaching trade unions and pleaded with them to stop taking industrial action.

She said: "I... hope that those unions in dispute with me will consider resolving their disputes as soon as possible."

Not someone usually featuring in the news pages of *Schools Week*, but she has wheedled her way in this week - former Liberty X member and Celebrity Mum of the Year Michelle Heaton is pictured with a rather smug-looking childcare minister, Sam Gyimah, at the launch of a DfE competition to develop apps for parents.

The DfE wants someone to produce the apps to allow parents to find childcare, more easily, in their area.

Michelle Heaton said: "I'm a busy mum of two, juggling a career and have a husband that works full time. We don't have family close by to help so childcare I can rely on is vital.

"Having a simple app that I can access on my phone would be really helpful to me and many other busy parents."

While her involvement is sure to give the competition a boost, we guess, and she seems to be a popular and not-too-overfacing celebrity, at *Schools Week* we wonder how her complaints about a working/family life will chime with other parents, who don't have "celebrity status" and access to such different childcare (one assumes she is not sending her kids to a local-authority run children's centre in a deprived area of the country).

FRIDAY:

School reform minister Nick Gibb paid a visit to King's College London Mathematics School in Lambeth today to celebrate International Women's Day [which took place two days later on Sunday].

The visit was used to highlight the good work the specialist college had done in getting a 43 per cent female intake. Hopefully the school will have 50/50 intake at least next year.

MONDAY:

Today, the DfE released the names of the members who will sit on the commission on assessment without levels.

Announced as a "teacher-led panel", there were cries from the teaching world that the commission was not exactly "teacher-led" considering it did not have a single classroom teacher on the panel.

Questioned about this, a DfE spokesperson told us: "This is a teacher-led commission and it is misleading to say otherwise. Half the commission's members – including the chairman – are current headteachers who will draw on their considerable experience of teaching."

A slightly clearer description of the group could have been given at the outset to minimise confusion – perhaps "profession-led"?

TUESDAY:

Nothing useful happened.

WEDNESDAY:

After taking away Initial Teacher Training from universities and handing it to schools, the Government today announced to pay students £15k to do their ITT ... at universities.

The plans will entice "top graduates" into becoming maths and physics teachers, so says Cameron and Morgan. Students can apply for a share of the £67m pot from next month. Trebles all round at the student uni bars!

Sam Gyimah had the pleasure of his first education select committee today. And it didn't take long for him to get a bit flustered, asking the committee to stop interjecting. Chair Graham Stuart reassuringly told Gyimah they were being as gentle as possible. After a bit more too-ing and fro-ing it all ended on a happy note with Gyimah saying he would love to satisfy Pat Glass.

CHECK OUT @SCHOOLSWEET FOR LIVE TWEETS OF WESTMINSTER EVENTS

Eight months in and how

Regional Schools Commissioners are part of the government’s middle tier of accountability for academies. Brought in last September, they were told to tackle underperformance and to boost the number of academy sponsors. So what have they’ve done so far?



ANN MCGAURAN
@ANNMCGAURAN

Investigates

A Freedom of Information request to release full details of the meetings of England’s eight Regional Schools Commissioners and their headteacher boards (HTBs), along with a register of their interests, has resulted in partial success.

A record of their meetings between September and December last year has

now been published on the Department for Education (DfE) website, albeit tucked away.

Details include a list of main agenda themes, a summary of decisions taken and a full register of interests for all members.

The eight RSCs oversee all academies in England, intervening in under-performing schools and brokering sponsors to take over failing ones. From June, they will also decide which free schools will open in their area.

In December, Green MP Caroline Lucas tabled a parliamentary question asking for transparency on these matters.

Children’s Minister Edward Timpson said

the government was reviewing its approach as the role became more established, and would consider the “most appropriate way to do this without compromising the boards’ ability to provide free and frank challenge, as well as personal and commercially sensitive information”.


The government did not intend to retrospectively revise and publish a note of past HTB meetings, he added.

Ms Lucas said it “rang alarm bells” that the commitment to publish information was “being shaped by considerations of ‘commercially sensitive information’”.

Martin Post

Former headmaster of Watford Grammar School for Boys

SOUTH CENTRAL ENGLAND AND NORTH-WEST LONDON



SUMMARY

Approved Academy order: 4 Academy conversion: 7 Funding agreement: 5 New provision academy: 1 Pre-warning notice: 1 Removal of pre-warning notice: 1 Significant change: 3 Sponsor application: 2	Declined Academy conversion: 1
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Interests registered by Mr Post Watford Grammar School for Boys 1995 to date; Verulam School member of academy trust 2007 to date; Teacher Development Trust trustee 2011 to date; Southend High School for Girls and Southend High School for


Boys SIP 2011-2014; Westcliffe High School for Girls SIP 2011-2014; Hemel Hempstead School NLT support 2011-2012; Ashlyns School NLT support 2013-2014

No conflicts declared

Sir David Carter

Former chief executive of multi-academy trust the Cabot Learning Foundation

SOUTH-WEST ENGLAND



SUMMARY

Approved Academy order: 17 Funding agreement: 29 New provision: 4 Significant change: 3 Sponsor application: 2 Sponsorship capacity fund: 11	Declined Significant change: 1 Sponsor capacity fund: 2
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Interests registered by Sir David Cabot Learning Foundation CEO April 2009- Aug 2014

