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FRIDAY, FEBRUARY 5, 2016 | EDITION 56



Zimbe! 1,000 students sing together

P18

One in 12 teachers denied salary rise

- > 90 per cent think performance-related pay decisions unfair
- > Government accuses unions of 'scaremongering'

JOHN DICKENS & BILLY CAMDEN
@SCHOOLSWEEK

One in 12 teachers have been denied a salary increase since performance-related pay was introduced, with nearly 90 per cent of those saying they had no warning their pay would flatline.

A survey of 10,000 teachers, published today, also found that nearly nine in 10 teachers denied an increase thought the decision was unfair.

Teachers on the main pay range automatically progressed up the pay scale, until former education secretary Michael Gove brought in a performance-related pay (PRP) policy in 2013. From September 2014, schools were given the power to decide

which teachers should progress based on their performance.

However the new findings – jointly released by the Association of Teachers and Lecturers (ATL) and the National Union of Teachers (NUT) – show nearly half of teachers think their school's pay policy is unfair, whether they have received a rise or not.

Christine Blower, NUT general secretary, said the survey shows teachers are rejecting the government's pay changes and has called for PRP to be abolished.

She said: "The biggest risk of all is that by removing the right to pay progression and making

Continued on page 3



P2

It's official!
Cambridge brings back entrance tests

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NEWS

Cambridge University brings back entrance exams

JOHN DICKENS
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Cambridge University has confirmed it will reintroduce entrance tests, while a critical study has said the university should streamline its "intimidating and complex" admissions system.

The university told schools and colleges on Tuesday it would introduce a "common format" admissions test for pupils applying for entry in 2017.

Schools Week first reported that the university was consulting on the proposals to bring back testing in April last year. At the time the university claimed it was a result of the government's A-level reforms.

But new research, published by the Sutton Trust yesterday, called for Cambridge and Oxford to reconsider the use of additional tests.

Sir Peter Lampl, the chairman of the social mobility thinktank, said: "The number of additional exams and tests should be reviewed ... to avoid advantaging those who gain from extra tuition and support."

He also said more should be done to consider "contextual admissions", which would take into account the schools where applicants had studied.

The research found just 11 per cent of state school applicants for Oxford's Brasenose College were offered places between 2012 and 2014.

The data also found differences between the proportions of state school students at individual colleges. At Oxford, 79 per cent of all UK admissions to Mansfield College were state pupils, compared to just 46 per cent at Christ Church.



Photo: Mario Sánchez Prada - <http://bit.ly/1J4mYL9> via freeforcommercialuse.org

At Cambridge, it ranged from 71 per cent at King's College to 50 per cent at Trinity.

Research from the Independent Schools Council found about 6.5 per cent of school children in the UK are privately educated, rising to about 18 per cent of pupils over 16 years old.

Cambridge University officials met with teachers last month to explain its new admission plans. An email to schools on Tuesday said the new written tests would be taken either in schools and colleges in November or at pupil interviews during December, depending on the subject.

Dr Sam Lucy, director of admissions for the university, said: "They will form part of our holistic assessment of applicants, rather than being a stand-alone mechanism for interview selection."

Well-placed sources at the university told *Schools Week* last year they were concerned test scores would become the main criteria for interview invitations.

The assessments will be scheduled on the same day as the University of Oxford's pre-interview tests "to make them easier for

schools and colleges to administer".

Dr Lucy said no advance preparation would be needed, other than "revision of relevant recent subject knowledge where appropriate".

Most pre-interview exams will last no longer than two hours. They will be administered by the Admissions Testing Service and will be free to applicants. Schools and colleges will be responsible for registering pupils no later than October 15.

Documents from a senior tutors' committee, previously seen by *Schools Week*, stated the university was "being forced" into changing its "well-tryed system" of using AS-levels to assess applicants because the government was phasing them out.

The letter sent to schools this week said the tests were being introduced to "maintain the effectiveness and fairness of our admissions system during ongoing qualification reform".

More information will be published next month at www.cam.ac.uk/assessment

OFSTED RECEIVES THOUSANDS OF UNNECESSARY WAIVER REQUESTS

FREDDIE WHITTAKER
@FCDWHITTAKER

Exclusive

Ofsted has not turned down a single application for suspended workers to return to schools after scores of staff were caught in confusion over new safeguarding laws, *Schools Week* has exclusively found.

Under childcare laws, workers previously convicted of certain types of crime, or those living with someone with a conviction, face automatic disqualification from working with children under eight and must apply for a waiver to do so.

It was believed the rules applied only to early years and childcare providers, but the watchdog saw a leap in the number of waiver applications after the Department for Education (DfE) issued guidance in October 2014 clarifying that the rules also applied to schools.

The watchdog has now confirmed that after receiving more than 3,000 applications for waivers of disqualifications, it has not turned down any of them.

It also said more than half of applications were not needed in the first place. The revelations have led to calls from union

bosses and legal professionals for a law change.

Figures released by Ofsted show that of 3,056 applications received since the guidance was issued, 1,827 were not required because "the role was non-relevant or the offence was spent or non-disqualifiable".

Dai Durbridge, a partner at education law firm Browne Jacobson, told *Schools Week* the "exceptionally confusing" DfE guidance published in 2014 forced schools to "err on the side of caution", putting institutions and their staff under immense stress.

He said: "I think this was always going to be the ultimate outcome. The guidance presents schools with a list of relevant offences which is 30 pages long and they are told it isn't even a comprehensive list."

Mr Durbridge said he was forced to advise schools to pursue waivers even if there was a lack of clarity over the offences concerned, and the impact on the individuals concerned was huge.

He said: "We have dealt with one case where a headteacher's husband was previously convicted of domestic violence against her, and she was suspended as a

result of being the victim."

Ben Thomas, Unison's national education officer, echoed calls for a change to the law, and told *Schools Week* the legislation was "not an effective safeguarding tool".

He said: "It has caused an immense amount of distress and harm, and we would hope the government would act to amend the legislation."

An Ofsted spokesperson confirmed the watchdog had seen an increase in waiver applications following the government guidance but stated their own processes had remained unchanged.

"While we process all applications as quickly as possible, we must also investigate each application thoroughly before making a decision to grant a waiver. This can often take time, particularly in more serious or complex cases," he added.

A DfE spokesperson said their guidance had been welcomed by schools and supported them to determine whether applications were necessary.

She said: "As a result we have seen a significant decrease in the number of waiver applications to Ofsted."

NEWS

SURVEY SHOWS PERFORMANCE PAY WOES

JOHN DICKENS & BILLY CAMDEN

@SCHOOLSWEET

CONTINUED FROM FRONT

pay prospects so uncertain, the government is going to make the teacher recruitment crisis worse."

But a government spokesperson accused the unions of continual "scaremongering" about recruitment, adding: "Teaching has a lower turnover rate than the economy as a whole – 90 per cent of teachers in state schools stay in the profession from one year to the next while the number of teachers returning to the classroom continues to rise year after year."

Although teachers are no longer guaranteed a salary increase, the findings revealed that only 8.2 per cent of teachers on the main pay scale did not gain one due to the changes.

That figure rose to 35.5 per cent for teachers attempting to move from the main scale through to the upper pay scale, and up to 40 per cent for those seeking to increase their standing in the upper pay scale. However these scales have always taken performance into account and it is not known the extent to which these increases were previously granted.

More worryingly, it was revealed that 27 of 89 black teachers surveyed (30.3 per cent) were denied pay progression.

Of the 482 part-time staff surveyed, 118 (24.3 per cent) were also not allowed to progress. However these figures include



Christine Blower

teachers from across the pay ranges, so cannot be directly compared to the one in 12 figure.

Ms Blower added: "The survey shows that the NUT was right to warn about the risk of unequal and possibly discriminatory treatment.

"The government must as a matter of urgency seek and analyse information about how pay decisions are being taken."

The government stated that PRP should be managed so there are "no surprises at the end of the year".

But the survey found 89 per cent of teachers who were denied progression said they had had no warning they might

not progress.

More than half of teachers also said PRP has undermined the value of their appraisals for professional development purposes and has also increased their workload.

Mary Bousted, general secretary of ATL, said the new pay system "creates extra unnecessary work for teachers and takes them away from the classroom".

However the government's spokesperson rebuffed the claims, stating that schools now have "more flexibility than ever before ... allowing them to keep their best staff and recruit the brightest talent".

He also said the government have made clear the system should not create unnecessary workloads and that the pay increase must be applied fairly.

"There are clear processes in place for any worker who feels they are being discriminated against," he added.

Jonathan Simons, head of the education unit at Policy Exchange, said: "The fact that one in 12 have not received progression pay rises absolutely does not prove that the system doesn't work. It proves to some extent that it is working. A differentiation is exactly what is meant to happen."

He added: "The key is are all of those judgements made on reliable information and reported clearly to staff. If not, then that's an issue of concern."

The unions will meet with representatives from the School Teachers' Review Body next week to discuss the survey's findings.

MEANWHILE...

Half of schools continue only offering 1% pay rise

More than half of schools have shunned the chance to give their best and most experienced teachers a two per cent pay rise, a survey has found.

Nicky Morgan introduced the extra pay flexibility in September to give headteachers the freedom to reward staff already receiving the maximum pay award.

But a survey of 111 schools by law firm Winckworth Sherwood found that 52 per cent had continued to offer pay rises of just one per cent.

James Lynas, an employment partner at the law firm, said: "It's clear that even though the restrictions have been loosened, most schools don't feel able to foot the bill for additional pay."

Russell Hobby, general secretary of the National Association of Head Teachers, said although schools had been given more freedom, they hadn't been given the money to do anything with it.

He added: "Conscious of massive pressures on their budgets, and more challenges to come, schools have generally chosen the fairest and most prudent route."

Sara Ford, pay, conditions and employment specialist at the Association of School and College Leaders, said many teachers at the top of the main pay range move onto an upper pay scale "so [the finding] is a bit of a mixed picture."

The survey found that three per cent of schools did not increase the value of their main pay range points at all.

Ms Ford added: "There are unfunded pay pressures on schools and they can't meet these."

DFE ENDS SMALL SCHOOLS INFANT FREE MEALS GRANT

JOHN DICKENS

@JOHNDICKENSSW

The government has ended an annual £2,300 grant to help small infant schools fund free meals for their pupils, despite some already making a loss on meals.

The Department for Education (DfE) posted an update to its universal infant free school meals (UIFSM) website page at 4.25pm on Friday, saying the small school support grant had been discontinued.

Schools with 150 or fewer pupils were given £2,300 this year to help deliver the government's flagship policy of free meals for all children in their first three years at school.

The grant had already fallen from a minimum of £3,000 handed out the previous year.

The DfE said it has "always been clear" the funding was temporary to help "small schools put their meal services on a more sustainable footing".

But the news comes despite a taskforce, set up to help small schools deliver the policy, stressing the importance of the additional funding.

It said: "Without any additional subsidy,

[offering free school meals] would lead to an annual loss."

Some schools are reportedly diverting cash from their teaching and learning budgets to plug the gap.

Schools Week also reported last month that the government is suppressing the publication of a report on the financial viability of providing the free meals in small schools.

Andy Jolley, a former school governor and blogger who often highlights the problem of UIFSM for small schools, said: "Schools are already dealing with extremely tight budgets. This will have a devastating effect on some of these small schools."

He criticised the DfE's method of "quietly" publishing the news.

One business manager at a small primary school did not even know the grant had been cut, when contacted by *Schools Week*.

It is the latest example of the DfE scaling back its free school meals funding. In August, *Schools Week* reported that the department had pulled funding for two projects to transform school dinners at more than 400 schools.

A DfE spokesperson said the department had provided more than £32.5 million as part of the pledge over two years.

"We know that schools around the country used the funding to rise to the challenge and are providing hot meals to infants at lunchtime, something that has been proven to aid concentration and attainment and is part of our drive for educational excellence everywhere."

The Telegraph
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NEWS



Julian Thomas

We'll turn tables on press, says private school head

The head of Wellington College has said he will not speak to the press on GCSE results day, claiming newspapers do not give context to results.

The independent school will, from this summer, no longer actively provide information on its results for league tables produced by newspapers in the immediate aftermath of the August results.

Speaking exclusively to *Schools Week*, master of Wellington College, Julian Thomas said: "Pulling out of the league tables makes no difference to how we are approaching education.

"But it does, perhaps, make clear we have principles we wish to stick to. And unless a league table gives a sense of context and gives an understanding of how every individual has been educated then they will always be used to draw incorrect comparisons.

"I'm a mathematician so I am always interested to see how people use statistics to create a story. Basically every single year, what comes out doesn't illustrate the true situation."

Instead, he said results would be no more than "one click away" from the school's homepage. "A reporter could easily decide to include us in the league tables and there is nothing we can do about it."

By contrast, Mr Thomas said he supported league tables, such as those produced by *Schools Week* that look at how well schools are serving disadvantaged pupils, as long as they give context.

He conceded it was easier for independent schools to make this move, compared to their counterparts in the state sector.

Mr Thomas said: "I think it is time for everybody to reassess what really matters in education. I am not against the wide sharing of information, I think that's really important."

Warwick Mansell, a freelance journalist, said: "I suspect newspaper league tables published in the summer don't have anything like the influence on Wellington as results do that put pressure in state schools through, for example, Ofsted inspections and school closure threats.

"But the results-are-everything culture has been a very negative feature of English education for the past 20 years or so, so he is right to speak out.

"Schools have to be given the ability to try to get away from a focus on performance indicators as ends in themselves."

Mr Thomas said the decision had not been made in fear of being at the bottom of tables, as he expected Wellington's results would continue to rise.

