



EDUCATION EXPERTS ENTER THE COMMONS

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SCHOOLSWEEK.CO.UK

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Dominic Lipinski / PA Wire



Morgan has spoken:
"we'll challenge areas of under-achievement & demand improvement"

Speaking exclusively to Schools Week **page 6**

Exclusive

Councils with 'failing schools' held by Labour

- Four of five councils labelled "ineffective" by Ofsted remain under Labour control
- Anti-academy campaigners suggest system of directly elected school commissioners

Politicians controlling local authorities branded as failing by Ofsted increased their hold after local elections last week.

Four of five councils labelled as ineffective after

school improvement inspections by the education watchdog returned Labour councils in last week's local elections. In Blackpool and Middlesbrough, the party increased its majority.

The findings cast doubt on arguments made by anti-academy campaigners who say local democracy holds to account those who are failing

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YOUR GUIDE TO SEN FUNDING

HOW CAN SCHOOLS SECURE THE BUDGET TO DELIVER HIGH-IMPACT OUTCOMES?



See pages 18 & 19

EDITION 29

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NEWS

Voters shun watchdog and stick with Labour

CONTINUED FROM FRONT

JOHN DICKENS & SOPHIE SCOTT
NEWS@SCHOOLSWEEK.CO.UK

school children in schools overseen by the local authority.

James Croft, director at the Centre for the Study of Market Reform on Education, said: "Local elections should be something of a day of reckoning for authorities that have failed to improve the quality of the schools they maintain.

"Responsibility for education is splintered across multiple tiers of oversight and governance, and is but one of many varied responsibilities councillors may hold.

"These and other factors peculiar to local elections mean that a council is hardly likely to fail to get re-elected simply because of the low quality of schooling."

Last year Ofsted found Middlesbrough Council's arrangements for supporting school improvement to be "ineffective" with attainment levels well below national averages.

The watchdog said none of its secondary schools ensured pupils achieved well.

But Labour last week increased its majority in the borough from 25 seats in 2011 – a one-seat majority – to 33.

In February Ofsted told Blackpool Council that it still had "significant weaknesses", despite being judged ineffective back in November 2013 with more than 2,500 children

THE FIVE 'INEFFECTIVE' LOCAL AUTHORITIES

Local authority	Party	Election result	Change in seats from previous election
Blackpool	Labour	Held council	Gained one seat
Middlesbrough	Labour	Held council	Gained eight seats
Walsall	Labour	Lost majority	Lost three seats
Wakefield	Labour	Held council	Stayed the same
Doncaster	Labour	Held council	N/A due to boundary changes

getting an inadequate education. Despite this, Labour councillors gained a seat last week.

Labour also held majorities in Wakefield and Doncaster, both judged ineffective.

However, the party lost its majority in Walsall. The council is still in limbo as no party was a clear winner last week. The other four councils listed on Ofsted's website under improvement inspections did not have local elections this year.

Alasdair Smith, secretary of the Anti Academies Alliance, said: "I don't think you can say this means local democracy isn't effective.

"With a local authority there is a route to raise issues, through your local councillor. This is much more effective compared with an academy.

"Where does a local parent go to raise concerns at an academy? The headteacher, the regional schools commissioner, the Education

Funding Agency? It is not particularly clear.

"We are not necessarily committed to the local authority model, but it would be better than a company running a school."

He suggested a system of directly elected commissioners, similar to the police and crime commissioners introduced in 2012.

Mr Croft added: "Does this mean that central government brokering of takeovers by sponsors is the answer? Well, no."

Although research suggests a positive and sustained effect on attainment when failing schools are turned into academies, Mr Croft noted that performance between sponsors was highly variable.

"There is good evidence internationally to suggest that greater autonomy in the governance and management of local schools has beneficial effects, while central brokering leaves the system vulnerable to variable sponsor quality."

We can predict your Ofsted grade, say data experts

JOHN DICKENS
[@JOHNDICKENSSW](https://twitter.com/JOHNDICKENSSW)

A new programme claims to predict the grade a school would score in an Ofsted inspection . . . in just 20 seconds.

Data experts have developed an algorithm that crunches thousands of figures used by the government to measure a school's performance and converts it into their likely Ofsted grade.

Developers say the programme will increase accountability and transparency in inspections – making schools more data smart and handing them more clout in analysing their grade.

James Weatherill, co-founder of Arbor Education Partners that developed the programme, said: "Schools have a lot of data but it is incredibly siloed. A lot of time is spent extracting it rather than looking at it – there is an enormous amount of time spent on administrative bureaucracy.

"This report analyses the information and presents it back to schools so they can learn from it. This does three things – makes information understandable, saves time and provides insight."

Mr Weatherill, a former research analyst, set up the company alongside Emile Axelrad, an algorithmic hedge fund trader, four years ago.

