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SCHOOLSWEEK.CO.UK

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WHAT IS THE DFE HIDING NOW?

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Watchdog wrath over misleading peer 'mocksteds'

- West London school forced to remove review from website
- Official inspection lowers 'good' to 'requires improvement'
- 'It was always a good school,' says parent. 'Why over-sell it?'

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Schools caught telling parents they have been rated as "outstanding" in external reviews face a ticking off from the education watchdog Ofsted as it gets tough on "mocksteds".

Chiswick School, in west London, was censured

after writing in an article published on its website and in a letter to parents that an "Ofsted lead inspector" had conducted the peer review.

The article published in the news section of its website was headlined: "Chiswick School obtains 'outstanding' in all areas for second year running

Continued on page 2



STEVE LANCASHIRE

THE MAN WHO CLONED HIS ACADEMY TRUST

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TIME TO TAKE ACTION



OCR
Oxford Cambridge and RSA

EDITION 53

SCHOOLS WEEK TEAM

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NEWS

When a mocksted is not an Ofsted

JOHN DICKENS

@JOHNDICKENSSW **CONTINUED FROM FRONT**

in an external review."

The review was completed as part of its membership with Challenge Partners, a school improvement charity that charges up to £11,000 a year to join.

Published in February last year, it remained online even after the school was rated as "requires improvement" in an official Ofsted inspection in November.

But after parent Julie Carter complained to Ofsted, the school (pictured right) was last month ordered to remove the misleading reference – which it did last week.

In a letter to Ms Carter, HMI Madeleine Gerard said the misuse of Ofsted's name could be interpreted as an "endorsement or recommendation" of the review.

It is the latest example of Ofsted cracking down on schools taking part in such inspections, dubbed "mocksteds". Last September the watchdog banned its inspectors from freelance work helping schools to prepare for inspections.

The original post on Chiswick's website, which *Schools Week* has seen, states: "While the review does not mirror an Ofsted inspection, it covers much of the same ground and can be viewed as a reliable indicator of school progress."

The review rated the school outstanding in

a range of areas, including teaching and learning.

But when Ofsted visited, the school was downgraded to "requires improvement" from a previous "good" judgment.

Inspectors said the effectiveness of leadership and management and outcomes for pupils were both "requires improvement", raising questions over the accuracy of such reviews.

Challenge Partners charges schools £7 per pupil for a yearly membership, with a cap of £11,000.

On its website it says that the Quality Assurance Review (QAR) is "central" to its membership offering, and says its own research found "outcomes of a review are slightly tougher than Ofsted".

But a spokesperson for the charity said the reviews were "not intended to replicate Ofsted".

"They focus on a collaborative approach to identifying areas where a school is doing well, and where it would like to direct improvement efforts."

Headteacher Tony Ryan, who is leading a group of heads to deliver a new free school in Hounslow next year, told *Schools Week* that "there was absolutely no intention on my own part or on behalf of the school to mislead parents or members of the school



community.

"It was in fact made absolutely clear within the letter that there was no direct comparison between the review and an Ofsted inspection."

But Ms Carter said: "Every child leaves with a good feeling about the school and takes away something positive. Regardless of Ofsted, it was always a good school to us, and there was no need to over-inflate it with puffery."

"This has only made the school look desperate and ridiculous to the public, when the attention should be on the mostly excellent, dedicated and underpaid teachers that were working tirelessly and on their way to quietly making the school outstanding."

An Ofsted spokesperson said: "Former HM inspectors may refer to their career history, but they should always make clear that they no longer work on behalf of Ofsted."

AUTHORITIES CHARGE FOR ACADEMY CONVERSION

JOHN DICKENS

@JOHNDICKENSSW

Hundreds of schools across the country are facing a penalty, payable to their local council, if they choose to become an academy – with more local authorities set to follow.

Staffordshire County Council plans to introduce a levy of £6,000 on schools that convert.

While most local authorities pick up the conversion costs – including legal fees – Staffordshire says it cannot afford to shell out a potential £3.8 million should its remaining 300-plus schools convert.

Staffordshire council said at least four other authorities have introduced similar charging policies, including Swindon, Norfolk and Portsmouth.

Ben Adams, cabinet member for learning and skills at Staffordshire, said: "We feel that this is reasonable, given schools receive a £25,000 government grant to convert to an academy."

He added the council was asking for less than half of the £12,300 average cost of conversion. The fee includes implementing legal and structural changes, such as transferring lands, IT systems and records.

It would come in from April 1.

In Staffordshire, schools already going through conversions will not be asked to contribute. If a conversion is delayed or deferred, however, they will be charged. Malcolm Trobe, deputy general secretary

You're off!

of the Association of School and College Leaders, said: "Schools get a limited grant to meet the additional costs that they occur on transfer and can ill afford any additional costs."

But Roy Perry, chairman of the Local Government Association's children and young people board, said councils already subsidised the cost of school places and free meals.

"With their role placed at the heart of their community, councils want to be able to hold all schools in their areas to account for the quality of the education they provide.

"It is not right that they are having to pay this money for legal and structural changes to schools, rather than it being spent in ways which directly benefit the

achievements of pupils."

Antony Power, a partner and head of education at law firm Michelmores, said he was surprised more councils had not introduced their own levies.

"They get no financial support to undertake the conversion work which can often be very intensive.

"At a time when council budgets are being cut and the academies programme brings no direct benefit to councils, and indeed requires them to give away an interest in assets, I have to say I have some sympathy with the decision to charge."

Mr Power said conversion costs could be as little as £5,000, with schools joining an existing trust normally paying between £6,000 and £10,000 – "although it can be a lot more if there are significant issues."

Some councils charge schools based on the actual costs of each conversion, or have different scales for fees.

Portsmouth City Council introduced a levy in 2013. It is capped at £5,000, but the council can seek more cash if costs exceed that figure.

A Department for Education spokesperson said: "We expect councils to support schools converting to academies and do not expect to see them charging for this. Where councils do impose charges, these must be reasonable and should not be for services they must provide."

The department would support schools to challenge unreasonable requests.

NEWS: ICT

£3M ON – AND WHERE ARE ALL THE MASTER TEACHERS?

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Ministers are unlikely to fulfil a pledge to provide 400 master teachers to lead the computing curriculum revolution for a second year running – despite handing out £3 million in funding.

Former education secretary Michael Gove gave £2 million to the British Computing Society (BCS) in 2013 to create a pool of master teachers within two years.

He said they would spread good practice through the system and help schools to teach his new computing curriculum.

But when that target was missed, the Department for Education (DfE) put another £1 million up for grabs in February last year.

The contract was handed to Computing at School (CAS), part of BCS, with an expectation to deliver “a minimum” of 400 master teachers by March this year.

However *Schools Week* can reveal that the number has fallen to “just over 300”, with CAS national co-ordinator Simon Humphreys admitting: “There’s nowhere near enough of them.”

Shadow education secretary Lucy Powell said the government’s failure was “embarrassing” and showed the “chaos at the heart of their plans for computing”.

Last year education secretary Nicky Morgan told teachers at the Bett Show, the annual education technology event, “all teachers can now access support from a local computing master teacher”.

But our disclosure that her department is still to deliver on its commitment will cause further embarrassment, with Ms Morgan due to speak at this year’s event next week.

Ms Powell added: “Failing once to recruit enough computing master teachers is bad enough, but for ministers to miss their target for the second time underlines the recruitment crisis facing the profession.”

Dr Bill Mitchell, director of education at BCS, told *Schools Week* the lack of progress was down to a change in approach under the CAS computing “Network of Excellence” scheme.

He said the need for savings meant they could not continue the master teacher model, and instead had moved towards using universities as hubs to co-ordinate continuing professional development.

But Mark Chambers, chief executive of the National Association for Technology in

Education (Naace), said: “While recognising the challenges, I’m disappointed that the significant investment has not had the impact that the community thought it would have.”

The failure to recruit more master teachers was also raised as an issue by various delegates at last month’s Westminster Education Forum into the future of computing in schools.

Daniel Toms, one of only a handful of expert teachers in Yorkshire, said: “There are 12 to 14 secondary schools in my teaching school alliance, and it’s basically me trying to support all the ICT teachers.”

Phil Spencer, course leader for PGCE ICT and computing at Sheffield Hallam University, said the programme has had “very, very little impact”, adding: “I’m a bit concerned about where the money is going from that.”

Mr Humphreys added: “We’ve got just over 300, it would be nice if there were more than 600, but they’re doing wonderful work around the country.”

When announcing the plans in May 2013, former education minister Liz Truss said the master teachers would “spread good practice, knowledge and expertise throughout schools”.

They were supposed to pass on their training to 40 schools, meaning teachers in 16,000 schools would receive training around Mr Gove’s new computing curriculum.

Dr Mitchell said the decision to switch to a university-led model was approved by the DfE which was “happy with the number” of master teachers.

When asked if more master teachers could still be recruited, he said he was unsure as those involved were now considering how the network developed to ensure the best outcomes for pupils.

A DfE spokesperson said: “There are now 10 regional university centres supporting more than 300 master teachers to deliver training, mentoring and support. The Network of Excellence has already delivered more than 15,000 hours of training to teachers.”

GOVE’S PLAN AND HOW IT FIZZLED OUT

APRIL 2013

BCS receives £2 million to train 400 master teachers over the next two years

SEPTEMBER 2014

Michael Gove’s new computing curriculum is introduced

JANUARY 2015

Education secretary Nicky Morgan tells delegates at the Bett education technology event that “all teachers can now access support from a local computing master teacher”

FEBRUARY

Her department puts out another contract worth £1 million to ensure a “minimum of 400 master teachers are delivered”. Contract won by Computing at School (CAS)

DECEMBER

Simon Humphreys from CAS tells delegates at the Westminster Education Forum there are “just over 300 master teachers”

MARCH 2016

Deadline to deliver 400 master teachers

TEACHERS ‘LACK CONFIDENCE’ IN COMPUTING SCIENCE

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Teachers are struggling to deliver the computing curriculum, says the chief of the professional body chosen by the government to leads its reforms.

Dr Bill Mitchell, head of the British Computing Society (BCS), says that it could be another five years before teachers feel confident enough to successfully teach computing science.

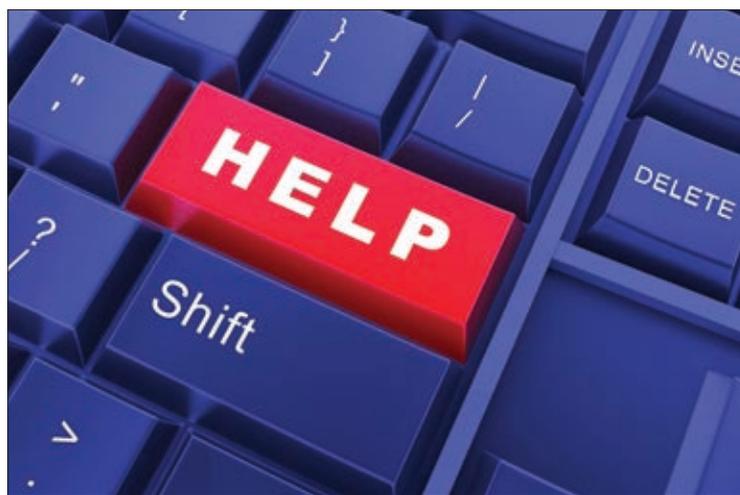
The comments come after figures revealed the government has recruited only 70 per cent of computer science teachers for the coming academic year.