Conflict declared Kings Oak Academy significant change to expand age range – Sir David left the room and the decision was made by fellow RSC Dominic Herrington

Dominic Herrington

Former director of the academies group, DfE

SOUTH-EAST OF ENGLAND AND SOUTH LONDON



SUMMARY

Approved Funding agreement: 30 Significant change: 10 Academy order: 15 Sponsor application: 4 Sponsor capacity funding: 11 Pre-warning notice: 12 Warning notice: 4 Pre-termination notice: 1 Derogation submission: 1 November opening: 4	Declined Significant change: 1 Academy order: 2 Warning notice: 1 Sponsor capacity funding: 1
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Interests registered by Mr Herrington Goodrich Community Primary School vice-chair of governors 2010 to date

No conflicts declared

Jenny Bexon-Smith

Former executive principal and chief executive of the Tudor Grange Academies Trust

EAST MIDLANDS AND HUMBER



SUMMARY

Approved Academy order: 18 Funding agreement: 69 New provision: 1 Significant change: 2 Sponsor application: 3 Sponsor capacity funding: 9 Pre-warning/Pre-termination notice: 8	Declined None
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Interests registered by Ms Bexon-Smith Tudor Grange Academies Trust executive principal and CEO 2009-Aug 2014; Birmingham Diocese Trust board member Sept 2012-August 2014; Education Funding

Agency advisory board member September 2012 to date; Teaching Schools Council elected member 2010 to 2014

No conflicts declared

How have the RSCs fared?

So what does the information reveal about the new RSCs and boards?

As exclusively revealed by *Schools Week* last year, RSCs will be judged on the percentage of academies and free schools open in their region, and the percentage of schools issued with an academy order.

On those criteria, West Midlands RSC Pank Patel came top during the first few months, with 35 academy orders approved by his HTB. By contrast, South Central England and North West London's Martin Post approved only four academy orders and seven academy conversions.

Jennifer Bexon-Smith, who oversees the East Midlands and the Humber and who is one of the two highest-paid RSCs, receiving between £140,000 and £145,000, approved 18 academy orders. Her colleague in the highest salary band, Sir David Carter, the RSC for South West England, approved 17.

The RSC for South East London and South London Dominic Herrington, whose office has the highest staff pay bill at £260,000, gave the go-ahead to 15 academy orders.

The FOI response also showed RSCs would be responsible for "encouraging strong sponsors into the market". Overall, just 22

new sponsor applications were approved across England between September and December. Lancashire and West Yorkshire topped the bill with six approvals.

Tackling educational underperformance and inadequate governance in academies is also one of the RSCs' key performance indicators. Twenty-seven pre-warning, pre-termination or termination notices were issued – 17 of those in South East England and South London.

The accompanying register of interests contains declarations of any personal or business interest within the past five

years which may or may not be seen as influencing the commissioners' or board members' role. Interests vary, with some HTB members declaring siblings and fellow church members who run schools.

So far only one conflict of interest has affected an RSC decision. Sir David Carter was chief executive of Cabot Learning Foundation between 2009 and Aug 2014. When one of the foundation's academies, Kings Oak, applied to expand its age range, he left the room during discussion. The decision was instead made by Dominic Herrington.

Tim Coulson

Former director of education, Essex County Council
EAST OF ENGLAND AND NORTH-EAST LONDON



SUMMARY

Approved

Academy order: 19
Funding agreement: 33
New provision: 4
Significant change: 1
Sponsor application: 3
Sponsor capacity funding: 8

Declined

Academy order: 1
Funding agreement: 1

No interests registered from Dr Coulson

No conflicts declared

Janet Renou

Former head of Skipton Girls' High School, north Yorkshire
NORTH OF ENGLAND



SUMMARY

Approved

Academy order: 7
Funding agreement: 6
Significant change:
Sponsor application: 1

Declined

Academy order: 1
Significant change: 1
Sponsor capacity funding: 3

Interests registered by Ms Renou
Skipton Girls' High School head 2002-2012, executive head 2012-2014; North Yorkshire Business Education Partnership director 2009-Feb 2013; NLE National College executive head 2009-2014; Engineering UK member of education and skills panel Jan

2011-Sept 2014; Northern Star Educational Trust Executive Head 2012-2014; Northern Lights Teaching Schools Alliance executive head 2012-2014; CFBT additional inspector executive head 2012-2014

No conflicts declared

Pank Patel

Former head of Wood Green Academy, Wednesbury
WEST MIDLANDS



SUMMARY

Approved

Academy order: 35
Funding agreement: 17
New provision: 1
Pre-warning notice: 1
Significant change: 2
Sponsor application: 1

Declined

Academy order: 2
Significant change: 1

Interests registered by Mr Patel Wood Green Academy head Sept 2006-Aug 2014; Lakeside and Telford NLE/NSS support April 2010-Sept 2012; Phoenix School Sandwell

NLE/NSS support January 2012-Aug 2014

No conflicts declared

Paul Smith

Former executive principal at Parbold Douglas Church of England Academy in Wigan, Greater Manchester
LANCASHIRE AND WEST YORKSHIRE



SUMMARY

Approved

Academy order: 19
Funding agreement
Significant change: 1
Sponsor application: 6

Declined

Sponsor application: 2

Interests registered by Mr Smith Parbold Douglas Academy head 2007-2014; Better Education Schools Trust (Brother is setting up a trust with a view to sponsoring

schools. The sponsor application is being assessed by the RSC for the West Midlands).