It makes management information systems for schools by pulling together official Government figures, including for the census and school performance tables. The algorithm reviews 15 million school



data points from Department for Education figures and compares them to more than 7,000 Ofsted inspections last year.

The pair analysed data from schools rated as good and outstanding to create benchmarks showing where each school outperformed and how they could improve.

Launched in November, so far 1,200 schools have paid for a report. It costs £150 for primary schools and £200 for secondary schools.

Mr Weatherill added: "Data is presented to schools in a top down way – Ofsted has all the information. We're trying rebalance that. "It's the same information inspectors

would see before they go into a school. It can tell you where you need to focus your time."

Schools Week reported last week that Suffolk executive headteacher Geoff Barton had lodged a complaint to Ofsted after he claimed an inspector said his school's behaviour grade was limited by its low attainment grade.

Mr Barton complained about the lack of transparency from the education watchdog during the whole process.

Mr Weatherill said that the new reporting tool increased the transparency of judgment: "We've seen a high variability in judgments, with two schools on the same data, but one is good and one is outstanding.

"The school has this data so they can then ask 'why is that?'"

An Ofsted spokesperson said: "During an inspection, in addition to analysing test and exam data, inspectors gather a wide range of evidence including from observing classroom teaching, looking through pupils' work, seeing how pupils behave in the school and talking directly with pupils, teachers and senior leaders.

"Therefore, published data alone does not determine the inspection grade, or indeed whether pupils are receiving a decent education.

"The best way for senior leaders to prepare for inspection is to run a good school."

NEWS

Girls shun 'geeky' computing AS-levels

JOHN DICKENS

@JOHNDICKENSSW

New figures have revealed stark gender divides in certain AS and A-level subjects.

But while the well-publicised gaps in physics and maths feature prominently, computing has the biggest divide between boys and girls.

Ofsted figures, published on Tuesday, show that only one in ten pupils who took the subject at AS-level last year were girls, making up just 707 of the 8,196 intake.

Laura Ferguson, schools team co-ordinator at the Tech Partnership, a network of employers that works to inspire young people into technology careers, said: "These are not particularly surprising figures. Take-up by girls has been particularly low.

"There are a few reasons. Technology and IT are considered geeky and just for boys and some of it has to do with the curriculum not being inspiring enough."

But she said the new GCSE curriculum was changing the landscape. "We're already seeing a positive response and a need from schools to use more inspiring resources."

A new computing curriculum was introduced in September with the aim of teaching children as young as five how to code. The syllabus includes computer science, information technology and digital literacy.

Only four of the 40 A-level computing pupils at Alex Weatherall's current school in Yorkshire are girls.

The soon to be head of computing at David Young Community Academy, in Leeds, said: "The new curriculum will mean pupils will be introduced to coding at primary school, where there is very little gender separation. Girls and boys tend to try all the same things, there isn't a stigma."

He is convinced that the gender gap will

close, as it has done in physics.

But he added: "Like physics, active encouragement in secondary school by teachers will make a difference."

Ofsted's figures show, however, that for every three girls taking AS-level physics there are 10 boys. Girls made up just 8,951 of the 39,307 pupils. Fifty-seven per cent of girls continued taking the subject at A-level, compared with 71 per cent of boys. Girls are also outnumbered in further maths, ICT and accounting and finance.

But the figures show a role reversal in subjects such as sociology, psychology, and art and design. Only 9,613 of the 39,107 pupils who took sociology were boys. And in art and design, boys made up 9,838 of the 38,553 pupils at AS-level.

A Department for Education spokesperson said: "We want to make sure decisions girls make are not driven by tired gender stereotypes, but by their talents and interests.