Dr Mitchell, speaking to delegates at a Westminster Education Forum last month, said while teachers were no longer “drowning”, they were still struggling to keep their head above water.

“Many can see that there might be a boat and they are trying to swim towards it. They get help some of the time, but we need them to get a lot more help.”

But getting that help into schools – led largely by the BCS and its Computing at School (CAS) organisation – is problematic.

Schools are not releasing teachers to attend training, says Phil Spencer, course leader for PGCE ICT and computing at



Sheffield Hallam University, which provides training in CAS’ Network of Excellence.

“I’m delivering CPD to the same people over and over again . . . the people willing to give up their time to come into the university.

“If we are to get this subject off the ground . . . we need the funding to release teachers.”

Dr Mitchell said BCS used to offer cash incentives for schools to release teachers from the classroom but the money was no longer available.

So where does this leave the estimated 14,000 teachers delivering ICT GCSEs or

A-levels, which will be scrapped from September next year?

Kay Simons, faculty leader for ICT and computing at Caroline Chisholm School in Northamptonshire, said: “The Department for Education (DfE) seems to think ICT teachers can just pick up teaching

computing science. But it’s not like that. The subjects are totally different and schools aren’t giving us the time to train.”

She said one of the big hurdles was teaching programming, “I’m learning as I go along with the kids.”

Dr Mitchell was confident ICT teachers could make the transition but the standard and depth of content in the computing science A-level had “risen hugely”. He said to “really teach that well” teachers needed to

have “degree level knowledge. That’s going to be hard.”

Bob Harrison, a member of advisory group UK Forum for Computing Education (UKForCE), said there had been a “naïve assumption and unrealistic expectation” by ministers that ICT teachers could make the transition to computing.

Drew Buddie, chair of the National Association for Technology in Education (Naace), said teachers were not told degree-level knowledge was required: “New teachers have been let down.”

The DfE said it was down to schools to ensure teachers were sufficiently trained. They had been given more than £4.5 million over the past three years, which had resulted in more than 15,000 hours of training for teachers.

“The BCS and CAS, as well as industry partners, have led the way in promoting new, cutting edge practice in schools and the department will continue to work with stakeholders across the computer industry to ensure teachers have the support they need to deliver these courses.”



Bob Harrison

NEWS

CLEGG HEADS COMMISSION ON INEQUALITY IN SCHOOLS

FREDDIE WHITTAKER

@FCDWHITTAKER

The causes and effects of inequality in schools will be the subject of research over the next year by a new commission led by former deputy prime minister Nick Clegg.

Members of the Social Market Foundation's (SMF) commission on educational inequality also include Education Datalab director Becky Allen and Teach First executive director of programmes Sam Freedman, with MPs Suella Fernandes and Stephen Kinnock.

The commission launched on Tuesday with the release of initial research showing increasing regional disparities in school achievement over the past three decades. It will report on its full findings early next year.

Introducing the commission on Tuesday, Mr Clegg said differences in the performance of rich and poor pupils had been "pretty marked in our country for a long time".

He said the SMF's latest research showed that as the performance amongst poorer children had improved over the years, the gap between them and more affluent children had persisted.

But Emran Mian, director of the SMF, an independent think tank, said that while parental income remained an "important" factor in equality, his organisation's new research showed that "where you live plays

a bigger role in determining educational achievement".

The research compared the performance of 11-year-olds born in 2000 with those born in 1970, and revealed that the geographic area a child came from had become "a more powerful predictive factor" for those born in 2000.

Ofsted chief inspector Sir Michael Wilshaw recently described England as a "divided nation", with secondary school performance in the north and Midlands lagging behind the south. The Department for Education has released £10 million for school improvement "hubs" in the north of England.

Mr Mian added: "Our new research also shows that the story around ethnic origin and education has become much more complex. Previously, children from all non-white backgrounds did less well. Now, children from some ethnic groups, including Chinese



Becky Allen



Sam Freedman



Suella Fernandes



Nick Clegg



Stephen Kinnock

THE SMF'S FINDINGS ON INEQUALITY FOR THE COMMISSION'S LAUNCH

INCOME

- Forty per cent of pupils who receive free school meals achieve five A* to C grades at GCSE, compared to 70 per cent of those who do not
- The performance gap between the richest and poorest has remained "persistently large" between the mid-1980s and the mid-2000s
- The attainment gap between free school meals pupils and non-free school meals pupils in terms of proportion achieving five A* to C grades has been "observed to narrow over the past decade"
- But when English and maths are included in the measure over the same period, similar narrowing is not observed

ETHNICITY

- Educational performance "varies significantly" across different ethnic minority groups, eg, more than 85 per cent of Chinese pupils get five good GCSEs, while about 59 per cent of black Caribbean pupils achieve this benchmark
- Ethnic differences are "important in their own right", with the performance of a Chinese child at age 11 higher than for a white child of the same age
- Over the past three decades, ethnic inequalities have altered radically but a similar level of unevenness remains. Asian students born in 1970 performed poorly; Chinese, Indian and Bangladeshi born in 1997/98 were the best performers
- White students have "fallen from over-performers to under-performers on average over the three decades"

and Indian children, do better than the average, while others – including black

Caribbean and poor white children – do worse."

LGBT school plan shelved

Plans for a lesbian, gay, bisexual and transgender (LGBT) school have been shelved after a feasibility study found there was no "space" for the unit, writes Sophie Scott.

LGBT Youth North West, based in Manchester, was given £63,000 last January from Social Investment Business to discover what young LGBT people in the city wanted from the charity's centre.

The charity runs the The Joyce Layland LGBT Centre in the city and considered opening it as an LGBT-inclusive free school. It was reportedly inspired by the Harvey Milk High School in New York City, named after the first openly gay man to be elected into US public office.

But Amelia Lee, strategic director for LGBT Youth North West, told *Schools Week* that while a school was its first choice, the group had opted to develop the site into accommodation units.

She said that the space needed for a school was "bigger than what we could offer".

The centre is estimated to be about 25 sq m and on one floor, with a café, four office rooms and two small rooms.

Ms Lee said the centre was still interested in opening a school "with the right partners" but did not feel it could do it on its own.

The charity is now planning to provide accommodation for young people who would otherwise have to stay in hostels.

GOVE WAS 'DESPISED', SAYS NEW MENTAL HEALTH TSAR

FREDDIE WHITTAKER

@FCDWHITTAKER

Michael Gove was a "despised" and "divisive" education secretary who refused to acknowledge the link between mental health and academic performance, says the present education secretary's mental health tsar.

And despite her vocal support for new government initiatives on peer-to-peer mentoring and partnerships between teachers and mental health services, Natasha Devon has called for more funding for teacher training and to address a "struggle" to access school counsellors.

Ms Devon, who was recently appointed as the Department for Education's (DfE) mental health champion, told *Schools Week* she had never met education professionals with a "kind word to say" about Mr Gove's time at the department, despite working in about three schools a week during his tenure.

The prominent campaigner on body image said on Twitter that her experiences in schools between 2010 and 2014 was the "main reason" she "despised" him as education secretary.

Ms Devon, who founded the Self-Esteem Team and Body Gossip education programme, was appointed to the advisory role in August last year with a remit to "raise awareness and reduce the stigma around young people's mental health".

She said Mr Gove's refusal to accept the link between health and self-esteem and performance at school manifested in many



Sam Gyimah and Natasha Devon

ways, including a "narrowed curriculum", "slashed budgets" and his "refusal to sign a mandate" ensuring a minimum of two hours of physical education per week.

She said: "Some staffrooms even had a dartboard with his face on it. Talking to teachers, one got the impression that he made them feel devalued by refusing to listen to voices within the industry."

The campaigner is less critical of Nicky Morgan, Mr Gove's successor, who, she said, made clear in speeches her intention to "prioritise wellbeing. From a pastoral point of view, Ms Morgan couldn't be more different from Mr Gove."

The government is now planning a three-pronged approach to mental health: trialling joint ventures between teachers and mental health services, writing new PSHE lesson plans on mental health and creating a new steering group on peer-to-peer mentoring led by junior education minister Sam Gyimah.

But Ms Devon said there was still "more that can and should be done".

She called for better and easier access to school counsellors, something that was a "struggle" in the schools she had visited.

"I'd also like all state schools to have a decent budget so that if their staff don't feel equipped to tackle mental health lessons themselves, they can invite in outside experts like myself and my team.

"It should also be mandatory to have a mental health first-aider on site, in just the same way as we have physical health first-aiders."

Ms Devon is currently working with charities, campaigners and education professionals on a report on best practice for schools, with proposals ranging from suggested discussion topics in class to reduce stigma, to wellbeing exercises.

"Mr Gove was an incredibly divisive education secretary and has left relations between teachers and the DfE more fraught than ever," she said.

"I'd like to go some way to healing that rift so that we can join forces to work towards the common aim of improving pupil wellbeing so that young people can fulfil their potential."

Last year, the government announced that £1.25 billion would be invested in young people's mental health over the course of this parliament, with £150 million coming from the Department of Health to improve services for young people with eating disorders.

A spokesperson for Mr Gove declined to comment.

NEWS

REPORT ON INFANT FREE MEALS WILL NOT BE PUBLISHED

SOPHIE SCOTT

@SOPH_E_SCOTT

Exclusive

The government is suppressing the publication of a report on the financial viability of providing free school meals to all infants in small schools.

Under the universal infant free school meal (UIFSM) programme, all primary schools have had to provide free meals for all key stage 1 pupils since September 2014.

This significantly impacted small, rural schools, many of which do not have kitchens.

The Small Schools Taskforce, set up to look at the implementation of food standards in schools with low pupil numbers, said in October 2014 that it would publish a report on the matter by the "end of the autumn term".

Over a year later, the report is nowhere to be seen.

The former chair of the taskforce, James Mills, told *Schools Week* that the report was completed in "March or April".

Mr Mills works for school catering company Brakes, which gave £31,000 to fund a secondment to the group. He said the taskforce had not met since last January.

"We had the election and changes in the policy since then, but I haven't seen where the report is. I would be interested to know what's going on."



Payhembury C of E School

He said the report detailed a number of pilots, some of which "didn't work".

Schools are given £2.30 for each meal – the "average" cost of providing a lunch. But economies of scale mean that small schools struggle to provide food for this amount.

Mr Mills said: "I was expecting [the report] to be published in the autumn, but then the comprehensive spending review happened and there was speculation that UIFSM wasn't going to continue."

When Andy Jolley, an education blogger, made an official request last month that the report be released, the Department for Education (DfE) said the report had "not been received". This week, however, it

would not confirm that statement.

Mr Jolley said: "My suspicion is that . . . it will show that UIFSM is not viable in small schools. I think it will embarrass them."

