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WHAT TO ASK
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HAS CHANGED
THE £1 COIN**



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FRIDAY, MARCH 20, 2015 | EDITION 23



Going the extra mile

Epilepsy sufferer Jessica, aged 5 (centre) celebrates her school's Edward award with fellow pupils at Prestwich's Park View Primary

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Grey Coat school apologises for cash confusion

- 'Your curriculum offer is in no way dependent on a contribution'
- Shadow education secretary calls for 'beefed-up' regulators

JOHN DICKENS AND REBECCA COONEY
NEWS@SCHOOLSWEK.CO.UK

A top state school has apologised to parents after *Schools Week* exclusively revealed their admissions letter appeared to breach laws by asking for donations.

Grey Coat Hospital School in Westminster requested a £120 cheque from prospective parents

of sixth-form students, despite admission rules forbidding it.

Parents at the Church of England school also claimed they were asked for money towards the school fund when joining Year 7.

The school wrote to parents following our story to

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I say it as I feel. I haven't got a hashtag filter

PROFILE: Vic Goddard

EAL: HOW LONDON'S PUPILS ARE WINNING THE POSTCODE LOTTERY

Students arriving in schools without fluent English can thrive, but it depends where they live and how their schools use their pupil premium pot

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EDITION 23

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NEWS

We need a proper review of asbestos in schools, say campaigners

JOHN DICKENS

@JOHNDICKENSSW

A long-awaited report addressing asbestos in schools is leaving millions of children and staff at risk, a Labour MP says.

In its delayed review, finally published last week, the Department for Education made five key pledges including creating clearer guidance on managing asbestos in schools and ensuring all duty holders were aware of their responsibilities in relation to the killer dust.

Unions and campaigners have welcomed the action, but want a thorough review to uncover how much asbestos there is in schools. A recent two-year survey of school properties did not include asbestos assessments.

John Sheridan, Labour MP for Paisley and Renfrewshire North, said he was "astonished" the government excluded asbestos from its recently completed survey on the condition of school buildings.

Figures show more than 291 teachers have died of mesothelioma, an asbestos-related lung disease, since 1980. But the number of annual deaths has increased from three in 1980 to 19 in 2012.

Campaigner Michael Lees founded campaign group Asbestos in Schools after his wife Gina, a primary teacher, died from mesothelioma in 2000, aged 51.

He told *Schools Week*: "The review is a very



important step forward that provides a firm foundation on which to build future policy.

"However, it does not propose the long-term strategy that will implement a policy to eradicate asbestos from our schools."

Schools minister David Laws (pictured), said the government would enhance scrutiny on duty holders for managing asbestos.

Schools would have to provide regular reports to the Education Funding Agency about their management of asbestos – which could be made public.

He also said that plans were afoot to improve the evidence base of the risk posed by asbestos in schools.

The report highlighted a lack of evidence, stating "we can estimate a majority of schools in England contain some asbestos, although

the exact amount is unknown".

Freedom of information figures from local authorities, reported by the BBC earlier this month, show there is asbestos in 86 per cent of schools in the UK.

Mr Sheridan, speaking at a Commons debate, added: "There needs to be a proper assessment across the UK of the level and condition of asbestos in the nation's schools so that plans can be drawn up to remove the worst of it as it continues to deteriorate.

"Simply leaving it in place until a school is refurbished will put millions of school kids and other workers at risk.

"The report should be seen not as the end of the line, but simply as the launching pad for a proper, comprehensive policy aimed at ridding our schools of this killer dust once and for all."

Latest figures showed 2,535 people died from mesothelioma in the UK in 2012 – more than died on the roads.

Mr Laws added: "For my department, nothing is more important than the health and safety of children and staff while they are in our schools.

"The government is absolutely committed to ensuring that those who are responsible for school buildings are equipped with the resources, information, guidance and support that they need to do their jobs effectively."

The government proposals are now out for consultation.

All quiet on the Budget front

FREDDIE WHITTAKER

@FCDWHITTAKER

While chancellor George Osborne made no education announcements in Wednesday's Budget speech, the full report reveals a focus on reducing "back-office" spending in schools.

The Treasury document said: "In education, evidence shows that the best performing schools focus their spending on teachers over the 'back-office'. However, spending on back-office costs varies from £202 to £1,432 per pupil, and between 2003 and 2013 back-office spending per pupil in maintained schools increased by about 60 per cent in real terms.

"To help schools further improve their efficiency and focus their budgets on providing excellent teachers for their students, the government is launching a number of initiatives."

Plans include improved benchmarking information so that schools can compare their spending, tools for parents to access spending information, and a pilot of a cost-comparison tool aimed at helping schools identify a target price for their most commonly purchased items.

The report also announced a secondary legislation change enabling academies to claim up to £750 more in gift aid after an increase in the ceiling for the gift aid small donations scheme (GASDS).

The change increases the maximum amount that can be claimed through the GASDS, open to all charities including academies, from £5,000 to £8,000 from next April.

The policy has been welcomed by Phil Reynolds, academies and education manager at accountancy firm Kreston Reeves.

He said: "The increase will help provide schools with an opportunity to boost their funding. The maximum annual donation amount which can be claimed will increase to £8,000 enabling gift aid claims of up to £2,000 per year, currently £1,250."

Mr Reynolds also welcomed the government's information-sharing plans but added that benchmarking tools were only valuable if regularly updated.

He said: "Improved benchmarking will be welcomed by the education sector however, it will only be valuable if up to date and relevant.

"Currently the data provided by the Department for Education (DfE) is not provided quickly enough and therefore this does not enable schools to make timely decisions to implement the change required to make a difference – particularly when budgets and funding is tight.

"The cost comparison will be a useful tool for schools with tight budgets and decreases in funding.

"However, once again the DfE will need to consider the regional variations in the cost of certain commonly purchased items. Also, schools will need to be mindful that the cheapest is not the best. Schools must focus more on the value for money ethos being promoted by the DfE."

The relative lack of announcements in the budget about education has been lamented by



George Osborne

PA

various organisations, including the National Union of Teachers.

General secretary Christine Blower said: "Local authority services of real value to schools have been cut back or have disappeared altogether. As pupil numbers soar, the government – obsessed with its damaging academies and free schools programme – has cut capital investment and prevented local authorities from opening schools where they are needed. Sixth-form colleges have seen particularly severe cuts, yet the government refuses to end their liability for VAT while schools and academies have these costs reimbursed."

Meanwhile, Association of Teachers and Lecturers general secretary Mary Bousted said: "Now the growth forecasts have been revised upwards, the government should take the opportunity to row back from continuing to make severe cuts."

NEWS

Schools warn of job cuts as costs rise and budgets dip

JOHN DICKENS

@JOHNDICKENSSW

School leaders are struggling to balance the books as looming hikes in national insurance and pension contributions become a reality.

The government's proposals, due to start in the 2015-16 academic year, leave some schools scrambling to cut more than £200,000 from their budgets.

They come amid dwindling education service grants and a rise in teacher pay and inflation, and leave schools leaders warning of public-sector style cuts, including job losses.

Micon Metcalfe, business director at Dunraven School in south London, told *Schools Week*: "It's incredibly challenging. I have been working in schools since 1998 and this is the most stressful it has felt. Schools are probably going to face some of the hard decisions similar to other public services."

Pension contributions will rise from 14.1 per cent to 16.5 per cent from September. Schools will then be hit later in the year with a hike in national insurance payments, with the standard contribution going up from 10.4 per cent to 13.8 per cent.

One struggling school has said this will mean an extra £1,100 cost per teacher, while unions warn that it could result in tens of thousands of job losses.

Ms Metcalfe said: "Up to 80 per cent of income is used on salaries – that's where we

are going to have to look for efficiencies."

Calculations for Leeds School Forum – a group of representatives from the city's state schools – estimate £378 million, or the equivalent of 27,000 teaching posts, will be lost from budgets next year. This will rise to £1.1 billion in 2016-17.

Baylis Court School in Slough, Berkshire, is facing a £222,216 shortfall, prompting headteacher Deborah Ajose to write to Slough MP Fiona Mactaggart. "These increases in costs are nothing to do with the choices we have made, they have all been imposed as the result of decisions made by government," she said.

"For schools that do not benefit from any of the additional £390 million distributed to the lowest funded authorities, all of this additional money will have to be found from existing school budgets. If there is no change to this policy, it will inevitably mean we will have to reduce the opportunities we are able to offer our children."

When Ms Mactaggart raised the issue in Parliament earlier this month, education secretary Nicky Morgan brushed off her concerns saying that schools had already "raised standards during straitened budgets."

At its annual conference this weekend, the Association of School and College Leaders will call for a national fair funding formula. It wants money to be dished out on the basis of what schools need, rather than the current historic allocations.



Micon Metcalfe: "Schools are probably going to face some of the hard decisions similar to other public services"

It has highlighted a nearly £2 million difference in funding for schools. Ms Metcalfe said: "A school with good balances will have two years to plan. But some are already getting into difficulty and, in my view, there will be more."

A spokesperson for the Department for Education said: "As with all other public sector employers, schools will have to

contribute more towards pensions to ensure the costs can be met in future.

"We have delayed the increase by five months to September to give schools time to plan how they will meet the additional cost.

"We have protected the schools budget in this Parliament and are providing £390 million to the least fairly funded areas in the country."

Grey Coat: 'We apologise for any confusion'

CONTINUED FROM FRONT

"apologise for any confusion".

Now shadow education secretary Tristram Hunt has added his voice to growing calls for changes to admission arrangements.

Speaking exclusively to *Schools Week*, he called for the roles of the regulators to be "beefed up".

"The government has undermined the role of the adjudicator and the ombudsman," he said.

"We need to go back to having, as we did under the last government, some greater clarity and rigour around the role of the adjudicator."

He would not comment specifically on the letter sent by Grey Coat, the state school selected by David Cameron and Michael Gove for their daughters.

However, he said: "Schools have to be open and clear about their admissions guidelines and be able to attract students from all backgrounds.

"A more effective and clear enforcement of existing rules is the first step."

The national admissions code states schools cannot request financial contributions as any part of the admissions process.

Former schools adjudicator Alan Parker, when presented with *Schools Week's* disclosures, said: "Clearly it's against the letter and spirit of the admissions code's law and rules to attempt to extract cash from parents in return for a public service that is

Our previous letter to you contained information about voluntary School Fund. We do ask parents to contribute towards School Fund, if they feel able to, and we use this to support a range of different activities across the academic year. However, this contribution is entirely voluntary, and your curriculum offer for the Sixth Form is in no way dependent on a contribution to School Fund.

Earlier this month we wrote to you to make you a curriculum offer for the Sixth Form for September 2015. We have been made aware that there may have been confusion over the nature of the offer letter and our inclusion of information about the voluntary School Fund; we apologise for any confusion. This letter seeks to address this issue, and I am writing to you again to clarify the nature of your offer, and to reiterate our commitment to all the offers we have made, and, indeed, to welcoming you into the Sixth Form.

supposed to be free at the point of use.

"While it's OK to make voluntary donations to school funds, anything that looks like bringing undue pressure, and certainly giving the impression that it is expected and the done thing to justify your place, is absolutely wrong."

The school has remained silent on the disclosure, despite being contacted by several national newspapers.

But a new letter sent to parents read: "We have been made aware there may have been confusion over the nature of the offer letter and our inclusion of information about the voluntary School Fund; we apologise for any confusion."

It said the fund was entirely voluntary, adding "your curriculum offer for the sixth form is in no way dependent on a contribution to School Fund".

The use of the term "curriculum offer" was used in the original letter to parents. Underneath it instructed them to enclose a

cheque for £120. There was no opt-out.

A second letter, sent in the same envelope, read: "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."

The school again refused to comment since the new letter came to light.

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

A Department for Education spokesperson said: "Any claim that the school admissions code has been breached will be investigated."

Schools Week has been told the schools adjudicator has limited powers to investigate historic arrangements.

An expert said the matter would fall under the secretary of state's remit – to investigate whether the school has breached its funding arrangement. So far no objection has been lodged.