The school will still provide a full set of data to the Department for Education for publication in the annual performance tables, released in January.

'Your schools are mediocre and ineffective' – Ofsted to largest chain AET

FREDDIE WHITTAKER

@FCDWHITTAKER

England's largest multi-academy trust is failing too many pupils, with "mediocre" secondary academies, unacceptably low attendance and poor children doing particularly badly, Ofsted has warned.

Following a focused inspection of some of Academies Enterprise Trust's (AET) 67 schools last November, the inspectorate has published a highly critical letter describing the trust's performance and progress.

AET's boss, Ian Comfort has challenged the letter, claiming it fails to reflect the trust's "success stories" and presents a negative image of its schools despite "positive" feedback from inspectors following their visits.

It follows a period of significant change for AET, which last year offloaded eight of its schools after saying they were "geographically isolated". The government has expressed concerns about the rate of the trust's expansion, and in 2014 barred it from taking over any more schools.

In his letter, Ofsted's regional director for the east of England, Andrew Cook said 40 per cent of AET pupils attended primary schools that "do not provide a good standard of education", adding that the situation was "even worse" at secondary, with 47 per cent at schools rated less than good.

Mr Cook said the progress of disadvantaged

pupils lagged behind at both primary and secondary level, and gaps in performance were "not narrowing quickly enough".

He added: "The performance of AET's secondary academies is mediocre and has not improved enough since the previous focused inspections in June 2014. Only 41 per cent of AET secondary academies are good or better and the trust's impact on raising standards at key stage 4 has not been effective."

Although he accepted standards at key stage 2 were rising, Mr Cook warned that with 69 per cent of good or better primary academies, AET was still well below the national average. He said efforts to tackle weak leadership in secondary schools had had a limited impact.

Speaking to *Schools Week*, Mr Comfort said "generally quite positive" feedback had been "turned into far more negative statements" in the letter.

He said: "At the front there appear to be just soundbites that are there necessarily to be quite negative about the trust and we fail to understand that. I think the absence of a framework allows that sort of thing to happen really."

Mr Comfort pointed out that the proportion of academies judged to be good or better had risen from 32 per cent to 64 per cent during his two years heading the trust. He said one of AET's main successes was reducing the proportion of schools in a "category of concern" from 29 per cent to 6 per cent.



Ian Comfort

He added: "No, we haven't moved them all to 'good', but we've moved them out of that category. If you look at the data about the progress of the trust over the period, it's actually moved our scores a considerable distance."

Mr Comfort said the number of schools the trust controlled was manageable.

He also said the reason that improvement at AET was not as rapid as at rival trusts such as Ark, which has 83 per cent good or outstanding schools, was linked to the state its schools were in when taken on.

He said: "I think it's the starting point for many of our schools. Considerably more of the academies that we took on were in a category of concern prior to taking them on."

FIRST BOARDING FREE SCHOOL MAKES £500,000 LOSS

FREDDIE WHITTAKER

@FCDWHITTAKER

England's first boarding free school has made a £476,000 loss after spending more than £15,000 per pupil, despite predicting it could run it for just over £2,000 per child.

South London's Durand Academy opened a satellite boarding free school in Sussex in September 2014. It was the first in the country not to charge parents for boarding services, and places were given to 49 of the school's existing year 8 pupils, who were bussed from Lambeth and stayed at the school from Monday to Friday.

But figures in Durand Academy Trust's annual accounts for 2014/15 show the school spent £765,130 providing boarding facilities, while only receiving an income of £289,093 towards the scheme from its commercial arm London Horizons Limited, which runs the school's leisure facilities.

When the school was first planned, its founders said the school would be able to run for as little as £2,051 per head for 375 pupils, a figure described by the then headteacher of state boarding school Wymondham College, Melvyn Roffe, in early 2014 as "implausibly low".

Durand said in its plans that the cost of providing boarding services would be significantly lower than those incurred by other boarding schools, as a result of an extended school day, which lasts from 8.15am to 9.30pm and could therefore be

funded from government cash. This kept down the cost of designated boarding hours, which are usually subsidised by parents, but, in the case of Durand, were planned to be subsidised by philanthropy.

Robin Fletcher, director of the State Boarding Schools Association, said he would not comment on Durand's accounts, but confirmed his organisation usually assessed the cost of boarding as being "between £10,000 and £12,000 a year" per pupil, or between £50 and £60 a day for "accommodation, food, medical care and pastoral supervision" based on a seven-day week.

Addressing Durand's original claim to be able to run boarding provision for around £2,000 a year, Mr Fletcher said: "I don't think I can really comment on how one school is modelling it, but what I can say is that the average for the sector is higher than that."

Durand Education Trust, which owns the land where both schools operate, remains under investigation by the Charity Commission over conflicts of interest, and after the school was criticised by MPs for the "gobsmacking" £420,000 salary paid to former executive headteacher Sir Greg Martin.

Sir Greg, now vice-chair of governors at Durand, was asked about the deficit but insisted it was a "ground-breaking school", which offered "huge opportunities" to children in Lambeth, including through



"innovative projects such as the boarding school".

He added: "Inevitably, this means our finances are more complex than other schools."

In a statement, he said staff and governors were "focused on delivery, outcomes and achievements" and would not be commenting further on the school's finances.

Instead Sir Greg said *Schools Week* should challenge the government and the prime minister "to justify why they are failing to deliver on their supposed commitment to offer working class children access to the premium Eton style education that they enjoyed, and that Durand is already delivering."

NEWS

ACADEMY TRANSFERS COST OVER £3M

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

The Department for Education (DfE) has come under fire for paying some academy chains more than £500,000 to take over struggling schools – described by a teachers' union as little more than bribery.

New figures suggest the total bill for rebrokering could be as high as £13 million.

The department was ordered by a court to reveal how much it paid new academy sponsors to take over failing schools after a 12-month legal battle ended in favour of transparency campaigners.

The figures – obtained by Janet Downs from campaign group Local Schools Network – show £3 million was paid out between September 2013 and October 2014.

But, while seven academy chains were paid nothing to take over academies, another seven were paid £200,000 or more. The largest amount was £534,300 paid to Fallibroome Academy for its takeover of Winsford Academy, in Chester, in September 2014.

Mary Bousted (pictured), general secretary of the Association of Teachers and Lecturers, told *Schools Week*: "These figures show the hidden cost of academisation. I'm not surprised the DfE tried to keep them hidden because they are shocking."

"It really exposes the fact that we have to bribe academy sponsors – which is essentially what these costs are. It shows there is not a plethora of academy chains wanting to take over struggling schools."

Academy chains have told Schools Week the cash was negotiated to fund school improvement intervention, continuing professional development (CPD) for staff and to cover budget deficits.

Peter Rubery, executive principle at Fallibroome, said the sum included a one-off capacity grant for new sponsors and funds for restructuring.

Two academies, formally sponsored by millionaire businessman Brian Scowcroft's Richard Rose Federation, were transferred to United Learning for £245,825 per school.

United Learning said the trust provided educational and financial support to the schools, adding: "This is reflected in the rebrokering cost alongside payment towards the deficit we inherited at the academies."

Both schools are now out of special measures.

Another £110,000 was spent to move free school Minerva Academy, in London – which only opened in 2012 and had fewer than 90 pupils on roll – from CET Primary Schools to REAch2 Academy Trust.

The chain said this was used for additional school improvement, CPD and business management support.

The average cost of rebrokering –

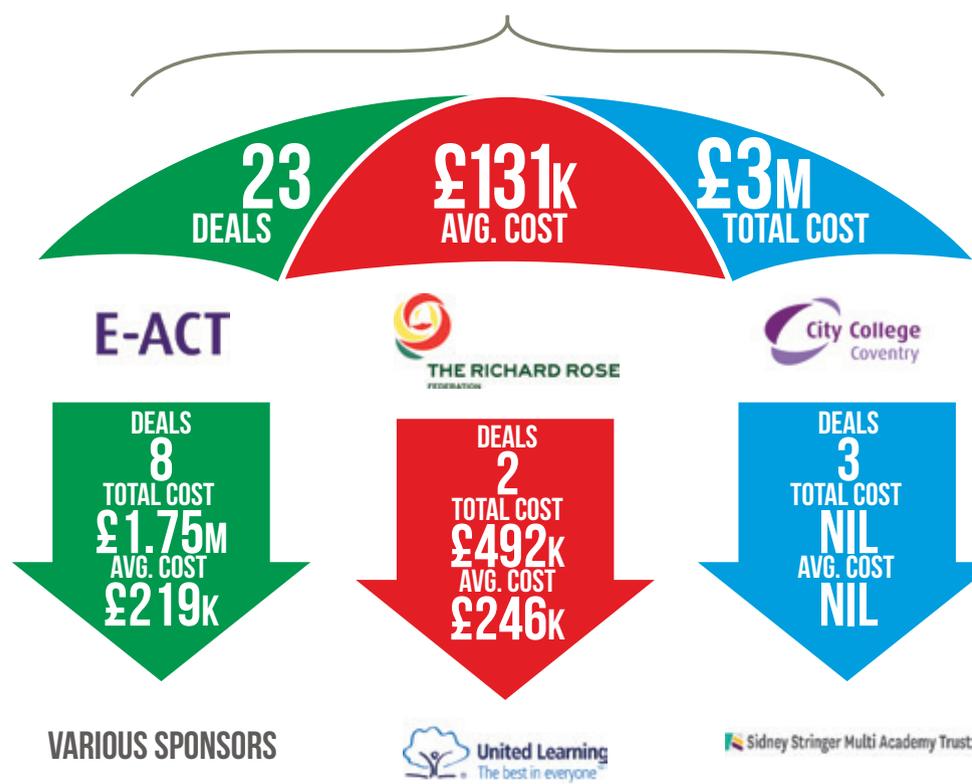
The 10 most expensive academy transfers

Academy name	Sponsor (from)	Sponsor (to)	Date	Rebroker cost
The Winsford Academy	E-ACT	The Fallibroome Academy	01/09/2014	£534,300
Stamford Welland Academy	CFTB Education Trust	Cambridge Meridian Academies Trust	01/10/2014	£302,000
Dartmouth Academy	E-ACT	Kingsbridge Academy	01/09/2014	£299,600
Richard Rose Morton Academy	Brian Scowcroft	United Learning	01/09/2014	£245,825
Richard Rose Central Academy	Brian Scowcroft	United Learning	01/09/2014	£245,825
The Featherstone Academy	E-ACT	The Rodillian Academy	01/09/2014	£230,000
Brook House Primary School	E-ACT	Lion Academy Trust	01/09/2014	£200,000
Oasis Academy Isle of Sheppey	Dulwich College	Oasis Community Learning	01/01/2014	£195,865
The Gainsborough Academy	E-ACT	The Lincoln College Academy Trust	31/05/2014	£195,000
Leeds East Academy	E-ACT	Leeds City College	01/09/2014	£160,000

The transfers that cost nothing

Academy name	Sponsor (from)	Sponsor (to)	Date	Cost
Manchester Communication Academy	Manchester College	British Telecom	01/09/2013	£0
The Thetford Academy	Wymondham College	Inspiration Trust	01/09/2013	£0
Charles Read Academy	West Grantham Academies Trust	David Ross Education Trust (DRET)	01/09/2013	£0
Sidney Stringer Academy	City College Coventry	Sidney Stringer Academy Trust	01/08/2014	£0
Ernesford Grange Community Academy	City College Coventry	Sidney Stringer Academy Trust	01/08/2014	£0
Radford Primary Academy	City College Coventry	Sidney Stringer Academy Trust	01/08/2014	£0
Red House Academy	Leighton Group	Northern Education Trust	01/10/2014	£0

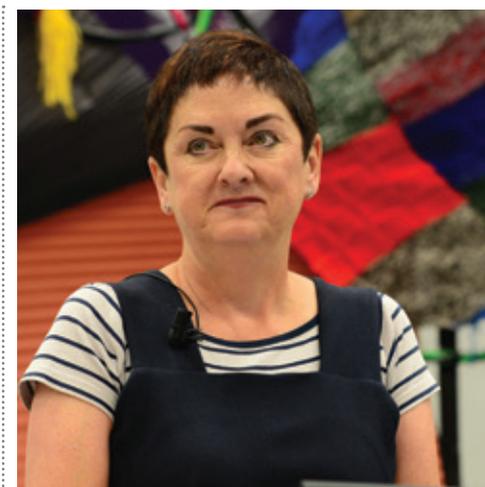
TOTAL RE-BROKER DEALS



moving a school from one chain to another – was £131,000 for the 23 academies. If this average was applied to the 104 rebroker transactions – the number ordered by the department up to August last year – it would suggest the total bill is more than £13 million.

Ms Downs told *Schools Week*: "It's difficult to understand why some of these transfers cost so much. The DfE said new sponsors were being asked to take on the most struggling schools. But this wasn't the case in the top three most expensive transfers."

She pointed out that The Winsford Academy, Stamford Welland Academy



and Dartmouth Academy were all rated by Ofsted as requires improvement, rather than inadequate.

Two of those include schools stripped from the E-ACT academy chain, following concerns raised by Ofsted. The chain had eight schools included in the data release, with rebrokering costs totalling £1.75 million.

A spokesperson for the trust said all academies were transferred in line with the Education Funding Agency's (EFA) technical note.

The DfE originally tried to withhold the data, claiming it would "put off" future sponsors if they learned other trusts had been given more cash. But the appeal judge said this suggested a "bewildering blend of naivety and financial opportunism" on the part of academy sponsors and overturned the DfE's refusal.