School Bulletin



Algorithms? They're simple, really



Female tech workers of the future were given a special boost recently with a visit from Skills Minister Nick Boles.

The minister joined St Vincent de Paul RC Primary School pupils in central London, one of Tech Partnership's TechFuture Girls clubs.

The girls were working on a coding activity, led by volunteers from the John Lewis Partnership.

They had to use algorithms to describe how they made their breakfast that morning. It sounds complicated but was part of an activity designed to show the girls that algorithms are nothing to be afraid of – that they are something they use every day

without even knowing it.

Launched in 2005, TechFuture Girls aims to challenge the gender imbalance in the industry by demonstrating the possibilities of careers in tech to girls at the age they typically "switch off" the subject.

Deputy Head of St Vincent de Paul, Anne Fothergill, said: "TechFuture Girls makes a real difference to the girls that are part of it. Getting to work closely with the volunteers each week boosts their confidence and the activities help to build their skills across a whole range of subjects from maths and IT to English."

The TechFuture Girls clubs are run free to schools across the UK.

Top scorer at trust's Rugby Cup



Austin Healey with David Ross Education Trust rugby players

Former England rugby international Austin Healey joined students from the David Ross Education Trust (DRET) for their annual Rugby Cup.

Held at the Sleaford Rugby Club in Lincolnshire, the top teams from the trust's secondary academies battled it out for the top prize.

Mr Healey – one-time winner of *Strictly Come Dancing* – was on hand to give advice to the players and to deliver masterclasses.

He picked John Price, a student

at Havelock Academy, Grimsby, as "player of the day".

The under-13s player said: "I was shocked and surprised, but I was also buzzing."

Malcolm Arnold Academy in Northampton took home the double after winning in both the under-13s and under-15s.

Shane Ward, sports enrichment manager for the trust, said: "It was fantastic that Austin Healey could join us for the second year running. He is a real inspiration for our students who are keen to improve their skills and develop even further in the sport."

TeachFirst wants to boost careers education



Middle leaders in schools can become careers leaders in TeachFirst pilot to improve careers education

Middle leaders in schools can take part in an unusual pilot TeachFirst is launching later this year to improve careers education.

Starting from July, the government funded teacher training scheme TeachFirst will select 15 of its alumni to become "careers leaders" in schools – offering training in leading teams, knowledge of the national and local labour markets and specialist pedagogy.

The new careers leaders will be taught how to develop pupils' work readiness and to create sustainable links with organisations that could employ the children in their schools.

Jude Heaton, head of employability and higher education access at TeachFirst, is responsible for the programme.

Speaking about the pilot, he said: "We are looking for are people who are passionate about this issue and really want to do something about it.

"We also want to work with schools for whom this is already an identified priority as we think it is essential for the success of the programme that we have the senior leadership team and headteacher support combined so that the middle leader has that foundation in the school."

He said that TeachFirst was looking for areas with a combination of particular need and opportunity.

"It is very important for us that we do this work in some places that are outside London and that are outside urban centres as well."

A total of £350,000 funding has been secured for the programme's first year, from the KPMG Foundation and Goldman Sachs.

Mr Heaton added: "What I'm most excited about is that by the end of this year we can be in a position where we can say, this is what we have found, here are some of the key principles of what we think can be relevant to all schools.

"That then becomes part of the national policy debate around how we do careers education, not based on examples from other countries, but concrete examples from this country."

In addition to the training, a "school toolkit" for a school-wide approach to careers education will also be developed.

It will include a blueprint aimed to develop a whole school work readiness strategy, ways of evaluating employability interventions and whole school careers provision, and a set of resources that teachers can use to embed careers and employability education within their classroom practice.

Speaker helps to flag up new programmes

FEATURED

Parliament welcomed two schools last week as they announced the launch of two digital education initiatives.

Joined by House of Commons Speaker John Bercow, the schools road-tested programmes encouraging children to learn about the UK's democratic heritage.

The Magna Carta School, in Surrey, tested and trialled "Magna Carta and the emergence of Parliament", a programme that takes school children from key stage 3 and up on a journey with key characters to meet, focusing on the development of parliament and its relationship with Magna Carta between 1215 and 1297.

The other initiative, the 2015 Flag Project, introduces the story of Simon de Montfort's parliament to pupils in key stage 2.

It focuses on the concept of representation and asks young people to design a flag that represents their local area or community to build a child's-eye view of the UK for 2015.

One school from each constituency was invited to submit a flag for the launch of an online exhibition. More than 450 primary schools took part and Pells CE Primary School from East Sussex represented the schools at the Houses of Parliament.

Jonathan Parsons, artistic lead for the project, said: "Our project has demonstrated not just the wonderful creativity and imagination of all the participants, but also affords a genuinely unique child's-eye

view of the entire UK and it's variety of local identities.

"From highlighting the natural environment of a constituency to drawing on myths, legends and history or showing a local trade or industry, I have been delighted by the creativity and diversity of the submitted flag designs."

The Magna Carta and the emergence of Parliament programme was developed in partnership with the national archives.