Building programme 'my worst experience as a head'

A London headteacher told an evidence session of the education select committee into the Priority Schools Building Programme (PSBP) that the programme was "probably the worst experience I've ever had as a head".

Andrew Seager is head of Stratford School Academy in east London, which was rebuilt under the PSBP, a central government programme to renovate schools most in need of repair.

He told the committee there had been "significant problems" with the delivery of his school's project and the quality of the work.

As a "ballpark figure", he thought the school would need to spend £600,000 of its own money bringing the site up to standard.

He felt this would not have happened under the Building Schools for the Future programme, which was cancelled in 2010.

Mr Seager said the school moved into a building last September that was not ready.

But schools minister David Laws told the committee that difficult and atypical site issues had affected the project. It was the "most difficult project in the whole of the PSBP to deliver because of very complex site issues".

The first PSBP wave included 260 schools. A further 277 were announced in February.

NEWS

Committee finds no evidence of Trojan Horse 'plot'

Ofsted and the Department for Education (DfE) were criticised by the education select committee this week over their handling of Birmingham's so-called Trojan Horse affair.

The cross-party group of MPs' report into extremism in schools was carried out after a group of hardline Islamists were alleged to be "taking over" schools in the city.

The committee did not find any evidence of any such plot and only one isolated incidence of extremism in the schools investigated.

Concerns were raised about the robustness and reliability of Ofsted's framework, given that two schools concerned were previously rated outstanding, but on re-inspection were put into special measures.

The committee said it could not be sure if the inspectorate was too over-reliant on data in the initial inspection and failed to "dig deeper", or if the schools deteriorated quickly after inspection, or if Ofsted's later decisions were based on political and media pressure.

The MPs, whose report was released on Tuesday, also said the number of different inquiries into the allegations – there were at least five – led to a "a sense of crisis and confusion".

The DfE and Ofsted have said they will respond formally in "due course".

Admissions head keeps 'beady eye' on report's claims

ANN MCGAURAN
@ANNMCGAURAN

The emphasis in a new report on bright but disadvantaged students needing to take facilitating subjects at A level to get into leading universities has been challenged by a Russell Group admissions officer.

Launched on Monday, Subject to Background: What promotes better achievement for bright but disadvantaged students was commissioned by the Sutton Trust, an educational charity that aims to improve social mobility.

According to the report by the University of Oxford's department of education, high-achieving disadvantaged students were significantly less likely to get three or more A levels when compared with high-achieving less disadvantaged students. Only 33 per cent of bright but disadvantaged students took one or more A level exams in facilitating subjects, compared with 58 per cent of bright but more advantaged students.

It says entry to higher education, "especially in prestigious universities", is often strongly influenced by the individual choice of subjects taken at AS and A level and the grades obtained in these exams.

Certain subjects provided an advantage for university entry: "These are commonly referred to as facilitating subjects and are particularly important for success to Russell Group universities, including Oxbridge."

But Lynsey Hopkins, head of admissions at the University of Sheffield – a member of the Russell Group of 24 leading universities – said she had a "beady eye out for people who use facilitating subjects as a lazy proxy for the whole hard versus soft subjects debate".

Ms Hopkins was one of the authors of Informed Choices, a Russell Group publication aimed at giving advice to students about the best subject combinations for applying to a wide range of university courses. The publication is the original source for the "facilitating subjects" of maths, further maths, physics, chemistry, history, geography, modern and classical languages, and English literature.

She said facilitating subjects helped students to understand which subjects "can keep their options open", not to say which subjects were compulsory.

She added that Informed Choices was "intended to move the whole debate about subject choice away from a political cul de sac in which negative value judgments about certain subjects got in the way of useful discussion".

Other findings in the Sutton Trust-commissioned report include that bright but disadvantaged students were significantly more likely to get three or more A levels when they attended a secondary school rated outstanding by Ofsted and where they experienced average or good levels of academic enrichment at home.



Pam Tatlow (pictured), chief executive of million+, a university think tank, said: "None of the findings are surprising, but it does perpetuate the Sutton Trust myth that if a person is young and from a disadvantaged background their best opportunity in life is to study at a small number of 'elite' universities."

Conor Ryan, the research director for the Sutton Trust, said there was a "danger" if young people did not know early enough the subject combinations they were likely to need for Russell Group universities and Oxbridge entry. "They are actually limiting their own choices later on... but I would equally stress we would like teachers to be telling them about apprenticeships and other options as well if that's appropriate."

Schools 'shun' languages to boost league tables

SOPHIE SCOTT
@SOPH_E_SCOTT

Schools may be discouraging lower-ability pupils from taking languages at GCSE so they do not slip in league tables, a report has claimed.

A joint report by the CfBT education trust and the British Council highlights concern about the uptake of modern foreign languages at both GCSE and A level, blaming too much focus on STEM subjects.

In a survey, secondary schools said the socio-economic background of a pupil led to decisions being made about whether they studied a language.

Responses showed that 18 per cent of schools with a high number of FSM [free school meals] prevented pupils from taking a language at key stage 4; this dropped as the FSM percentage decreased. And 28 per cent of state schools admitted to excluding lower ability pupils from language studies.

The report said: "Opportunities for lower-ability pupils to study languages have been curtailed as a result of the decline of alternative accreditation such as NVQs, asset languages, etc, following the Conservative/Liberal Democrat coalition government's decision for these and other similar qualifications not to count towards schools' performance tables.

"Lower-ability pupils may be discouraged from taking a language to

GCSE in order to maintain a school's rating in performance tables."

The report does show that 99 per cent of primary schools surveyed are teaching languages since the introduction of compulsory language teaching in key stage 2 - although secondary language teachers worry about the quality.

CfBT's director of research and development, Tony McAleavy, said: "The future for languages is precarious and pupils are increasingly not being given the opportunities and encouragement needed to stick with language learning.

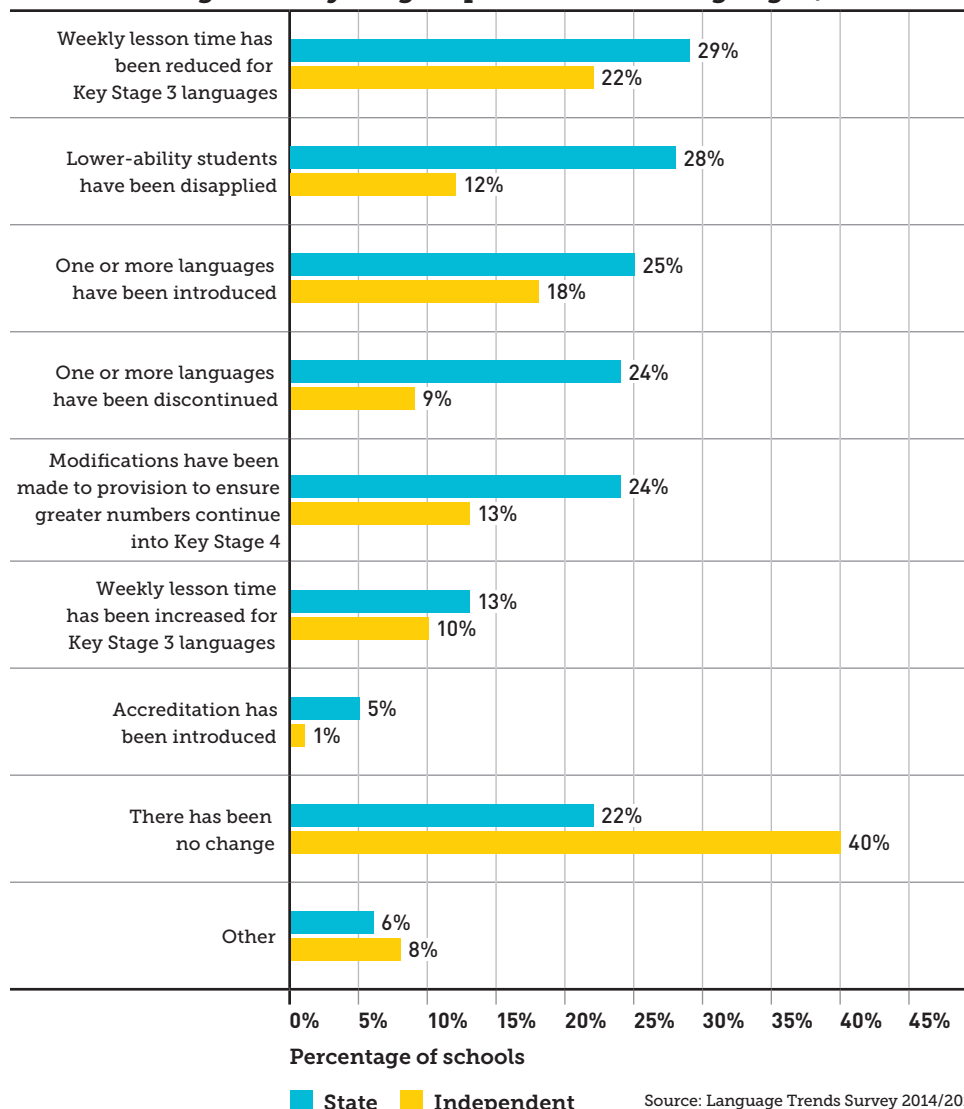
"There is some really good news, too, though. Structural changes have been a call to action for primary schools and the survey offers insight into the need for a focus on the quality of provision..."

A Department for Education spokesperson said: "We have made languages a compulsory part of the national curriculum at primary school to lay the foundation for further language study in secondary school, and we are pleased the report recognises the wider, positive impacts of this reform.

"We want to see that trend continue into secondary school and are already seeing encouraging signs following the introduction of the Ebacc, with thousands more pupils studying languages to GCSE, a number we expect to rise."

More than 1,000 schools took part in the survey.

Recent changes to Key Stage 3 provision for languages, 2014*



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NEWS

Ukip keeps schtum on education

FREDDIE WHITTAKER

@FCDWHITTAKER

The UK Independence Party (Ukip) this week remained tight-lipped about a policy to deny free state education to immigrants' children for five years after their entering England when figures revealed it would destabilise pupil numbers and school funding.

On its website, Ukip says immigrants "must financially support themselves and their dependants for five years" after arriving in the country, clarifying that they expected new immigrants to pay private health insurance for non-emergency medical care, and to pay for education and housing.

The policy page adds: "They should pay into the pot before they take out of it."

Figures from the Office for National Statistics (ONS) based on estimates from the International Passenger Survey, show that about 18,000 immigrants under 15 entered England in both 2013 and 2012. The figure in 2011 was 20,000; in 2010, 23,000.

It is unknown how many of the 18,000 are over 5, but withdrawing just half these children from schools would remove an estimated £177 million from annual school budgets.

Asked about the policy during an interview with *The Guardian* and the *Mirror Online*, party leader Nigel Farage (pictured) said: "Basically, people would bring dependants, not immediately. They would bring them after a period of time.

"I think the most important thing is that those that come do have health care. That's really, really important, and on the life-threatening disease stuff, that's perfectly clear.

"The dependants thing is much more difficult. But I wouldn't foresee people coming into Britain immediately being allowed to bring children to go through the state system. Except for very high earners, it wouldn't be very relevant."

One campaign group warned of the "ghettoisation" of the education system if the plans went ahead.

A spokesperson for the Migrants Rights Network said: "The idea to force the children of migrants out of state schools would be a disaster.

"It would potentially create a ghettoised education system, where the children of migrants grow up separated from the rest of British society and hardworking migrant taxpayers are denied basic state services.

"Those who could not afford private school fees would be forced to school their children at home, increasing the isolation faced by migrants."

Schools Week approached the party to ask how the policy would work in practice and how schools would deal with a subsequent drop in funding, especially in areas where immigration is high.

Ukip had not responded by the time we went to press.



Academy plans in front line of Norwich battles

JOHN DICKENS

@JOHNDICKENSSW

Growing unrest over plans to turn two failing Norwich schools into academies could become "key" battle lines in neighbouring marginal seats as the general election looms.

Hundreds of parents marched through Norwich on Saturday protesting against proposals to turn The Hewett School, (pictured right), into an academy.

Academies minister Lord Nash wants to hand the school to Sir Theodore Agnew's Inspiration Trust, but Norfolk County Council is threatening legal action.