When asked about the takeover costs, Dame Rachel de Souza, chief executive of the Inspiration Trust, said: "The most important thing is making sure we get the best possible match between schools and sponsors so that all children get the best education they can."

Thetford Academy, in Norfolk, was transferred from the sponsorship of Wymondham College to Inspiration Trust in September 2013 for no cost.

Another academy chain chief, who did not want to be named, called for transparency and fairness for all trusts. "Particularly those taking hard decisions to balance the books – and I suspect that is in the mind of the EFA too."

A DfE spokesperson said: "We do not tolerate failure and the strength of the academies programme is that it allows us to intervene swiftly, including replacing sponsors where it is in the best interests of the school. We will not apologise for taking decisive action where needed."

What are rebrokering costs?

The costs are cash paid by the Department for Education (DfE) to new sponsors as part of the takeover of schools normally judged to be in the "most challenging of circumstances".

They are decided on a case-by-case basis and are not published. However not all takeovers command a rebroker fee – only those where there is evidence that it is required. For instance, where an

academy has a deficit funding or needs building maintenance.

The DfE, in its submission to the tribunal judge, said getting the right sponsor to transform education relied on a "delicate negotiation" with potential sponsors, "both to persuade them to take on the school and to agree the support that they will need to make improvements for pupils".

NEWS: IN-DEPTH

Special needs plans 'mean postcode lottery for school funding'

ANN MCGAURAN
@ANNMCGAURAN

Investigates

Schools are facing a "postcode lottery" in funding due to variations in the implementation of new special needs reforms, a legal expert has warned.

A law introduced education, health and care plans (EHCPs) for people up to 25 who had previously had a statement of special educational needs. All pupils with high needs will have an EHCP by next September, the government has said.

But responses to a Freedom of Information (FOI) request highlight large differences between councils in the proportion of requests for needs assessments and the amount completed between September 2014 and the end of September 2015.

Over that year, Hull City Council issued just three EHCPs, despite receiving 226 requests for assessments.

Sheffield received 545 requests and completed 73 plans (13 per cent), while Wolverhampton City Council received 106 requests and completed 90 plans (85 per cent).

The patchy picture is a potential problem for already-squeezed school budgets.

Barney Angliss, special educational needs and disability co-ordinator at Rydens Enterprise School in Surrey, told *Schools Week* the plans affect "top-up" funding for schools as it is only given once they are issued.

"Most local authorities (LAs) provide some top up funding to the school with an EHCP. Without the plan the school doesn't get the top up funding, which makes it hard to organise and pay for the support.

"It also makes it hard to keep the other agencies – for example social workers – involved. If there is no EHCP on the horizon things become a bit disorganised.

"Parents also become very concerned. When you're trying to keep the messages to the child positive it's not helpful if the LA can't tell you when the plan is going to arrive on the desk."

Education solicitor Laxmi Patel of Boyes Turner said the variation in the proportion of EHCPs issued across councils "is another example of postcode lottery that should not be happening".

Based on the responses, 45 per cent of requests were converted into plans.



Laxmi Patel

COUNCILS WITH THE LOWEST % OF COMPLETED EDUCATION, HEALTH AND CARE PLANS (EHCPs)

COUNCIL	REQUESTS FOR EHC NEEDS ASSESSMENTS 1/9/14-1/9/15	EHCPs ISSUED 1/9/14 -25/9/15	%
Hull City	226	3	1.3
Sheffield City	545	73	13.4
Windsor and Maidenhead	113	17	15.0
Sandwell	271	44	16.2
Warwickshire	350	59	16.9
Islington	107	19	17.8
Newham	69	13	18.8
Derbyshire	498	94	18.9
Kirklees	321	61	19.0
Oldham	171	34	19.9

COUNCILS WITH THE HIGHEST % OF COMPLETED EDUCATION, HEALTH AND CARE PLANS (EHCPs)

COUNCIL	REQUESTS FOR EHC NEEDS ASSESSMENT 1/9/14-1/9/15	EHCPs ISSUED 1/9/14-25/9/15	%
Rutland	14	12	85.7
Wolverhampton	106	90	84.9
Poole	62	51	82.3
Waltham Forest	99	81	81.8
Torbay	161	130	80.7
Warrington Borough	173	137	79.2
Hillingdon	221	169	76.5
Bromley	529	397	75.0
Leicester City	290	212	73.1
Peterborough	174	127	73.0

Ms Patel also said all requests for an EHCPs should be "completed within the 20 week timetable so that the child's needs can be assessed and appropriate provision put in place immediately".

A government statistical release published last May said early indications "show 64.3 per cent of new EHCPs issued from September to December 2014 were within the 20 week time limit".

Ms Patel said reasons for the variation could be that requests for assessments came later in the year – meaning the plans were not issued in time to be included in the FOI statistics.

But also added: "The figures could also indicate something is going very wrong. It could mean LAs are carrying out assessments but not issuing plans."

One trend she has seen over the past year is LAs turning down requests for plans and

instead ask schools to apply for support, rather than have parents apply for a plan.

"LAs will say this avoids the need for parents to go through the process of assessment leading to an EHCP. However, an EHCP is a legally binding document that enshrines a child's right to the support included in the plan. Local provision does not carry the same right."

A spokesperson for Sheffield City Council denied there was a postcode lottery and it was misleading to say there was.

He added: "We operate a robust system here in Sheffield in terms of how we assess children and young people with potential SEN and whether these need to result in formal EHCP or not."

Hull City Council said it experienced a number of difficulties throughout 2014-2015. It said its strategy for dealing with the transfer to EHCPs was "over ambitious". A



Melinda Nettleton

key staff member also resigned during the period.

In the case of Derbyshire County Council, 19 per cent of requests for assessment resulted in an EHCP. A spokesperson said: "We've been working hard to eliminate these delays and almost all of the outstanding EHCPs have now been issued to parents."

According to the FOI response from Islington Council in London, there were 107 requests for assessments and just 19 EHCPs were issued. But a spokesperson said the figures did not reflect the reality in Islington.

He added: "The true figure is that Islington has issued plans for 92.7 per cent of assessments completed since September 1, 2014."

Schools Week understands that significant variations between councils on performance in issuing EHCPs are not expected – and will be investigated if they emerge.

Asked to comment on the variation in performance revealed in the FOI responses, a Department for Education spokesperson said the reforms were the biggest in a generation and councils were working hard to implement it.

"These reforms mean that for the first time ever, the needs of children with special needs across education, health and care are addressed together in one coherent plan.

"We have also set clear expectations for councils dealing with new assessment requests, including closer working with parents and a much stronger emphasis on children's outcomes.

"Councils are legally required to fully consider the views of the child and family when deciding what support to offer, and where there are disagreements, parents can appeal to the SEND Tribunal."

Melinda Nettleton, a solicitor for SEN and disability legal practice SEN Legal, said there was "no legal reason for such a wide disparity" and in the 18 months since the new rules started there have been "somewhere in the region of 400 refusal to assess appeals".

The success rate for refusal appeals so far is 100 per cent. "On your figures it is hardly surprising," Ms Nettleton said.

Turn to page 13 for more on the new SEN reforms.

NEWS

SCIENCE TESTS SCORES PLUMMET FOR PRIMARY PUPILS

SOPHIE SCOTT

@SOPH_E_SCOTT

Exclusive

The proportion of pupils achieving expected standards in science has dropped by more than 20 percentage points since the national curriculum was updated, government figures showed last week.

A report by the Standards and Testing Agency (STA) published on its website last week showed that the proportion of pupils achieving level 4 or above in science has dropped from 84 per cent in 2012 to 63 per cent in 2014.

The proportion achieving a level 5 has dropped even further – from 36 per cent to 11 per cent.

The STA claims that a new methodology for sampling pupil achievements has caused the decline, but teachers and assessment experts believe it shows that teachers are spending less time on the subject.

Science SAT tests for all 11-year-olds were last taken in 2009, with only a sample of pupils from a range of schools across the country taking them from 2010 onwards. Between 2010 and 2012, 750 schools were told in February their year 6 pupils would sit a science test during SATs week in May, and schools were given pupils results. There were no tests in 2013.

In 2014, after the introduction of the new national curriculum, a new sampling methodology was introduced. That year,

just five pupils from 1,900 schools were selected for testing, using a new selection of questions. The tests were taken at a different time to SATs and schools no longer received individual pupils' results.

In its report, the STA argues that these changes were likely to have had "some impact on school behaviour and pupil motivation" meaning that pupils in 2012 were likely to be "test ready" whereas those in 2014 were not.

But Anne Goldsworthy, a former primary teacher and science specialist, said she believed the results reflected a downgrading in the importance of science teaching since the removal of externally marked SATs: "As

schools are longer accountable for results, [science] has slipped out of focus."

Science attainment in primary schools is now assessed by teachers. In 2014, 88 per cent of children were found to be achieving at level 4 or above, and 89 per cent last year. This contrasts significantly with the sample test results.

Jane Turner, director of the Primary Science Quality Mark, agreed that there was "less science teaching going on since it was removed from the accountability measures" but also said the "test results cannot be used to compare to previous years due to the differences in methodology".

The STA said in the release that results

from primary maths tests were better indicators of performance in GCSE science than primary science tests.

The results were also published more than a year later than promised, which a Department for Education (DfE) spokesperson said was because a "special analyst" was needed.

She added: "As part of our mission to raise the bar, we have made changes to KS2 science sampling tests, to bring these in line with international benchmarks and to provide a robust measure of national standards over time, helping us to deliver our commitment to make Britain the best place in the world to study maths, science and engineering."

The findings raise awkward questions for the government's other assessment initiatives. The national reference test, which will sample a range of GCSE pupils shortly before their exams, will be piloted by exams regulator Ofqual this March. Pupils' scores are planned to be used to set grade boundaries.

School leaders have raised concerns with *Schools Week* that if pupils get low scores on the tests, because they are not "test ready", then this could negatively affect the grades available for the entire country.

Ofqual has said that it is only "trailing" the approach and the results will only provide "an additional source of information" when making decisions about grades.



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NEWS



And just to be sure, we'd like you to mend a puncture. You have ten minutes.

EDITOR'S COMMENT

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

I have a problem this week, reader. There are three things I want to say in this editorial and they don't link together. Like a headteacher about to do an assembly in front of an Ofsted inspector, I want to find a witty metaphor to draw them together. But the best I can pull from my hat is the age-old fall-back option of "things we have learned".

So here it is: three things we learned this week.

1. Performance-related pay isn't stopping pay increases for as many classroom teachers as first feared.

The ATL and NUT's joint survey is important for showing the scale of dissatisfaction regarding PRP. In particular, the union leaders have

pointed to the increased workload as teachers are forced to "prove" what they are doing in order to get pay increases that were previously automatic.

Last year, principal Liam Collins (also in our paper this week) said the same. His point was that it was a lot of work for very little change. The small proportion of mainscale teachers denied a pay increase suggests he was correct.

But if not much has changed, why bother at all? The time spent on paperwork for PRP could be better spent on lesson planning.

2. When Nick Gibb doesn't like something we write, he tells us – and we respect that. One of the things we strive to do at *Schools*

Week is find the debatable points in stories. We are not afraid of the fact that reporting on education reforms is complicated and the details we think are important won't always be the ones other people would choose to highlight. So we gave the schools minister a column this week to "set the record straight" as he would probably call it. (We call it "telling us some bits his department forgot to mention when we chatted to them").

3. Some 202 days after *Schools Week* first reported it, Cambridge has finally publicly said it is bringing back entrance exams for applicants. Since we first saw the plans some of the rhetoric

has changed. The documents we saw blamed the government's A-level reforms. Now, the university says it is being done in response to "teacher feedback". In either case, only time will tell if it is a help or a hindrance to disadvantaged pupils.



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Teachers won't welcome an 'apprenticeship' route into the classroom



Kevin Quigley, Shrewsbury

It is interesting to see the reaction to this. Apprenticeships have an identity issue with the general public and academia. Mention apprenticeships at most high attaining schools and they ask why a child capable of getting a degree would want to go down that route. Well why not? Can that child not use their intelligence to carve out a career and business to employ others?

But if there is a route to a profession that avoids crippling debt, what is the problem with that? People have mentioned concerns about subject knowledge. Why? I would suggest they look at what an apprenticeship actually involves. Typically you have work based learning and college or university based learning.

Apprenticeship is just a title. This morning I was asked by an employee if he could have a title of designer rather than junior designer. When I told him that his contract did not actually say he was junior he was surprised. I explained that we don't use titles as they are for ego trips. Ability is what matters. In the same way that each spring and summer we get bombarded with CVs from design graduates with first class honours degrees who, frankly, would struggle to hold their own against some GCSE students, you have to seriously question the value of some degrees.

I don't blame the kids. I blame the HE (higher education) sector and the rush to build empires without actually maintaining quality.

So, apprenticeships offer alternatives. Why not have professional apprenticeships? Vocation, after all, is something that implies lifelong learning and development. What is wrong with that?

Schools' plan for no-degree teaching apprenticeship route sent to government

REPLY OF THE WEEK

Nadia Edmond, address supplied



To say that "TAs often became stuck at level three because they could not afford to leave paid employment for full-time education" completely ignores the great part-time foundation and other degrees that offer TAs routes into teaching and parity with colleagues who have gone through more traditional routes. The problem is not the absence of part time routes to graduate teacher status but the tuition fees that have put off so many prospective mature students. This is not about widening access but a cynical move to reduce staffing costs as 'apprentice' teachers would no doubt be paid considerably less than a teacher in the years it takes them to qualify.

REPLY OF THE WEEK

RECEIVES A SCHOOLS WEEK MUG!