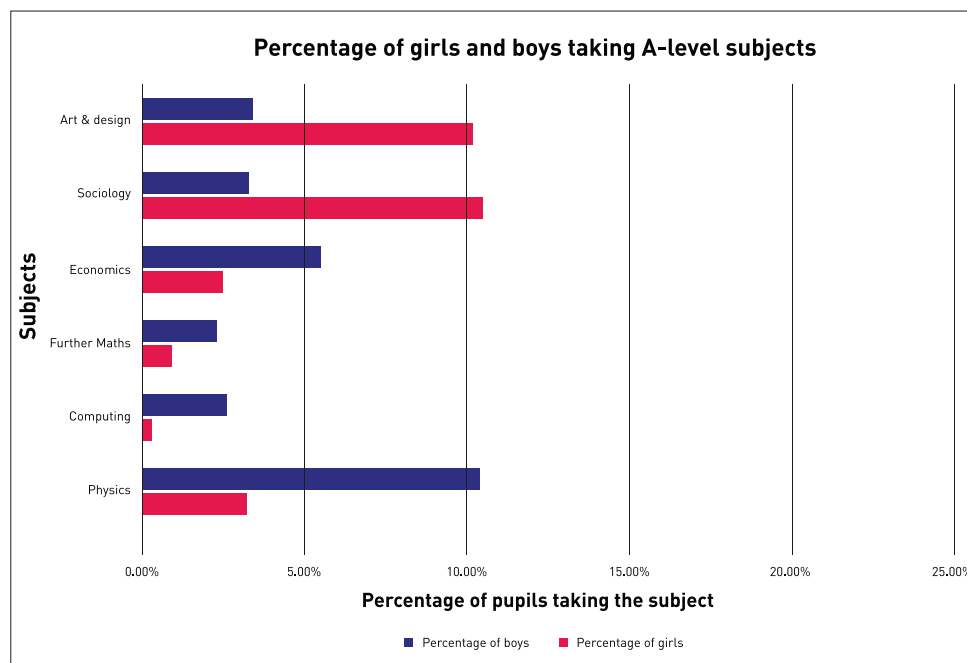
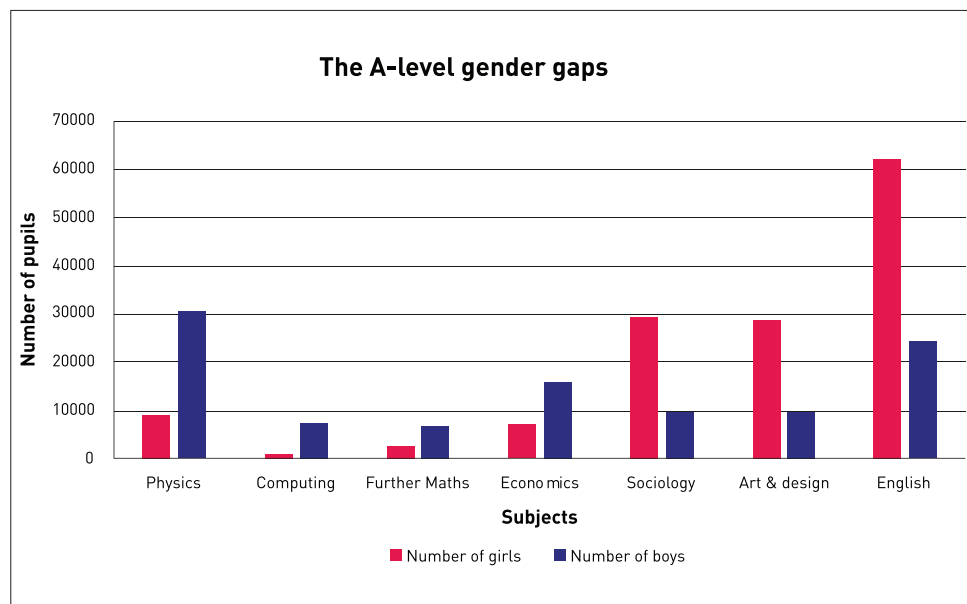
"We are working hard to encourage girls to embrace subjects that open doors to traditionally male-dominated sectors – including IT – and to make sure they've got the knowledge and skills they need to succeed regardless of where they choose to work."

The department has backed the industry-led Your Life campaign, which aims to encourage more girls to take up STEM subjects, and launched Your Daughter's Future, a career guide for parents.

There are no plans, as yet, to address the imbalances in female-dominated subjects.

The figures are the first single source of data showing the numbers and proportions of girls and boys progressing from year 11 to AS-levels and from AS to A-level.

It is expected that Ofsted will continue collecting and monitoring the data over the course of the next parliament.



The £1m free school (now shut)

SOPHIE SCOTT

@SOPH_E_SCOTT

The failed Durham Free School cost the taxpayer almost £1 million, a Freedom of Information request has shown.

The 94-pupil secondary school, which was forced to close by the education secretary on March 27, was open for less than two academic years.

Nicky Morgan (pictured) ended the school's funding in February after an Ofsted report said teaching and learning was "weak" and pupils were "prejudiced".

The school opened in September 2013.

In response to the FOI request, the Department for Education said the school received per-pupil funding at the same rate as "all other state funding [sic] schools" in the local authority.

"Durham Free School received £300,000 in pre-opening funding. This is the flat rate grant given to all secondary free schools.

"The school was on a temporary site with a peppercorn lease from the local authority. To date £304,881 has been spent on capital costs with £212,663 spent on construction works, furniture, fittings and equipment and ICT (much of which was for ICT equipment

which can be re-used) and £92,218 on legal and technical adviser fees."

The Discovery New School, a primary school based in Crawley, closed last April and reportedly cost the taxpayer £3 million. It opened in September 2011 but funding was terminated after Ofsted criticisms.

Its annual reports showed it had spent almost £2.5 million before it opened on refurbishment and development and in acquiring its site.

Durham's governors had threatened to launch a judicial review, claiming that Ms Morgan was "biased" in her decision to close the school. However, the school confirmed they would not continue with the process when the end of funding was announced.