But the fallout could play a key part in deciding which party takes the hotly-contested Norwich South seat in May, at present held by the Liberal Democrats with a slim majority of 310 votes.

In neighbouring Norwich North, where the Conservatives are defending a 3,901 majority, parents and teachers have also raised concerns over proposals for academy trust, Right for Success, to sponsor Sewell Park College. A decision on both schools has been put on hold until after the election.

The disputes raise fresh questions about whether parents should have more say in the academy process.

Both schools have financial difficulties and are in special measures. If converted, there would be no council-maintained secondary

school in the city.

Lib Dem councillor James Joyce, chairman of the council's children's services committee, said: "This, coupled with concerns about the process followed so far in relation to The Hewett, means these proposed academy conversions could become key election issues.

"We want to see fair and effective consultation and we fully understand where concerns locally are coming from, particularly given that an election is under 50 days away."

At The Hewett School, ministers stepped in this month to install an interim executive board (IEB) of governors after rejecting the local authority's choices.

The county council said the intervention was "wrong and flawed" and has written to the Department for Education (DfE) outlining its concerns. It has also reserved the right to take legal action should an agreement be signed after the election.

Sheila Lock, director of children's services at Norfolk County Council, said: "We have concerns it hasn't been done in a fair and consultative way that is listening to the wishes of the community."

A Lord Ashcroft poll on voting intentions



The Hewett School

in Norwich South show Labour and the Conservatives neck-and-neck on 34 per cent.

An academy order for Sewell Park College was signed last week with Right for Success the proposed sponsor. But more than 60 teachers and parents attended a public meeting this week to object and a campaign group has been launched.

It is now for the sponsor to launch a consultation.

John Catton, chair of the school's IEB, reportedly said: "The IEB takes the view that if you 'consult' people, they might reasonable expect to have an impact on the outcome – but that is not the case with this process."

A DfE spokesperson said: "We are clear that becoming an academy with the support of a strong sponsor is the best solution to bring about rapid and sustained improvement.

"Sewell Park College and The Hewett School have both been put in special measures by Ofsted – and clearly that is not good enough for pupils and parents."

David coins it with design for new £1

ANN MCGAURAN

@ANNMCGAURAN

A Walsall teenager told by his teacher about a competition to design the "tails" side of the new £1 coin has landed heads up after seeing off 6,000 other entries.

David Pearce, a 15-year-old pupil at Queen Mary's Grammar School in Walsall, got a phone call from chancellor George Osborne earlier this week telling him about his success.

His design included four well known symbols of the UK, a rose, leek, thistle and shamrock, emerging from a royal coronet.

His design teacher Paul Hughes told *Schools Week* he was delighted by his Year 11 pupil's achievement. It was David's design "and this is David's moment – done through the school's design and technology department".

Design and technology is thriving at the school, with 56 students currently studying the subject at A level and "outstanding" results, Mr Hughes said. There are just two teachers in the department, Mr Hughes and his colleague Nicky Roderick.

But he said that while "the head does value the subject" in his school, he was concerned about the future of the optional specialism in many others. It was "an expensive subject to provide in some schools", options at GCSE could be reduced and schools now offered three A levels rather than four.

David's design will be struck on to the new £1 coin in 2017. A Treasury spokesman



Winner David Pearce; "I can't believe I've won"

said the final design, "which is entirely true to David's original entry", had been refined with the support of two coin artists.

David said: "I spent a lot of time researching what coin designs looked like and what sort of designs would represent all parts of the UK before submitting my idea. I honestly cannot believe I have won."

Mr Hughes said that David's design skills were exceptional. "He has a fantastic knowledge of CAD software, laser printing and 3-D printing."

The award is the latest in a series of design competitions entered by students from the



David's design for the new £1 coin "tails side"

school. Last week David was one of a team of five who got to the national final of the All Aboard competition initiated by transport minister Baroness Susan Kramer. The challenge was to come up with a device to make bus journeys better for blind and deaf people.

Mr Osborne welcomed David and other contest entrants to Downing Street to celebrate their success. He said: "The competition captured the imagination of thousands of people and David Pearce's winning design will be recognised by millions in the years ahead. It was fantastic to congratulate him and other young entrants in person."

Tim Swain, the head of Queen Mary's, said Mr Hughes was a "national treasure" and that the school was consistently top of the boys' grammar schools league tables for design and technology.

The new coin will have the same shape as the 12-sided "threepenny bit" and will be the most secure coin in circulation in the world.



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NEWS

EAL: HOW LONDON'S PUPILS ARE W

SOPHIE SCOTT
@SOPH_E_SCOTT

Investigates

Students arriving in schools without fluent English can thrive, but it depends where they live and how their schools use their pupil premium pot. Look at the statistics and you'll see how the achievement "gap" varies hugely at different ages and in different areas. London pupils do best of all . . . as an EAL specialist, says, the capital city "been dealing with it for a lot longer"

One in six school children is classed as learning English as an additional language (EAL), double the proportion of 1997.

It means that more than 1.1 million children now enter school with a need for extra language support, on top of any other needs that they may have.

But teaching practices for these children seem to be a postcode lottery.

Looking at the national "gap" between EAL learners and their peers, there is just a 0.4 percentage point difference in achievement at key stage 4 [Fig 1], and three percentage points at key stage 2 [Fig 2].

But this includes figures for London, which has benefited from years of extra support in the early 2000s and is arguably ahead of most areas at meeting the needs of pupils from other countries. The city is a multicultural hub, whereas a small primary in a Yorkshire village may struggle

when suddenly faced with the need to teach EAL pupils.

Taking London out of the equation, the achievement gap between EAL learners and first-language English speakers widens by 3.3 percentage points for GCSEs [Fig 1] and five percentage points in key stage 2 SATs [Fig 2].

Between the best and worst performing councils for EAL learners, there is a staggering 45 percentage points' difference for GCSE outcomes, although there is no evidence that an EAL pupil impacts the learning of his or her classmates.

Graham Smith, managing director of EAL Academy, which trains teachers in dealing with multi-lingual learners, says there are "major" problems outside London.

"London has just been dealing with it for a lot longer. And the London Challenge made a huge difference; it took the local authorities with really good people and made them available across London. That was a step-change.

"In some places, just five years ago, it was unthinkable for schools to have to think about EAL. But there has been a demographic change and many areas do not have the provision, especially coastal towns. The cuts in local authorities have led to a loss of local expertise."

At key stage 4, EAL learners in Peterborough are behind their peers by 20 percentage points – the worst in the country [Fig 4]. Of the ten councils where EAL learners are ahead of English as a first language speakers, seven are in London.

Nationally, the achievement gap is falling – slowly and minutely, with London leading the overall pattern. But there are some

anomalies [Fig 3].

For two years, schools in Yorkshire and the Humber managed to narrow the gap slightly, but last summer it widened again. Meanwhile, in the South West, after four years of meandering around the same difference in outcomes, the gap suddenly narrowed, falling



Frank Monaghan

a further three percentage points.

Mr Smith believes initial teacher training (ITT) could help to build up expertise in schools. Although he worries that fewer would-be teacher are now being recruited.

"Government just doesn't have any idea what is going on. The expertise has been lost. An excellent history or geography teacher can be an excellent EAL teacher, but that isn't happening. EAL may just be one small part during ITT; there needs to be more focus. Too many EAL pupils are being supported by teaching assistants and that is not the best way for them to learn."

Funding plays a key part; money for EAL learners is only available for the first three years of a child entering the English school system.

But as Diane Leedham of NALDIC, an organisation that promotes the effective

teaching and learning of English as an additional language, explains: "It takes up to five to seven years to have complete fluency in a language. The advanced learners look like they are speaking really well but they do still need adaptive teaching and there is no funding for that."

The pupil premium is available for disadvantaged children. But the only dedicated grant to help EAL learners was scrapped by the coalition government in 2011.

The Ethnic Minority Achievement Grant (EMAG) was merged into schools' overall budget, the Dedicated Schools Grant; it is therefore no longer ring-fenced and schools and councils must fund support for EAL learners from a shallower pool.

A Department for Education spokesperson said: "Many schools teach pupils whose first language is not English successfully and we



Figure 1

Percentage achieving five GCSEs A*- C including English and maths

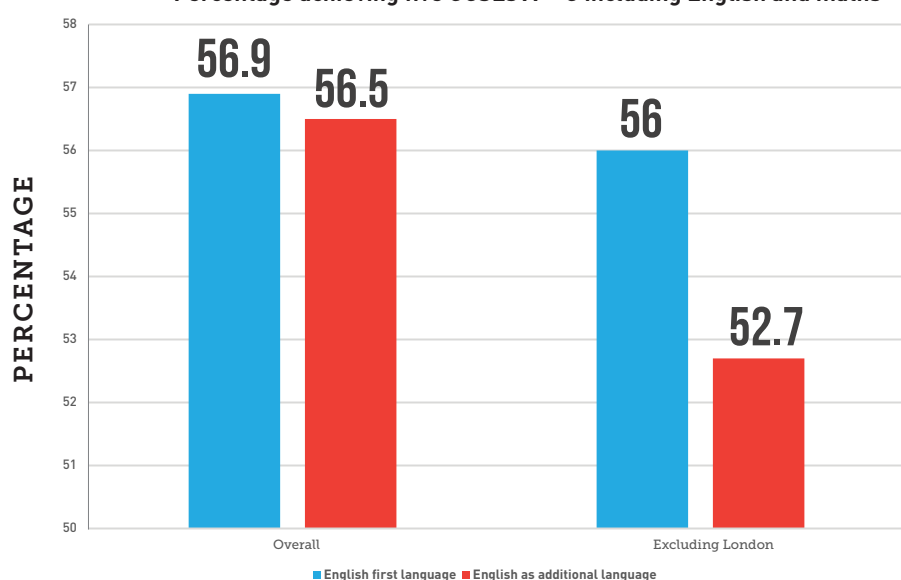
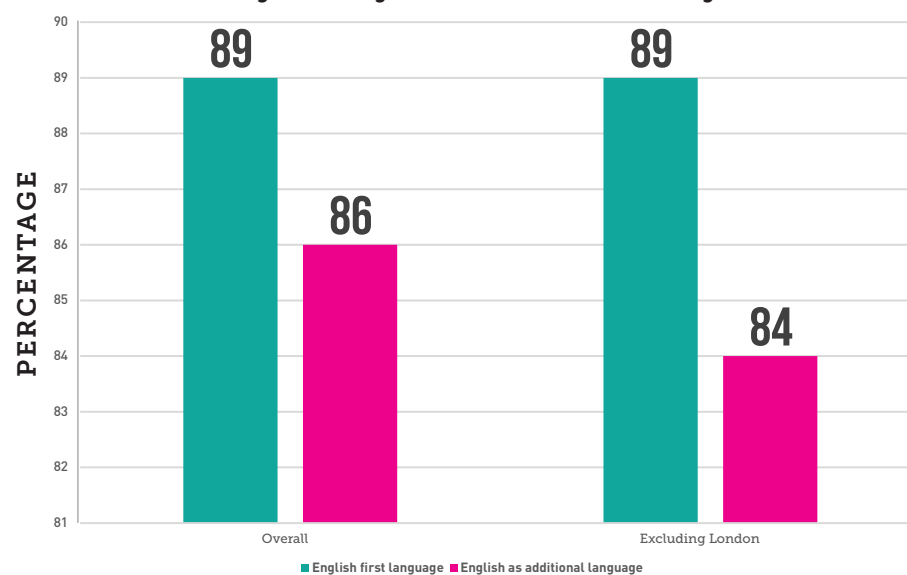