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SCHOOLS WEEK

PROFILE

'I SHOULDN'T BE THE ONLY BLACK PERSON IN THE ROOM'



ANGIE BROWNE

SOPHIE SCOTT
@SOPH_E_SCOTT

Principal, Steiner Academy Bristol

Steiner schools have a somewhat controversial reputation. Based on the ideas of Rudolf Steiner, an Austrian occultist who died in 1925, the schools were recently described as "playful and hippyish" in a Newsnight segment – whereas officials in the Department for Education have raised concern that Steiner's works are racist and anti-Semitic.

Two things are therefore surprising about today's interview with Angie Browne, principal of the Steiner Academy in Bristol. The first is that the school exists: it's one of three taxpayer-funded Steiner schools set up as part of the free school programme. The second is that she is black.

"I don't really have a view on what Steiner's view on race might have been; but we're running a school here using his principles around teaching and learning, not his personal views – if they were indeed his views – on race."

On the critics who tried to stop the free school from opening she says that she's "only interested in engaging in the debate as far as it's about what we're actually doing in the school".

She continues: "So far, what the critics have brought don't bear any resemblance to things we're actually doing in the school – offering children a really healthy balance of an approach to learning that's balancing the head, the heart and the hands."

It's an upfront, courageous stance and is inspired by her own background.

"I am just awestruck really, by the women in my family," she says, mentioning her 90-year-old grandmother, a seamstress, who came to England in 1957 from Jamaica.

"She made this incredible journey ... and she just worked her whole life ... it really moves me. I think it's incredible. The guts she showed, is something I am beholden to take on."

Browne's mother also moved her young family, from London to rural Dartmoor.

"They're pioneers, the lot of them, they really are. That term resonates for me."

As a black woman, she is in a minority in school leadership, and just as her parents and grandmother struck out on their own, she wants to open the debate about race and gender in the profession.

"Schools are heavily dominated by white male headteachers and teachers, and that doesn't represent our school population. That's quite startling. There is something about it never being mentioned that becomes an issue in itself, because it's quite evidently an issue.

"I don't talk about the fact I'm a black headteacher ... I barely talk about being a female headteacher, and the problems and challenges that brings.

"But I am determined, in this role anyway, to talk about it, and if I do one thing for the children I teach or have taught, this might be it. I shouldn't be the only black person in the room."

Born in 1975, Browne spent her first 10 years in Finsbury Park, growing up with her mother Sonia, a teacher, her stepfather John – whom she calls "dad" – and her younger sister Melanie. Her stepbrother Jo lived with his mother in Birmingham, but the siblings are close.

Her parents split up when she was two and a half, and she hasn't seen her biological father, Dwight, since she was eight. She does not know where he went.

"I really loved him, I always wanted to see him, but I never really got to know him. My stepdad, who has always been there, is the person I always refer to as my dad because he's literally always been there."

Browne thinks Dwight, who was born in Montserrat, went to live in America, but his family have no contact with him either.

"I spent my teenage years ... angsty about wanting to find him, and I see it with children all the time now. How important it is when you're a teenager to know 'Why do I feel this way?'"

She turned the anxiety into curiosity and became an enthusiastic learner until she had to move to the Teign Valley, between Exeter and Dartmoor, in her final year of primary school.

What felt like a "terrible move" to 10-year-old, city confident Browne, turned out to be an "amazing" change.

"We were the only black people in the village, and in the school. I don't remember it being difficult, it was just ... I never noticed myself as a black person and then suddenly I was really conscious of being black in a very white, rural school.

"And there was a real evident lack of awareness of not just what black people were or who they might be or where they might come from, but also what London was like."

She remembers hearing racist comments one day at secondary school but when an older pupil – "Vince" – stepped in, she never had any trouble again.

Losing her bearings during A-levels, she dropped out of college and left home at 17. Browne moved into a shared house, wanting to have fun and socialise. She quickly realised she needed education: "Without the anchor of study, it didn't feel secure."

She re-enrolled at college and gained A-levels in English literature, theatre studies and philosophy.

Soon after, Browne moved to Bristol with her then boyfriend, and never left. "I think I always had this plan to go back to London ... and got as far as Bristol!"

IT'S A PERSONAL THING

What book would you take to a desert island?

In Search of Our Mothers' Gardens: Womanist Prose, Alice Walker's curated essays.

If you could live anywhere in the world, where would you live?

Oh, that's really hard! I'd like to go to New Zealand, I'd like to try that out for a bit, I've never been before.

What's your favourite meal?

I'm so faddy with food, so this is really difficult – but I love fish, so I think it would have to be barbecued mackerel with rosemary and lemon, greens ... just-cooked spinach and fresh new potatoes with butter and salt and a massive glass of really delicious Pinot Noir.

What was the first album you bought?

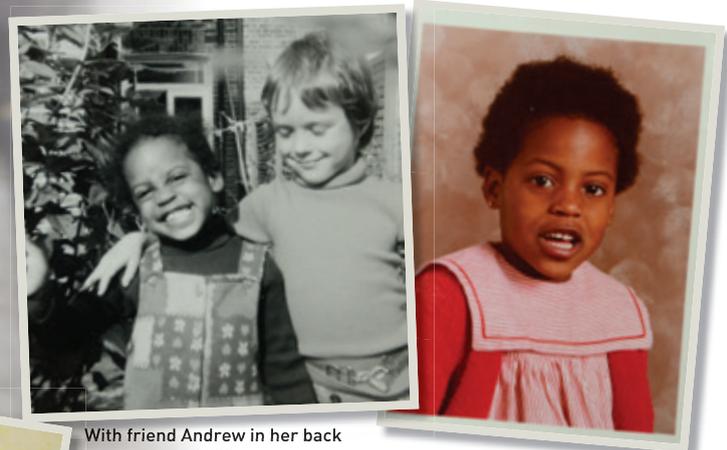
It was a Now one, but I don't remember which number! So one of those, in the 80s. I was also very proud of having bought De La Soul's album, 3 Feet High and Rising, I remember playing that at my grandmother's and she was a bit upset at some of the language in there – she was shocked that my mum had let me buy it!

If you could meet one person, living or dead, who would that be?

Dead, sadly. I would really love to have met Maya Angelou. I heard an interview recently with her that had been recorded just before her death, and I think she was someone that also had so many interactions with so many other African-American writers, thinkers, people who I am also interested in, but she had captured the essence of what they were saying or bringing, in a way that I would just love to hear, on top of everything that she had to say, all of her thoughts on what it meant to be a black woman living a rich, purposeful life.



Angie and friend and fellow assistant principal at City Academy Bristol



With friend Andrew in her back garden early 1980s

School photo, circa 1980

VINE



Angie and her sister in a school photo circa 1984



Beach trip with family early 1980



On a family holiday in Greece



Heading home from a walking holiday in Ireland in 1993

While working at Venue magazine, based in the city, she began an English degree at University of the West of England (UEW) on the site where the Steiner Academy now sits.

Pointing out of her office window, she says: "My first lecture was in that hall over there, and my first seminar was in that classroom over there! It's just the most unusual turn of events."

Encouraged to become a teacher by her aunt, she applied at the last minute to complete a PGCE and became an English teacher for four years before setting up a youth work project for children struggling to stay in mainstream education.

Browne used to walk past an abandoned chocolate factory on her way to her job. She dreamed of setting up a school focusing on the principles developed in her youth work.

"I started to think about what was feeding children's souls and whether we could add something more wholesome into the mix."

In her mind, she said, there was a vision of a school but it didn't exist yet, and she couldn't figure out how to make it happen: "Which is always a bit annoying really."

After a spell at a pupil referral service, she became interested in Steiner education and the idea of setting

up a free school. By chance she then saw a job advert for a principal of Steiner free school, in Bristol. "There was this synergy."

Being pregnant didn't slow her down. Inspired by the pioneering ways of her mother and grandmother, Browne applied and was stunned to learn that the school was planned to open in the chocolate factory.

Sadly, the practicalities of removing asbestos put the dream on hold. The school is located instead on the beautiful St Matthias campus, where Browne studied when it was part of the UWE. The school opened in September 2014 and now has 187 pupils.

What has it been like opening a school with a young child?

"As a mum, and as a teacher, you never quite feel like you are doing enough – you will never be a good enough mum and you will never be a good enough headteacher."

"It has to be possible to bring life into the world and bring forth the children who are going to school, and to be able to work in a school as well; that shouldn't be an impossible task for a woman."

Curriculum vitae

EDUCATION

- 1987 – 1992** Teign School, Kingsteignton
- 1992 – 1994** Exeter College
- 1998 – 2001** BA (Hons) English literature, University of the West of England
- 2001 – 2002** PGCE Secondary English, University of the West of England, Bristol

CAREER

- 1995 – 2001** Project manager, Venue Publishing, Bristol
- 2002 – 2005** Head of media studies and English teacher, St George Community College, Bristol
- 2005 – 2006** Head of English, The George Ward School, Melksham
- 2006 – 2008** Assistant principal: transition and primary liaison, The City Academy Bristol
- 2008 – 2011** Assistant principal: Every Child Matters, The City Academy Bristol
- 2009 – 2011** Governor, St Matthias Park Pupil Referral Unit, Bristol
- 2010 – 2010** Vice principal, The City Academy, Bristol
- 2011 – 2013** Executive deputy headteacher/co-headteacher, New Horizons Learning Centre (Education Other Than At School), South Gloucestershire
- 2012 – present** Governor, Charborough Road Primary School, Filton
- 2013 – 2014** Headteacher, Education Other Than At School, South Gloucestershire
- 2014 – present** Principal, Steiner Academy Bristol

OPINION



HEATHER FEARN

Teacher at an independent boarding school

Would you teach differently if there was a gun at your head?

Do our current teaching methods always achieve the goals we hope for – and if not, why not? It's time to plan with the intention of securing long term retention

I sighed as I looked through the GCSE mock exam scripts. I thought to myself: "It's not my fault some struggled. What can you do? There is just so much to learn." Too many of my students were unable to show "deep understanding". There was little decent analysis because you can't really analyse something you barely remember.

But just imagine, for one moment, that there is a gun to your head. A deranged epistemophilic [a person with an excessive striving for knowledge, that is] promises he will fire if you don't ensure your class learns that topic's key details. He's coming back at the end of the month ... you've been warned!

What could you achieve with your class? What methods might you use? How would your lesson activities change?

It was not a reflection on my class teaching that led me to conduct the thought experiment outlined above. The "gun to head" question sprang from my efforts to help my own young children with their numeracy. Siegfried Engelmann, the writer of a course I found, designed numeracy activities with incredible care to ensure the concepts to be learned were unambiguous and there was spaced repetition and very regular testing of all key knowledge and skills.

Engelmann's methods appeared to ensure children really did understand and remember, long term, all they learned. It seemed quite remarkable.

Initially I could not see how those principles designed to help a child with basic numeracy could be successfully applied to secondary history teaching. The sheer breadth and complexity of the GCSE content seemed to preclude simple testing. How could I build repetition into a subject in which the content is cumulative, not hierarchical and when would I find the time? Also I didn't want to start spoon feeding pre-packaged analysis, I wanted to ensure my classes remembered the crucial detail that would allow them to appreciate the complexities.

It was at this point that I asked myself the "gun to your head" question.

Finding answers to how I would teach differently if a life depended on it began with a change to my mentality. So often in teaching we expose our classes to material and hope some sticks beyond the lesson but

we know, really, that little will be remembered in a week, let alone a month or a year. What if, in my planning, I began by identifying the non-negotiable content I expected all to learn long-term and then planned how that could be achieved?

I found that planning with the deliberate

So often in teaching we expose our classes to material and hope some sticks beyond the lesson

intention of securing long term retention was surprisingly empowering because I could see the impact of my efforts. I was struck by the increasing richness and originality in my students' explanations of events when they drew on a fuller picture of the context.

But was I ignoring less tangible teaching goals? My PGCE and subsequent professional development barely mentioned strategies to ensure long-term retention of key detail. Instead training focused quite heavily on methods to achieve broader educational goals such as "independent learning using critical thinking" or on "developing cooperative skills". The desirability of such attributes is indisputable.

Just how sure are we that our current methods actually achieve these goals? The findings of cognitive psychologists challenge the assumption that skills, such as critical thinking, learned in one context can be applied in another and suggest it is actually deep background knowledge of an issue that is most crucial to help you think critically about it. My own experience has borne out these claims. What is the evidence we are relying on to justify our goals and the methods used to achieve them?

The tangible gains from my new focus on long term retention give me some confidence that I can significantly improve my students' recall and thus ultimately their understanding of history. However, if that deranged pedant appeared at your classroom door, which of the outcomes we are told our teaching achieves would you be willing to stand by? How sure are you?



LIAM COLLINS

Headteacher of Uplands Community College

Radicalisation is not a new topic for teachers

Despite Ofsted's changes to the framework, we are already doing what we can – and how is this new duty imposed on us any different to what went before?

This week I received more than 50 emails trying to sell me things for our school – 15 of them related to radicalisation, extremism or the new Prevent strategy.

This isn't new. Whenever the Ofsted framework changes, we get the same thing. Likewise with special needs changes, new pedagogical fads, finance issues.

It's okay, though. One of the emails today for radicalisation training gives me 50 per cent off. Hurray!

They're late, though. I've already done the Prevent training and I've delivered it on to all my staff. The problem is it didn't make clear why, or how, (or if) I will be held responsible for the actions of pupils who I only see for six hours a day.