Chief executive and keeper of the national archives, Jeff James, said: "This resource will offer students a unique opportunity to explore our wonderful medieval collection.

"The significance of Magna Carta, both in the 13th century and beyond, lay in the fundamental concept that kings were not above the law, and in so doing it laid the foundation for the future development of constitutional government and the



The Speaker, John Bercow, with pupils from Pells CE Primary and The Magna Carta School
Inset: Pupils from Pells CE try out the 2015 Flag Project on their iPads



rule of law around the world."

John Bercow said: "Access to and engagement with history can open the door to exciting experiences and learning opportunities that can really help young people to grow.

"The Montfort parliament and Magna Carta anniversaries provide the perfect opportunity to remember the beginning of the UK's democratic journey."

MOVERS & SHAKERS

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

Greg Sayer has been appointed a senior manager at Let Me Play, a provider of school sport programmes, where he will be responsible for introducing PE coaches to aid school staff.

He will also concentrate on continuing professional development to coaches and sports and activity clubs within schools.

Mr Sayer, 38, started in his new role Monday last week. "I really enjoy seeing what coaches can offer children," he says. "We can give all children the physical literacy, emotional and thinking skills to achieve everything they want to in life . . . I want to do that through sport.

"PE and sports improve overall school improvement so if we deliver great PE then I feel we are having a really good impact on education as a whole."

Mr Sayer graduated from Brunel University with a degree in leisure management.

He has since had many roles as a sports coach but for the past six years has worked at Planet Sport as a business development manager.

Kerrie Courtier is the new head of Longvernal Primary School in Midsomer Norton, Somerset.

She most recently was assistant head at Weston All Saints Primary School in Bath, but was seconded to Longvernal in May last year before her recent permanent appointment.

She is a keen believer in the "forest schools" philosophy, an educational approach to outdoor play and learning in a woodland environment, which she wants to develop in her new school.

"I think it encourages children to take risks. It makes them independent, helps them to develop problem-solving skills, team work, and just builds confidence. I really have seen the benefit of a forest school before."

Mrs Courtier completed a BSc at Bathspa University and in the past 18 months has completed a national professional qualification for headship.

Ashley Harrold is to replace retiring head Janet Felkin at Blatchington Mill School and Sixth Form College, East Sussex.

He previously taught at Fulham Cross girls' school, west London, and then



Greg Sayer



Kerrie Courtier



Ashley Harrold

Harris Girls' Academy in south London.

Mr Harrold, 31, puts his rapid career success down to his wife Samantha and two-year-old daughter Ophelia – as well as a hint of luck.

"My career has been based on fortune really. Obviously you have to work hard, you're not going to be a school leader unless you put the work in," he says.

"I've worked under some great headteachers . . . and I've been like a sponge, absorbing all the information that they have given me. I learn from them and have put that knowledge into practice."

Mr Harrold studied history at University College London and then completed his PGCE at the Institute of Education.

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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Comparing Manifestos - P

INDEPENDENT SCHOOLS COUNCIL

The Independent Schools Council (ISC) does what it says on the tin; it represents independent schools across the United Kingdom.

Its Election 2015 Manifesto, launched on February 4, was collated, and agreed by all eight of its constituent organisations: the Girls' Schools Association, the Headmasters' & Headmistresses' Conference, the Independent Association of Prep Schools, the Independent Schools Association, the Society of Heads, the Association of Governing Bodies of Independent Schools, the Independent Schools' Bursars Association, and the Council of British International Schools.

The ISC represents about 1,300 independent schools. The current chairman is former Harrow School headmaster Barnaby Lenon. A trustee of the New Schools Network, he helped to start the free school, London Academy of Excellence, where he is now chair of governors.

The council says it has sent its policy document to "opinion formers" in both the