The school's pupils, who were in years 7 and 8, have been transferred to other secondary schools in the area.

Free school advocates have pointed to school closures as evidence that the government is serious about school quality.

Ms Morgan said at the time of Durham's closure that quick action was "one of the great strengths of the free school programme".

Free Schools Week Webinar

SCHOOLSWEEK

Rt Hon. Nicky Morgan MP
education secretary

Laura McInerney
editor, Schools Week

Jonathan Simons
head of education,
Policy Exchange

What does a Conservative government mean for education?

Monday, May 18 2015
16:00 - 17:00 | online webinar



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NEWS

Morgan leads the Tory charge back into power

DAVID LAWS **LOST**

Role:
Minister for schools

Constituency:
Yeovil

VOTES: 18,865 (33.1%)
WINNER: Marcus Fysh, Conservative, 24,178 per cent (42.5%) **MAJORITY:** 9.3%

Liberal Democrats

NICKY MORGAN **HELD**

Role:
Education secretary

Constituency:
Loughborough

VOTES: 25,762 (49.5%)
CLOSEST RIVAL: Matthew O'Callaghan, Labour, 16,579 (31.9%) **MAJORITY:** 17.7%

Conservatives

SAM GYIMAH **HELD**

Role:
Parliamentary under secretary for childcare and education

Constituency:
East Surrey

VOTES: 32,211 (57.4%)
CLOSEST RIVAL: Closest rival: Helena Windsor, UKIP, 9,553 (17%) **MAJORITY:** 40.4%

Conservatives

GRAHAM STUART **HELD**

Role:
Chair of the education committee

Constituency:
Beverley and Holderness

VOTES: 25,363 (48.2%)
CLOSEST RIVAL: Closest rival: Margaret Pinder, Labour, 13,160 (25%) **MAJORITY:** 23.2%

Conservatives

NICK BOLES **HELD**

Role:
Minister for skills and equality

Constituency:
Grantham and Stamford

VOTES: 28,399 (52.8%)
CLOSEST RIVAL: Marietta King, UKIP, 9,410 (17.5%) **MAJORITY:** 35.3%

Conservatives

TRISTRAM HUNT **HELD**

Role:
Shadow education secretary

Constituency:
Stoke-on-Trent Central

VOTES: 12,220 (39.3%)
CLOSEST RIVAL: : Closest rival: Mick Harold, UKIP, 7,041 (22.7%) **MAJORITY:** 16.7%

Labour

NICK GIBB **HELD**

Role:
Minister for school reform

Constituency:
Bognor Regis and Littlehampton

VOTES: 24,185 (51.3%)
CLOSEST RIVAL: Closest rival: Graham Jones, UKIP, 10,241 (21.7%) **MAJORITY:** 29.6%

Conservatives

EDWARD TIMPSON **HELD**

Role:
Parliamentary under secretary for children and families

Constituency:
Crewe and Nantwich

VOTES: 22,445 (45%)
CLOSEST RIVAL: Adrian Heald, Labour, 18,825 (37.7%) **MAJORITY:** 7.3%

Conservatives

JOHN DICKENS
@JOHNDICKENSSW

Conservative education ministers all held their seats last week after the party stormed into Westminster.

Education secretary Nicky Morgan led the Tory charge and obliterated weeks of polls suggesting that Conservatives and Labour were neck-and-neck.

Labour targeted Ms Morgan's marginal Loughborough seat, but she won with a relatively comfortable 17.7 per cent majority,

picking up nearly half the votes.

Children's minister Edward Timpson also dismissed earlier doubters and won back his Crewe and Nantwich seat with a 7.3 per cent majority, although he had to wait until after 9am on Friday for confirmation.

The previous education team's only ministerial casualty was Liberal Democrat David Laws. The former schools minister lost his Yeovil seat in a "cruel and punishing" night for his party as they dropped nearly 50 seats.

Conservative Marcus Fysh won with a 9.3 per cent majority at around 6am on Friday, overturning Laws' 5,313 vote majority.

Respected across the coalition, Conservative education committee chair Graham Stuart tweeted that Mr Laws was: "A Rolls-Royce mind coupled with phenomenal work ethic. Education's loss."

The party is yet to confirm its future plans for appointing a new education spokesperson.

The night also marked a resounding

victory for the Scottish Nationalist Party which won all but three of Scotland's 59 seats.

SNP MPs have tended to abstain from voting on English-only legislation in the past, which includes education as it is one of the powers devolved to the Scottish Parliament.

But a party spokesman told *Schools Week* that MPs would vote on issues affecting the UK as a whole, and that more details would be outlined in the coming weeks with the announcement of a shadow cabinet.

Hunt keeps his shadow cabinet post

FREDDIE WHITTAKER
@FCDWHITTAKER

A mini reshuffle of Labour's shadow team following the party's election defeat has not affected its education line-up.