Can I really expect to fail an Ofsted inspection if a child of ours leaves to fight in Syria? Or worse, having watched the "Trojan horse" investigations unfold, and seen how headteachers lost their jobs after being allegedly pushed by hardline governors, but also hearing from people at the school that the portrayals were not always accurate, it's hard to know what really happened and what really is at stake.

If I don't stop children, or governors, from extremism am I culpable? We've put filters on our websites, and we are all being vigilant in case of radicalisation, but we have no Muslim pupils and it's not clear to what extent the duties extend beyond Islamic radicalisation and into other territory.

In fact, it's not entirely clear why this new duty on teachers is different to before. If a child didn't turn up, that was a safeguarding concern anyway. If a child was vulnerable and at risk of harm, we already referred it.

These new issues seem to have become a blur, with particularly harsh consequences for anyone caught not doing the right thing, and a lot of people making money out of it.

Which leads back to the emails. One received today is offering an off-the-peg policy for the knock-down price of just £219. Thankfully, we don't need it. As we are a maintained school, East Sussex local authority has already given us a policy and, as it subscribes to The Key (a schools information service) on our behalf, we are able to get guidance from them too.

Not everyone is in this position, though, and judging by the number of emails we are getting schools worrying about radicalisation is turning out to be a pretty lucrative industry.

Then there's the headache of "British values". Among the emails you'll find offers of audits, templates, lessons plans. The only problem is, it's not entirely clear what anyone means by British values.

It's not entirely clear why this new duty on teachers is different to what went before

To people of my generation, British values mean things like curry, and reggae, and dance music. Being polite and democracy are more a reflection of liberal western culture. In fact it's a bit odd to consider democracy as a British value, given that it's a Greek concept.

In our school, we don't talk about British values, we talk about Uplands values. It's a concern as to whether or not this is enough. The problem of Ofsted is that we can explain this – we can say that Uplands values are British values – but if an inspector leaves our classroom to check, we find ourselves in a Sliding Doors situation.

Do you remember that film? It's the one where Gwyneth Paltrow's character splits in two, showing how her life could be different if she'd taken a different path. It's possible our inspector could turn left down a corridor and ask five kids what democracy is, and would get five great answers.

However, he or she might turn right and run into a kid who is having a bad day and tells her to get lost. There's always the hope that if an inspector didn't find the evidence, they might give you the opportunity to find them the route that had all the hundreds of knowledgeable kids on it who do know about democracy, but with only a few hours for inspections that might not be possible.

So where does that leave a headteacher?

What we need is greater clarity on the level of accountability heads should expect for the radicalisation agenda. An answer that doesn't cost £200 or more would be helpful.

It isn't unreasonable to expect an 11-year-old to use a comma as a thousands separator – this is a policy that has been made clear since the sample tests were published in July 2015

I am under no illusion that year 6 teachers have an extra challenge this year preparing for the new Key Stage 2 (KS2) tests. However, this challenge is only going to be increased when the education press publishes what I believe to be incomplete information about the timing and content of the changes.

According to *Schools Week*, the Department for Education only “announced” that commas will be used as thousands separators in KS2 mathematics tests in January. In truth, the use of commas in the tests was made clear when the sample tests were published in July 2015 where all large numbers included commas. This has given primary schools nearly a year of lead-in time to ensure their pupils are adequately prepared.

The communication sent to schools on January 13 was simply a clarification email from the Standards and Testing Agency (STA), prompted by a number of calls to its helpline, explaining how the incorrect use of commas would be marked.

It is by no means excessive to expect an 11-year-old to use a comma as a thousands separator. This practice is entirely commonplace across Britain – as the articles, corrections column, and job adverts in this own publication testify – so all pupils need to understand it. For the same reason, the year 5 mathematics curriculum mentions pints,



NICK GIBB

Minister of State for Schools

Schools Week hasn't done the maths on commas

a peculiarity of our cultural make-up that remains central to life in modern Britain.

One day, Britain may be aligned with the recommendation against commas that you quote from the International Bureau of Weights and Measures. But until that day comes, our schools should prepare children for life in the Britain that does exist, not what Britain has been advised to become.

In addition, last week's issue of *Schools Week* reported that since January 5, the DfE has made almost 30 updates to the Assessment and Reporting Arrangements. It neglected to mention that 24 of those changes were to tidy formatting, and three were to clarify wording following feedback – hardly the stuff to prompt a full overhaul of a school's year 6 schemes of work. Only one of the changes was substantive: an alteration designed to bring the document in line with guidance on teacher assessment that the STA published in December 2015.

The same article also questioned why more

information has not been provided on scaled scores, and the expected standard of the new tests. Again, this was all explained on the Gov.uk website in July last year. As the guidance states, the STA cannot give full information about what the scale will look like until pupils have taken the tests, and the tests have been marked.

Since the government response to the consultation on primary assessment and accountability was published in March 2014, we have been clear that the new expected standard will be broadly equivalent to the old level 4b. As all good teachers know, the best way to prepare pupils for tests is to teach the full class the full curriculum, to push every pupil to reach their full potential, rather than worrying about where an expected standard lies.

We introduced the new national curriculum for primary schools in September 2014 due to an urgent need to make sure all 11-year-olds master the basics. That – in the world's fifth

largest economy – around one fifth of our pupils are functionally illiterate or innumerate at the age of 15 is a national scandal that we are committed to remedying.

Our schools should prepare children for life in the Britain that exists, not what it has been advised to become

I am entirely aware that in the short term changes to the national curriculum and testing arrangements are disruptive for teachers, but in the long term we will have a far more sophisticated system for reporting assessment results that will allow for year-on-year consistency.

With such new arrangements on the horizon, we are working hard to make sure that guidance for schools is accurate and timely. It doesn't help anyone, however, when there is misinformation about changes that imply additional confusion when in fact there is none.

Editor's note: We did contact the DfE and the minister's advisors to discuss the story before we wrote it. These issues were not raised with us at the time.



LAXMI PATEL

Solicitor specialising in special educational needs

How the new special needs system works

A new special educational needs (SEN) system has been in place for more than a year. But have the changes been positive? Laxmi Patel gives them a broad thumbs up – but warns that cuts are taking their toll

1 More involvement from children, young people and families

The new system puts children and young people at the centre of discussions about the support offered. Schools must consult with children and their families when making decisions about the support offered and be prepared to offer support in new ways.

Education, health and care plans (EHCP) have replaced statements and learning difficulty assessments. For the first time, parents and young people can ask for a personal budget, which is the estimated cost of support set out in the EHCP. They can also ask

for direct payments meaning that, in theory, parents could receive money to purchase and manage services themselves to, for example, employ their own teaching assistant.

I say “in theory”, because the local authorities and headteachers can refuse this request. In many schools, for each child to have their own teaching assistant would be unworkable. But in some instances, for example where the child has very specific needs and where consistent support is required across home, travel to school and at school, it may be the best possible outcome for that child. Arrangements like this will introduce employment, health and safety and training issues for schools. These cannot be ignored as part of the new child-centred approach.

The new law gives young people new rights at 16. From that age, schools must consult with the young person directly and unless

the young person does not have the capacity to make decisions, their views will take precedence over their parents' views.

The new regime means teachers are now more accountable for the progress of every child

2. SEN support now goes up to 25

A young person with an EHCP is entitled to continue to receive support up to age 25, provided their educational outcomes have not yet been met. This means that schools and colleges can offer courses beyond the traditional age 19 cut-off, provided they are registered to do so, and that the school or college can be named in the plan. Local authorities must consult with the school or college before naming it in an EHCP but, once named, the school or college must admit the young person. Schools and colleges need to be aware this supersedes other admissions routes.

3. Teachers are more accountable

The new SEN regime places responsibility on teachers who are now more accountable for the progress of every child, including those supported by specialist staff. There is emphasis on the need for teachers to identify SEN and

to deliver high-quality, differentiated teaching for pupils with SEN. This means that as part of performance management, teachers will be judged on how well they teach children with SEN. It should address SEN-related training and development needs. Senior management needs to ensure that teachers have access to the training, sufficient time to plan and differentiate lessons and to liaise with support staff.

4. School Action and School Action Plus

These separate categories are now one category and schools can devise their own scheme for measuring progress based on these steps: Assess, Plan, Do, Review. Schools need to make their progression route to increased support clear and know when it is necessary to request support from outside agencies and when to request an EHCP needs assessment.

5. Concerns over budgets

We all want excellent facilities and teaching for all our children. The new SEN regime gives a sense of gradual shifting of responsibility from local authorities to schools. There is more emphasis on the need for excellent teaching and the need to provide for children and young people with SEN from the school's own resources. Support available for pupils with SEN is inevitably affected by budgetary cuts to local authorities and the NHS. This means schools are finding it increasingly difficult to access external advice without a long wait, if at all. One way of accessing additional funding for children with SEN is to get it in the child's EHCP.

REVIEWS

TOP BLOGS
OF THE WEEK

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



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

Living the dream: What the heck is social diversity anyway?

By @Penny_ten

Penny Rabiger has only recently ventured into the world of blogging. I think she writes very well. Here she explores the complex nature of social diversity and the issues inherent in trying to create a more equal society through the power of education.

Penny concedes: "for some to move up, others must move aside and make room". She accepts we need to encourage high aspirations, ambitions, even idealism, but we also have to educate students about social diversity itself, to ensure they embrace reality. Penny advocates "a commitment to educate students about the divisiveness of our society and how inequality is embedded at every level. This is not to demotivate or disincentivise our young but rather to empower them to perhaps be the agents of change." Her "four things to help students think big" are excellent.

Kindness

by @RufusWilliam

Rufus considers a teacher whose impact on his life was significant. Reflecting on his relationship with her, and her particular qualities, it struck him that it was her capacity for kindness which made the difference. This kindness, however, was not about "being 'nice'". There was no arm around the shoulder". This was kindness manifested in establishing the most positive culture within the classroom, having high expectations and

setting an appropriate level of challenge. This was a teacher who knew each individual and adjusted her teaching accordingly to get the best from every learner.

In his eighth year of teaching, Rufus reflects on this teacher's qualities and how it has affected his own development as a professional. He concludes: "I'm far from perfect as a teacher; I'm proud to say that I try to be a kind one."

Beware the hippos! Why is successful CPD so rare?

By @Waldenkent

In a guest post for The Key, Ben White discusses educational research, and why in the world of education we have had only limited success in scaling up interventions deemed to be effective elsewhere. He suggests that achieving educational success requires a slower pace and deeper, more thoughtful consideration than we often accord it. We need to be sensitive to context, prepared to adapt and customise rather than import ideas, and carefully evaluate progress along the way. We also need to ensure we are focusing on the real issues, "identifying gaps between a perceived problem and what is actually happening". If we keep a clear focus on educational principles, evidence-informed practice can bring about progress. However, we need to be alert to "hungry hippos", which can derail our plans.

The art of subtraction

by @jasonramasami

In a recent post on the danger of doing too little, because we try to do too much, Andy Tharby includes the link to this short animation. The two-minute video illustrates succinctly and powerfully how, in education, we are "addicted to addition". If only we were able to learn "the art of subtraction", we should find ways of doing less and achieving more. There is a powerful lesson here for teachers and school leaders at all levels.

Happiness starts now. Have a break

By @JenJayneWilson

Another blogger new to me is Jennifer Wilson, who writes here about the importance of finding a sustainable balance in our lives and not feeling the need to be 'happy' as an additional pressure. I really appreciated the central message of this: "When all is said and done, most teachers are dedicated professionals who care immensely about their students and their school communities and it's for this reason that resetting our perception of happiness is key. Happiness starts now. It starts with looking after yourself."

BOOK REVIEW

The Truth About Our Schools: Exposing the myths, exploring the evidence

Author: Melissa Benn and Janet Down

Publisher: Routledge

ISBN-10: 1138937177

ISBN-13: 978-1138937178

Reviewed by: Laura McInerney



A historical problem for people in the Labour party is their inability to make hard arguments about education. Sit in an education debate at the annual Labour conference and you will soon hear audience comments descending into a melange of "let's give every child a hug and a screwdriver". When the Conservatives are promising flashy academies that they claim will get parents' children into top universities, Labour needs something more in its arsenal.

Like an educators' Batman, *The Truth About Our Schools* should become the party's secret weapon.

Melissa Benn and Janet Downs are part of the Local Schools Network, a formidable group of writers, campaigners, investigators and talking heads who throughout the past six years have proved a constant thorn in the side of education reformers pushing in the direction of academies and sacking heads for poor performance data.

Whenever the Department for Education puts out a press release claiming academies are out-performing schools, it is as if one of the group puts out a bat signal and within 30 minutes a blog is usually on the site debunking the stats.

This book takes that debunking and runs with it. The early chapters are longer reads – setting out to slay "eight myths" of current education reform, including "choice will improve education in England" and "teachers don't need qualifications". At the back are a collection of shorter pieces, taken directly from the blog and given a light edit. They do a neat job of being more positive: stating what the group would like to see in the future rather than merely taking apart the ideas of others.

Each chapter is impressively footnoted, with one getting the feeling that not a single PDF has passed the threshold of government without it being consumed by the authors and placed on an index card in a box labelled "things we can throw back in their faces later".

Where a book like this inevitably falls down is in claiming "The Truth" in its title and then being selective in evidence and interpretation. I didn't expect anything else. Authors have a set word count and they are not arguing that this is "The Bible of Everything About Schools". But it sometimes meant a paragraph, or even an entire chapter, irked when the "truth" I was being sold didn't fit with the version that I knew.

For example, in one chapter the Hackney Learning Trust is held up as a great example of how to successfully intervene in poorly performing schools. It is described as an "arms-length, not-for-profit organisation" which "acts as a central broker of everything from school improvement strategies to fair admissions". This is seen as a good thing, and a better alternative than making schools academies.