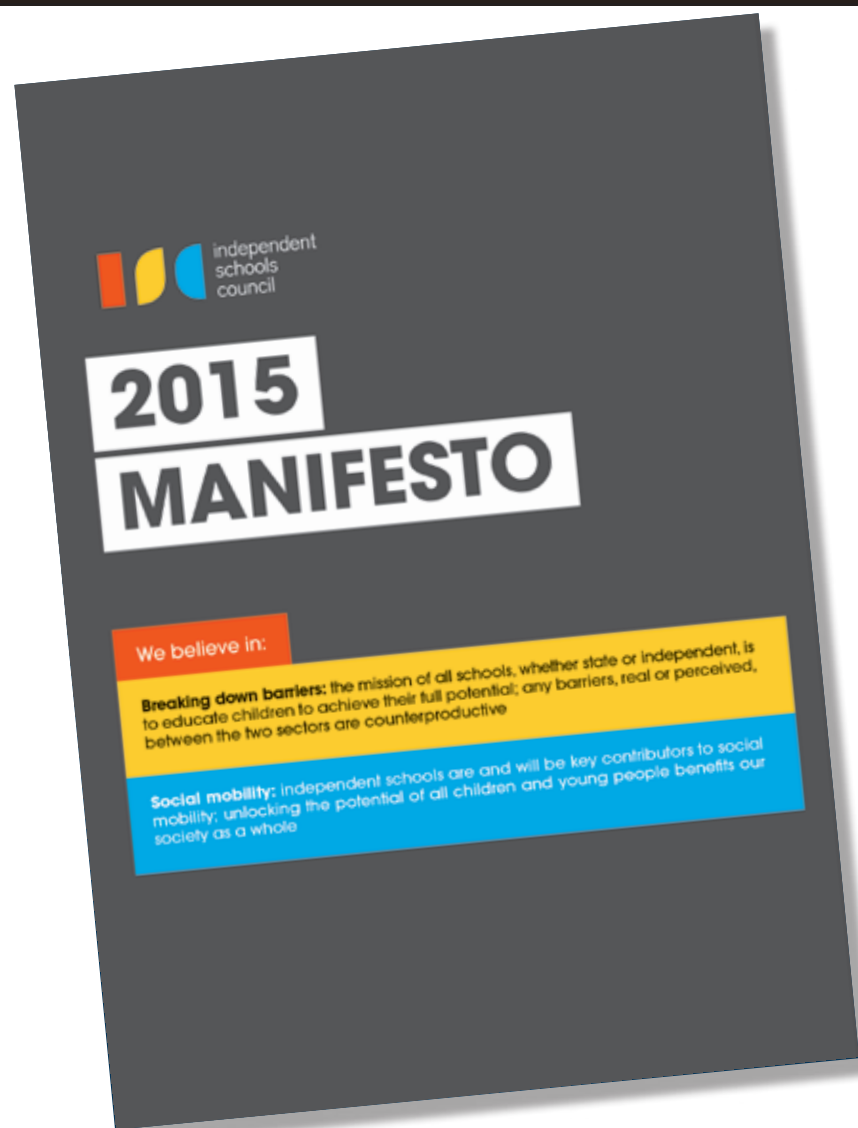
independent schools council



ASSESSMENT:
creating a system that works

SCHOOL TYPE:
breaking down barriers

media and politics, in the hope that it will in "some small way" influence policy and reset the relationship independent schools have with the outside world.



WHAT THE LEADERS SAY

The thrust of the policy recommendations by the ISC is for the independent sector to break down barriers between it and state schools, yet remain autonomous from outside bodies.

The group wants to step away from the image it feels it has in the wider world.

Acting general secretary Charlotte Vere said: "Three years ago Sir Michael Wilshaw said that there is a 'Berlin wall' between the state and the independent sectors. The idea, if not the fact, has persisted.

"Statements such as these are unhelpful; they prevent independent schools from offering all that they could and should do to benefit the education of all children in this country. It is time now to tear the barriers down; we want to be seen for what we really are and what we can offer.

"The continued use of school type as a proxy for wealth is endemic within government and in other organisations. It is meaningless and a lazy stereotype that helps no one.

"There are disadvantaged children in independent schools just as there are



advantaged children in the state sector."

She said 90 per cent of ISC schools worked in partnership with the state sector and local community, and the ISC wanted to offer more bursaries to children.

"It is time to drop the outdated stereotypes and choose a positive view of the future. Let us focus on what our real priority should be: educating children."

MANIFESTO POINTS

- Break down the barriers, whether real or perceived, between the independent and state sectors
- Increase social mobility to "unlock the potential of all children and young people" to benefit society as a whole
- Independence from both central government and local authorities, which leads to "excellence and innovation"
- Increase in partnerships between independent and state schools and new partnerships will be initiated based on local need, not national diktat
- No further significant exam reforms; government should take a step back for the time being. ISC schools are free to choose their exams and devise their own curricular and accountability measures

TO WHICH PARTY ARE THEY CLOSEST

The ISC's manifesto seems to lash out, subtly, at certain points raised by the Labour party.

In what was a controversial announcement, shadow education secretary Tristram Hunt announced independent schools would lose their tax breaks worth £700m over five years if they did not help state pupils if a Labour government was in place after May.

By stating, in its manifesto, that it would increase partnership with its state counterparts without "national diktat", there is a nod to its anger with Mr Hunt's proposals.

Yet, the sector also does not seem to be too happy with coalition policies over the past five years, mainly exam reforms pushed through by former education secretary Michael Gove. However it echoes the Conservative push for "autonomy" in the school system.

Part 2

In the run up to this May’s general election, *Schools Week* will analyse the manifestos of various education organisations, typically from opposite ends of the political spectrum. This second pre-election manifesto comparison is between the Independent Schools Council and the teachers’ union NASUWT



NASUWT

The National Association of Schoolmasters Union of Women Teachers (NASUWT) has more than 330,000 members.

Its story began almost a century ago with the 1919 formation of the National Association of Men Teachers, which a year later became the National Association of Schoolmasters.

In 1976 it merged with the Union of Women Teachers, after the Sex Discrimination Act made it illegal to exclude membership on the grounds of gender. The NASUWT was born.

Unlike other groups, it has not compiled a “manifesto” as such, but is calling the issues in its Vote for Education Campaign “promises” that it wants the next government to uphold.

It says it has conducted research with parents and families during this parliament, which has shaped the campaign.

The union’s campaign encompasses digital campaigning via social media and the NASUWT website, and the distribution of booklets, posters and letters to schools, teachers and the wider public.

The NASUWT will also be making the on-going campaign a focal point of its

NASUWT

The Teachers’ Union

annual conference at Easter.

The union has produced a canvassing card to support voters in asking election candidates who come to their door key questions about their support for education.