Last year, *Schools Week* revealed how 68-pupil Payhembury C of E School in Devon was promoted in government material as being able to deliver hot meals "without being a drain on school resources". But the school had applied for extra funding, saying that implementing the policy was "unsustainable".

In October, it stopped on-site provision of hot meals and lunches have since been provided by another primary seven miles away.

Myles Bremner, who is now contracted by the government to head the School Food Plan – which previously encompassed the Small Schools Taskforce – said a "toolkit" for small schools had been published in the past six to eight weeks.

"We had an agreement with the DfE that we would channel more recent energy into production of that kit," he said.

The DfE did not respond to questions about why the report had not been published. A spokesperson said the toolkit was the only material that would be released to the public.

"Following the work of our Small Schools Taskforce, the Children's Food Trust has developed practical online guidance for small schools on how to provide UIFSM. We have already provided significant financial support, including £32.5 million of transitional funding to help small schools specifically."

Before Christmas, a government document confirmed schools will continue receiving £2.30 per pupil over the next financial year.

This was the average cost for meals in the last Children's Food Trust survey in 2012. During the first trials of free infant meals in 2009, schools received £2.59 per pupil.

Read more about food standards, page 10

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NEWS

Thought you had until June for KS2 writing tests? Wrong . . .

SOPHIE SCOTT

@SOPH_E_SCOTT

Primary school teachers must hand in their final assessments of year 6 pupils a month early, piling on the pressure for May.

Year 6 teachers complete pupil assessments as part of the writing test for their key stage 2 (KS2) national curriculum tests, commonly known as SATs.

Last year, schools were required to submit data by June 26.

But the Standards and Testing Agency (STA) has confirmed this deadline has moved forward a month to May 27.

No announcement was made by the government and the date was only confirmed in an update three days before Christmas to the "wall chart", which sets out key dates for KS2 assessment and the assessment and reporting arrangements, originally sent out by the Department for Education (DfE) in October.

Year 6 pupils will sit their externally-marked SATs in the week beginning May 9. The teacher assessment for writing must then be completed within two weeks.

Ben Fuller, a lead assessment adviser at Herts for Learning Ltd, who highlighted the change in an alert to local teachers, said the change increased pressures on the workforce.

"At the start of the academic year we were under the impression it was going to be similar to last year."

But teachers would now have to finalise their assessments in a much shorter window.

"In the past, schools would have spent a bit more time thinking about the assessment and having time to prepare, whereas now they will be trying to get the best writing from the children for the tests in a short period of time.

"Perhaps in the past they might have been able to put that on the backburner for a little bit, but they can't afford to do that this year.

"This will put on a lot more pressure in the month of May."

Mr Fuller said the changes also impacted local calibration of the assessments. This year, schools will not know if they have been selected for moderation before they submit the data.

This means arrangements for visits must be made much later in the year than previously.

Teacher assessment of key stage 1 (KS1) tests has also been brought forward – this time to June 13. Schools will also not be made aware if they are to be selected for KS1 test moderation until at least June 14.

This year will also be the first time pupils are not assessed using "levels". Instead, they will be given a scaled score.

COFFEE BECOMES PART OF PUPILS' DAILY GRIND

SOPHIE SCOTT

@SOPH_E_SCOTT

Adults rushing to work with a coffee have been joined by teenagers turning up at school with a cup in their hand.

Amjad Ali (pictured below), a teacher at The Cheney School in Oxford, raised the matter on social media asking: "How old do you have to be to drink coffee? Been noticing lots of kids bringing in coffee flasks/trendy cups to school."

Teacher union NASUWT, concerned about the impact of high-caffeine drinks on behaviour and learning, launched a project with national drug and alcohol charity Swanswell last April to examine the drinks' effects on young people.

Their questionnaire found 13 per cent of more than 3,500 teacher respondents believed caffeine and energy drinks badly affected pupil behaviour.

A report from the charity and the union is expected to be released this Easter.

Union general secretary Chris Keates said: "[We] raised this issue . . . as a result of research carried out by the union, in which teachers indicated that they thought this was a contributory factor to increasing behaviour problems in schools.

"A growing number of teachers are reporting that they believe the behaviour of young people in schools is affected by the excessive consumption of drinks that contain caffeine.

"This is an issue that can only be addressed by information that raises awareness of the issue to schools,



parents and to the young people themselves."

Eighteen months ago the coffee chain Costa had outlets in 70 schools and colleges across the country, but a spokesperson confirmed this week they "no longer have any Costas in schools". Outlets were

now only in standalone sixth forms and colleges.

The spokesperson would not say how many of the 70 outlets were specifically in schools nor why the chain pulled out of school sites.

However, in January last year the government introduced new food standards to encourage healthy eating in schools. They included recommendations such as limiting fruit juice consumption, providing only low fat milk and making sure water was free and available "at all times".

But there are no limits on what type or quantity of hot drinks – such as tea or coffee – can be available in schools.

A parliamentary committee urged the government to expand the policy, as it only covered maintained schools and academies set up before 2010.

The Department for Education said coffee consumption was a "matter for schools".

The British Coffee Association said it was unable to comment as it had no specific data on "adolescent consumption" because coffee was marketed as an adult beverage.

There is no age limit on caffeine use in the UK but research carried out by scientists in Japan, and published in the journal *Food and Nutrition Sciences* in 2013, found that few young people understood its impact on health.



'Complexities' hold up Durand investigation

FREDDIE WHITTAKER

@FCDWHITTAKER

Exclusive

An investigation into management at the Durand Education Trust is still ongoing, the charities watchdog has admitted.

The Charity Commission told *Schools Week* it understood that the length of the inquiry into the organisation, which holds the land used by Durand Academy in south London, was a "concern" but insisted "complexities" must first be addressed.

Launched last February, the investigation is over conflicts of interest and potential "unauthorised private benefits" from the charity's activities. A final report will identify if there has been any misconduct.

The investigation follows a grilling of then executive head Sir Greg Martin over management fees paid to his company GMG, which ran the London Horizons leisure facilities on the site of Durand Academy. During a public accounts committee sitting, convened to look at conflicts of interest at the school, chair Margaret Hodge described Sir Greg's £420,000 annual earnings as "gobsmacking".

The case is particularly confusing

as it involves similarly named bodies:

Durand Education Trust (DET) and Durand Academy Trust, which runs the school.

Senior civil servants in the Department for Education have raised concerns about a "lack of separation" between the organisations.

Staff and parents hoped a report would be released last year – the long investigation has led to criticisms of the watchdog, which now has ultimate authority over an academy's charitable status.

Labour MP Meg Hillier, who succeeded Ms Hodge as chair of the committee, told *Schools Week* an update on the progress of the investigation would be helpful, adding that her committee was "really concerned" about the "accountability gap" in some academy chains.

"There are wider lessons to be learned here, as I'm sure this is not an isolated case," she said.

Christine Blower, the general secretary of the National Union of Teachers, said the investigation's terms of reference pointed to "serious questions to be answered".

She said: "It is important the inquiry begins, completes its work and reports in short order so that the public can be satisfied on these significant matters."

MPs heard last January that earnings

from GMG provided Sir Greg with £161,000 in 2012/13 and £175,000 in 2013/14, on top of his headteacher's salary of £229,138 in 2012/13. They also heard a dating agency used an address on the school site.

The Durand Academy Trust was issued with a financial notice to improve in March last year, which raised concerns about Mark McLaughlin as the primary school's head and director of DET and London Horizons. Sir Greg retired in September.

It is not the first time the Charity Commission has come under fire for delays in its inquiries.

In 2013, a damning National Audit Office report found it could be "slow to act" during investigations, pointing to several inquiries where "periods of several months passed during which the commission took no action".

A spokesperson for the watchdog said: "We understand the concerns regarding the length of time that the inquiry has taken. However, there have been complexities in respect of the Durand Education Trust case that will need to be resolved before the inquiry can be concluded."

The trust did not respond to requests for comment.

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NEWS



EDITOR'S COMMENT

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

In schools, nothing happens at its own pace. From the second that first bell rings the day zips along at pace. Lessons, lunch breaks, gate duty: they're unstoppable. Likewise, the exams keep coming. This month begins the long tradition of looking at the calendar and working out how, exactly, you are going to get students to where they need for looming exam dates. What happens if you're not ready when the day comes? Nothing. The exam truck passes and your pupils just have to jump in and hold on.

But not everywhere in the schools sector suffers the same fate. In some

places time drips on as if watered from a never-ending fountain.

This week we've learned that the Charities Commission's investigation into an academy trust will limp into another year (page 6). Enquiries into a challenge of special needs pupils' exams rights – which we reported before Christmas – show that no further action has been taken. And in the case of the small schools report into free lunches, progress has halted altogether (cover story).

None of these meanders quite compares to the stilting progress made towards training just 400 'master'

teachers in computing. The government keeps driving cash onto the programme, but still nothing. Now it has dropped the target to "just over 300". I look forward to head teachers being offered the same option to lower their targets when things aren't going to plan.

Across all areas of school reform things seem to be delayed: information about the new key stage tests, GCSE specifications, solutions for tackling workload, unpublished reports. Once upon a former Michael Gove the sector complained of having whiplash. These days it seems catatonic.

Still, Nicky Morgan warned us of her ways. She said right from the off that she wouldn't be "continuity Gove". She's not wrong. Unfortunately the snail-like pace of delivery may mean her nifty contracted nickname of "NiMo" may soon be replaced with Slo-Mo.



Efficiency tool little more than 'dodgy' metric, says critic

FREDDIE WHITTAKER

@FCDWHITTAKER

A new government tool allowing schools to compare their efficiency could be used to "beat schools around the head", a former deputy head and accountant has warned.

The Department for Education (DfE) has published a new "efficiency metric tool", which allows schools to see how their efficiency compares with similar schools based on the relationship between value-added and per-pupil income.

In the tool, both measures are standardised, and schools can search the Excel-based tool to see how they stand up to their "efficiency neighbours" with a score from 1 (most efficient) to 10

(least efficient).

Beechen Cliff School in Bath, recently touted by Tatler magazine as one of the "best state schools", for example, has an efficiency decile of 6. It is outclassed by "efficiency neighbour" Beauchamp College, Leicestershire, which tops the list of its similar schools with a score of 1. It can, however, feel thriffter than Wootton Upper School, Bedford, which has the lowest efficiency rate of 10.

Although guidance on the tool insists the measure will not be used as an accountability measure or looked at by inspectors, Mike Cameron told *Schools Week* he feared the "dodgy metric" would be used to judge schools, and said it failed to look at other elements of school income.

"It tries to reduce a complex organisation to a single measure. The progress measure itself is controversial even when applied in the context it was developed."

Mr Cameron, a governor at Beaumont School in St Albans and former deputy head at Queensbury School in Dunstable, said the metric provided "no useful information" for school leaders, adding: "All it does is provide yet another dodgy metric to use to beat them around the head with."

"Schools need to be as efficient as they can be. School leaders understand that. They can see it every day when they look at their budgets."

"This infantile measure will not help them. All it does is satisfy a tick list

somewhere in the DfE and will no doubt add to the list of work being done in schools – ironically, making them less efficient."