Academy trusts, meanwhile, which are also "not-for-profit" organisations are described as if they are inevitably a slippery slope to profit-making privatisation. Regional schools commissioners, the government's new school improvement brokers for the entire country, are not even mentioned in this book though one expects they would be resisted by the authors if they were.

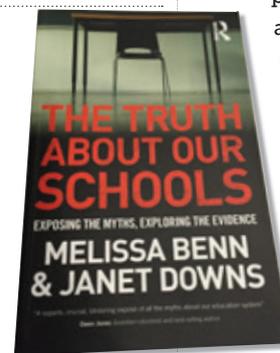
But where's the difference? Why is it a good to hand an education department of a local authority to a non-profit-organisation, but not handing schools to non-profit academy trusts? There's no clear answer.

Better chapters are those regarding standards in academies and free schools, which pack serious statistical punches (full disclosure: I found myself cited in these chapters, but rather than make me positive, it means I'd be the first to complain if facts had been taken out of context).

The final "myth", of whether progressive education is ruining education, is a little eye-roll worthy but ends on a quote from Robert Peal, whose distinctly traditionalist views have riled many on the left.

"For the moderate-minded observer, it would seem that the obvious path lies through the middle of each of these statements," Peal says, referring to whether punishments for children are cruel or vital. Frankly, that same line also sums up how one should read this book. It's a fast-talking, stats-thumping piece with a one-sided bent.

Whether or not you'll like it probably depends on whether or not you agree with it.



NEXT WEEK
Collapse of parenting
By Leonard Sax
Reviewed by Ros McMullen



COLIN RICHARDS

Emeritus professor of education at the University of Cumbria, former HMI and chair of governors in a Cumbrian secondary school

OUR MONTHLY GOVERNORS' CORNER

Let's give Ofsted's short inspections two cheers (for now)

The lighter-touch regime is a welcome move, but why is the chief inspector still obsessing over pupils being well behaved and showing respect when finding after finding shows this is the norm in the vast majority of schools?

Sir Michael Wilshaw, Ofsted's chief inspector is right to point out that since September 2015 it has been inspecting schools judged "good" in a radically different way. He explains the introduction of these changes as testament to an overall rise in educational standards to which he has previously claimed Ofsted has made a major contribution. He does not discuss other factors that have contributed to these changes, such as the well-founded criticisms by Ofsted's detractors, Ofsted's perilous credibility or the increasing pressures on its own diminishing budget.

This lighter-touch, short inspection regime for at least a proportion of schools is welcome. It does represent a marked departure from the inflexible, resource-consuming, "one size fits all" approach of previous inspection regimes. To use the chief inspector's own words, the short inspections should "encourage challenging, professional and, above all else, honest dialogue between HMI and senior leaders, including governors", though in so doing he unwittingly(?) implies that in many previous cases dialogue was less than "honest" and not "professional" enough. If true, that would be a very significant criticism of both inspectors and school leaders under the previous inspection regimes.

Sir Michael claims that the feedback received from headteachers has been "largely positive". I don't doubt that (especially when heads' previous experience

of inspections is considered) but it would be helpful to know in more detail the strengths and shortcomings of the new arrangements.

This reported welcome raises the issue of why the same dispensation should not apply more widely. Wouldn't so-called "outstanding" schools also benefit from challenging professional dialogue (as would the inspectors visiting those schools)? The chief inspector's rhetorical question: "How many schools can genuinely claim to be perfect institutions with no room for improvement?" applies to every school, even the most outstandingly "outstanding".

It is reassuring to read that inspectors are prepared to go beyond performance

It is reassuring to read how, on short inspections, inspectors are prepared to go beyond performance data, do not expect every problem to have been resolved and are giving schools credit for "robust and practical" plans to address areas of concern. But it is less welcome news to find that Ofsted comments are still expressed in formulaic terms, which fail to give the promised vivid, bespoke picture of the inspected school. Readers may be irritated too by the references to the chief inspector's obsessive preoccupation with pupils being well behaved and showing respect, when

finding after finding suggests this is normal in the majority of schools.

It is welcome too that inspectors are engaging in short inspections of "good" schools under the assumption that they will remain good. That's a very different, and more positive, stance than that taken until recently. But it raises a further question. If Ofsted has confidence in the beneficial effects of its own inspection system, shouldn't it also assume that the schools "requiring improvement" have moved to "good" as a result of acting on Ofsted's findings, and only refuse to confirm that grading if a one-day inspection followed-up by section 5 inspection find otherwise?

According to Sir Michael, inspectors are telling him that "a one-day inspection is usually enough time to make a proper assessment of the school". That begs the question of what constitutes a "proper assessment", but pre-1992 inspection experience strongly suggests that a tentative but reasonably authoritative assessment can be made – provided the inspectors have appropriate experience of the age range and have visited a wide variety of schools (including "outstanding" ones).

That kind of overall assessment should not claim too much. It cannot possibly, for example, claim to report "consistently high quality teaching as well as impressive pupil progress and outcomes" on the basis of a few lesson observations, a learning walk or two and a brief work scrutiny.

It is still early days for these new arrangements but two, though not three, cheers may be in order.



A week in Westminster

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

THURSDAY:

Ofsted's head honcho Sir Michael Wilshaw is known throughout the education sector as a straight talker. When it comes to juicy bits of information, the general rule is that if he's got it, he's probably going to share it, whether mandarins want him to or not. So Week in Westminster was surprised to see a key bit of data missing from Sir Michael's latest commentary.

Far from the televised fireside chats we all fondly imagined when Wilshaw's regular policy segments were announced, the chief inspector's regular opinion pieces are published in written form on the watchdog's website, with separate data releases to back them up.

In his latest contribution, Sir Michael was keen to point out that, under new "short inspections", 27 schools had seen their Ofsted rating rise from "good" to "outstanding". Inspectors saw the opportunity for improvement and visited again.

But the figures from the other end of the scale were conspicuous in their absence from the text. The revelation that 88 schools, more than a quarter of the 318 seen under the new short inspections,

had fallen from "good" to "requires improvement" or "inadequate", was hidden in the data.

FRIDAY:

It's that time of year again, as posters, billboards and signs sprung up across the country last week to remind people to get their tax returns in to HMRC by January 31.

Similar reminders might have been useful at the Department for Education (DfE), which, at the last possible opportunity, used a small bit of legislative wrangling to delay the deadline for submission of its accounts to parliament.

This sneaky use of parliamentary procedure did not go unnoticed in the corridors of power and has prompted an investigation into the DfE's finances by the education select committee.

But we suspect Carmichael and co aren't the only ones who feel a little bit cheated by the situation.

Week in Westminster wonders, for example, how many academy chains forced to meet similar deadlines with their own accounts might now feel inclined to seek such an extension ...

MONDAY:

Disappeared. We think the DfE redacted it.

TUESDAY:

Anybody who knows Nick Gibb will be acutely aware of his boundless energy, especially when he's given the opportunity to speak on one of his many favourite subjects such as phonics, times tables, phonics and more phonics.

Nothing could sum up this enthusiasm more appropriately than the pace at which the schools minister sprinted from his office in Sanctuary Buildings to parliament's Westminster Hall for a debate on the improvement of academies in Telford, organised by the town's MP, Lucy Allan.

After apologising to chair Sir Edward Leigh for his slight tardiness, Mr Gibb proceeded to boast about his Olympian efforts, remarking that "never has the journey on foot from the Department for Education to Westminster Hall been as swift as the one that I have just undergone in order to hear my honourable friend's speech".

As the minister is such a fan of fact

checking (see his column on page 14) Week in Westminster looks forward to trailing him with a stopwatch before future debates.

WEDNESDAY:

There are some things Nicky Morgan is determined to keep private, and her plans for the future education of her son are no exception.

The *Leicester Mercury* has reported that the education secretary ducked questions about whether or not her son, now eight, would continue his schooling in the state sector at a Westminster lunch.

Morgan was asked about her plans after David Cameron was reportedly considering sending his son Elwen to Colet Court, an exclusive London independent school.

According to the *Mercury*, Morgan said her son was very happy at a local primary school, but that she had no idea what the family would choose next.

"People's families haven't asked to be elected, or to be in the public eye.

"And, as a parent, you must do what's right for your children," she added.

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

FEATURE

WHY 'AUDITS' ARE FOR TEACHERS TOO

IMPROVING CLASSROOM PRACTICE IS A TOP PRIORITY FOR MOST SCHOOL LEADERS, BUT HOW? SOPHIE SCOTT SET OUT TO LOOK AT A NEW TREND FOR GETTING HELP FROM FRIENDS

SOPHIE SCOTT
@SOPH_E_SCOTT

Investigates

One of the dozen or so working groups set up by education secretary Nicky Morgan focuses on teachers' professional development. The group has yet to report back and will set out a standard for continued professional development (CPD).

Its independent members have backgrounds in school leadership, academia, and frontline working. The chair is David Weston, the chief executive of the Teacher Development Trust, which currently offers member schools in its network an opportunity to audit their CPD offering.

Schools Week visited one school as it was being audited to find out more about the process, and what others could learn from it.

Roding Valley High School, in Loughton, Essex, is in the middle of its second audit from the Teacher Development Trust (TDT) Network, a peer evaluation of the way the school uses, embeds and prioritises its CPD. Last time around it achieved bronze; schools are awarded gold, silver, bronze or pre-bronze – with gold being the highest.

The TDT recognises that ambitious school leaders will want to focus on the CPD of their staff, and challenge what they have on offer. But development costs money. This is not something a school with a limited budget or crumbling buildings should prioritise, as Mr Weston points out.

"That's not to say it's not important. I think many schools think about CPD as an add-on and it is a real missed opportunity and it can fix bad practice and culture within the school."

He said the TDT, and the best schools, work from a bottom-up approach – the teachers should be setting the CPD agenda with the pupils in mind and the senior leaders listening to what the staff want, rather than the senior leadership team (SLT) deciding what needs to be done.

There are currently 120



David Weston

member schools, from across the country, and 84 of those have so far had audits. What can be noticed from the results (right) is that very few have achieved gold – suggesting there is a lot more that schools can be doing to improve CPD.

Judith Hodges, assistant headteacher with responsibility for teacher development, leads the school's teacher development and has had responsibility since September 2014.

She said one of the most useful aspects of the scheme is the chance to visit other schools. Her predecessor visited another member school to see an already-established "outstanding" sixth form before Roding opened its sixth form.

But this is a key point when it comes to CPD; having the time to do such things is a bonus, but more teachers need it to be able to embed practice and learn more.

Ms Hodges said the school has been able to send staff to a number of different schools and events to help with CPD and said it was not just formal learning that was important, but the informal discussions that took place.

She added: "The process is really positive. Having the survey means you can get a wide range of views from staff anonymously; people can be really honest and that's then measured against the views of SLT in terms of where we are at is really useful."

Those involved push aside any suggestion that the visits are like a "mini-Ofsted", emphasising the collaborative and grassroots side of the process.

One of the main barriers to effective CPD is a lack of time and prioritising by senior leaders. As more schools become involved in the network, says Mr Weston, CPD's importance needs to be recognised.

The trust says there is no clear way of evaluating the impact of good CPD on learning outcomes – schools themselves must find a way to do that.

Roding Valley has since been re-awarded bronze status for its CPD, with a significant number of improvements since its previous award.

AUDITED 84 SCHOOLS IN TOTAL

GOLD
5

PRE-BRONZE

4

SILVER
31

BRONZE
43

HOW DOES AN AUDIT WORK?

THE AUDIT CONSISTS OF THREE ELEMENTS: A SELF-EVALUATION FORM COMPLETED BY THE LEADERSHIP TEAM; A WHOLE STAFF SURVEY, COMPLETED ONLINE, TO GET FRONTLINE OPINION; AND AN ASSESSMENT FROM ANOTHER MEMBER ORGANISATION.

A FULL REPORT IS GIVEN TO THE SCHOOL, GIVING DETAILED FEEDBACK, AND A "MEDAL" RATING (GOLD, SILVER, BRONZE OR PRE-BRONZE). STRENGTHS ARE PUBLICISED ON THE MEMBERS' AREA OF THE WEBSITE SO OTHER SCHOOLS CAN SEE GOOD PRACTICE.

THE INSIDER PERSPECTIVE:

Phil Stock, from Greenshaw High School in Sutton, was taking part as an auditor at Roding Valley High School for the first time.

Mr Stock, the school's assistant headteacher with responsibility for professional development and teaching and learning and English teacher, will work with the Teacher Development Trust to compile a final report for the school.

Over the day, Mr Stock (pictured right) and the TDT speak to an NQT, the headteacher, the CPD lead, a middle leader, an experienced classroom teacher, support staff, a teaching assistant and a governor to assess how the school is doing on CPD.

Mr Stock has been on the receiving end of a visit, so can empathise with the process, but also on the day-to-

day challenges schools face. He said: "Being a colleague allows me to give feedback from a similar position, and I understand some of the challenges as many are exactly the same that we face."

"That is something that I think everyone in the profession can really relate to at the moment with how things are going. It's good that staff can have a mechanism to talk about how they really feel about the school's attitude to CPD."

"One of the challenges of this role is also talking to schools where they might not have done as well as they think they have. It will be difficult. But that's not it. That means you can have a productive conversation and you can work together to prioritise and take action."

"Schools can continually improve. It's not like you are

Phil Stock



outstanding and that's it. There is always room to grow and develop."

He said the rubric used to evaluate schools was rigorous, but allowed them a chance to "zoom in" on CPD.