Figure 2

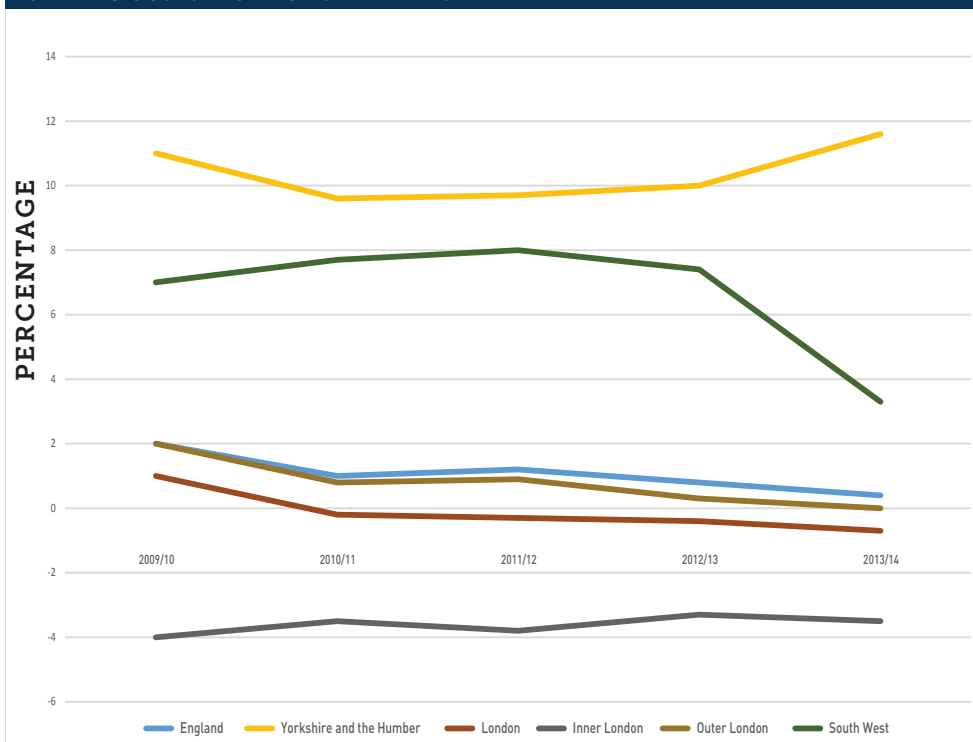
Percentage achieving level 4 or above in KS2 reading



WINNING THE POSTCODE LOTTERY

Figure 3

CHANGE IN GAP BETWEEN EAL + NON-EAL PEERS ACHIEVING 5+ A* - C GCSES INC ENGLISH + MATHS



have protected school funding since 2010 to ensure they have the resources they need to meet the individual needs of all their pupils.

"We have also given them the freedom to use that funding as they see fit. Through the school funding formula, councils can and do provide more support for pupils with English as an additional language. It is for councils to decide themselves how much money they allocate."

Schools can also use their pupil premium, although being an EAL learner does not mean you are entitled to that funding.

Yet, according to a report by the Education Endowment Foundation (EEF), 22 local authorities did not include an EAL factor when delegating money to schools.

Frank Monaghan, NALDIC deputy chair and a senior lecturer at the Open University, said: "Local authorities used to be held accountable for how they used the EMAG.

"What they receive now is less than a Premiership football club pays in wages a week. In the grand scheme of things it is a very small amount of money, but we just have no idea where it is going."

Although understanding the number of children from each background is complex, as Ms Leedham explains: "Some parents do not want to identify themselves as Roma, for example, and that complicates matters.

"But then if you dig down into ethnicity and EAL there are some very big differences in performance."

Take black African children for example, a group that covers a huge number of languages and cultures [Fig 9]. They are 11.3 percentage points behind their non-EAL peers [Fig 8]. Yet, if you look at those children by their "first language", including English, their performance at GCSE ranges from 37.4 per cent for those with Portuguese as their mother tongue up to 76.2 per cent for Yoruba-speaking children (predominately those from Nigeria).

Teaching children with EAL is complex, and an issue that is likely to become more important. But as Mr Smith argues: "To teach EAL, you will be an excellent teacher to begin with and that can only benefit the other pupils in the classroom, and help other staff in the school."

Figure 8

VARIATION IN PERFORMANCE BY ETHNIC GROUP

GCSE 5 A*-C INCLUDING ENGLISH AND MATHS	NON-EAL	EAL	% DIFFERENCE
WHITE BRITISH	61.8%	64.4%	-2.6
WHITE IRISH	69.8%	85.7%	-15.9
TRAVELLER IRISH	18.9%	50.0%	-31.1
TRAVELLER GYPSY/ROMA	23.2%	6.5%	16.7
WHITE OTHER GROUPS	70.6%	49.2%	21.4
MIXED WHITE & AFRICAN	66.6%	55.3%	11.3
MIXED WHITE & CARIBBEAN	55.9%	64.4%	-8.5
MIXED WHITE & ASIAN	71.3%	66.4%	4.9
ANY OTHER MIXED BACKGROUND	67.5%	65.2%	2.3
INDIAN	81.3%	74.1%	7.2
PAKISTANI	62.1%	54.9%	7.2
BANGLADESHI	73.6%	63.7%	9.9
ANY OTHER ASIAN	73.2%	63.2%	10.0
BLACK AFRICAN	69.1%	57.8%	11.3
BLACK CARIBBEAN	54.7%	47.4%	7.3
BLACK OTHER GROUPS	57.8%	52.0%	5.8
CHINESE	89.5%	75.3%	14.2
ANY OTHER ETHNIC GROUP	70.6%	57.5%	13.1
UNCLASSIFIED/REFUSED	60.9%	61.4%	-0.5

Figure 4

HOW COUNCILS COMPARE AT KS4

	TOP 10 PERFORMING COUNCILS	% GAP	BOTTOM 10 PERFORMING COUNCILS	% GAP
1	THURROCK	-20.7	PETERBOROUGH	20.1
2	TOWER HAMLETS	-13.6	BEDFORD	14.7
3	ISLINGTON	-12.4	SOUTHEND-ON-SEA	13.1
4	PORTSMOUTH	-12.2	CALDERDALE	13
5	SUTTON	-10.3	KIRKLEES	11.7
6	KENSINGTON AND CHELSEA	-9.8	BUCKINGHAMSHIRE	10.9
7	GREENWICH	-9.6	LEEDS	10.2
8	WALSALL	-9.2	HARINGEY	10.1
9	BARKING AND DAGENHAM	-8.2	WINDSOR AND MAIDENHEAD	9.5
10	MERTON	-8.2	DERBY	9.1

Figure 5

HOW COUNCILS COMPARE AT KS2

	TOP 10 PERFORMING COUNCILS	% GAP	BOTTOM 10 PERFORMING COUNCILS	% GAP
1	SLOUGH	-4	MIDDLESBROUGH	14
2	TRAFFORD	-2	ROTHERHAM	11
3	HACKNEY	-2	DERBY	11
4	TOWER HAMLETS	-2	ROCHDALE	10
5	BEXLEY	-2	BRADFORD	9
6	LEICESTER	-1	SHEFFIELD	9
7	KENSINGTON AND CHELSEA	-1	LUTON	9
8	SOUTHWARK	-1	PETERBOROUGH	8
9	BARKING AND DAGENHAM	-1	ENFIELD	8
10	BROMLEY	-1	BUCKINGHAMSHIRE	8

GCSE

Figure 6

REGION	% GAP
YORKSHIRE AND THE HUMBER	11.6
EAST	4.4
NORTH EAST	3.5
SOUTH WEST	3.3
NORTH WEST	2.7
EAST MIDLANDS	2.7
WEST MIDLANDS	0.8
SOUTH EAST	0.5
ENGLAND	0.4
OUTER LONDON	0.0
LONDON	-0.7
INNER LONDON	-3.5

KS2

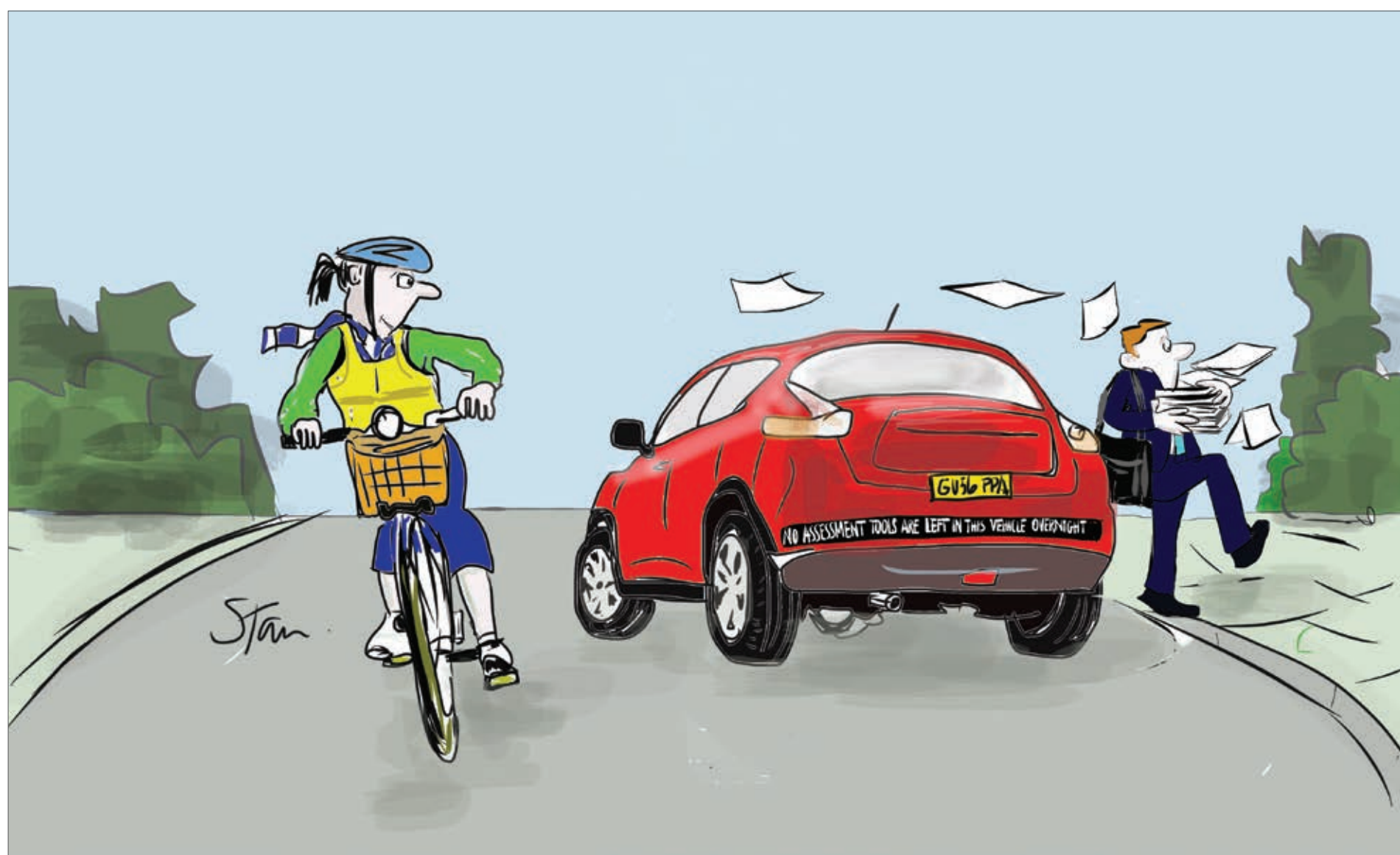
Figure 7

REGION	% GAP
NORTH EAST	7
YORKSHIRE AND THE HUMBER	7
EAST	6
EAST MIDLANDS	5
SOUTH WEST	5
NORTH WEST	4
WEST MIDLANDS	4
SOUTH EAST	4
ENGLAND 6,7	3
OUTER LONDON	2
LONDON	1
INNER LONDON	0

VARIATION IN PERFORMANCE OF BLACK AFRICAN PUPILS

Figure 9

BLACK AFRICAN BY FIRST LANGUAGE	% 5A*-C INCL EM
ENGLISH	69.1%
SOMALI	53.5%
YORUBA	76.2%
FRENCH	47.0%
SHONA	63.0%
AKAN/TWI-FANTE	68.6%
SWAHILI	54.0%
ARABIC	60.3%
LINGALAA	38.8%
PORTUGUESE	37.4%
IGBO	73.9%
OTHER NON-ENGLISH	57.4%



Move over, the car-to-work campaign picks up speed

JOHN DICKENS
@JOHNDICKENSSW

Teachers at maintained schools could soon join their academy counterparts in the fast lane after the government signalled its intent to review their exclusion from car-to-work schemes.