A DfE spokesperson said the metric was designed to be a tool to help schools "understand their potential to achieve more from their funding".

He said: "It is nonsense to suggest the efficiency toolkit is counterproductive. Many schools operate efficiently with resources being expertly deployed to deliver high standards for pupils. But we want all schools to benefit from being able to compare themselves to other schools and being able to contact those schools to ensure value for money for every pound spent."

COMMENT

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The 5 things we look for in schools wanting to join our academy trust
So you want to join an academy trust? Make sure you ask these 7 questions first **Nigel Gann, Somerset, author of *Improving School Governance***

An excellent article by Russell Hobby and Toby Salt on choosing an academy trust had one serious blemish. It is not the head who should "shop for a trust", but the governing board that is responsible for all strategic decisions about the school. The headteacher can window-shop by all means, but it's the governors who will decide whether or not to buy the goods on offer.

Research journal access for England's teachers would cost less than Nicky Morgan's salary **Paul Hopkins, Hull**

The last statement about the Education Endowment Foundation giving access is another disingenuous statement from the DfE. This is access to a highly selective research database not wider access to peer-reviewed journals, a very different thing.

Editorial: Nicky Morgan needs to change the record on times-tables check **Leon Cych, London**

My father used to drill me in times-tables and even though I knew them, and still know them very well, I found his overbearing manner intimidating – the fact that he timed me made me shut down mentally. He wasn't that capable at them himself and was obviously trying to overcompensate; his aspirations for me are obvious now, but he was an awful teacher.

As a primary teacher I took a far more relaxed attitude with my own son and his gateway drugs into maths were reading *The Number Devil*, playing the Zoombinis computer program and many, many other concrete to abstract activities that offered themselves as little serendipities in everyday life. However, my son, unlike myself, is very capable at maths. In my time I've often come across people who are extremely capable at maths but haven't memorised their tables. On the other hand, I've come across far more who struggle to "get" their tables and, once having got them, struggle with every other aspect of maths. Most people lie in between, I'd venture.

There will always be a bell curve of proficiency and you may lift that curve up slightly by intensive drilling, singing, blocks and equipment, but there will still be a bell curve. Government using data to call schools to account and possibly penalise them is a whole different ball game, especially from a secretary of state who refuses to answer simple questions in a high stress situation (ie, TV or radio interviews) in case she gets one wrong.

Religious studies: Humanism vs Christianity, What should schools teach? **David Pollock, London**

The court case was technically (as the DfE says) about their claim that the statutory entitlement to RE at key stage 4 could be met by the new-style GCSE. But the reason that claim was wrong was that ANY religious education in non-faith schools mandated by law in a Council of Europe state must be "objective, critical and pluralistic".

That is not a mere technical finding but a fundamental statement of the law that requires complete re-examination of the way RE is delivered at all key stages, implying substantial change in many agreed syllabuses.

In pretending that the judicial review has no wider implications the DfE is burying its head in the sand. It will be unable to maintain that undignified position for long.

Grammar to admit pupils who fail 11-plus but convince 'review board' of worthiness

REPLY OF THE WEEK

Ian Taylor, Bristol **I can already imagine the private tutor business rubbing its hands.**

Parents will be demanding that tutors assemble the evidence that little Johnny is grammar school material. Can you imagine a tutor NOT offering this service?

And what tutor is going to say that little Johnny is not grammar school material? They would be out of a job immediately.

So we will have a system where if you have enough money you can pay a tutor to get your child into grammar school. Tutors will be able to show you the evidence of your child's ability, even before they meet your child.

To clinch the deal you would save a lot of money compared to paying independent school fees.

Will this increase social mobility? Is this moral? Will the rich and powerful be able to resist it?

REPLY OF THE WEEK

RECEIVES A SCHOOLS WEEK MUG!

**Clarification**

In our last edition we said Sandhill Multi Academy Trust is being wound up (page 6 closures story) which is true. It is in Rotherham. However The Sandhill Trust, with a similar name but quite separate to the other trust, is based nearby in Barnsley.

To ensure no confusion, it is Sandhill Multi Academy Trust in Rotherham that will close. The Sandhill Trust in Barnsley remains open.

Contact the team

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OPINION



JADE KENT

Solicitor, Thrings

Catering for all shapes and sizes

Schools must follow food standards and provide free meals to all infants. But dig into those standards and you'll find odd combinations of ingredients. And what about the children who bring in their own food? Who keeps an eye on what they eat?

Do you like the meals at your school? I can remember going up for a third helping of my school's infamous roast potatoes and counting the hours until it was "bacon burger day". I wonder if they still exist?

Food in schools has been on the social and political agenda for some time from Jamie's campaign to have Turkey Twizzlers taken off the menu to a recent Educational Institute of Scotland report that revealed many pupils are going to school hungry and, in some cases, stealing food from classmates.

So what are a school's obligations when it comes to dinners?

Since September 2014, every child in reception, year 1 and year 2 in state-funded schools has been entitled to a free school meal. One must also be provided for pupils where a meal is requested and either the pupil is eligible for free school lunches or it would "not be unreasonable for lunches to be provided" (which covers most scenarios).

The law sets out food standards for lunches, and for food and drink other than at lunch (ie, at a breakfast or after-school club).

So, who does this apply to?

The standards do not apply to academies established between September 2010 and May 2014, nursery schools not within primary schools or independent schools. It is up to these schools whether they adopt the standards, which many do. Does this create a two-tier system? Is the government failing to deliver the same guarantee of minimum nutritional food standards for all schools?

Maintained boarding schools do have to meet the standards but only for food consumed before 6pm, so the evening meal served at 6.15pm can include confectionery, snacks, cakes and biscuits. Why does the time change the stance on healthy eating? Perhaps it is to give kids at boarding schools the same opportunities as kids who go home and can eat what they like.

As you are all likely to know what the standards are, I thought it would be interesting to look at how the standards

produce slightly odd results.

Guidance suggests that cakes can only be served at lunchtime as they can be high in fat whereas malt loaf, bagels, fruit bread and muffins can be served anytime as they tend to be lower in fat and sugar. (I can see the "when is a cake a biscuit?" argument cropping up on this one.)

Bacon is not classified as a meat. I hope all this has been sense-checked

Another example is bacon and sausages. Sausages are classified as a meat product and therefore can be provided once a week in primary schools. But if sausages are provided at a breakfast club, they can't be provided at any other time in the same week – so what about the children who don't attend breakfast club? Also bacon is not classified as a meat product so its provision is not restricted. I hope all of this has been sense-checked.

The school has to take reasonable steps to cater for allergies and special diets, but what does reasonable mean? Is it reasonable to follow France's lead and not always offer a pork-free meal for Muslims?

Exemptions do exist and apply to parties to mark religious/cultural occasions, fundraising events (you can have that bake sale!), rewards for achievement, good behaviour or effort, for use in teaching food prep and on an occasional basis by parents and pupils. I wonder how many special events you can have each year and how special or cultural they have to be?

Another point: it is all very well regulating school lunches, but what about those children who bring in packed lunches? Who is regulating these? Are these children missing out on the essential nutrients they need because no one is checking?

The DfE advice is up for review this month, but in the meantime it may be worth reviewing your catering requirements and nudging the standard of your schools dinners up from good to great.



JAMES LYNAS

Employment partner, Winckworth Sherwood LLP

References: a classic moral hazard for schools

Schools and staff waste hours on references for departing teachers that at best can be described as ambiguous. Do you tell the truth ("we've been trying to get rid of him/her for some time") or should you move to a standard reference form?

I recommend her unreservedly; I commend him for your consideration; you would be lucky to have him work for you."

Headteachers want persistently underperforming teachers to "develop their career elsewhere" but an honest reference to a new employer will prevent that relief. And so begins the game of ambiguous reference writing: talking about the school's context and successes, talking about the quality of relationships in school, ignoring the quality of teaching.

To penetrate this fog many schools ask the referee to complete a proforma questionnaire directly asking about teaching, punctuality, behaviour management, disciplinary, capability and, of course, safeguarding.

Even this is not guaranteed to work. Just this week a client school had to remove a poorly performing teacher after a term. She had been described by her referee as an outstanding teacher. A few weeks ago the referee bumped into the current head, saying that the teacher had been a nightmare and that they had tried to get rid of her for some time!

In that case, my client could sue the former school AND its head for damages for misrepresentation, which would include all the costs of dismissing the teacher and recruiting a replacement.

My client could also refer the referee to the National College for Teaching and Leadership for a breach of teachers' standards and to the Education Funding Agency for breach of the Nolan principles applying to accounting officers.

The referee had avoided taking formal capability proceedings so was not under the obligation, introduced by Michael Gove, to disclose to my client details of formal capability on request.

Gove's reform was intended to remove poor performing teachers from the entire system. In reality, heads use the threat of moving from an informal to a formal process as a means of opening up discussions for agreed departures by way of settlement agreements.

The Gove obligation does not apply to informal capability processes or disciplinary misconduct issues. A recent High Court case strongly suggested that public sector referees owe a higher duty to recipients and should include details of formal disciplinary warnings and disciplinary proceedings

averted by a convenient resignation. At the very least, schools must always disclose a gross misconduct dismissal and any resignation to avoid such a dismissal.

The focus should be on devising better recruitment assessment tools

Referees can also be sued by the subject of a reference if an inaccuracy leads to a lost job, even if the reference is given over the phone.

Under the Data Protection Act, the subject of a confidential reference can approach the referee and the receiver for a copy. The referee can safely decline this request but the receiver has to balance the interests of the referee with those of the subject. In cases where a job is denied, the pressure to disclose to the subject will be great.

To reduce the risks of being sued by the referee, I advise clients to add the following wording to all references: "We will not give oral references in person or by telephone and nor complete pro forma questionnaires or answer written questions. We will not analyse the job description for the proposed role or comment on the content of the candidate's job application.

"The information provided in this reference is given to the addressee in confidence and in good faith solely for the purposes for which it was requested and on the understanding that neither its author nor the school accept any responsibility for any errors, omission or inaccuracy in the information or for any loss or damage that may result from reliance being placed on it."

This disclaimer cannot protect against damages for deliberately providing false information and offers no protection against a claim by the subject of the reference.

The only way to eliminate the risk of a claim by the subject is to share it with them beforehand for approval.

Given the time wasted preparing references and second-guessing them, the profession should move to a standard form reference dealing just with salary, job title, duties, safeguarding issues, formal capability processes and dismissals/resignations for gross misconduct. The focus should be on devising better recruitment assessment tools rather than putting faith in a referee with an ulterior motive.

Academies have been given different freedoms depending on when they signed a funding agreement or what they managed to negotiate with a government minister. Suggested reforms from an IPPR seminar would not threaten school autonomy. Instead they would allow the government to set out a more consistent set of freedoms — and help to reduce bureaucracy in the process

The academies programme gives schools, teachers and education experts the freedom to work out how best to raise pupil outcomes. But there are growing problems with the way that individual academies are contracted with the government.

When a school converts into an academy it signs a contract – known as a “funding agreement” – which sets out the specific freedoms and constraints it must operate under. Government ministers have defended academy contracts as a way to give academies more autonomy.