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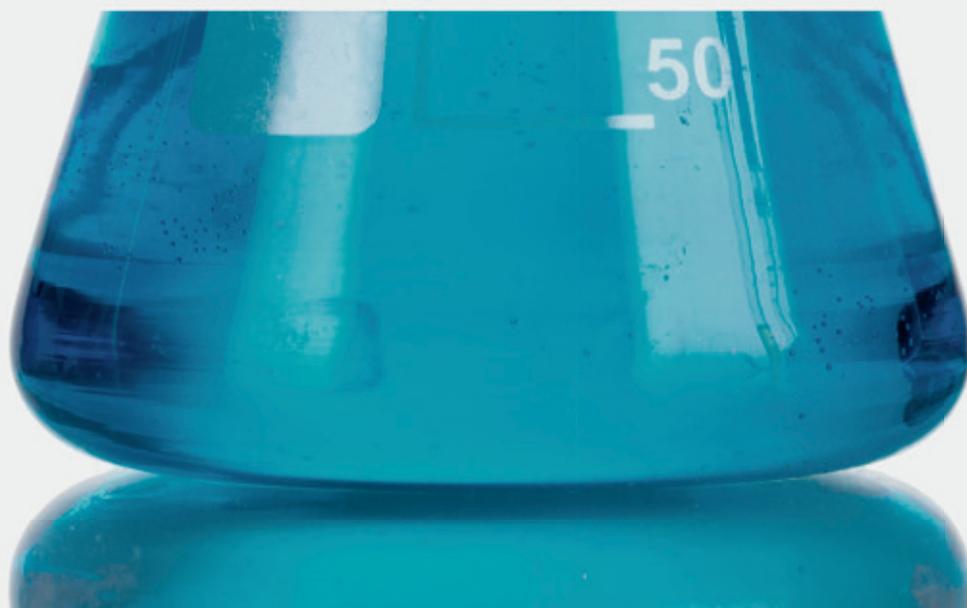
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GATEWAY, 21ST CENTURY



School Bulletin



Rudi Oppenheimer (middle) with pupils at Pimlico Academy

Holocaust survivor's account streamed to schools

The testimony of Holocaust survivor Rudi Oppenheimer was streamed live into hundreds of schools across the country last week.

More than 30,000 people watched the video to mark Holocaust Memorial Day on January 27.

Rudi is a survivor of concentration camp Bergen-Belsen and was awarded the British Empire Medal in the latest New Year's Honours List.

Mr Oppenheimer has already spoken to almost 1,600 schools through his work with the Holocaust Educational Trust but the streaming resulted in him talking to his

largest audience to date.

Rudi said: "Before today, the largest audience I have spoken to was around 600 people. To know that thousands of people across the country have heard my story today is truly incredible."

The event was broadcast live from Pimlico Academy, London, and those watching online were able to ask Rudi questions.

Karen Pollock, chief executive of the Holocaust Educational Trust, said: "As Holocaust survivors sadly become fewer and frailer, we want to ensure as many people as possible have the chance to hear their testimony while they still can."



Stanley Robb with his winning design

One rabbit won: pupil's drawing takes prize

Stanley Robb's depiction of a rabbit in a forest has won a national arts competition to design the front cover of a schools art catalogue.

The eight-year-old pupil from Wooldale Junior School in Holmfirth was selected from more than 150 entries from across the country.

In addition to his design being published on the front cover of the 2016 YPO catalogue, the education products supplier who organised the competition, Stanley will also receive a £250 voucher for his school.

Simon Hill, managing director of YPO, said Stanley's work really stood out among some "very high quality" entries.

"The picture demonstrates great skill and creativity. The judges all agreed that it was a worthy winner, which will make a fantastic feature on the front cover for our 2016 arts catalogue," he added.

Debbie Turner, school business manager at Wooldale, said the school was delighted with Stanley's win and was excited to receive a copy of the catalogue with his published artwork.

United Learning pupils take part in musical

FEATURED

Pupils from United Learning schools across the country took to the boards for a performance of Zimbe! at London's Lyceum Theatre last week.

Conducted by the composer Alexander L'Estrange, more than 1,000 students and their teachers from the trust performed songs from the fusion of traditional African song and jazz.

The students had all been rehearsing their parts within their schools for months and only had a handful of opportunities to come together as one choir before the final performance.

There were special performances from Kettering Buccleuch Academy's African djembe drummers as well as dancers from Lambeth Academy and the Glenmoor and Winton Academies in Bournemouth.

Satra-Sia Sumana Kisson, a Paddington Academy pupil who was one of the event's presenters, said it was a great experience.

"Although I was nervous at first, the high energy of the performers and the crowd made it feel a lot more natural," she added.

Another memorable moment from the night was a solo from Olivia Hewitt-Jones, a pupil at Hull Collegiate School, who sang a traditional South African funeral song, Aleluya/Thuma mina.

She was accompanied by Caterham School Chamber Choir, who performed from the private boxes at the theatre.

Olivia said: "It was amazing to be able to perform on the stage of the Lyceum.



Dancers from United Learning schools performing songs from Zimbe! At the Lyceum Theatre
Inset below: Olivia Hewitt-Jones performing a solo accompanied by Caterham School Chamber Choir



I was definitely apprehensive to sing such a moving song in front of so many people. But working with

performers from all the schools meant we were all in it together and created a great atmosphere."

Catherine Barker, head of music and performing arts at United Learning, said she was "immensely proud" of all involved who had put on "such a spectacular event".

"I am particularly pleased with the feedback from students and staff who have said how much they enjoyed the opportunity to get together with other schools to perform Zimbe! Events like this one show off the uniqueness of a group

like United Learning as a true partnership between state

and independent schools," she added.

Jon Coles, chief executive of United Learning, said: "One of the advantages of being a national group of schools is that we can bring our most talented pupils together from all over the country to participate in events like this.

"An opportunity to sing in a magnificent theatre like the Lyceum is an ambition that many have but few have the chance to realise. So it's been wonderful to see our singers enjoy the experience and come together to perform."



Kettering Buccleuch Academy pupils getting ready to perform

NEW EDUCATION CENTRE AT UCL LAUNCHED

More than 120 educators helped to launch a new centre for post-14 education and work by the UCL Institution of Education last week.

Held at the Institute of Education, attendees at the event heard how the centre aims to support improvement in post-14 education and "stimulate debate around the relationship between education, working life, and active citizenship".

The centre will undertake research in a number of areas, including technical and vocational education and training, and adult skills, community and lifelong learning.

Paul Grainger, co-director of the centre, said: "Each year I tell my students that it has been a turbulent one for education and training, and each year it's true.

"Stability is never on the agenda. It's the price that education and training providers pay of being part of a dynamic, responsive sector.

"It is important that there is a strong academic, research and development centre dedicated to further and continuing education – professional, vocational, community and work-based learning are fundamental to local prosperity, and a better understanding of how they relate to employment and productivity levels is vital."

You can join the centre's network at tinyurl.com/poskw62

MOVERS & SHAKERS

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

Ormiston Trust has announced that **Ben and Michael Dyer**, founders of the National Enterprise Challenge, and **Laura Trott**, an adviser to David Cameron, will be its first patrons.

The trio will act as ambassadors and advisers to the charity, sharing their professional knowledge and expertise.

Cousins Ben and Michael Dyer founded the National Enterprise Challenge in 2012 after working in enterprise education for several years, including with the Chambers of Commerce and the BAF Diploma.

Michael Dyer said his main aim as patron will be to promote the trust and to get young people "thinking about enterprising skills and entrepreneurship, which is something we are passionate about and have been doing for a long time".

Ben Dyer added: "We would like to ensure all of the young people in the trust's schools have got that enterprise mind-set so that they want to raise their aspirations as well as developing their key skills.

"We want to encourage them to build their teamwork and leadership abilities which will only make them more employable.

"I think we can use our expertise as part of the role, and in doing that, we will be offering a good service to the trust



Ben Dyer



Michael Dyer



Laura Trott



Brian Lightman

and its students."

The pair both went to Staffordshire University and studied the same course. They completed a foundation degree in business starting and then a degree in business management.

Laura Trott is a key adviser to Downing Street. As head of strategic communications she coordinates what is being announced every day.

Ms Trott said: "I have always believed that where you are born shouldn't determine

where you end up.

"The work of Ormiston Trust, through Ormiston Academies Trust and Ormiston Families, helps children and families to really fulfil their potential.

"I am honoured to become a patron and help the trust extend its reach even further."

Ms Trott studied history and economics at the University of Oxford.

Brian Lightman has stepped down as general secretary of the Association of School and College Leaders.

Malcolm Trobe, the current deputy general secretary, will take over on an interim basis until the association appoints a permanent successor.

Mr Lightman, who has held the position since 2010, will set up an education consultancy, but has pledged to continue supporting school leaders.

Asked about the biggest challenge now facing school leaders, Mr Lightman said: "In the face of many changes and financial challenges, keeping hold of their vision for education and making sure they are not distracted from why they all came into the job – to enable all young people in our care to achieve the very best."

Mr Lightman was also president of the organisation from 2007 to 2008.

A graduate of the University of Southampton, he started his professional life as a modern foreign languages teacher in the south east.

He became headteacher of Llantwit Major School in 1995 and was headteacher of St Cyres School in Penarth from 1999 to 2010.

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

Do you know an **inspirational** and **outstanding** FE lecturer, teacher, support worker or volunteer working in a Cornish college or school who you would like to nominate for the **Cornwall Teacher Awards 2016**?

If you would like to make a nomination for the **Cornwall Teacher Awards 2016**, simply visit the website to vote.

More information coming soon, keep checking our website: www.cornwallteacherawards.org





HIGH STREET, CROFTON, WAKEFIELD WF4 1NF | TEL: 01924 862985 | WWW.CROFTONACADEMY.ORG.UK

REQUIRED FROM SEPTEMBER 2016 (OR EARLIER IF POSSIBLE)

HEADTEACHER

L31 -37

£79,872 - £93,454

Closing date for applications is noon on **19th February 2016**. Visits for interested applicants welcome on 3rd / 4th February. **Interviews will be held on the 8th / 9th March.**

Application packs are available online at, Crofton Academy website www.croftonacademy.org.uk and from Mrs L. Stirk, PA to Headteacher. Email louise.stirk@croftonacademy.org.uk. Main telephone : 01924 862985

Crofton Academy is a mixed 11 – 16 Academy with 1010 pupils on roll. It recently established a new Sixth Form which is run in partnership with Wakefield College and currently has 70 pupils

The Governing Body is seeking to appoint a highly accomplished and talented Senior Leader to become Headteacher of Crofton Academy. Our School:

- Was judged to be Outstanding by Ofsted in November 2011.
- Is highly oversubscribed.
- Enjoys an enviable reputation in the local and wider community for its high standards of pupil progress and achievement combined with a strong caring and inclusive ethos.

The successful candidate will continue to lead a school community which has become a beacon of excellence and will:

- Be an inspirational leader with vision and strategic direction that will motivate all who learn and work in the school to achieve the highest standards possible.
- Have a proven and consistent track record of school improvement.
- Have excellent communication skills that reach out to all stakeholders, including pupils, parents, Governors, local community and the broader educational community.
- Have a firm understanding of the challenges and opportunities offered by recent and future changes in education.
- Have a passionate personal commitment to working with all groups in order to build future capacity in the pursuit of excellence at Crofton Academy.

Crofton Academy is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. This appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service. Further details can be found at www.gov.uk/dfe.

"Crofton Academy is an outstanding school where there is no room for complacency. Parents and carers are overwhelmingly supportive of the school and full of praise. One wrote, "My daughter loves going to school and has become a confident mature 11 year old."

INSPECTION REPORT 28-29TH NOVEMBER 2011.



Teacher of Science MPS (with possible TLR)

2 posts (permanent and maternity cover)
Full or part time applicants considered

For September 2016, or earlier if available, we are looking for well-qualified and enthusiastic teachers to join a successful and thriving team to teach Science. Flexibility in the faculty allows us to invite applications from all specialisms and across all key stages. These posts are suitable for experienced or newly qualified teachers, and TLR opportunities may be available.

The job specification and application form are available on our website www.dhsb.org. For an informal discussion with Dan Roberts, Headteacher, please contact Sarah Nicholson, Head's PA (sarah.nicholson@dhsb.org or 01752 208787).

The deadline for applications is **12.00noon on Monday 22 February 2016**. Interviews will be held later that week.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"Devonport High School for Boys is an outstanding school and has an outstanding capacity for sustained development."

Ofsted February 2011

www.dhsb.org

FULL TIME HEAD OF GEOGRAPHY

REQUIRED FOR SEPTEMBER 2016
SALARY – FROM £34,868 - £37,495 + TLR 2B



We are seeking to appoint a highly motivated and outstanding classroom practitioner to lead the Geography department and join our strong team of middle leaders. The successful candidate will demonstrate a passion for their subject and have a clear vision for outstanding provision in Geography.

Cardinal Newman Catholic High School is a forward thinking successful school, where achievement, teaching and students' behaviour are all good (Ofsted 2013). The school has been one of the top 3 performing schools in the area for the last 4 years and our focus is now on moving from good to outstanding in all aspects of school life.

The role will include teaching across the full age and ability range in this mixed 11-16 school, providing leadership and management of staff, developing enrichment opportunities for students and demonstrating the ability and commitment to securing high standards of student achievement.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and students to share this commitment. Offer of a position is subject to receiving satisfactory references and an Enhanced DSB clearance.

The role will include teaching across the full age and ability range in this mixed 11-16 school, providing leadership and management for staff, developing enrichment opportunities for students and demonstrating ability and commitment to securing high standards of student achievement. The ability to teach Physics to GCSE level is desirable.