More than 400,000 teachers are currently missing out on the popular Teacher Car Campaign scheme because the government has not added it to their contract, the School Teachers' Pay and Conditions Document (STPCD).

While earlier options for cycle-to-work schemes and childcare vouchers were added to the STPCD in 2006, recent pay reforms

shunted any plans to introduce the car scheme.

Teachers at academy schools, which set their own pay conditions, can access the scheme, saving about £1,300 a year on a new car.

The Teacher Car Campaign was set up a year ago by car scheme provider Tusker. It has gained cross-party support and more than 1,250 teachers have signed an online petition that it become part of the STPCD.

David Hosking, Tusker chief executive, said: "As a provider of these schemes, we've been approached on countless occasions by teachers who have told us it is extremely unfair that they can't use a voluntary car scheme."

David Davies, MP for Monmouth, raised the issue in parliament last month. In response, minister for schools David Laws said changes to statutory pay and conditions have to be referred to the independent School Teachers' Review Body (STRB).

He said recent referrals had focused on fundamental reforms to teachers' pay. "The demands on the STRB's time and resources in the reform process mean that the government has had to make hard decision on the issues it refers.

"In light of the focus of the important referrals above, we have not prioritised revisions to the existing salary sacrifice arrangements. However, the Government will consider whether the issue should be

included in future referrals to the STRB."

Under the scheme, monthly payments for new cars are taken from salaries before tax and national insurance are deducted. Popular options include low emission Ford Fiestas and Nissan Dukes.

Mr Hosking added: "We're delighted the government is planning to consider ending the exclusion.

"Lots of teachers have to drive to school – most don't want to work on their doorstep. It's just weird they are excluded from the scheme, which gives them quantifiable benefits at a time when their pay has been restricted."

He hoped the clause would be added to the STPCD within the next 12 months.

EDITOR'S COMMENT

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

Douglas Adams once created a computer game called 'Bureaucracy'. In it, you move house and so begin a tedious process of form-filling and waiting in for delivery men who constantly misread your address and fail to return your calls. A meter continuously checks your blood pressure and warns when nearing aneurysm level.

Navigating the school system has become like this game. This week, a

headteacher told the education select committee that his complaint about the Education Funding Agency went all the way to the Parliamentary Ombudsman only to be told they couldn't deal with it. In Norfolk, parents and councillors are trying to work out their legal rights to a consultation over the group that will run a local school.

And then there's the admissions process. Having revealed last week that Grey Coat Hospital School had

requested donations on an offer letter, which ex-schools adjudicator Alan Parker said was against the spirit of the law and "absolutely wrong" (see cover story), we learned that the complicated complaints system makes it unlikely the school would be censured.

Creeping fragmentation of the school system is making it difficult for school leaders to know which rules apply to whom; for parents it's almost impossible.

A secretary of state with a focus on clearing up some of the confusion and laying down simpler, better enforced processes, would be warmly welcomed. Shadow education secretary Tristram Hunt has said he is up for the challenge of sorting out the system. Let's hope others follow.

I have a computer game they can use for training practice.

Looking for Reader's Reply?
see page 22

EXPERTS



BRUCE LIDDINGTON

Education consultant specialising in academies and free schools

Your political starter for ten

Forget 24-hour news, the internet and Twitter: parliamentary candidates will still go canvassing before May 7. Be prepared and seize the chance to grill them on education policy

The General Election campaign proper doesn't begin until the end of this month. But that hasn't stopped the parties vying with each other to offer tasty titbits of policy – some even funded! – to get the teacher vote. It used to be solidly Labour, but teachers are now more discriminating than ever. They've been offered:

- Protection of the education budget at present levels, but no increase for inflation (that is, up to a 20 per cent cut over the life of the next parliament) nor for the rapidly growing number of new students joining our schools.
- A cut in annual university fees from £9,000 a year to £6,000 without any assessment of the effect this will have on the quality of the higher education offer.
- Talented leaders and talented middle leaders' programmes for struggling schools, but no suggestion that the scale of these programmes will be adequate for need.
- Open-ended commitments to adequately fund resources for children with mental health problems.
- A continuation of the free school programme, in either its present form or as rebranded "parental promoted" developments; but not a systematic government programme to increase SIGNIFICANTLY the number of primary places throughout the country.

The day has passed when voters trooped off to the local market square or Drill Hall (I remember both!) to attend "hustings". Before the era of 24-hour TV news and the internet, we decided on our vote after listening to as many hour-long political pitches as we could stand. But door-to-door canvassing still goes on extensively, as does phone polling. Candidates and their teams offer themselves up to you for your own scrutiny. Seize the moment, whether on the doorstep or on the phone. This is your chance to grill them.

So here are ten questions to put to potential MPs, when they knock at your door or phone you to ask for your vote on May 7.

1. What will your party be doing to help train and prepare school leaders

– especially primary heads – to have difficult conversations about performance and pay with their staff?

2. What training will it give to school leaders and governors to avoid equal pay claims in the new performance-related salary regime that they must employ?
3. In a world where schools no longer have the security of local authority tendering and commissioning services, what help will your party give to ensure schools are able to commission services that work, are legal, and give good value for money?
4. Given the Department for Education's poor record in allocating contracts and holding contractors to account, who will help schools in this vital activity?
5. Given the elitist, pure ability focus of Russell Group universities, the Sutton Trust and the Education Endowment Foundation, what will your party do to narrow the gap into higher education?

Parties are already offering tasty titbits of policy to get the teacher vote

6. How will you help schools, especially ones in difficulties, ensure that they get an academy sponsor (or multi-academy trust) that will actually HELP them to improve as they wish?
7. What will your party do to give schools the POWER to access the mental health services and support mechanisms that they so obviously need for their students?
8. Given that all parties are committed to giving parents a choice of school at 4 and 11, what will yours do to remove the unfairness that at present stops too many people getting the school of their choice?
9. How will schools, especially primary, be able to live without levels or a consistent GCSE grading system?
10. What will your party do to improve teachers' quality of working life?



ROY BLATCHFORD

Director of the National Education Trust

Why be a headteacher?

The next generation of school leaders should look to the National Standards of Excellence for Headteachers for inspiration

area of expertise. Write an article for an education journal/website.

Excellent leaders are not readily found

The self-improving school system – an underlying thread in the new headteachers' standards – needs great future leaders and demands that current heads are nurturing talent spotters.

Experience in one urban authority a few years back taught me that giving colleagues the chance to be acting heads put the fire in their bellies to do the job full-time. In another large shire authority, clued in to succession planning, we identified 15 outstanding middle/senior leaders and coached many of them to headship over a year. They learned what kinds of schools they wanted to lead and in which contexts they felt most at ease with themselves as leaders.

One of the key purposes of the standards is to serve as a framework for training middle and senior leaders, encouraging them to dip their toes into headship. The imperative language of the four domains ("ensure", "distribute", "demand", "model") is not about commanding anyone; rather, the active verbs give a creative energy that can be motivational and conducive to productive debate and interpretation.

I worked for 10 years as headteacher with a tremendous chair of governors. Whenever one of our best teachers moved on, he would shake them warmly by the hand and offer sincere congratulations. He would say to me: "graveyards are full of indispensable people Roy – you'll find a replacement". He was right about most things.

No leader is indispensable. But excellent leaders are not readily found. Schools too often find themselves advertising vacancies a number of times. We must ensure that these new standards are used positively to motivate current heads and whet the appetites of aspiring heads.

What might aspiring heads do by way of short and mid-term preparation for headship, harnessing the framework of the standards? Here are some starters, linked to each of the four domains, drafted partly with interviews for headship in mind.

Domain one: qualities and knowledge

- Be clear with yourself about the set of personal and professional values that underpin your work in schools. Which wise parents, community leaders, thinkers or writers have influenced your thinking and can you talk about them succinctly at an interview?
- Share your own scholarship and expertise in a way that others see you as a "go-to" colleague. Lead a staff seminar on a topic of your choice related to that

Domain two: pupils and staff

- Reflect on your own practice and how you are successful in making a difference with disadvantaged pupils. If asked at a headship interview what you would do in a new school to "close the achievement gap", what would you say?
- Write yourself a short paper on different models of curriculum and extra-curricular design: special, primary, secondary – as suits. At an interview, what do you say are your preferred models for organising a school curriculum?

Domain three: systems and process

- List three organisational systems that are particularly effective in your school. If you were assuming the headship of your current school, which other systems would you change, and why? Moving to another school, which of your successful systems would you wish to see in the new context?
- Can you talk to an interview panel about the Nolan principles of public life? Selflessness, integrity, objectivity, accountability, openness, honesty, leadership. As a head, where do you place greatest emphasis?

Domain four: the self-improving school system

- Note down four educational settings you have visited in the past year. What did you learn from the visits and what impact back in your own school did those visits have? Do your own performance management objectives include spending a number of days outside your own school?
- Looking ahead to your headship years, what do you think the "self-regulating and self-improving school" will look like? What are your ideas on the most effective forms of external accountability?

Roy Blatchford was vice-chair of the independent review group that wrote the National Standards of Excellence for Headteachers

PROFILE

VIC
GODDARD

ANN MCGAURAN
@ANNMCGAURAN

Vic Goddard, head of Passmores Academy in Harlow, Essex. The school featured in the Channel 4 fly-on-the wall documentary *Educating Essex*

Why did Vic Goddard let Channel 4 unleash 60 cameras and 22 microphones into Passmores Academy for seven weeks in 2011? The result, *Educating Essex*, caused a media storm with the school swamped by a mountain of emails and Goddard attacked by "some of the right-wing press" who said vulnerable children had been put in the spotlight.

Three years later and it is clear that it's his desire to be open about what schools do, and what really goes on in them. That's very much in keeping with his own values. He's direct, honest and open – happy to be upfront.

He says the series made him "very aware of how secretive schools are, because what we had was lots of feedback from parents". Most of those emails came from parents of teenagers thanking Passmores; it was the first time they were able to engage with their child about school. They had sat down together and watched the programme.

"They went, 'Is that really what it's like?', and they [the students] went, 'yes', and they could have a dialogue. It made me very aware that actually we don't let people in very often, and we should be open about it."

He's been at Passmores Academy for nearly 15 years – and is in his eighth year as head. Yes, he refers to educator Tim Brighouse who says that heads start getting worse after seven years, but it's easy to see how he continues to inspire staff and students.

When he was applying for the headship at Passmores he read a Brighouse pamphlet that talked about the nine things a head had to do – "number one was create positive energy. That's really easy to do because you are surrounded by people who want to be educated".

He's due to deliver a keynote speech to a roomful of educators at the National Assessment Conference on the day of this interview; the conference programme describes him as "one of the most high profile, controversial, innovative and bluntly passionate heads".

Does he see himself as controversial? "It's because I say it as I feel. I haven't got a hashtag filter."

He was the youngest of four raised on a council estate, three boys and a girl who all became teachers. "One of my

"I say it as I feel. I haven't got a hashtag filter"

brothers, who sadly died before Christmas, was a maths teacher. My eldest brother is a headteacher in Telford, and my sister is a head of humanities at a school in Somerset. So it's an odd Christmas lunch, talking about schools and stuff!"

His father, who left school at 14, was a plumber, "and mum for most of my childhood and adolescence, was at home, even though she had worked in the

civil service and had worked quite high up in that before having children".

Goddard's own schooling was at Kentwood, a "big, very multicultural, typically south London, boys' comprehensive" near Crystal Palace. His father was chair of governors and his two older brothers ended up as head boys. "From that point of view it was a family environment for me – it really was".

Kentwood had a head whose approach seems to have coloured his own headship style. "Ernie Kingsbury his name was, and he used to talk about how the school was a 'family unit'. I used to sit there, like most teenagers, rolling my eyes

IT'S A PERSONAL THING

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

Watching England/Britain win at a major sporting event with family and friends. Maybe the Rugby World Cup this year!