But our report, *A Legal Bind*, shows that this system of contracts is not fit for purpose as the number of academies increases. Academies have been given different freedoms depending on when they signed a funding agreement or what they managed to negotiate with a government minister. This means there is an inconsistent “patchwork” of freedoms among different academies.

It makes no sense, for example, for an outstanding academy to be forced to offer careers guidance, and a poorly performing academy to be exempt from this requirement



JONATHAN CLIFTON

Associate director, Institute for Public Policy Research

The patchwork of freedoms among different academies

simply because the latter school signed its funding agreement a few months earlier. In a particularly strange example, if a school became an academy between October 2010 and May 2014 it could be exempt from national standards for school meals (because this was not included in its contract), although every other academy has to follow them. And for some of the earliest academies, the government has found it difficult to intervene if they underperform, because of the terms of their contract. Nobody benefits from such an opaque and inconsistent system.

With an eye to the future, and the fact that David Cameron has said he wants all schools to become academies, it is worth thinking about these issues before spreading them across the country's 20,000 schools.

A number of possible reforms were suggested by specialists who attended a seminar organised by IPPR last year. Here are the best ones:

First, we could return to a system where schools have to follow conditions set down

in legislation, instead of through individual contracts. This would not stop academies from having autonomy – as the government would set out in law what freedoms academies should have. But it would restore the

Nobody benefits from such an opaque and inconsistent system

government's ability to intervene and make changes that apply to all schools, avoiding all the inconsistencies we now have.

Alternatively, we could reform funding agreements so they work more like a standard contract between the government and a service provider. Instead of funding

agreements that continue on a rolling basis, which are difficult to update, contracts would be renewed every five years. This would be similar to the contracts used in many US charter schools. It would allow academies certainty over the freedoms and constraints they have been given, but also give the government opportunities to regularly update contract terms, ensuring more consistency between them. It would also provide a regular opportunity for the government to monitor performance, and to withdraw a contract if a school provider is performing poorly.

Or, we could opt for a half-way house. The government could move towards “slimmed-down” funding agreements for academies. These would contain more clauses obliging academies to follow constraints and rules set out in law and would give academies some sense of contractual independence while retaining the government's ability to impose changes on all schools. There is already a precedent for this: academies must abide by regulations on special educational needs as set out in the Children and Families Act.

None of these reforms would represent a threat to school autonomy. In fact, it would enable the government to set out a more consistent set of freedoms and help to reduce bureaucracy in the process.

If the government goes through with its promise to turn every school into an academy, then it will need to create a more coherent system of governance that gives all academies the freedoms they were promised.

Follow Jonathan Clifton on Twitter @jp_clifton



JENNY MCCOMB

Academic adviser and school governor

Feminism must have a place in A-level politics

Women have been thinking, campaigning and contributing to politics throughout history, just as men have. It is therefore self-evident that the A-level syllabus should reflect this

You couldn't make it up. The Department for Education revises the specification for A-level politics, somehow manages to reduce the prominence of women within the new syllabus, triggers an international outcry, and is finally shamed into a u-turn after a petition attracts more than 40,000 signatures. Red faces all round.

Some may ask why this is important. Isn't it most important that we expose our kids to the “best” thinkers, whoever they happen to be? Couldn't it be considered tokenistic to insist on the inclusion of women simply because they are women? Is this whole debate just political

correctness gone mad?

I couldn't disagree more. Consider the impact on female students, for example. We often hear the mantra that “you can't be what you can't see”. In other words, to succeed we need figureheads and role models that we can relate to. What message does it send to girls when only 1 of the 16 named “key thinkers” on the syllabus is female? How do we encourage a new generation of young women to engage with politics when we imply the “default” politician is male? And what impression of women's intellect, influence, and political contribution are we giving to male students, when 94 per cent of the thinkers we teach them about are men? If we want women to gain an equal place in society, it is vital that we give their history and perspectives a prominent status in the curriculum.

It's not as though there's a deficit of

important female political thinkers. Funnily enough, when pressed, the government came up with a list of suitable names: Simone de Beauvoir, Rosa Luxemburg, and even Ayn Rand. I struggle to see how the inclusion of these influential figures could be seen as tokenism. As Helen Lewis recently wrote in the *New Statesman*, “Sucking all the women out of history creates an artificial narrative and leaves the story of literature only half told”. The same is true of politics; women have campaigned and contributed to politics throughout history, just as men have. To my mind, it is self-evident that the A-level syllabus should reflect this.

It's not as though there's a deficit of important female political thinkers. Even the government has a list of names

This whole debacle shows how vital it is to critically examine how we make decisions about who the “best” thinkers are. What unconscious bias shapes our assessments of importance and worth? We need to avoid simply replicating reading lists from previous generations, put together by teachers

who themselves were rarely taught about significant minority thinkers. It's all well and good focusing on core knowledge and cultural literacy – but we should also acknowledge that the canon is a shifting, politically charged concept. Consequently, the curriculum needs to be flexible and responsive enough to reflect changes in society.

Now women are back on the A-level politics agenda, is the problem solved? Not quite. As Dr Rupa Huq pointed out in Monday's House of Commons debate, sections on nationalism and multiculturalism have also been removed from the new syllabus. Aside from a general subsection on “pressure groups”, there is no consideration of race, disability, or sexual identity in the new core A-level politics curriculum. Given the recent prominence of political movements such as Black Lives Matter, this feels like a huge omission and, frankly, a missed opportunity.

There's no doubt that it is important for our students to be familiar with conservatism, liberalism and socialism. However, I believe it is equally important for A-level students to be taught about minorities and marginalised groups, resistance and liberation movements, to properly make sense of the modern political world. Let's not forget that it was June Eric-Udorie – a 16-year-old ethnic minority schoolgirl – who started the petition that led the Department for Education to put women back on the politics curriculum. If we fail to include diverse voices on the syllabus, politically aware young people will take notice, and challenge the gaps in their curriculum. I can't help but think that's a good thing.

“ Along came *Schools Week*. What a difference! This is the paper for me. Just the right size, excellent content by great journalists, real people from across the world of education sharing their views and lots of suggestions on where to go if you want or need more information or different viewpoints. I do not always agree with everything, particularly some of the book reviews, and I probably would not read it if I did! We teachers are contrary like that. But I love the fact that it embraces all perspectives, is fair in its reporting and analysis and brings me the very latest in “breaking” education news. It is fearless, fresh and honest. It makes me feel part of a community of professional thinkers that I want to get to know better. I also won a mug! And some sweets that I binged.”

Carmel O'Hagan – PGCE course tutor



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“ I don’t just read *Schools Week* because it has an unrivalled nose for the sort of education news story that I need to know about. Its features, reviews and expert pieces keep me up to date and make me think more deeply about the education issues of the moment. *Schools Week* is sharp, smart and sassy and I wouldn’t be without it. ”

Rachel Gooch – @Schoolduggery, prolific edu-tweeter

“ What *Schools Week* is to me is access to the best thinkers in education through their insights, book reviews or list of blogs it keeps me up to date with education news; it asks the questions that we want answered by policy makers; but is not afraid to challenge ingrained thinking of educationists themselves. It is now my first point of call for education news.”



Liam Collins – Headteacher, Uplands Community college

S WEEK

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by the national press,

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leaders, business managers and
teachers who know the
news first



AN ENGAGING WEEKLY NEWSPAPER FOR ALL SCHOOLS

“ ‘I actually look forward to reading *Schools Week* – a little bit irreverent, a little bit ‘wonky’ and always interesting. Other trade papers should take note.’

Anastasia De Waal – Head of Education at Civitas

“ I probably shouldn’t admit this, but *Schools Week* is the only newspaper I routinely read cover to cover. It does two things I love: proper old-style investigative journalism and beautiful data analytics. Both these things hold the government to account in a way that no other education journalism currently does.”



Rebecca Allen – Head of Datalab



PHONE

0208 123 4778

SCHOOLS WEEK 

PROFILE

“WE CALL REACH2 AND REACH4 A FAMILY, AND IT IS”

LAURA.MCINERNEY
@MISS_MCINERNEY

Steve Lancashire, chief executive, REAch2

Steve Lancashire is the first person I've met who's wanted to be a headteacher from his school days. As chief executive of one of the largest academy chains, REAch2, and interim chief of its offspring chain, REAch4, you might think this is because he's a power-hungry megalomaniac. Actually, it's all because of his chemistry teacher.

Raised in Renishaw, a village just outside of Sheffield, Lancashire had a wonderful time at primary school. It was a small village school with a few difficult hours of maths and literacy teaching in the morning, and wonderful afternoons of creative endeavours.

But his secondary school didn't care much for what he loved. In maths, while other pupils talked of long division, he didn't know what it was. He struggled to make sense of the numbers. And then, the chemistry teacher.

"I was scarred by that one poor teacher who makes a comment to you that he probably thinks nothing about, but which has a profound impact.

"I remember saying to him, 'I don't understand', and he said, 'In your case that's a probability, not a possibility'. It was a chemistry lesson. I remember the actual lesson . . . to this day. It made me feel so bad."

The comment knocked Lancashire's confidence. It took time, and his parents' continued belief, before he felt like an academic achiever who could go on and do well.

His father was a coal miner, his mother a dinner lady. Later, his self-educated father became manager of the pit. He was fearsome about taking control of your own learning and was determined Steve would not become a miner.

Lancashire pauses for a moment: "I'm sad he didn't see the recent announcement, because that would have thrilled him," he says. In the New Year's Honours, Lancashire received a knighthood and will officially become Sir Steve once the ceremony has taken place.

"My mum's reaction was, 'Well it does happen to people like us', which I think is just great. Just great."

It's a world away from the oft-painted (but wrong) picture of academy chain chief executives as money-grabbing business bodies. The primary school room we are sitting in also belies the idea of an impersonal "chain" – plastered as it is in posters, reminders, and pupils' work.

"I thought plain walls were very vogue for primaries that claim to be 'rigorous'," I tease.

"Nonsense," Lancashire says, and wrinkles his nose.

Perhaps this is because he, unlike many academy chain leaders, trained as a primary teacher. He chose his first degree, English at Lancaster University, in case he wanted to be a secondary teacher but by the time he left he decided on primary.

Studying at Liverpool's Edge Hill University (then Polytechnic) his first teaching placements were in Skelmersdale: "And that was an education in itself!"

As difficult as the placements were, it made him realise

that he wanted to work in challenging urban settings, which he has done for most of his career.

His first teaching job was in a Catholic school in Barking, Essex. "That was a very unexpected start, because I'm not a Catholic and I wasn't allowed to teach RE. I taught PE when they taught religion to the children in my class."

From "day one" he wanted to be a head and was frustrated by the pervasive view that headships didn't happen until people were in their 40s.

"I did a lot of time thinking about how to challenge that, because I was ready to be a head . . . I just had to find a governing body prepared to appoint me. I found that governing body [when he was 30] and it was a great place to start."

It was in Canonbury, north London and on the school's first inspection it received a good overall, with an outstanding for leadership. But Lancashire wanted more.

For his second headship he moved to another school in Islington, north London, which had been in special measures for a long time.