Candidate information is available to download from the school website:

www.cardinal-newman.org.uk
CLOSING DATE: NOON, 25 FEBRUARY 2016
INTERVIEWS WILL BE HELD ON 2 MARCH 2016

CARDINAL NEWMAN CATHOLIC HIGH SCHOOL BRIDGEWATER AVENUE LATCHFORD
WARRINGTON WA4 1RX
E-MAIL: CPL@CARDINAL-NEWMAN.CO.UK | TEL: 01925 635556

JOBS

**ABOUT KAA**

Kensington Aldridge Academy (KAA) is a vibrant new 11 - 18 school in Ladbroke Grove, West London. We opened in brand new buildings in 2014 and our facilities are second to none. We currently have 370 students in Years 7 & 8 with us, and are growing every year. Our Sixth Form opens in September 2016 and has received over 400 applications to date. In a recent inspection the DfE described us as, "one of the best new academies we have ever seen." Miriam Rosen, former Ofsted Chief Inspector, said, "KAA has got off to a remarkable start and is already securing highly positive outcomes for students."

At KAA we offer a quality and standard that are unique in the state sector. We are partnered with the Godolphin & Latymer and Charterhouse independent schools and LAMDA and the Royal Academy of Dance. Situated in stunning new buildings, in a great part of London, we have a learning environment to rival any school.

KAA teachers are committed to making the most of the rare professional opportunity we have been given here in Kensington. We aim to create an exceptional school with the highest possible standards. To do that, of course, we need an exceptional staff team. We ask a lot from our staff, expecting them to deliver excellent lessons, day in day out. We also provide **extensive support and professional development** opportunities. In a start-up school, with a central focus on teaching and learning, you will have the space to extend your classroom skills which would be hard to find elsewhere.

ASSISTANT PRINCIPAL, KENSINGTON**DATES:** APPLY BY MONDAY 22ND FEB**SALARY:** L10-L14 (INNER LONDON)**LOCATION:** WEST LONDON**CONTRACT TYPE:** FULL TIME**CONTRACT TERM:** PERMANENT**DEADLINE:** MONDAY 22ND FEBRUARY AT 12.00**FURTHER INFO:** email m.rieder@kaa.org.uk**THE SUCCESSFUL AP CANDIDATE WILL HAVE:**

- Evidence of being an outstanding teacher.
- Experience of working at senior leadership level.
- Experience of having led a team in the development and implementation of a whole school initiative which has had a significant and sustained impact.
- Led intervention programmes at a department / year group / whole school level.
- Experience of delivering staff training and undertaking professional development of other teachers.
- Experience of effective engagement with external partners.

Employer Information

The Royal Borough of Kensington & Chelsea is a fantastic place to work. KAA is situated near Portobello Road, full of great shops, restaurants and bars. The school is part of the inspiring new £66 million pound Kensington Academy and Leisure Centre campus. All academy employees benefit from discounted membership at the leisure centre. KAA is located in the heart of West London with excellent access to the tube network (Central, Hammersmith & City and Overground lines) as well as many bus routes.

Judged by the DfE to be "one of the best new academies we have ever seen", KAA is an exemplary start-up school in which all teachers can flourish. Teachers receive intensive training and support and benefit from personalised coaching and mentoring.

KAA has secured prestigious partnerships with a number of high profile educational organisations. We work closely with our partner schools Godolphin & Latymer and Charterhouse, and our performing arts partners LAMDA and the Royal Academy of Dance. We are also a member of the Prince's Teaching Institute.

Org Type: Mainstream

Funding Status: State – Academy

Age Range: 11 - 18 years.

Phase: Secondary

Gender: Mixed

1 Silchester Road, London W10 6EX | 0207 313 5800 | www.kaa.org.uk

ASSISTANT HEAD TBAP 16-19 ACADEMIC AP ACADEMY

SALARY: LEADERSHIP SCALE 14 - 18 [£60,479 - £65,978P.A.]

**Required: September 2016**

Do you have what it takes to be part of the highest performing AP academy chain in the country led by Seamus Oates, an Executive Head Teacher of national standing?

This is an inspiring opportunity to help lead the new Provision delivering the International Baccalaureate Diploma Programme (IBDP) to 16 - 19 year old learners with SEMH. Opening September 2016, the TBAP 16-19 Academic AP Academy is a candidate school* for the Diploma Programme. We are pursuing authorization as an IB World School. These schools share a common philosophy—commitment to high quality, challenging, international education that TBAP believes is important for our students, as we prepare them for Higher Education success and beyond.

Thinking behind our success? Learning is at the heart of our approach. We recognise the issues, difficulties and challenges students face. We are absolutely clear they are here to make progress in their learning. That vision will underpin your work.

The 16-19 Academic Academy offers a holistic curriculum, integrating social care and therapeutic interventions with education; providing appropriate support for these extremely vulnerable young people.

The post-holder will work closely with the Head of School and the Development Team to develop the curriculum, and all other aspects of teaching and learning, in the run up to IB authorisation and opening in September 2016. The focus of the role will be to: take charge of the Teaching & Learning, take on the role of programme coordinator and Director of Learning, ensuring that the curriculum offered to our learners meets the rigour, ethos and philosophy required for the International Baccalaureate Diploma.

Are you an outstanding leader with a passion for achieving the best possible outcomes for excluded learners and those with SMEH? Are you a leader with an established track record of delivering excellence? Are you hungry for a new challenge? Would you welcome an opportunity to build your team and lead an established AP academy to 'outstanding'?

If you share our vision and hopes for our learners, we would like to hear from you.

We are keen to interview candidates who are resilient, show initiative and believe they have the potential to deliver outstanding outcomes.

Please visit our website www.tbap.org.uk for application documents and more information about TBAP Multi-Academy Trust.

Closing date: FRIDAY 19TH FEBRUARY

Interviews: WEDNESDAY 24TH FEBRUARY 2016

The TBAP Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure will be requested for the successful candidate in accordance with Safeguarding Children and Safer Recruitment in Education legislation.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit <http://www.ibo.org>

FULL TIME HEAD OF SCIENCE

REQUIRED FOR SEPTEMBER 2016

SALARY – FROM £34,868 - £37,495 + TLR 1B



We are seeking to appoint a highly motivated and outstanding classroom practitioner to lead the Science department and join our strong team of middle leaders. The successful candidate will demonstrate a passion for their subject and have a clear vision for outstanding provision in Science. They will have a proven track record in raising standards of achievement at both Key Stages and will be a key team player as we move from good to outstanding in all aspects of school life.

Cardinal Newman Catholic High School is a forward thinking successful school, where achievement, teaching and students' behaviour are all good (Ofsted 2013). Student achievement is consistently good and the school has been one of the top 3 performing schools in the area for the last 4 years.

The role will include teaching across the full age and ability range in this mixed 11-16 school, providing leadership and management for staff, developing enrichment opportunities for students and demonstrating ability and commitment to securing high standards of student achievement. The ability to teach Physics to GCSE level is desirable.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and students to share this commitment. Offer of a position is subject to receiving satisfactory references and an Enhanced DSB clearance.

Candidate information is available to download from the school website: www.cardinal-newman.org.uk

CLOSING DATE: NOON, 25 FEBRUARY 2016

INTERVIEWS WILL BE HELD ON FRIDAY 4 MARCH 2016

CARDINAL NEWMAN CATHOLIC HIGH SCHOOL BRIDGEWATER AVENUE LATCHFORD WARRINGTON WA4 1RX
E-MAIL: CPL@CARDINAL-NEWMAN.CO.UK | TEL: 01925 635556



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, SUDBURY

Teachers (3 posts) MPR / UPR



Required from September 2016.

This is a great opportunity to join our supportive team working with enthusiastic pupils. As a school committed to supporting staff work-life balance, all teachers enjoy a day out of class to work with colleagues to plan, prepare and assess learning. We are proud of our curious children who work hard to be successful.

St Joseph's is a small school situated in the heart of the thriving, historic market town of Sudbury a few minutes from the town centre. Our staff are well supported with significant professional development opportunities from induction of NQTs to NPQML, NPQSL, NPQH and Master's Degree programmes. We welcome staff who share and support the Catholic ethos of our school.

Visits are strongly encouraged.

For more information or an informal discussion, please contact Maria Kemble, Executive Headteacher at the school. Tel: (01284) 755141. Email: office@st-edmunds.suffolk.sch.uk

Closing date: 3pm, 22 February 2016. Interview date: w/c 29 February 2016.

ST EDMUND'S CATHOLIC PRIMARY SCHOOL, BURY ST EDMUNDS

KS2 Teachers (3 posts) MPR / UPR



Required from September 2016.

This is a great opportunity to join our supportive team working with enthusiastic pupils. As a school committed to supporting staff work-life balance, all teachers enjoy a day out of class to work with colleagues to plan, prepare and assess learning. We are proud of our curious children who work hard to be successful.

St Edmund's is situated in the heart of the thriving, historic market town of Bury St Edmunds a few minutes from the town centre. The school has just opened a brand new 4 classroom block to house its Year 5 and 6 pupils with the latest LCD smartboard technology. We have substantial grounds including a dedicated outdoor classroom for our Forest School programme in its own area of natural and scientific interest. Our staff are well supported with significant professional development opportunities from induction of NQTs to NPQML, NPQSL, NPQH and Master's Degree programmes. We welcome staff who share and support the Catholic ethos of our school.

Visits are strongly encouraged.

For more information or an informal discussion, please contact Maria Kemble, Executive Headteacher at the school. Tel: (01284) 755141. Email: office@st-edmunds.suffolk.sch.uk

Closing date: 3pm, 22 February 2016. Interview date: w/c 29 February 2016.

HEADTEACHER

LEADERSHIP PAY SCALE – GROUP 3
ISR L15 – L21. FULL-TIME, PERMANENT POST
START DATE: SEPTEMBER 2016



DEER PARK PRIMARY SCHOOL IN WINGERWORTH NEAR CHESTERFIELD, DERBYSHIRE.

Due to the retirement of our present Headteacher, the Governors are seeking to appoint a highly motivated, committed, inspiring and suitably qualified teacher and leader to the Headship of this highly successful primary school.

WE OFFER:

- A welcoming, friendly working environment
- A positive, caring and inclusive ethos
- Happy, enthusiastic children
- A dedicated, hard working team of staff
- An attractive outdoor learning environment
- A supportive, active and effective governing body
- Opportunities for continued professional development
- Supportive parents

Deer Park School has a very successful record in enabling the 338 children here to achieve their full potential. This is reflected in the high academic achievements at the end of each key stage. We offer a broad curriculum and currently hold the Derbyshire Music Quality Award and the Active Sports Mark. The school is situated in a very attractive rural setting in the village of Wingerworth just 2 miles south of Chesterfield and on the doorstep of the Peak District. To find out more about Deer Park Primary School please read our Applicant Information Brochure & Governors' Review 2015 which can be accessed via our website www.deerpark.derbyshire.sch.uk or via the Derbyshire County Council website jobs page: <https://jobs.derbyshire.gov.uk/jobdetails.asp?jobid=49265>

If you would like to lead our team please apply online at the above DCC link.

Closing date for applications is Sunday 28th February 2016
Shortlisting will take place on Tuesday 8th March 2016
Applicants will be notified accordingly by Thursday 10th March 2016
Interviews will be held on Monday 21st and Tuesday 22nd March (2 day process)

If you would like to visit the school please contact the Chair of Governors, Mrs Linda Du-Roe, by email at lduroe@deerpark.derbyshire.sch.uk to arrange an appointment.

DEER PARK PRIMARY SCHOOL NEW ROAD, WINGERWORTH, CHESTERFIELD, S42 6TD. TEL: 01246 232696

DISTRICT SCHOOL EFFECTIVENESS ADVISER – PRIMARY

FULL-TIME PERMANENT CONTRACT 37 HOURS PER WEEK
BASED IN STEVENAGE

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Herts for Learning Ltd (HfL) is the UK's largest Schools Company delivering school improvement services. Developed from Hertfordshire Local Authority's education services, the company is now owned and accountable directly to schools through its Board of Directors.

Providing challenge and support to a group of primary schools as a Hertfordshire Improvement Partner and district manager, you will also advise schools across the county through consultancy and training. In addition, you will lead and collaborate with other advisers on school improvement initiatives. With successful experience of headship in the primary phase you will be passionate about school improvement. You will have the necessary skills and understanding to enable you to support, monitor and challenge schools. You will be self-motivated, flexible and be prepared to travel to schools throughout Hertfordshire (travel allowance paid). In return, you can expect excellent conditions of employment and exciting professional development opportunities.

For an informal discussion regarding the role, please contact Patrick McAteer, Strategic Lead - Primary on 07901 516471.

This is a very important role. Excellent interpersonal and ICT skills and the ability to work effectively as part of and across teams is essential.

To apply for this role, please visit our website at:
www.hertsforlearning.co.uk/content/working-for-us

For application queries, please contact our Recruitment Team on 01438 844786 or hfl.recruitment@hertsforlearning.co.uk

CLOSING DATE: MIDDAY FRIDAY 12TH FEBRUARY 2016 | INTERVIEW DAY: FRIDAY 26TH FEBRUARY 2016

NOW YOU HAVE CHOICE

We've got everything you need to equip your students with the applied knowledge and practical skills with high-quality Cambridge Nationals qualifications.

- **Level 1/2 Key Stage 4 vocational qualifications (technical award)**
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Email us: vocational.qualifications@ocr.org.uk

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SCHOOLS WEEK Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

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.