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

On Saturday night it was always egg, bacon and chips cooked by my mum, with the whole family together. I was easily pleased.

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

Find a job you love and you'll never work a day in your life – via my dad.

Who were or are your role models?

I have had dozens. Definitely two of the most influential were Frank Jennings, my PE teacher at school, and Kevin Sadler who first appointed me to a senior leadership team post at Passmores and influenced me greatly.

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

Clichéd I know but *Legend* by Bob Marley. An album for all occasions and most definitely for being stranded on a desert island.



Clockwise from above: During his studies for a BEd at Bishop Otter College, West Sussex; during his early years at Royston Primary; at Orpington Sixth Form College



and going, 'What's this man talking about?' He very much spoke about the family and the community. At the time, you don't realise how much that has an impact on you until you look back on it as an adult."

Another key influence was head of PE, Frank Jennings: "If I wanted to be in school at 7am to practise my basketball, he would have been there, opened up the school for me and let me in. That relationship that I had, specifically with the sports staff, but with the others as well, was an absolute reason for me to be in school."

But Kentwood was still a hard environment. "I loved it, but I am very aware, looking back, that I was privileged to love it as much as I did. When you get to the position I'm in, and you see other young people – some of whom love school, some of whom hate school – you actually go, well I was always on the 'love' side of it, but I could see how people could have been on the other side in the same school."

He then went off to an FE college – "suddenly girls and pool tables!" This was followed by four years at what was West Sussex Institute of Higher Education to do to a BEd in PE and maths. "It was an amazing four years, just because I was surrounded by like-minded people who were as obsessed with sport as I was." He knew he wanted to be a head from the time he started teacher training.

He did a couple of years on the south coast, then up to south London, and three years teaching "smack in the middle of Cairo". What prompted the move? "I was settled in a relationship, we were both very comfortable in our school, and we sort of both went to each other, 'if we're not careful

we'll be here forever'. And we were young, and the world was small, and we could do it through teaching."

He was headhunted for a job at a school in Harlow while still working in Cairo, and his wife Lucia got a job at Passmores. Through her he met the head Kevin Sadler. "He said, 'there's a job coming up, why don't you apply?' I always have to say that my wife got the job before I did. She was there before me. I was assistant head, then everybody seemed to leave around us, so I ended up being deputy head. Then the head moved on, and I was lucky enough to get the job."

The "constant incarnations" he's been through, personally and professionally, as assistant head, deputy head, and head has kept things fresh, he says. "Also the challenges keep the job feeling different every day and every year."

Watching him speak to an audience, his charisma and ability to draw people together as a community with a common vision are clear. He's also very funny. He's got a knack for bringing people with him, and he left many in the audience in tears as he reminded them what power for good they have as teachers. He said during the speech he had never given a Gettysburg address, but really that's what he did that day.

What does he feel is the best thing about being a head? "The trust I am given . . . and the moment I get that wrong, and people stop trusting me, then that's the end of the road. As long as I can stay true to what I believe in, and that's what's at the basis of the decisions we make, then people should continue to trust you."

Curriculum Vitae

Born: Penge, south London, 1968

Education:

Royston Primary School, Penge
Kentwood School for Boys, Penge
Orpington Sixth Form College
Bishop Otter College, West Sussex – BEd, PE and maths

Open University – MA(Ed) leadership and management

Career:

The Angmering School, West Sussex – PE and maths teacher

Cheam High School, Sutton – second in department, responsible for key stages 4 and 5 exams

The Modern English School, Cairo, Egypt – head of performing arts faculty

Brays Grove School, Harlow – head of PE

Passmores Academy, Harlow – assistant head (three years); deputy (three years); head (7½)



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REVIEWS

TOP BLOGS
OF THE WEEK

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



Our blog reviewer of the week is Jill Berry, a former head, now educational consultant and Twitter addict @jillberry102

The silent teacher? Bring it on!

By Blogger, interrupted

Losing her voice gives this teacher the opportunity to reflect on the power of silence, the importance of listening and how we can turn a liability into an asset.

"What has the Silent Teacher taught me? The need to consciously create that oasis of calm in every lesson and perhaps in the future choose to run the occasional 'Silent Teacher' lesson to reset the tone. For now, I'll just stop talking and tune in to the inner peace."

I'm hoping for more contributions from this talented and thoughtful blogger.

Supporting shy students

By Alex Quigley (@huntingenglish)

Alex reflects on his own experience of being a slightly awkward teenager, especially when faced with public speaking, but he recognises that his level of anxiety was nothing compared with the struggle of those who are painfully shy. He writes here of his awareness that all teachers will have a number of shy children in their classrooms; learners who are often overlooked. "Shy students too often get lost in the din of the crowds...With quiet desperation, they can cling to the sides of our lessons." He offers a range of practical strategies for ensuring these pupils are supported and challenged to be their best. Many techniques are simply good practice, but he argues that shy children especially need a considered, attentive approach.

Avoiding a blame culture

By David Culberhouse (@DCulberhouse)

Culberhouse reflects on society's preoccupation with apportioning blame,

and how corrosive this can be to establishing a climate of creativity and innovation. He isn't suggesting that no one should be accountable, but he argues that leaders who are always quick to move from mistake to blame miss the point that often the blaming is more damaging than the original misjudgment. It is far more productive to put things right or mitigate the harm. A salient lesson for leaders at all levels.

Building a department

By Chris Waugh (@edutronic)

This is the first of a series of posts written some time ago by Chris, but I read it only recently (the joy of Twitter – the good stuff keeps coming round) and thought it was well worth recommending, especially for those considering becoming a head of department or establishing themselves in this position. Chris argues that it's all about the people and building the most positive relationships within and beyond the school. He sets out his vision and values, and discusses and illustrates the practical steps taken to convert this vision into reality. I found it inspiring.

Less is more

By Helena Marsh (@helenamarsh81) via @staffrm

I love the way Helena Marsh writes and found it humbling that when she tackled the #28daysofwriting challenge, producing a post each day for 28 days, the quality of her contributions never faltered. I'd recommend checking out all of them, but this was a favourite. Helena starts by comparing how as a parent she understands the value of keeping things simple; a toddler might derive more pleasure from playing in a plastic laundry basket than with the most expensive of toys. She compares this then with the teacher's situation: "Sometimes the most straight-forward and uncomplicated lessons can reap the greatest learning rewards. Meanwhile, overly-ambitious, fussy plans and heavily resourced activities can create confusion and superficial engagement." Helena advocates that we "strip teaching back to its fundamental, core principles" and "do less, but better".

1,000 years of experience

By Chris Chivers (@ChrisChivers2)

Finally, if you haven't yet read Chris's original post (what he learnt across his extensive teaching career) and the responses in the comments that follow, it is well worth it. Perhaps you might also like to contribute what you have distilled from your own time in teaching to add to the total and help Chris reach his 1,000-year target. Reflection is always worthwhile.

Headstrong: 11 lessons of school leadership

Author: Dame Sally Coates

Publisher: John Catt Educational

ISBN-10: 1909717266

ISBN-13: 978-1909717268

Reviewer: Rachel Gooch, school governor and tweeter of @SchoolDuggery



During the splurge of initial interest in this book, I snarkily tweeted that Dame Sally was getting good publicity for an account of "how I did what I was paid for". Was I too harsh?

Dame Sally has enjoyed a successful career, leading two outstanding inner city schools and transforming lives along the way. In a time when we have come to view the term "superhead" with suspicion, she has sailed on, untouched by the curse of being one of the headteachers most commonly cited in the speeches of former education secretary Michael Gove.

Her book is a good read. Her 11 lessons clearly explain her approach; checklists and summary boxes break up the chapters. Each chapter ends on a tweet: a 140-character summary of its key message. Handy, even if it did initially make me wonder if Dame Sally could simply have produced 11 tweets and saved us the other 270 pages.

But within the familiar story of school transformation – behaviour, uniform, high expectations – there are some interesting, sometimes surprising, riffs.

She worries, for example, that we are developing a new divide between schools for middle-class pupils where they enjoy a creative education in loosely structured institutions, and schools for children in more deprived areas that are felt to require a more regimented approach.

In a passage to warm Fiona Millar's heart, her solution is externally administered admissions to ensure more diversity within schools. She wants to stop good schools skewing their intakes through fair banding and faith-based selection.

To its credit, Burlington Danes in west London, where Dame Sally made her name, does not use faith-based admissions to "handpick affluent students". It doesn't even use fair banding. It simply takes those in closest proximity. At this point, deep into chapter 10, I finally began to warm to Dame Sally.

Praised by Gove she may have been, but she hasn't always supported him. Most notably, she spoke out during the 2012 English GCSE grading "fiasco". She is also forceful on the need for central direction on assessment, describing it as a dereliction of duty to leave the replacement of levels, which she supports, to schools to work out individually.

Much has been made of the infamous Burlington Danes' ranking. Each term, students are ranked from 1 to 180 and the rankings are publicly displayed. While I support regular testing and the sharing of results with students and parents, I shudder at the idea of public ranking. It is an idea so toxic that even Gove was forced to back down when he suggested it for A levels.

Someone will always be bottom: "On the day they are posted, pupils are very excited: some elated, others CRUSHED WITH DISAPPOINTMENT." Imagine that for

the most vulnerable – term after term, year after year, in public. I would have spent every publication day in tears.

There are contradictions that made me growl. All her experience has been within urban schools. Heads of schools in more affluent areas will take exception to her view that they have an easy life and could make do with half the money that

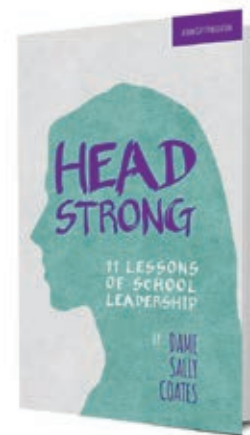
her school needed.

In her conclusion, she recognises that aspirations can be low outside London. It is infuriating that the rest of her analysis does not take account of this – nor the additional struggle with teacher recruitment and the other challenges peculiar to rural and coastal schools.

On the surface, this is a manual for school transformation. It does not advise anything that good schools won't already be doing – or tried and rejected – but its back to basics approach could be the straightforward guidance that makes the difference to a struggling school.

And yet Dame Sally states that "truly outstanding schools cannot be generated according to a formula" and "a school is only as good as its headteacher".

My suspicion is that the spark of leadership genius lies within Dame Sally herself. And we can't clone her despite, on the back cover, Toby Young's fulsomely expressed desire to do so.



NEXT WEEK:
Establishing a new school: getting it right from the start
Reviewed by Laura McInerney

REVIEWS

FILM REVIEW

This week's critic is *Schools Week* editor Laura McInerney



Film: Education select committee retrospective, YouTube

Published by: Parliament UK

"Television is democracy at its ugliest," said Paddy Chayefsky, the American playwright famed for gritty "kitchen sink" dramas. His work recorded the private lives of ordinary people and elevated them to art. By contrast, the education select committee's video retrospective of its past five years, released this week on YouTube, takes the recordings of politician's public moments and dumbs them down to exposition. But it's not ugly. It's actually sort of brilliant.

Opening with the mandatory shot of a hand scribbling on a chalkboard ("Closing the gap: The work of the Education Select Committee"), there follows an out-of-place shot of a Union Jack (presumably you might not have known this was the UK otherwise) and then – in full corporate video splendour – is Graham Stuart, the committee chairperson, ready to give his views on the past five years.

A Conservative MP who never once let his party leanings show, Stuart has been a marvellous chair. A clip early in the video shows him questioning then-schools minister, Liz Truss, who the viewer is told was recalled to the committee for ignoring its recommendations.

"Do you know why you are here?" Stuart asks.

"I am delighted to have any opportunity to speak with the education select committee" Truss purrs.

"Yes, but do you know why you are here?" is the firm reply.

Sadly the film shows few of these knockabouts. It concentrates instead of the work of the committee, cycling through the topics of different inquiries – children's centres, achievement gaps, the condition of buildings, GCSE reform.



Screen grabs from the retrospective

On the latter, chair Stuart seems particularly pleased to mention that when former education secretary Michael Gove was furiously told by the committee that his planned return of "O-levels" didn't stack up, he graciously U-turned.