"There were kids getting hit with snooker balls when they were walking down the corridors. On one occasion when I was walking around the school a chair went past me. I mean, extreme behaviour. The local authority had been struggling to find a head to take this school on, but the moment I walked in I knew I had to do it."

Again, in contrast to the popular media image, he didn't send children home for minor uniform infractions or make theatrical exclusions: "Absolutely not, no. No, no. I hope I'm more sophisticated than that. I hope!"

Instead, he makes behaviour management sound like common sense: "You make your expectations clear, you put

in systems and procedures to support good behaviour and actually to challenge behaviour."

Not a fan of pussy-footing, he believes that where teacher or pupil behaviour is below expectation it must be challenged.

"I'm not the kind of leader who would ever send you an email about something if I need to have this kind of conversation with you, good or bad."

His compelling vision for schools comes across as he talks. Before headship he spent a lot of time thinking about what would make a school a good place to learn and work. It's clearly in the forefront of his decision-making at all times.

He has also constantly looked to mentors to help stretch his thinking – naming Professor John West-Burnham as a recent inspiration: "He was one of those people who taught me to lead the way that you want to lead. Forget about leadership styles, yours will emerge, and you will know what kind of leader you want to be."

There's almost something tribal about the way he talks of his staff, and of the schools that now come under the REAch2 umbrella. He gurns at the phrase.

"It's a family. We call REAch2 and REAch4 a family, and it is. I've got two sisters, and you couldn't get three more different children in one family, but when things go well – like when you get a knighthood! – you get together and celebrate.

"Families fall out sometimes. But they're there for each other. Good times, and bad times. And you . . . well, the principle I have always operated is that you must have the

STEVE LANCASTER

IT'S A PERSONAL THING

What's your favourite book?

For me, it's the battle of the great women writers, so it's either *Pride and Prejudice*, or *Jane Eyre*, or *North and South*.

But if the house was burning down . . .

(interrupts quickly) *Pride and Prejudice!*

What was your favourite childhood toy?

Definitely my Chopper bike. If you were young, you only had a Chipper. When you graduated to a Chopper it was like a rite of passage.

Where is a place you would love to go on holiday?

I've been to it. I'm a big fan of Australia and when I retire, disgracefully, I am going to be a beach bum in a place called Byron Bay. If I'd got long hair I'd be a hippie, but I haven't, so I'm not going to be!

What's your morning routine?

Up between 5am-6am. I have to have a coffee, then it's into work.

What do you listen to in your car?

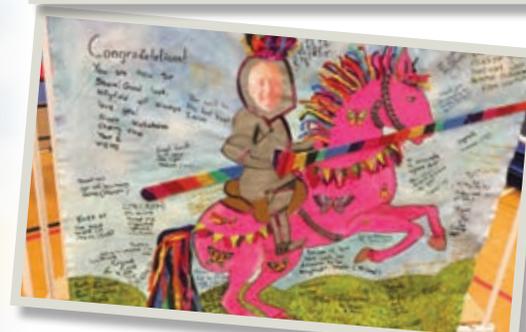
I should be telling you that it's some fantastic symphony or something, but it's usually Kylie.

Dream dinner party guests?

Jane Austen, Christopher Hitchens, Debbie Harry and Professor Adrian Furnham – he's a psychologist, and I'd like him to be there to analyse my three icons and explain to me what's going on.



Steve Lancashire in Australia with his partner Gary



Top: talking to Laura McInerney; above: a surprise card from pupils at Hillyfield Primary Academy after the announcement of his knighthood

ASHIRE



Steve Lancashire as a child . . .



. . . and with his parents on graduation day

other person's best interests at heart – and sometimes that means a great conversation, sometimes it means a difficult conversation, but it is always with good intent. As long as it's got good intent, you can't go too far wrong."

It is this need to do good through education leadership that spurred him on to set up the second academy chain. It is the first time a chain has created a sister spin-off, and it's an exciting development for areas such as South Yorkshire – where REAch4 will be based – as they have long struggled to get established southern chains to move north.

"I have this phrase when people ask, 'why are you doing more?' and my answer is: because we should."

Asked to expand into the north, Lancashire worried that REAch2 already had so many schools that capacity was nearing its limits. But, he hypothesised, why not set up a new set of trustees and leaders using the DNA of the old trust – that is, himself and a few of the trustees?

"It's very much about taking what we have learned and let's start to really develop this system. This idea of a replicable model of what a trust looks like is a good one."

He is also delighted to be back in South Yorkshire. "There have been one or two little digs about what does a London-based boy know about coming to Sheffield?"

"Ah, well, actually, I know quite a lot."

Somewhere in Yorkshire a chemistry teacher, possibly looking for a future job at a REAch4 academy, may also regret the lack of faith he once showed in him too.

Curriculum vitae

Born: November 1963

Education

| | |
|-------------|---|
| 1968 – 1974 | Renishaw Primary School |
| 1975 – 1979 | Westfield Comprehensive, Sheffield |
| 1979 – 1982 | Shirebrook Comprehensive, Sheffield |
| 1982 – 1986 | Lancaster University/ Edge Hill College. Degree in English and primary PGCE |

Career

| | |
|----------------|--|
| 1986 – 1996 | Teaching positions in Barking and Dagenham, Leicester, Enfield |
| 1996 – 2001 | Head, Canonbury Primary, Islington, north London |
| 2001– 2003 | Head, Pooles Park Primary, Islington |
| 2003– 2016 | Executive head, Hillyfield Academy, east London |
| 2012 – present | Chief executive REAch2 |
| 2015 – present | Interim chief executive REAch4 |

REVIEWS

TOP BLOGS
OF THE WEEK

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



Our reviewer of the week is
Andrew Old, teacher and blogger
[@oldandrewuk](https://www.twitter.com/oldandrewuk)

The sinner who repents
By [ijstock.wordpress.com](https://www.wordpress.com/ijstock)

A geography teacher recalls his PGCE training back in the 80s and considers how biased it was to one particular set of values and to certain opinions that were not to be questioned. In particular, he decides that recent experience does not support the advice from his training to "always give each child a clean slate every lesson". Is that really something a child should expect after awful behaviour?

8 tips for writing online recruitment adverts for teachers
By [@Mktadvice4schls](https://www.wordpress.com/mktadvice4schls)

This post suggests that school managers who want to recruit should concentrate on selling the benefits of working at their school, rather than describing their ideal candidate. "Before you write anything, throw away previous adverts and templates written for a different type of job market."

More thoughts on inclusion
By [@cherryld](https://www.wordpress.com/cherryld)

A teacher in a special school attempts to broaden the debate about inclusion, by giving examples of where specialist provision is required and where that is not necessary. No easy answers are suggested. "Inclusion has to be right for the child, the parents, the class they are joining and the teacher and TA. It has to be right for all these parties or it won't work."

I was a teenage progressive: a defence of the debate
By [@jamestheo](https://www.wordpress.com/jamestheo)

An English teacher describes how his educational philosophy has changed. Before

taking part in debate on social media about education, he had not realised that he even subscribed to a particular philosophy. Only through that debate did he come to realise that there were different viewpoints among educators, and that the merits of those viewpoints were open to discussion. Through that debate he came to reflect on, and reconsider, his own views.

Why I am not a woman of colour
By [@5N_Afzal](https://www.wordpress.com/5N_Afzal)

The increasing use of the American term "person of colour" to describe anyone who isn't white, writes a school governor, misses what she considers important about her identity. "I am a Muslim, a woman, British and an Asian of Pakistani extraction. I am not one indistinguishable dot in a sea of colour. I celebrate and acknowledge all these facets of my personality and I want others to acknowledge them too."

Choosing the right school to apply for headship
By [@StuartLock](https://www.wordpress.com/StuartLock)

In advice on applying to schools for the top job, a recently appointed headteacher explains that he was more interested in finding the right school rather than just getting to be a headteacher. He made contact with more than 100 schools, trying to find one that matched his vision. He recommends having a clear vision of what you want, and being honest about it, rather than accepting a job where you can't be yourself.

Starting at Michaela
By [@jo_facer](https://www.wordpress.com/jo_facer)

There aren't many state comprehensives where people will take a demotion just to work there, but Michaela School in Brent, north London, is one of them. Here, their new head of English describes what it's like to work in a school where the routines are so clear and the standards of behaviour so high, that a new teacher can start teaching within the first 30 seconds of a lesson.

In praise of old maths textbooks
By [joiningthedebate.wordpress.com](https://www.wordpress.com/joiningthedebate)

This post is a defence of the most maligned of educational practices: getting kids to work from the textbook. Assuming, of course, it's the traditional sort of maths textbook that has more questions than illustrations. The advantages of this approach are discussed and weighed against the only disadvantage: disapproval from managers.

BOOK REVIEW

**Education in Britain:
1944 to the Present**

Author Ken Jones

Publisher Polity Press

ISBN-10 0745625754

ISBN-13 978-0745625751

Reviewer Jonathan Simons,
Head of Education at Policy
Exchange

★★★★☆

The education system needs to better prepare young people for work. Education standards are too low. There is not sufficient funding to deliver government's objectives. These are all familiar refrains in policy today. But these examples are all taken from the first chapter of Ken Jones' history, regarding the passing and implementation of the 1944 Education Act. *Plus ça change.*

The book covers in a relatively brief way the major debates and trends in British education since 1944. Importantly, as the back cover makes clear, it is designed to appeal both to the general reader and "students of educational studies, teacher education, and sociology". It is heavily referenced, and positions itself as a work of scholarship.

I very much enjoyed the first half. But then I reached the 1988 Education Reform Act, an area I am more familiar with, and I noticed the odd bit of opinion slipping in. Jones writes how after the Act, the English system was only "nominally comprehensive". I've heard this before – from those who define comprehensive as not just referring to admissions but also schools under local authority oversight. But it's by no means a universally accepted definition that you might find in a textbook, certainly without a note recognising its contention.

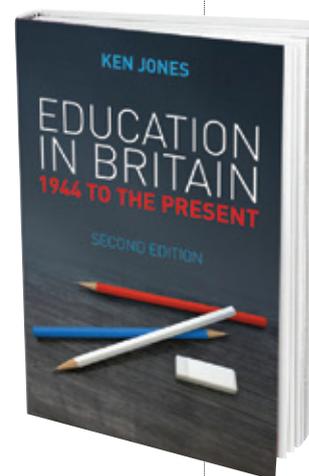
I read on, more and more jarred. Jones has never met or heard about any aspect of education "radicalisation" (his words) that he doesn't like. So he writes despairingly of how successive changes dampened the powers and willingness of teachers to take organised action. He quotes an unnamed researcher that "teachers at a London comprehensive that had formally enjoyed a reputation for union militancy and radical curricular initiatives, now (in 1995) make hardly any mention of present engagement with wider political struggle as education activists." Elsewhere, he laments how New Labour

"failed to loosen the grip of academic traditions" on vocational education. He discusses how early academy sponsors made a "small contribution" [I note, although Jones does not, this was £2 million, hardly an everyday sum], in exchange for "control of the school", and how businesses "shaped policy and created opportunities as never before", including through the funding of Teach First. All of this is – to say the least – contested territory. But here it is simply presented as fact.