Acting Labour leader Harriet Harman, who became party leader following Ed Miliband's resignation on Friday, made minor changes to the shadow cabinet following the defeat of key politicians.

But she announced on Monday that Tristram Hunt would remain as shadow education secretary, despite rumours that he may make a bid for the party leadership.

A Labour spokesperson told *Schools Week* that the rest of Mr Hunt's team will also remain in place.

Cardiff West MP and former teacher Kevin Brennan will continue as shadow schools minister, while Yvonne Fovargue, the MP for Makerfield, will retain responsibility for

further education and skills as shadow education minister.

Birmingham Selly Oak MP Steve McCabe also remains in the team, as does Baroness Hughes of Stretford, who served as a children's minister in the governments of Tony Blair and Gordon Brown, and former Unison policy and public affairs director Baroness Jones of Whitchurch.

Mr Hunt hinted at a leadership run when he told Sky News that he wanted to be "one of those voices" involved in reshaping the party following its disappointing performance at the polls.

He said: "We are in a really deep hole and we need to pull together."

"I do want to be one of those voices but it's more than about just leadership, it's about how the party's led and the political philosophy



TRISTRAM HUNT



KEVIN BRENNAN



YVONNE FOVARGUE

behind it."

He said Labour was "on the side of the underprivileged, on the side of the NHS, on the side of a fantastic state education system", but also on the side of "those families who want to shop at John Lewis and go on holiday and build their extension".

If Mr Hunt does run, he will be up against declared contenders Chuka Umunna, the shadow business secretary and Liz Kendall, the shadow care minister. Shadow home secretary Yvette Cooper was said to be planning an announcement as *Schools Week* went to press

Westminster's newest schools sector MPs

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

Former teachers, a schools inspector and the chair of governors at a free school are among the new MPs welcomed into Westminster this week.

Just 24 of all 650 MPs in 2010 were former teachers, according to the National Foundation of Educational Research. This time a handful of the new intake will bring education experience to Westminster.

Of the 74 new Conservative MPs, *Schools Week* has found at least five with an education background.

William Wragg, who won Hazel Grove, Greater Manchester, with a 15.2 per cent majority, spent two years teaching before leaving to focus on his election campaign.

"I always wanted to do something different before getting into politics full time," he told *Schools Week*.

"I was always interested in education and it was working in learning support that really awakened my interest in taking it further."

He completed his training with TeachFirst and taught at St Mary's Church of England Primary School, in Rochdale, from 2012-14.

Mr Wragg, who lives in his constituency, says he is broadly supportive of his party's curriculum changes, but says schools should not be over-zealous in pursuing academy status. "Different types of schools can all work well in this education system."

What will he miss the most about teaching? "Getting into school on a Monday morning and hearing the great stories from pupils about their weekends, and thriving in the environment of children as a live receptive audience.

"I have a less receptive audience now than I would at the front of a classroom!"

Caroline Ansell, the new MP for

Eastbourne, was a teacher for 15 years, and is a governor at two schools and an independent schools inspector.

Writing on her website, she says that education was the "driving force" behind her parliamentary push. "Reform will always be with us," she wrote. "Higher standards must be continually reached for and it's a fast-changing world.

"Curriculums change, organisational structure too - but for me, one thing holds true. It's still about people. Who doesn't remember a good teacher?"

Suella Fernandes, who held Fareham, Hampshire, for the Conservatives, is a lawyer who co-founded the Michaela Community [Free] School in Brent, London, where she is now chair of governors.

She also set up the Africa Justice Foundation, a charity that supports legal education and training in Africa.

David Warburton, MP for Somerset and

Frome, left school with three O-levels and worked as a cleaner and bouncer before studying music composition at the Royal College of Music.

He went on to teach music at a London school before setting up his own mobile phone ringtone company in the 90s.

Writing a blog last year, titled "My rant on music teaching in schools", he called for "bringing back the proper teaching of music theory and history to every single school child".

Over in Labour's new cohort, Ilford North MP Wes Streeting is the former head of education at Stonewall, the lesbian, gay and bisexual charity, where he headed homophobic and bullying workshops in schools.

Joan Ryan, who won back the Enfield seat she lost in 2010, taught at a number of schools in London, most recently, Hertford Regional College in Hertfordshire.



Caroline Ansell



Suella Fernandes



Wes Streeting



Joan Ryan



David Warburton



William Wragg

Two-thirds of new MPs went to a comprehensive school

PAUL OFFORD

@PAULOFFORD

New MPs in the 2015 intake are far more likely to have attended a comprehensive school than their re-elected counterparts, suggests new research.

Research by the Sutton Trust shows that almost two-thirds (64 per cent) of the new intake after last week's general election went through the comprehensive system, compared with 44 per cent of those who were re-elected.

But the proportion of newly elected MPs who attended independent schools stood at 28 per cent, only 6 per cent less than the figure for re-elected MPs.