Indeed, we are treated to the precise moment in the Commons when Michael Gove stood up and said that his reforms were "a bridge too far".

On the matter of the committee's inquiry into academies and free schools, we are shown two choice moments. One is when chief executive of Ark, a well-established and largely successful academy chain, is asked her opinion on the policy. "I am tempted a bit like

Zhou Enlai when asked about the French Revolution to say it's too early to tell," she replies.

The other, more daring inclusion, is of Theodore Agnew – non-executive director of the Department for Education and trustee of Inspiration Trust – saying "there have been mistakes, some of the chains grew too quickly. I don't think Whitehall should be overseeing 4,000 schools". Given his part in the process it is a bold statement. One can't help but feel a cheeky parliamentary researcher was delighted to uncover it.

Most exciting for those who watch the education select committee as it happens there is a nod to the growing real-time Twitter discussions that take place, including a screen-shot of debate tweets. As someone who got out of bed in the early hours of the morning when I lived abroad to watch the debates, and tweet along with others, it's nice to see that community being recognised.

As part of the committee's work to improve education scrutiny, it has organised inquiries in other parts of the country (hello Hull!), had BBC youth reporters make films, and it even crowd-sourced investigation ideas and questions for politicians.

It has been an impressive and valiant effort to take the message to the people. Through the cameos of each MP in the video and the end call to "send us your ideas" for the next round of committees, there is a genuine sense that – above party loyalties and petty squabbles – these MPs want genuine change in education and will work together to ensure it happens.

Democracy isn't always pretty. Neither is television. But putting the two together appears to have created beautiful things.



A week in Westminster

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

THURSDAY:

No fewer than 26 documents/press releases/publications were sent out by the Department for Education, Ofqual, Ofsted and the National College for Teaching and Leadership today.

We know we whinge about this, but patterns are patterns. Every Thursday, after we (and other publications) go to press, government bodies send out lots of information that may lead to stories. Perhaps it is coincident - but it gets our journalist noses twitching. Fortunately, this doesn't mean stories escape our website – the wonders of modern technology! Cue mandatory plug for www.schoolsweek.co.uk.

Today, education secretary Nicky Morgan backed recommendations to give teachers a 2 per cent pay rise, but only if their "performance" deserves it (despite her confirmation that the teaching workforce is "truly exceptional" and does a "vital job". If that's so, why don't they all get a pay rise? Or is that just us being overly hopeful).

The changes, put forward by the School

Teachers' Review Body, are now out for consultation and will come into force from September.

Asbestos was on the agenda today too. The DfE said most schools in England contain it and that it would "develop better and more targeted guidance on asbestos management". We have a deeper look into this on page two.

FRIDAY:

Details of how much money was spent LAST April to June by senior civil servants gave us the chance to scrutinise their expenses. (Why does it take so long for these to be made public?)

What really stands out is how much money the taxpayer is spending ferrying around permanent secretary Chris Wormald. In this period alone, £614.74 went on taxi fares – £200 of which was spent in two days in Cumbria! Perhaps he doesn't drive, so how about we use that money to get him some driving lessons and an old banger? I've got some mates

who could probably flog the DfE a decent little runner for £300.

He also had his own "Perm Sec Awayday" in Berkhamstead with £170.40 spent on overnight accommodation. I'll just leave that there.

And, errrr, Theodore Agnew got taken to Newbury Races last June by "Be Wiser Insurance".

Again, we can see what the DfE ministers also got up to meetings-wise in that same period. Although why anybody really cares nearly a year later, is beyond me.

Especially now, as two of the ministers (Michael Gove and Elizabeth Truss) no longer work in the department (at least they aren't supposed to. Ahem, Mr Gove).

The former edu-secretary proves to be an interesting character in his "hospitality" notes. Lord Rothermere (who owns the Daily Mail) put him (and someone who is just listed as "spouse/partner/family member") up in "lodgings", Evgeny Lebedev (owner of the Evening Standard) took him for dinner, the Financial Times for

lunch, and Rupert Murdoch treated him to a dinner as well.

He also got tickets to the Capital FM Summertime Ball, where I am sure you could find him boogying to Cheryl Cole (now Fernandez-Versini), Miley Cyrus and Pharrell Williams.

Poor old Lib Dem David Laws just got a buffet lunch from the Association of Teachers and Lecturers.

MONDAY:

Nicky Morgan announced that King's Leadership Academy, a secondary free school in Warrington, was to be awarded with £35,000 for its "outstanding work in promoting virtue in pupils". This was the overall winner in the Character Awards, promoted heavily by the DfE.

The school says the funding will be used to spread the teaching of character to other schools across the country.

TUESDAY & WEDNESDAY:

Dull, dull, dull. Various bits of information that have just been "updated".

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School Bulletin



PE in primary schools gets a boost

A new website wants to improve sport in primary schools by helping them to recruit and develop sport coaches.

Launched last week at Berrymede Junior School in West London by Children and Families Minister Edward Timpson and British sprinter Bianca Williams, the "Coaching in Schools Portal" provides advice for headteachers on how to recruit, develop and use coaches effectively.

Primary schools are also receiving more than £450 million over three academic years to improve PE and sport, with a typical 250-pupil primary getting about £9,000 a year.

Speaking at the launch, Mr Timpson said: "We want all primary school children to play and enjoy sport, so they keep up the healthy habit for life."

"The PE and Sports Premium is helping to transform PE lessons – and enabling schools to hire extra coaches, buy new equipment and run free after-school classes."

So far headteachers have used the funding to recruit extra PE teachers and train staff – as well as buying new equipment and offering a wider selection of sports clubs.

Bianca Williams, winner of two bronze medals for England in last summer's Commonwealth Games, said: "PE and school sport isn't just about nurturing



Children and Families Minister Edward Timpson (centre back) launches the Coaching in Schools Portal at Berrymede junior school. Inset: Mr Timpson monitors wall climbing at Berrymede

future champions. It's about building the fundamental movement skills that enable young people to take part in physical activity and find something to inspire them for an active life.

"PE and sport have also given me a range of skills which I can apply in other aspects of my life – teamwork, communication, resilience and the ability to persevere when things go wrong. So it's vital that we get it right in primary schools."

Use the Coaching in Schools Portal by



visiting www.sportscoachuk.org/site-tools/about-uk-coaching/coaching-schools-portal.

Epilepsy Action awards



Epilepsy sufferer Eleanor celebrates the Prince of Wales First School, Dorchester, 2014 Edward award

If you want to celebrate the work that your school does to support children with epilepsy, then nominate it for an "Edward", an award run by Epilepsy Action to recognise educational establishments that "go that extra mile" to help pupils with epilepsy.

The winning local nursery, school, college or university will train staff and pupils in first aid, hold myth-busting assemblies and introduce buddy systems for children with epilepsy.

The closing date for entries is April 15 and award winners will be notified by April 24. The awards will be presented during national epilepsy week, May 17-23.

To nominate your school visit www.epilepsy.org.uk/campaigns/education/professionals/edwards-awards

Budding tycoons celebrate success at the palace

FEATURED

Three entrepreneurial school teams received their first taste of business success when they won a nationwide competition headed by *Dragon's Den* veteran Peter Jones.

Hundreds of pupils participated in the annual Tycoon in Schools enterprise competition, run by the Peter Jones Foundation.

Since its launch in 2012, only one winner has been crowned each year. But the many outstanding applicants this year prompted the judges and Mr Jones to decide that three teams would share the title.

Speaking at the awards ceremony, hosted by the Duke of York at Buckingham Palace, Mr Jones said: "The standard was so high this year that we decided to crown not one, but three winners."

"All the teams have worked so hard and I have been bowled over by their enthusiasm and achievements throughout the competition. With thousands of students taking part, it has been the most successful Tycoon in Schools yet."

Retrocycle, a team of seven 13 and 14-year-olds from Queen Anne's School in Berkshire, addressed global waste by recycling materials. They produced and sold a range of eco-friendly products such as key rings made from old bottle tops, and bowls and coasters made from old magazines.

Ethical Print, seven year 10 students from Westborough High School in West Yorkshire,

created a local community newsletter that promoted events and sold advertising to local businesses.

The team will distribute their profits between five charities, all of which received extensive coverage in their final newsletter.

Mount, two students from Whitley Bay High School in Tyne and Wear, created and sold hand-crafted skateboards that could double up as wall art.

The three teams each won £1,000.

Romilly Hayward, 14, of Retrocycle, said: "To be a finalist and have the amazing opportunity to visit Buckingham Palace is just the icing on the cake after an incredible journey."

"We would never have thought at the beginning of this process that we could have achieved something so amazing."

Ethical Print team member Suhail Rahim, 14, said: "During the competition we learned how to pitch an idea, how to negotiate with clients and suppliers, and how to use our time wisely. We learnt business etiquette and the approaches needed in clinching a deal."

Mount's George Peterson, 16, said: "We still



The winners of the Tycoon in Schools celebrate at Buckingham Palace with the Duke of York (far left) and Peter Jones (far right). Inset: the winning certificates

can't quite believe we are winners – it's a fantastic feeling. It's a great experience taking part and the final was something we will always remember."

The judges considered profitability, teamwork, business concept, sustainability and community engagement.

Speaking about the winning teams, Mr Jones added: "Retrocycle, Ethical Print and Mount really stood out. They all excelled in each area of the judging criteria, came



up with some incredibly innovative ideas, worked excellently as a team and generated some incredible profits."

MOVERS & SHAKERS

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

Academy Transformation Trust has appointed **Karen Jones** as their improvement director for 14 to 18-year-olds.

Ms Jones has taught across upper primary to sixth form for more than 25 years, including time in Saudi Arabia, Germany and Cyprus.

Working first as a headteacher in Germany, Ms Jones moved to failing secondary school, John Buchan School, also in Germany, and lifted it from a category of concern to good with outstanding features within three years.

Speaking about her new appointment, she said: "My role at the trust will focus on 14-19 provision to support high quality education in our schools and sixth forms.

"I am here to help with raising standards and to measure progress through strategies for improvement and effective use of data to track progress to targets, curriculum analysis and preparation for Ofsted."

Nicola Dick-Cleland is the new headteacher of the Abbey Junior School in Reading, an independent day school for girls aged three to 18.

Mrs Dick-Cleland, who has been acting head since September last year, starts her new job immediately.

She first joined the school in 2011 and was promoted from assistant to deputy head after only a year. Before that she taught at Dolphin School in West Berkshire.

Speaking about her plans, Mrs Dick-Cleland said: "My main priorities fall into three areas. Firstly, getting a real sense of our girls' experience and what it means to be a pupil in our school.

"Secondly, following on from our exceptional inspection report, understanding how we continue to develop our learning and teaching provision to ensure our girls are ready to flourish beyond their primary years.

"And lastly, in support of our strategic aim of being a leader in girls' education, to play an active part in the wider educational community, sharing our success, communicating our philosophy and developing relationships beyond the school gate."

Mrs Dick-Cleland, worked in private practice as a psychologist for many years before completing her PGCE at Reading University.



Karen Jones



Nicola Dick-Cleland



Julie Molesworth

Julie Molesworth has been appointed head of Fairlawn School, a new primary academy due to open in Bristol in September.

She will take up the post after the Easter break and will lead the redevelopment of the school, part of the CGS Trust, a Bristol-based multi-academy trust.

"It is such a privilege to become the custodian of a magnificent Victorian school building that has already seen many children through its doors," she

said. "The children will benefit from a curriculum with a focus towards science, technology, engineering, art/design and mathematics."

Mrs Molesworth began her career in her native Australia before moving to the UK to work in London and York.

She has lived in Bristol for more than 20 years and has taught across the primary and secondary age range in local authority and independent schools, most recently as a deputy head.

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

THE INDEPENDENT ACADEMIES ASSOCIATION

The Independent Academies Association (IAA) is, unsurprisingly, a membership organisation dedicated to supporting the leaders of academies.

Its honorary president is Lord Andrew Adonis, the driving force behind the academies programme under the last government. He was minister of state for education under Tony Blair and then Gordon Brown.