Elsewhere, facts come perilously close to being wrong. Writing about the increase in university fees under the Coalition, Jones quotes two student activists: "We're from the slums of London. How do they expect us to pay £9,000?" A fair textbook would surely counterbalance this by describing how the new system did work, how it didn't require fees up front and indeed reintroduced maintenance grants for individuals precisely like those quoted. But of this there is no sign. Similarly, Jones writes how differentials of wealth and income increased under the Coalition, contrary to figures showing that the Gini coefficient for inequality has actually fallen from 2009/10 to the latest figures [2012/13].

In the discipline of media studies, one learns about "bias by omission" and "bias by selection of sources". The first is found when facts or countervailing arguments are simply left out of a narrative. The second occurs when the evidence cited to back up an opinion all comes from a particular viewpoint or set of sources. In the areas I am familiar with, this book it littered with both. And just as when one reads a newspaper about a familiar story and thinks "hmm, that's not how I'd describe it", it then calls into question all other articles in that same paper with which the reader is less familiar. And so I found myself questioning the validity of the earlier sections that I had enjoyed.

Jones is (at best) sceptical of what might be called a knowledge-rich curriculum. Yet the irony is that it is only because of independent knowledge of the events in question that one can see the flaws and omissions in his argument. Without those, a reader would be forgiven for accepting them as uncontested fact. But this book is no neutral assessment. It is, in truth, a polemic masquerading as a textbook.



NEXT WEEK
A Generation of Radical Educational Change
Authors: Richard Pring and Martin Roberts
Reviewed by: Anthony Radice

What are you working on?

A study funded about six years ago by the Joseph Rowntree Foundation to look at young black males excluded from school before their GCSEs and with a history that led to permanent exclusion.

It was a case of exploring what happened to them and looking at the sort of transition process they had, moving forwards.

In a quasi-longitudinal study we shadowed about 30 young people from across Nottingham and London from when they were excluded until they were about 18. We studied what happened to them during that time.

What do the findings show?

Most managed to turn their lives around in the sense that they got back into education, retook their GCSEs and A-levels, and then went on to higher education and the equivalent.

We found common themes when we looked at how they achieved this.

Being mindful of the ongoing debate about white working-class boys – how they end up in a spiral of disaffection because of their schooling experience – we found this wasn't the case for young black men.

This was simply because they had relevant networks and appropriate intervention that supported them. Basically, they were able to draw on community wealth. They were able to tap into their local supplementary schools, church, and any other local projects.

We found the young black males had

RESEARCH CORNER**Q&A****PROFESSOR
CECILE WRIGHT**

PROFESSOR OF SOCIOLOGY, UNIVERSITY OF NOTTINGHAM

Young black males: resilience and the use of capital to transform school 'failure'

significant adults who would say to them "hang on in there, we will support you and your family to get back into education and oversee your transition".

What is interesting about this research?

The most important issues are that schooling remains and continues to be problematic for young black people, particularly males. They still are disproportionately excluded at significant periods of their schooling career.

Having said that, it doesn't necessarily mean the end of their education, nor does it mean that they do not have the aspiration to become educated and gain qualifications that enable them to enter the jobs market.

In order for them to turn their lives around

it is important that they are able to tap into relevant networks, that they are able to get the assistance from significant others within their community. So, being able to draw on their local supplementary schools, the local youth projects and the voluntary sector is important. If you do not have the structures or methods of interventions then clearly it makes things virtually impossible for those young people.

What do you hope its impacts will be?

Schooling is still problematic so we need to address that; these young people shouldn't be in the situation where they're excluded, full stop.

Second, given that it is an ongoing

struggle and situation, it is important that there are processes and structures that can intervene to support them.

We need to look at the consequences in terms of social policy. The current austerity and economic situation, where many of the networks that these young people draw on and continue to draw on are being cut and disappearing from our communities, means that the prospects for those caught up in this unfortunate position at the early stage of their lives isn't looking good.

Is there any other research that you would recommend?

I did a piece of work with the police crime commissioner in Nottinghamshire, Paddy Tipping, looking at policing and race relations in Nottingham.

This was largely because the city was caught up in the youth race riots in 2011 and unlike other cities where young people attacked retail outlets, Nottingham young people targeted their anger and disaffection at the local police stations. Several of the stations were put on fire.

I looked at issues such as stop and search, youth engagement and community engagement, which has informed the ways in which the local police work with young people and the black community in general.

Recommended study: Exploring and improving BME policing experiences.
nottinghamshire.pcc.police.uk

**A week in Westminster**

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

THURSDAY:

Dull. We got bacon sarnies.

FRIDAY:

Many moons ago, the government scrapped the Building Schools for the Future programme because it was too expensive and too slow. The Coalition brought in the £4.4 billion Priority School Building programme instead, which it said would mean school rebuilds cost a third less, and would take only a year.

Today, the Department for Education (DfE) announced another primary school (Carlyle Infant and Nursery School in Derby) has completed work on its new building. The DfE said 60 schools (since 2011) have opened in new buildings. That means, in the past four/five years, 200 schools that were promised new builds haven't had any work done. That's a lot of schools. That are waiting. And waiting.

Speaking of waiting, a group of MPs banded together to rap Nicky Morgan's knuckles today, telling her to get in

gear and sort out what the government plans to do with personal, social and health education, as well as sex and relationships education, in schools.

Several parliamentary committees have now urged the government to make it statutory. NiMo was due to respond by the end of last year. She still hasn't.

Given all the stories in the paper this week about delay, it strikes us that NiMo should perhaps be re-named Slo-Mo.

MONDAY:

Busy, busy day.

David Cameron announced a mentoring scheme for young people through the Careers and Enterprise Company – a project launched more than 14 months ago. It's still not entirely clear how it will work with schools, but we are assured it will. Defo. Probs.

We reported last week that the DfE refused to confirm whether it had the application for the controversial Weald of Kent grammar school (which plans to open a "satellite" school nine miles away – a very remote satellite). Today the

campaign group wanting access to the forms confirmed the lack of transparency meant it must wind up plans to challenge the legality of the move. How convenient for the government.

BLOODY FEMINISTS! Wanting equality in life, and in the A-level politics syllabus. How dare they?

That's what Week in Westminster imagines went through the minds of those who originally decided on the content for future A-levels when they (mistakenly?) omitted feminism.

After outcries from the public the government reversed its position. A debate in the House of Commons (attended only by female Labour MPs, plus token Labour man Wes Streeting, and schools minister Nick Gibb representing the government), confirmed a change of heart.

Mr Gibb said: "It was never our intention to exclude the study of feminism" and added that feminist ideas could be studied in PSHE lessons. What, those lessons the government is digging its heels in over making statutory? Sigh.

TUESDAY:

Education select committee chairman Neil Carmichael appeared to have got his time periods mixed up today when he said he wanted to see kids in factories.

At an event on teacher stress run by the Education Support Partnership, Carmichael was asked what could be done to lift the life chances of children. He said: "I want to see young people from primary school [age] in factories, for example, so they can recognise that there's a huge amount of exciting work out there and great opportunities – but they've got to know about them. That's the key to productivity."

Bless him.

WEDNESDAY:

Everyone seems weirdly quiet... Calm before the storm?

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Pupils Will Edwards, Shannon Davies, Charlotte Dixon and Chloe Golding showcase the range of sports offered by Ellesmere College

College awarded top sporting status

Ellesmere College in Shropshire has been named as one of only nine schools in the world to achieve a top sporting status.

The college received a World Academy of Sport accreditation that will allow top level athletes to follow a flexible study programme to achieve the International Baccalaureate diploma (IB).

The school, a member of independent schools group Woodard Corporation, has a global reputation for high-performance

sports programmes with swimmers, shooters, horse riders, golfers, and athletes among its ranks.

"We are delighted to be the first school in Shropshire to be accredited as an athlete-friendly education centre," says headmaster Brendan Wignall.

"Ellesmere will be a lead school in providing flexibility and support to exceptional athletes following the IB Diploma programme, enabling them to combine their dedicated training schedules and commitments with their academic studies."



Solar energy for schools scheme

A scheme to make it easier for schools to install renewable energy has been launched by solar developer company Conergy.

It says it wants to deliver "insight and inspiration" on the potential financial, educational and environmental benefits of renewable technology.

The Conergy solar on schools programme will "provide stakeholders with access to energy use and cost-savings analysis, the installation and life-time maintenance of a solar PV system, and engagement support and full project management, from planning through to installation."

The company will also provide learning events "catered to enhance an existing educational timetable", including assembly presentations, site visits and workshops.

"We have developed the schools' scheme in a bid to provide not only insight to the whys and wherefores, but also the potential wider return on investment, including how the data collated can feed into students' learning," says UK managing director Paul Weaver.

"Our objective is to make things easier for many people who are interested in renewable technology and, specifically, Solar PV."

Visit www.schools.conergy.com to sign up to the programme



£100,000 FUNDING BOOST FOR TRUST

A multi academy trust (MAT) in Bradford has been given £100,000 by a private equity firm to improve long-term outcomes for pupils from disadvantaged backgrounds.

Impetus-PEF announced its investment in Dixons Academies, which runs eight schools in the area, last week. It will also provide the MAT with ongoing strategic and operational support.

Julia Grant, the firm's chief executive, says the funding will be mainly used by Dixons to bring in "extra central capacity".

"This will ensure that the management team has sufficient time to dedicate to the consideration of how they can best raise the prospects of the young people they work with... and to the process of putting a plan in place to achieve this."

The firm chose Dixons after a year of meeting MATs who work in areas of economic and educational disadvantage.

"We chose to work with a group of schools in a MAT because our approach is to support the leadership team of an organisation that oversees work with young people. An MAT structure gives us such a central body to work with," Ms Grant says.

"In Bradford, 37 per cent of pupils are from low income backgrounds and, over the past three years, only about a third of these pupils got the critical 5 A*-C GCSEs (including English and maths), which are key for them to be able to progress into further education, training or employment."

Nick Weller, Dixons Academies' chief executive, says he is "excited" at what the partnership might bring.

"The trust has grown from two to eight academies over the past three years and we are keen to build on our experience to make the most of a group of highly committed schools working together."

Ms Grant added: "We will facilitate the team to take stock of their work to date and draw upon the collective expertise of the eight Dixons schools to reflect on what works best in running, opening and turning around Dixons schools.

"This will include consideration of how the group can best work together to improve the achievement of their pupils and... provide support to principals to free up more of their time to spend on teaching and learning in their schools."

Ife debates his way into national team

FEATURED

Ife Grillo, a state school pupil from east London, has secured a place on the English national debating team, a side historically dominated by privately educated students.

Seventeen-year-old Ife from Bridge Academy, Hackney, will now line up alongside team-mates from Eton, Westminster, Dulwich College and Alleyn's School at the world debating championships in Germany this July.

"I feel so humbled to be able to say that I am on Team England," Ife says. "It's been a long mental journey and I've had to learn to become confident in myself. I feel so proud and so lucky."