The union is urging its members to register to vote in the upcoming election and on its website points members in the direction to the government’s “register to vote” online site.



MANIFESTO POINTS

- All children and young people are entitled to be taught by a qualified teacher, and highly skilled professionals
- All children and young people are entitled to a broad-based, balanced and national curriculum
- All barriers to achievement for children and young people with special educational needs should be removed; no child’s life or life chances should be derailed or degraded by poverty
- Access to education should not be based on parents’ ability to pay; investment in education should be a key priority for government; publicly funded education should not be run for profit
- Every child and young person should be guaranteed a place at a local school or college

TO WHICH PARTY ARE THEY CLOSEST

The union describes itself as having no party political affiliations.

However, its call for an end to unqualified teachers echoes that of the shadow education secretary, Tristram Hunt, and views expressed by Liberal Democrat leader and deputy prime minister, Nick Clegg, in June last year.

The NASUWT makes it clear that it is unhappy with the way education policy has drifted in the past four and a half years

of the Conservative/Lib Dem parliament, mainly spearheaded by former education secretary Michael Gove.

The union says that it has been one of the strongest voices for trade union action; a vocal group that has been part of numerous strikes against teacher pay and pension changes.

It is clear the NASUWT wants anything but a Conservative government after the public heads to the polls in May.

WHAT THE LEADERS SAY

The NASUWT believes all of the “promises” it has listed have been broken under the past five years of a coalition government.

General secretary Chris Keates says this May’s general election will be a “key defining moment” for education and public services.

“The focus of the union’s campaigning activity is that a publicly funded education service should provide entitlements for all children and young people. These are the promises successive governments have made to children and young people, which have been broken by the coalition.

“The NASUWT’s campaign sets out what is now required by government to ensure that all children and young people have access to high quality education provision.

“The NASUWT is calling for a return to the ethos and values of public service—social justice and equality. Public services held and managed in trust for the public and democratically accountable

“The NASUWT makes the point in its campaign that teachers’ pay and conditions of service are inextricably linked to the provision of high quality education. Attacks on teachers are attacks



Chris Keates

on children and young people.

“The NASUWT believes that all who believe in social justice, in equality and democracy and who are concerned about the future of our children and young people will recognise the need for a change of political direction after the 2015 general election.”

ENTERPRISE AND EMPLOYABILITY CO-ORDINATOR COMMUNITY BASED

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You will be an outstanding communicator and team player who can work effectively with a wide range of organisations to support enterprise projects. You will have experience in running projects, and knowledge of how small businesses work. You will be an adaptable team player, who has the ability to develop exciting plans and set and meet targets.

Situated in the heart of East London, just minutes from Canary Wharf, St Paul's Way Trust School is a successful and oversubscribed school for boys and girls aged 4-18. St Paul's Way CIC was established by Lord Mawson to continue

the successful transformation of the area and inculcate a dynamic and aspirational culture, enabling local people to play a full part in the wider transformation of East London.

In March 2013, Ofsted described the school as 'Outstanding' in every category, including the VI Form. We were recently designated as a National Teaching School. The school was commended for its "relentless pursuit of scholarship and excellence". Our award winning new building is situated in the heart of East London and Professor Brian Cox OBE is our Patron.

If you have dynamic ideas about how building a culture of enterprise can help to transform communities, we would very much like to hear from you.

Deadline for applications: Midday Wednesday 25th March 2015

For further details of the post and to download an application pack please visit www.spwt.net

To apply, please send covering letter and completed application form to recruitment@spwt.net
To arrange a visit, please email recruitment@spwt.net

Please Note: We do not accept CVs alone.



St Paul's Way Trust School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates will be required to undergo an enhanced DBS Check.

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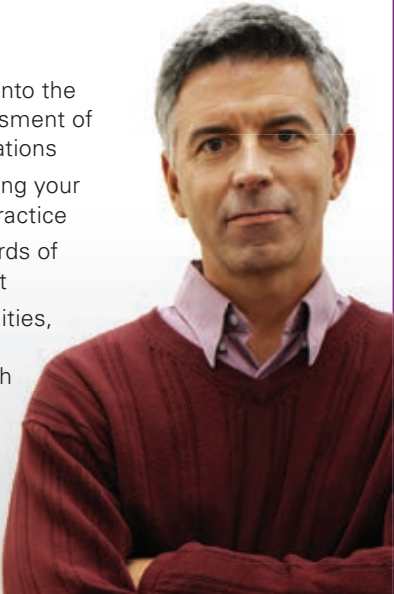
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Teacher of Mathematics

£25,369 - £42,000 (depending upon experience) - Including Outer London Allowance
We are looking for a Mathematics specialist with a passion for and/or experience in our specialism. Being able to offer another specialism in science, computing or engineering would be an added advantage.

Teacher of Physics

£25,369 - £42,000 (depending upon experience) - Including Outer London Allowance
We are looking for a Physics specialist with a passion for and/or experience in our specialism. Being able to offer another specialism in science, computing, mathematics or engineering would be an added advantage.

Engineering Technician 0.5

Salary: c £18,000- £22,000 (pro rata)
We require an Engineering Technician who will assist with the running of the Engineering Department, aiding students in the safe use of equipment and to contribute to the maintenance of equipment plus the preparation of materials used in the lessons.