Meanwhile, 48 per cent of Conservative MPs were privately educated, compared with 14 per cent of Liberal Democrats, about 5 per cent of SNP MPs, and 17 per cent of Labour MPs.

Dr Lee Elliot Major (pictured), chief executive of the Sutton Trust, which was founded in 1997 to improve social mobility through education, said more still needed to be done to encourage people from state schools to pursue a career in top-level politics.

"If parliament is truly to represent the whole nation, the best people should be able to become MPs, regardless of social



background," he said.

"Today's figures remind us how important it is that we do more to increase levels of social mobility and make sure that bright young people from low and middle income backgrounds [with parents who could not afford to send them to independent schools] have access."

Almost a third (32 per cent) of MPs in the new parliament went to fee-paying schools, according to the research, far higher than the 7 per cent for the general population.

TABLE 1: PERCENTAGE BREAKDOWN OF SCHOOL BACKGROUNDS OF MPS ELECTED FOLLOWING THE GENERAL ELECTION (EDUCATED IN THE UK)

	Independent	Comprehensive	State Selective
ALL MPs	32	49	19
Conservative	48	34	18
Labour	17	64	19
Lib Dem	14	57	29
SNP	5	90	5
Other	24	29	48

TABLE 2: PERCENTAGE BREAKDOWN OF SCHOOL EDUCATION OF MPS BY GENDER AND ENTRY TO THE HOUSE OF COMMONS

	Independent	Comprehensive	State Selective
Male	35	45	20
Female	26	58	16
New in 2015	28	64	8
Existing MP	34	44	22

Out of those MPs who were privately educated, almost one in ten went to Eton.

A record number of female MPs (191) were elected on Thursday and only a quarter of them were privately educated, compared with 35 per cent of their male colleagues.

The research was based on data compiled by the Sutton Trust and public affairs consultant Tim Carr from public sources, requests to candidates in marginal constituencies and those in seats where the previous MP was not standing again.

NEWS

MINISTERIAL LINE-UP ENSURES MANIF

FREDDIE WHITTAKER

@FCDWHITTAKER

The top team at the Department for Education emerged from David Cameron's reshuffle relatively unscathed, signalling a continued commitment to education's direction of travel over the past five years.

The minor shake-up may not surprise the schools sector, as Mr Cameron backed Nicky Morgan for the top job before the election. Those who worked hard to build relationships with the previous ministers can now use that leverage in the new parliamentary term.

Several other key re-appointments, including George Osborne's continued tenure as chancellor and the renewal of Theresa May's stewardship at the Home Office, signal that the government is sticking to its plans.

For education, that is likely to mean continuation of the academy programme, more free schools, more university technical colleges and continued pursuit of the "fundamental British values" agenda.

Ms Morgan's re-appointment was announced over the weekend, followed by drip-fed announcements that Nick Boles, Edward Timpson, Nick Gibb, Lord Nash and Sam Gyimah would return.

The only conspicuous absence is Liberal Democrat David Laws, who held the schools minister brief. Mr Gibb steps in; his former post as minister for school reform no longer exists.

The only new addition is Caroline Dinenage, who will hold the DfE's equalities brief alongside her ministerial position in the Ministry of Justice, now under the control of Michael Gove. Rumours of his return to the top slot in education proved unfounded.

Education unions have cautiously welcomed the stability at the DfE.

Brian Lightman, general secretary of the Association of School and College Leaders, said he particularly welcomed the re-appointment of the "highly experienced" Ms Morgan, Mr Gibb and Mr Boles, claiming they would provide "much-needed consistency and stability".

He added: "We believe that there now exists a golden opportunity to take forward our education system from being a good one to being a great one."

In an open letter to Ms Morgan, Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers, warned the education secretary that she faced "a number of key challenges" including teacher recruitment, workload and an "ever-more punitive inspection system".

"These are difficult times for education. Our children and young people are under increasing pressure, caused primarily by intensive testing, and yet neither employers nor universities are convinced that this is preparing them for life after school. We are seeing the results of this pressure on children's mental health and well-being."

In a blog, Russell Hobby, general secretary of the National Association of Head Teachers, also warned that Ms Morgan would need a "fresh vision".

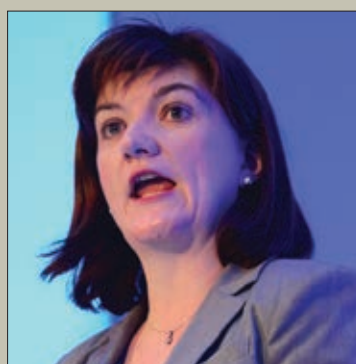


My priority is ensuring that we spread the excellence, that our reforms have helped to nurture, everywhere.

That means having a real focus on tackling underperformance, having high expectations for every child and supporting our excellent school leaders and teachers.