The remit of academies has changed over the years; from being solely for under-performing comprehensives to a wide-ranging brief that allows any school to convert to academy status. There are now more than 4,500 academies and free schools in England.

The IAA acts as a "non-partisan" organisation and consults with the government on educational policy. Its manifesto, "No Forgotten Children", was put together using key issues



raised by its members and through discussions at its board meetings.

The draft manifesto, launched at its autumn conference, was released for consultation after fine-tuning following feedback. It will be used as a basis for pre-election lobbying work.

It aims to "advance education for the public good" by acting collaboratively; maximise achievement, attainment and progress at academies;

use innovative practice to raise educational standards; and use academies' independence "for the benefit of the communities" they serve.

WHAT THE LEADER SAYS

As might be expected, the IAA's manifesto is clear in its support for academies and free schools, calling for the leadership of education to be devolved to a fully academised system.

The association's interim chief executive is Sir Peter Simpson, retired chief executive of the Brooke Weston Trust, who was responsible for developing a multi-academy trust of four secondary academies, a secondary free school and four primary schools.

"We believe that it is important that all parties recognise the success of academies and the reasons for that success: independence, especially of local authority control and intelligent accountability," he says.

Teacher supply remains an area of concern. "Our members are concerned that teacher supply, particularly in core subjects remains a problem with academies in depressed rural towns reporting particular difficulties in recruiting high calibre teachers," Sir Peter says.

The IAA adds: "The organisation takes the view that with success comes an obligation to support system improvement. It would welcome moves to intensify



Sir Peter Simpson

accountability for collaboration with an emphasis on school to school support.

"However, although the IAA recognises the need for accountability it believes that there is a need reduce the burden on academies by rationalising the existing arrangements and, in particular, integrate financial auditing and the evaluation of educational standards."

MANIFESTO POINTS

1. Devolve the leadership of education to a fully academised system
2. Reform academy governance, including making governing bodies smaller and encouraging people with relevant professional expertise to become academy governors
3. Review the inspection and accountability demands placed upon academies, aiming for simplification without diluting accountability
4. Provide educational funding that reflects recent increases in costs and that is maintained in real terms
5. Take affirmative action to remedy the shortage of teachers

TO WHICH PARTY ARE THEY CLOSEST

To expect a manifesto from the IAA that was not in support of the academies and free schools programme would be like asking a vegan to support carnivores.

The call for a fully-academised system will ring positively with the Conservative party, which has already sought to rapidly expand the number of academies in England.

As part of its call for more to be done about teacher recruitment, it does go against the Conservative policy of Teaching School Alliances, questioning how successful they have been.

Its call for a fair funding formula echoes that of the ASCL on the opposite page.

Part 3

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 third pre-election comparison is between the Independent Academies Association and the Association of School and College Leaders



ASSOCIATION OF SCHOOL AND COLLEGE LEADERS



The Association of School and College Leaders (ASCL) represents more than 18,000 secondary heads, deputy heads, bursars, business managers and college principals.

Its manifesto is in the form of a "blueprint" and is entitled "Leading The Way: Blueprint for a Self-improving System".

ASCL commissioned Professor Toby Greany from the Institute of Education to undertake a literature review into what international evidence says about the performance of the English education system, and what the evidence says the next steps might be to improve it further.

The association also consulted during the last autumn term with the profession, academics, policymakers and politicians. It also held roundtables with both the former and current secretaries of state, the shadow secretary of state and the minister of state

"You can mandate adequacy; you can't mandate greatness. It has to be unleashed."

Joel Klein

for education.

The blueprint was launched on February 25, at a parliamentary reception hosted by education select committee chair Graham Stuart.

The ASCL said it has since been endorsed by all three political parties and would work with the incoming government in May "to take forward specific policy proposals in the blueprint".

MANIFESTO POINTS

- Ensure the national education budget is sufficient, equitable and sustainable, and implement a national fair funding formula
- An incoming government must determine a slim and smart accountability framework and then to leave it in place for at least the term of parliament
- A coherent, adequately resourced and strategically planned approach to initial teacher education. The approach must ensure there are sufficient numbers of high quality graduates entering the profession in every subject and in every region
- An independent College of Teaching, set up through a government endowment fund and led by a peer-elected board, should set teacher standards and have a key role in enhancing teachers' professional learning
- Our education system is good, but it is not yet great. The challenge for government is to create the enabling conditions for a self-improving system. And the challenge for the profession involves a change in mind-set - to step forward and lead the debate

TO WHICH PARTY ARE THEY CLOSEST

The ASCL notes in its blueprint that it has the support of all three main political parties.

Unlike other trade unions it does not appear to attack certain policy decisions of the past five years.

It seems fairly open to work with any political party, and is intent on pushing forward the idea that it is the profession that needs to make the changes, not the government.

WHAT THE LEADER SAYS

The ASCL says in its blueprint that it wants a "genuinely self-improving system" in which all children and young people achieve.

The trade union also wants those within the profession to take the lead in that improvement.

President Peter Kent says: "All our key priorities, such as the need for sufficient funding to provide a good quality education, and accountability measures that are clear and do not change with the shifting winds of political whim, arise from the over-arching moral purpose behind our blueprint.

"The focus shifts from central direction to 'unleashing greatness' in schools themselves - working collaboratively to improve the quality both of teachers entering the profession and existing teachers, cultivating peer learning within schools and between them, encouraging innovation to discover future leading practices and ultimately ownership of outcomes and the quality of education by the profession.

"We believe that it is possible to improve our education system by working together.



Peter Kent

The document proposes a set of actions that the profession can take, that ASCL will take and that government might take.

"It is clear to us that deep and sustained reform of our education system will not come from outside: it depends on us - the many, not just the few."

COMMENT

READERS'
REPLY

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Eight months in and how have the RSCs fared?

Lottie, address supplied

Do the members of the Headteachers' Boards have to declare interests too?

I am shocked that this is the system we have for our education matters in this country.

It's all very worrying.

Reply from the editor: They do. It is all in the public register available on the DfE website – we just didn't have room to publish them!

Edition 21 research review

Stephen Gorard, Durham

I think these kinds of problems are very easily avoided simply by avoiding presenting confidence intervals (and significance tests) in the first place. No one knows what they mean. In these two studies the attrition (missing scores from pupils randomised to treatments) rate was over 18 per cent for primary and over 23 per cent for secondary schools. This means that even if confidence intervals made sense they cannot be used here. The allocations are no longer random, so the probability calculations presented in the reports are plain wrong. The key question is whether around 20 per cent attrition, as a source of potential bias in the findings, could explain away an effect size of around 0.06. In my view, easily so. There is no need for the confusing CIs, p values and regression results which in my view serve only to confuse the reader.

Dylan Wiliam, Kent

Stephen is, as ever, right about the impact of these levels of attrition on effect sizes, but there are other considerations here too. The first point is that you either accept the logic of null hypothesis significance testing (NHST), or you don't. Stephen, like many statisticians, does not. But if you do accept the logic of NHST then even if your result achieves the predetermined level of significance by a whisker, you accept it. And if it does not, then you say that the result is not significant. You do not claim that it is "bordering on significance" nor, as Ronald Coase famously remarked, do you "torture the data until it confesses" by

doing multiple significance tests. The second, rather technical, but incredibly important, point is that the EEF has this rather strange notion that one year's progress is one standard deviation.

It is for key stage 1, but for students over the age of seven, one year's progress is typically around 0.4 standard deviations. An effect size of 0.073, if it is correct, would not be a "small" effect size if it was achieved with secondary-aged students. It would be an increase in the rate of learning of almost 20 per cent. Tim is right that you cannot aggregate this year on year. Economists of education typically assume that 30 per cent of increased achievement is lost each year, so that five years of a 0.073 effect size would add an extra year of learning in secondary school. And if you hear anyone saying that an effect size of 0.3 is "small" because Jacob Cohen said so in 1988, be aware that you are listening to someone who does not know what they are talking about.

However, the broader point is this. Researchers can afford the luxury of saying that "more research is needed."

Those actually doing education at the sharp end, in classrooms, have to decide whether a programme such as Mathematics Mastery might be an improvement on what is happening in their school right now. And while some of the "spin" regarding the result is unhelpful, I would regard it as quite reasonable to conclude, on the basis of the evidence presented in the EEF evaluation that Mathematics Mastery was worth a try.

Scrapping levels was great says Nick Gibb – but he forgets the impact on workload (online expert)

Ian, Bristol

Any experienced curriculum manager in a school could have told the DfE in advance, that this confusion and extra workload was inevitable if you scrap a national system, without having an alternative ready to replace it. This is the cost of having amateurs running our education service. Worse than that, these amateurs have absolutely no idea of the actual chaos and stress they have caused. All totally preventable. I note that Nick Gibb trained as an accountant: "knows the cost of everything and the value of nothing". Where is the accountability for politicians who are so inept?

Scrapping levels was great, says Nick Gibb – but he forgets the impact on workload (online expert)

REPLY OF THE WEEK Stuart Lock, Essex

I don't think it's an admission that we need "levels of a sort"; it's a recognition that many schools are struggling to know what to do with assessment. A part of the reason for this is that there is little or no institutional memory of operating without levels.

I don't see how the establishment of a commission to advise schools means a recognition that we need levels. I think that's a stretch. I think it's recognition that schools are largely paralysed and continuing to do what they've always done (with levels or GCSE grades) – that is, they're not well placed to use the opportunity presented with assessment.

Further, while getting rid of levels has caused a workload issue in some schools, in the majority it has caused them to do very little – so again, I think saying this is admission of a workload issue is also a stretch.

If anything, it's an admission that schools won't always automatically and autonomously come up with the best solutions – something that undermines some of the principles behind the past five years' educational reforms.

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 @schoolsweek

To inform the editor of any errors or issues of concern regarding this publication, email laura.mcinerney@schoolsweek.co.uk with Error/Concern in the subject line.

Please include the page number and story headline, and explain what the problem is.

Correction

In 'Eight months in and how have the RSCs fared' (Edition 22, March 13) we said that David Carter had registered an interest in the 'Cabot Learning Foundation'. The correct name of the trust is the 'Cabot Learning Federation'.

DO YOU HAVE A STORY?

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

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JOBS

TEACHER OF GEOGRAPHY FULL-TIME MPR/UPR



MATERNITY COVER WITH EFFECT FROM 1 SEPTEMBER 2015

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

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

Please download application information from our school website:

www.huntingtonschool.co.uk/our-school/vacancies/teacher-post-applications

or email the mail@huntington-ed.org.uk or phone the school on **01904 752100**.

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

Closing date: Friday 10 April.

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.

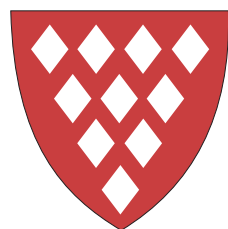
We look forward to welcoming you to our school. To arrange an informal visit, please contact **Lynn Soules**, our school secretary on **01634 220246**.

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



KINGSBRIDGE COMMUNITY COLLEGE, DEVON

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- Ofsted

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

DIRECTOR OF SCIENCE

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negotiable for more experienced candidates

September 2015

Write your own job description!

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

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

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

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

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

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

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



Ark Tindal
Primary Academy,
Birmingham

Ark
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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



Havelock Academy

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

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

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

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

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

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

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

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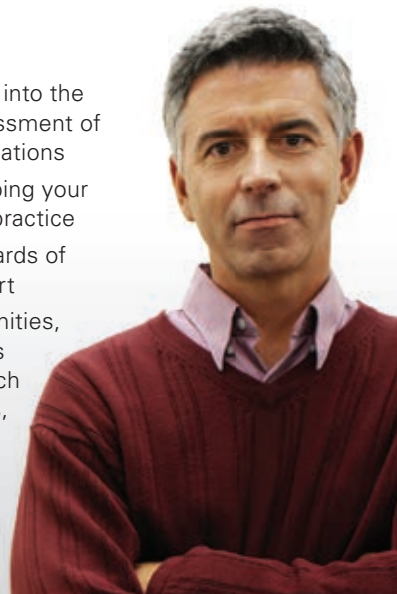
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Michelle Hook, 23 #GetInGoFar



Apprenticeships

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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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

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.