PA to Principal – 0.5fte

£21,000 (pro rata)
We are seeking to appoint an enthusiastic Personal Assistant to serve as the primary contact for the Principal and take overall responsibility for administrative and secretarial support.

Teacher of Computing – 0.5fte

£25,369 - £35,468 depending upon experience - Including Outer London Allowance
We are looking for a Computing specialist with a passion for and/or experience in our specialism. Being able to offer another specialism in science, mathematics or engineering would be an added advantage.

Teacher of Engineering Positions

Up to £42,000 (dependant upon experience), includes Outer London Allowance
With expertise in Engineering you will have proven experience in Engineering at KS4 and/or Post 16. You'll be dedicated to the delivery of education and training with a track record of engagement with young people leading to excellent personal outcomes.

Closing date for all roles: 10 April 2015

For more information visit: www.heathrow-utc.org/about-us/staff-vacancies

HEADTEACHER

SOUTH SHIELDS COMMUNITY SCHOOL
SALARY RANGE OF L29 TO L35

South Shields Community School is a flourishing secondary school with a mission to strive for excellence in all we do. We moved into our amazing new school building in 2011 which offers great facilities for our students and local community. In June 2014 Ofsted classed us as Good in all categories. The Governing Body are seeking to appoint a talented and ambitious Headteacher to help us capitalise on our recent successes and shape the undoubtedly exciting future of South Shields Community School.

The successful candidate will have a passion for education with skills to lead and encourage staff and students to achieve their very best. We require a Headteacher who:

- can demonstrate relevant and recent experience in successful school leadership
- is committed to raising standards and has a proven track record of achieving high outcomes for all children
- can plan strategically with sound resource management
- can motivate, engage and communicate with children, staff, parents and governors
- has experience and knowledge of strategies to ensure inclusion and to promote British values

In return we will offer you:

- a school with a positive ethos where learners enjoy and achieve
- staff and governors who are committed, talented and highly motivated
- an innovative curriculum that is Progress 8 and Attainment 8 ready
- commitment to your ongoing professional development

You are very welcome to visit our school. To arrange a visit, please contact Debbie Wilson, PA to the Senior Leadership Team on 0191 4568929 or e-mail debbie.wilson@sscschool.co.uk.

Interviews will take place on Tuesday 21 April 2015 and Wednesday 22 April 2015.

The Governing Body and South Tyneside Council are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. Successful applicants will require an Enhanced Certificate from the Disclosure and Barring Service.

To find out more about this role please visit www.southtyneside.info/jobs. Alternatively you can e-mail jobs@southtyneside.gov.uk or call 0191 455 4968. BT Typetalkers welcome.

Closing date: Noon, Thursday 26 March 2015



ST HELEN'S CHURCH OF ENGLAND PRIMARY SCHOOL, CLIFFE, KENT

HEADTEACHER

START DATE: SEPTEMBER 2015
SALARY: LEADERSHIP SCALE L13 - L18 (£51,372 - £58,096) PER ANNUM PRO RATA



Due to the relocation of our current Head teacher the Governors of St. Helens Church of England Primary School, Cliffe are looking to appoint an enthusiastic, passionate Head Teacher with excellent communication and leadership skills to lead our team and inspire us to continue to improve and raise pupil attainment and progress.

The school has made many improvements in recent years which we are proud of and we are keen to progress further through effective collaborative working. We are looking for a Head Teacher who will build upon our success to take St Helen's forward on its journey towards reaching its full potential.

ABOUT US:

- We are a friendly and happy single form entry voluntary controlled local authority run primary school with classes of 19-32 pupils. We take children 4-11 years.
- Our school motto is "Playing together, learning together, growing together" and this is reinforced by the Christian ethos that underpins the schools values.
- We are at the heart of our community and use the strong links we have built up to provide context and depth to our wider learning objectives.
- The Children are proud of their school and their community and at St. Helens we provide a safe and productive learning environment for them to thrive and grow into confident contributing members of the community.
- We have a dedicated and enthusiastic team of Teachers, Teaching Assistants, support staff and Governors with a large band of parent helpers who all work together to create a school environment where everyone's contribution is valued and children feel that their achievements and success are recognised.

THE APPOINTMENT:

The Governing body of St Helens C of E Primary School are seeking to appoint a forward thinking, committed and informed Head teacher with excellent communication skills. This is an exciting opportunity for someone looking to further develop their career and build upon those skills already gained from being a successful Head Teacher or a Deputy Head Teacher. The successful candidate will work in partnership with all stakeholders to ensure the continuing success and progression of our pupils. We are looking for a leader who will need to be able to challenge, inspire and motivate their team and develop a strategic vision for the school in both the short and long term.

We look forward to welcoming you to our school. To arrange an informal visit, please contact Lynn Soules, our school secretary on 01634 220246.

Visit our school website www.sthelens.medway.sch.uk/

This school is committed to recruiting with care and safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

Closing date: Thursday 2nd April 2015
Interviews: Thursday 23rd April 2015 – Assessment day
Friday 24th April 2015 Interviews

TEACHERS REQUIRED FOR SEPTEMBER 2015:

TEACHERS OF INTERNATIONAL EDUCATION AND COMMUNICATION AND HEALTH & SOCIAL CARE



Parkside Federation Academies runs two popular secondary schools in Cambridge, Coleridge Community College and Parkside Community College. We also operate an international sixth form, Parkside Sixth. A third secondary school is currently planned to open in 2015 in south Cambridge. In our schools we have high expectations of all our students and aim to provide them with the best teaching and support that a dedicated staff can offer. We are both demanding and liberal and want our students to develop into articulate and confident young people with clear personal and professional goals.