We want the profession to have stability, so that they can get on with doing what they do best and we can make sure our reforms are working well.

The manifesto is the programme for government, and the Prime Minister is determined to see it implemented in full. When



NICKY MORGAN EDUCATION SECRETARY

The reappointment of Nicky Morgan, a former lawyer and University of Oxford PPE student, came as little surprise as she had received David Cameron's backing when she confirmed that she wanted to continue her work.

Re-elected with an increased majority in her Loughborough constituency last Thursday, Ms Morgan is expected to continue to attempt to be the more union-friendly face of school reforms started under her predecessor Michael Gove. First elected in 2010, she previously served as parliamentary private secretary to David Willetts and financial secretary to the Treasury.



EDWARD TIMPSON CHILDREN AND FAMILIES MINISTER

The newly promoted Edward Timpson is likely to use his new position to continue the work on special education needs and disabilities that he started as a parliamentary under-secretary.

Seen as a safe pair of hands who consistently delivers results on time, it's likely Mr Timpson will be given extra responsibilities as the DfE seeks to implement its policies swiftly during the opposition leadership race.

A former barrister and, like Nick Gibb, a Durham University alumnus, Mr Timpson has served as the MP for Crewe and Nantwich since he won a by-election in May 2008.



NICK GIBB SCHOOLS MINISTER

Nick Gibb, the author of the new curriculum, is also one of the longer-serving parliamentarians in the DfE's ministerial ranks, having served as MP for Bognor Regis and Littlehampton since 1997. Mr Gibb is well-known and liked on the back-benches and could prove useful in garnering support from grassroots members of the parliamentary party.

A former accountant and law graduate who once contested the Stoke-on-Trent Central seat currently occupied by shadow education secretary Tristram Hunt, Mr Gibb served as education minister from 2010 to 2012, and again from July last year.

He said the Conservative manifesto had been light on issues such as pupil numbers, funding and teacher retention, and risked righting the "last war" on autonomy and accountability, rather than the "future war" on school capacity for improvement.

"It relied on the same tools as before: higher stakes, more testing, more autonomy. These have their place but no 'policy lever' works effectively when pushed to extremes.

"These are now well worn. Nicky Morgan may need to develop a fresh vision."

Language enthusiasts will also watch to see if Ms Morgan sticks to an election pledge, though not part of the manifesto, that a future Conservative government would "guarantee the future" of GCSEs and A-levels in minority languages such as Turkish, Polish and Bengali.

ESTO WILL BE 'IMPLEMENTED IN FULL'

Exclusive

the Prime Minister spoke last Friday he made clear that we would govern as One Nation with a clear commitment to social justice, he, like me, firmly believes that education is the key to achieving that.

So that's why we'll challenge areas of under-achievement, demand improvement and offer opportunity to everyone. Creating a school system that allows every child, regardless of background to achieve their potential."

Nicky Morgan
Education secretary



LORD NASH PARLIAMENTARY UNDER-SECRETARY OF STATE FOR SCHOOLS

John Nash is expected to continue with his academies brief and lead the charge, promised in the Conservative manifesto, for the forced academisation of schools.

A somewhat unexpected re-appointment (rumours were that he would step down), Lord Nash will continue to work in the face of concerns about conflicts of interest, fuelled by his involvement with Futures Academies, which he founded in 2005, and Pimlico Academy, where he is the joint chair of governors.

Lord Nash was created a Conservative peer in January 2013 to coincide with his ministerial appointment



SAM GYIMAH CHILDCARE MINISTER

The Conservatives' free childcare pledge was a key element of the party's manifesto, so Sam Gyimah's role has become centre-stage now that they have a mandate.

Expected to oversee plans to give working parents an extra 15 hours of free childcare on top of the 15 already offered, Mr Gyimah is also a big fan of nursery places in academies. Expect this to come up.

The University of Oxford PPE graduate was first elected for East Surrey in 2010, and has previously served as a government whip and parliamentary private secretary to the prime minister.



NICK BOLES SKILLS MINISTER

With no Conservative plans to include 16 to 19 education within the budget ringfence, Nick Boles faces a tough job as skills minister.

The MP for Grantham and Stamford will also have to oversee

the expansion of the Conservatives' plan for a university technical college "within reach of every city", while splitting his time between the DfE and the Department for Business, Innovation and Skills.

What the manifesto says

School standards

- Requiring every 11-year-old to know times tables by heart, perform long division and multiplication, read a book and write a short story
- If children do not meet Level four in their 'exams' at the end of primary school, they must resit at secondary school
- Require all pupils to take GCSEs in the 'English Baccalaureate' subjects – English, maths, science, a modern foreign language, and history or geography.
- Limit Ofsted ratings for schools that 'refuse' to offer all Baccalaureate subjects. They will only be able to get a 'good'.