Ife, who has already debated in the House of Commons chamber, is the vice-chair of a national charity, mentors primary school students and has started his own organisation to encourage youth campaigning.

"I've always had a love for trying to resolve social issues, that's why I get so involved in politics," he says. "Debating is a great way to discuss issues in a calm atmosphere where everyone is listened to. It also forces you to look at both sides of an argument."

He is the first member of the team to have been coached by Debate Mate, which targets schools with above-average numbers of children entitled to free school meals.

This is also only the fourth time in the



Ife Grillo
Inset below: Ife debating at the Savoy Hotel, London

past decade that a student from a state school has got a place on the team and Ife says he hopes his success can "go some way in laying down a pipeline so more state school kids get this experience.

"The lack of diversity in debating is really bad. There is a massive lack of state school kids, females and ethnic minorities. The buck shouldn't stop with me."

The chief executive of Debate Mate, Margaret McCabe, says: "With the support of our mentors, his Debate Mate peers, and the wider debating community, he has worked incredibly hard... he will do himself and his country proud."

Ife says he also owes a lot of his success to his school.

"I am so thankful to go to a school that honestly believes and practises the concept that every child can change the world. My teachers saw something in me far before I did."

Ife will join his teammates, Archie Hall from Westminster, Rosa Thomas from Alleyn's, Ed Bracey from Eton and captain Kenza Wilks from Dulwich College, in training sessions before flying to Stuttgart to compete against students from around the world.

"I can't wait for Worlds," he says. "Getting to meet people from across the world who all have a shared pattern is brilliant. We're ready to go out and smash it."



MOVERS & SHAKERS

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

Kimberly Morton is the new head of Cobholm Primary Academy in Norfolk. She was assistant principal of her childhood school, Norwich Primary Academy.

Ms Morton says school turnaround is her passion. "Both Norwich Primary and Cobholm have children from some of the most challenging areas of Norfolk, but as a former pupil I'm proof that you can go on to achieve and to help your community," she says.

"Turning the school around is down to high expectations and not accepting that these children live in poverty and therefore cannot do well.

"Good teaching, high expectations, no excuses, and being relentlessly positive is what I shall bring."

Ms Morton hopes to implement initiatives such as positive behaviour strategies to help Cobholm improve.

She read history at the University of East Anglia, gaining a masters before her teacher training.

She has also worked in a Montessori school in Germany, which she describes as an "eye-opening experience" because of the lack of "chalk and talk and upfront teaching".



Kimberly Morton



Ian Stockford



Patrick Hayes

Ian Stockford is back for a second stint at exam board AQA, this time as director of product management, after a period as Ofqual's executive director for general qualifications.

Dr Stockford was head of research at AQA before leaving for the exams regulator, first as deputy director of research and analysis, in 2014.

"It was difficult to leave Ofqual, but the opportunity to return to AQA in this role was one that I couldn't, and didn't want to, miss out on," he says.

"The assessment system is undergoing unprecedented change at the moment. That represents a challenge for all parts of the system, particularly for teachers

who are doing all they can to prepare their students – not just for their exams but for their future careers.

"I'm aiming to ensure that AQA supports the system to address these challenges by offering qualifications that are respected and meaningful, while also being enjoyable to teach and to be taught."

Dr Stockford is a researcher by trade and says he "always values a clear, evidenced, approach to challenges" and believes his goals will be best achieved by "staying true to those values".

Patrick Hayes, former business development director at TES Global, has been appointed as the British Educational Suppliers Association's (BESA) new director.

He replaces Caroline Wright at the trade association, which represents more than 300 educational suppliers.

Mr Hayes says one of his main goals is to "help schools make the right choices" as cuts to educational services hit.

"The government is going to cut back on the educational services grant, meaning that schools and headteachers are looking to an uncertain future in terms of funding," he says.

"With BESA I want to make sure that schools make the right choices and, in making those efficiency savings, do not cut back on the things that will really help drive up good education for the next generation."

Mr Hayes started as a researcher on the TES news desk in 2004 and is now a trustee of the non-profit Young Journalists' Academy for disadvantaged state-school students. He is also an active supporter of youth education charity, WORLDwrite.

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Internationally British



HEADTEACHER Hanover Primary School, Islington



SCHOOL GROUP: SIZE 3

SALARY: L18 – L24 (£65,325 – £74,518) PER ANNUM

SALARY NEGOTIABLE FOR OUTSTANDING CANDIDATE.

START DATE: SEPTEMBER 2016

This is an exciting opportunity for an excellent leader to build on the work which has already been done in the school to drive our focus on high achievement. You will be ambitious for the school, be able to build good relationships, and embrace the vibrancy and inclusiveness we value.

You will:

- Lead the school community
- Value every child's achievement
- Have a proven track record of school improvement
- Proactively lead the development of teaching and learning so that it becomes outstanding
- Have an understanding of current changes in education and future direction, including governance structures
- Continue existing and develop new partnerships with other schools

Why Hanover could be the school for you:

- A richly diverse school with a strong community ethos
- A supportive governing body and good infrastructure of staff and team leaders
- A 'Good School' that wants to be better

- A school building that was completely refurbished in 2011-12
- In a great location – situated in the heart of Islington by the Regents Canal, we are close to the City and have excellent transport links

If you believe you have the vision, drive, determination and enthusiasm to grasp the opportunities this role offers, we would love to hear from you.

Visits to the school are welcomed and encouraged. Please contact our School Business Manager, **Mel Burrows** on **(0207) 689 8949** to arrange a suitable date.

To apply, please click here or apply online via www.islington.gov.uk following the jobs link. If you require assistance, please email Schools' HR on schoolsrecruitment@islington.gov.uk.

Closing date: Noon, Monday 1st February

Interview: 8th and 9th February 2016



JOBS



Parnwell Primary School

Deputy Headteacher (L6 - L10)

Start Date: Easter 2016



We are seeking to appoint an experienced, enthusiastic and ambitious Deputy Headteacher to join our friendly team and deliver a high quality education from Easter 2016.

The Governors are also offering a generous relocation package to the right candidate.

Application Deadline: 31st January 2016



For more details and to apply, please visit:

teachpeterborough.co.uk/school/parnewell-primary-school

Or contact Rebecca Ims on 01733 349182 or RIms@parnewellschool.co.uk

www.compass-schools.com



At Compass School we believe that "everyone in the Compass School Community will confidently reach the destination to which they aspire". This applies to everyone, including our staff team. Our four values of aspiration, integrity, exploration and resilience are reflected in all areas of the school and our work. We are extremely passionate about ensuring that our students meet the challenging targets that we set for them, and we strive to be outstanding and innovative practitioners ourselves.

This is a unique opportunity in a challenging, urban environment where three quarters of our students are eligible for the pupil premium. Our aim is to grow a school which inspires our students to fulfil their potential. Our philosophy is simple: to have extremely high expectations of our students, of ourselves, and of what we can achieve.

Will you join us in reaching our aspirations?

Director of Business and Operations

Responsible to: Principal

Start date: March 2016

Salary: £45,000 - £55,000, depending on experience/qualification

Benefits: 30 days holiday (plus public holidays, subsidised private health care, flexible days)

Senior Leader of Communications & Culture

Responsible to: Senior Leadership Team

Start date: September 2016

Salary: Competitive, Leadership Scale

Senior Leader of STEM

Responsible to: Senior Leadership Team

Start date: September 2016

Salary: Competitive, Leadership Scale

(Compass Leadership Awards may be available for the following roles)

Leader of Citizenship/Relating

Responsible to: Director of Learning • Start date: September 2016

Salary: Competitive, Inner London

Teacher of Art & Design

Responsible to: Leader of Art & Design • Start date: September 2016

Salary: Competitive, Inner London

Teacher of Computing

Responsible to: Senior Leader of STEM • Start date: September 2016

Salary: Competitive, Inner London

Teacher of English x2

Responsible to: Senior Leader of English • Start date: September 2016

Salary: Competitive, Inner London

Teacher of Geography

Responsible to: Senior Leader of Communications & Culture

Start date: September 2016

Salary: Competitive, Inner London

Teacher of Mathematics x2

Responsible to: Senior Leader of Mathematics

Start date: September 2016

Salary: Competitive, Inner London

Teacher of Physical Education

Responsible to: Leader of Physical Education

Start date: September 2016

Salary: Competitive, Inner London

Teacher of Science x3

Responsible to: Leader of Science • Start date: September 2016

Salary: Competitive, Inner London

For further information about the school and the Trust, please go to www.compass-schools.com. We are also holding a recruitment event on Wednesday 13 January for interested candidates please visit our website. If you have any questions, contact us at recruitment@compass-schools.com or 0203 542 6506.

Compass School Southwark is located at Drummond Road, Bermondsey, London, SE16 2BT. We are easily accessible with a number of train, tube and bus routes within a short walk of the school. Compass Schools Trust is committed to safeguarding children and all appointments will require an enhanced DBS check.



Compass School Southwark

HEAD TEACHER, HALTON

Apply by: 12noon on 28th January 2016.

Starting date: September 2016

Salary: Group 3 school

Location: Widnes, Halton, Cheshire.

Contract type: Full Time

Contract term: Permanent



Lunt's Heath is an outstanding Primary School located in Widnes, Cheshire. It is a popular, happy and friendly school where children enjoy learning and are given every opportunity to reach their full potential.

Our aim is to provide a safe, secure and stimulating environment where children feel valued and respected and are motivated to become independent and confident learners and thinkers and who will become responsible, trustworthy and caring members of society. We seek to appoint an enthusiastic and inspirational Head Teacher to continue to develop the ethos of this school, which has an excellent reputation.

Due to the retirement of our highly successful Head Teacher, this is an exciting opportunity to lead a thriving and high achieving school which has an effective senior leadership team in place. Our new Head Teacher will build on our success, but will bring their own vision and experience to enable the school to continue to grow and develop.

THE PUPILS, STAFF, GOVERNORS AND PARENTS ARE LOOKING FOR

SOMEONE WHO WILL:

- * have a background in teaching but also a proven track record in leadership and managerial ability;
- * strive to maintain the special nature of our school.
- * continue to provide our pupils with a happy, safe and secure environment
- * offer a reassuring presence to maintain all the qualities that make us an 'outstanding' school (Ofsted 2014);

AT OUR SCHOOL YOU WILL FIND:

- * happy, bright, well balanced and enthusiastic children;

* a caring, supportive environment between staff and children;

* an inspirational, forward looking leadership team and dedicated, experienced staff;

* supportive governors and parents;

Responsible to the Governing Body and the Local Authority

Salary: Group 3 school, in the range of L18-L23.

For an application form, please call the school office on **0151 423 3322**. Informal visits to school are encouraged, please call the office as above.

Closing date: Thursday 28 January at 12noon.

Shortlisting: 1 February 2016. Interviews: 10/11 February.

Safeguarding statement: We are committed to safeguarding and promoting the welfare of children. We follow safer recruitment practices and appointments are subject to an enhanced DBS check.

To apply, please call: 0151 423 3322



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SCHOOLS WEEK

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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

Difficulty:
MEDIUM

Spot the difference to WIN a Schools Week mug



What's the caption? tweet a caption @schoolsweek



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