As our Federation grows, we are looking for people to work with us who will share our commitment to excellence, innovation and collaboration. For more information about our federation, open positions and application details please visit our website, www.parksidefederation.org.uk and follow links from Parkside, Coleridge, Trumpington to Vacancies. Completed applications should be sent to **Janet Mills**, HR Manager, Parkside Federation Academies, Parkside, Cambridge, CB1 1EH or emailed jmills@parksidefederation.org.uk

Parkside Federation Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is a regulated activity and an enhanced DBS check will be required.



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ST THOMAS' CATHOLIC PRIMARY SCHOOL

HEADTEACHER

SALARY: IN THE REGION OF £65,000
POSITION START DATE: SEPTEMBER 2015



An exceptional opportunity to lead a much-loved, Outstanding Catholic primary school into the future. St Thomas' Catholic Primary Academy sits at the very heart of the Catholic community in Sevenoaks, Kent. Due to retirement, the Governors are seeking to appoint an inspirational Headteacher who is a Practising Catholic, leads by example and will further develop our school's great potential whilst maintaining its Catholic ethos and character. We are a committed member of the Kent Catholic School Partnership (KCSP) Multi-Academy Trust and this is an exciting opportunity for an experienced and enthusiastic leader to join our forward thinking organisation and to promote excellence in Catholic Education in Kent.

Everyone says that there's something special about our school. Here's what you'll find there:

A friendly, welcoming community made up of:

- Happy, motivated and engaged children, who are curious, enjoy learning and above all love their school
- A strong team of talented and collegiate staff open to ideas, willing to embrace new visions and committed to driving through school improvement
- A knowledgeable and active Governing Body who will support you as you strive to innovate, improve, encourage and engage
- An involved and dedicated Parent Body who work hard at developing our sense of community and are always on hand to help out

An ambitious, progressive environment. Reaching Ofsted Outstanding in February last year was just the beginning. We have a lot more to do. We want to extend the range and use ICT resources, for example. We want to explore the school's physical capacity as well as continue to improve the breadth and depth of our pupils' education. Your vision and energy will help us with this.

An opportunity to work collaboratively with a number of external organisations – KCSP, Sevenoaks & District School Partnership, Deanery and the Diocese Education Commission - and play an active role in the promotion of excellence in Catholic education in Kent.

A carefully planned programme of support including a comprehensive induction programme, availability of mentoring support and continued professional development and training targeted to individual needs.

We asked our children to describe what makes a great Headteacher and they said:

"Someone we can trust, who knows all our names, who remembers my brother – even though he left 3 years ago! Someone who is fun, kind, fair, a good listener, thinks differently, is cheerful, caring and loving, who sees things from our point of view."

If it is time for you to take the next step in your successful school leadership career, then St Thomas' Catholic Primary School can offer you an exciting opportunity. We warmly encourage you to visit us.

Closing date: Monday 30th March at 9am
Short listing: Tuesday 31st March
Date of Interviews: Monday 21st and Tuesday 22nd April

For an informal discussion about the role contact **Dion Mills** on **01273 721579/ 07899 063321** or via email **dion.mills@hays.com**

For an application pack and to book a school tour, please contact **Emma Fletcher** on **01273 721579** or via email **emma.fletcher@hays.com**

Our school and all its personnel are committed to safeguarding and promoting the welfare of the children and the post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service and satisfactory pre-employment checks and references. The Kent Catholic Schools Partnership is an equal opportunities employer.



Ark Tindal
Primary Academy,
Birmingham



Primary Headteacher

Ark Tindal is a successful primary school in Birmingham. Along with the other Ark schools in the area, it aims to provide an outstanding education for all pupils, regardless of background or ability. Now it is looking for a Headteacher to steer it to outstanding.

It's an exciting time to join us. Tindal is a good school that is constantly improving. It is part of a close-knit and growing group of academies in Birmingham. At Tindal you will have the chance to drive a school forward, while being supported every step of the way by experienced colleagues from Ark, one of the country's top-performing school groups – making this a perfect opportunity for an ambitious senior leader.

You will be a determined leader with a record of raising standards in a complex environment and a flair for developing talent.

We'd love you to come and visit us. To arrange this, or for an informal conversation, contact Ark's Head of Principal Recruitment, Corrina O'Beirne, on **Corrina.O'Beirne@arkonline.org** or **0203 116 0800**.

The closing date for applications is **11am Monday 30 March**.

To apply, go to: **arktindalprimary.org/vacancies**

We value diversity and are committed to safeguarding and promoting child welfare. The successful candidate will be subject to DBS and any other relevant employment checks.



HM Government



EARNING MY PROJECT MANAGEMENT DEGREE FROM THE INSIDE

Michelle Hook, 23 #GetInGoFar



Apprenticeships

GET IN. GO FAR

SCHOOLS WEEK **Sudoku challenge**

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

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



What's the caption? tweet a caption @schoolsweek



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