Ensuring school places, with zero tolerance of failure

- Continue to expand academies, free schools, studio schools and University Technical Colleges.
- Open at least 500 new free schools
- Introduce new powers forcing any school receiving a 'requires improvement' rating to be taken over by new leadership unless it has an improvement plan
- Allow all good schools to expand, whether maintained schools, academies, free schools or grammar schools.

School funding

- Commit £18bn for new school buildings
- Continue to provide the pupil premium protected at current rates
- Continue providing free meals to all infants
- Not allow state schools to make a profit
- Least-well funded authorities have already had increases in funding, and this will be the baseline for future funding.

Teaching

- Expect every teacher to be trained in serious behaviour and stopping low-level disruption
- Reduce time spent on paperwork
- Introduce bursaries for the most 'in-demand' subject
- Pay good teachers more

- Reduce the 'burden' of Ofsted inspections
- Encourage the growth of Teach First
- Increase the number of teachers able to teach Mandarin
- Support an independent College of Teaching

Maths and science

- Train an extra 17,500 maths and physics teachers over the Parliament

Protecting children

- Introduce regional adoption agencies, working across local authorities to match children.
- Expand training programmes for social workers, such as Frontline.
- Continue to tackle all forms of bullying.
- Require age verification for all sites containing pornographic material and age-rating for all music videos.

FE, skills and apprenticeships

- Create 3m new apprenticeship starts over the course of the next parliament.
- Continue to replace lower-level classroom-based FE courses with high-quality apprenticeships.
- Ensure there is a University Technical College within reach of every city in England
- Abolish employers' national insurance contributions on earnings up to the upper earnings limit for apprentices under the age of 25.
- Roll out more degree-level apprenticeships.



NEWS

Convicted criminals want to work in schools, records show

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

Murderers, paedophiles and heroin dealers are among thousands of convicted criminals who have applied to work in classrooms across the country, Schools Week can reveal.

Our investigation found more than 16,000 people with criminal convictions applied to work as a teacher or teaching assistant in the past three financial years, despite having more than 44,000 offences between them.

Criminal record checks reveal applicants had 12 child sex offence convictions, including two for gross indecency with a girl under 16 and six for making indecent pictures of children. Two applicants had been convicted of murder, three for attempted murder and one for soliciting to murder.

We also found more than 700 drug dealing convictions; 30 of them for peddling heroin. Three were for kidnapping and another 70 related to arson.

A total of 228 convictions were for loitering or soliciting to use a prostitute.

Most convictions were for drink driving (5,815) and shoplifting (3,537).

It is unknown how many of the applicants could now be working in schools because it is up to the employer whether to give them a job.

But working with children requires an enhanced Disclosing Barring Service (DBS) check, formerly known as a CRB check. It is against the law to appoint anyone on a list of people barred from working with children.

Brian Lightman, general secretary of the Association of School and College Leaders, said: "Schools are rigorous in carrying out pre-employment checks. Practice in this area is extremely closely inspected by Ofsted.

"The majority of checks are clear. However, occasionally applicants have a conviction in their past for a relatively minor offence which was clearly an aberration. In such cases schools may still decide to employ them if they are certain there is no risk attached to this."

Schools Week obtained the figures under the Freedom of Information Act from the DBS.

We asked for the total number of people who applied for positions from April 1, 2012, to March 31, 2015, and the criminal convictions that showed up. The roles applied for included head and deputy posts, teachers and teaching assistants. The list of convictions did not include the date of the offence.

Last year, 375,449 DBS checks uncovered 5,383 convictions (1.4 per cent). It was a similar ratio for the previous year with 5,189 convictions revealed by 348,958 checks.

In the 2012/13 year there were 356,547 applications with 6,289 convictions revealed (1.8 per cent).

The figure has reduced since 2013, after new filtering methods ruled that some older and minor convictions should no longer be disclosed.

The government said at the time that while protection of children was of "paramount importance", the new checks struck a balance between protection and avoiding unnecessary intrusion into people's lives.

Chloe Smith, she's the people's choice . . .

SOPHIE SCOTT

@SOPH_E_SCOTT

Chloe Smith really is topping the polls.

Not only did the Norwich North Conservative MP come up trumps last week with an increased majority, but she has the most popular female first name and the most common surname of England's schoolchildren.

A Department for Education list of the 1,000 most popular names in English schools, released last week, shows that there are 64,487 girls called Chloe and 75,888 children with the surname of Smith.

The list was released after a member of the public filed a freedom of information request asking for the most popular first and surnames of children currently at school in England.

It was compiled using the autumn pupil census of 2014.

Princess Charlotte of Cambridge may be the most famous baby at present, but the list reveals there are already more than 43,000 Charlottes in schools across the country.

Her uncle, Prince Harry, shares his first name with 63,296 pupils.

Mohammed, commonly thought to be the most popular first name in England, first appears at number 63 – with several spelling variants littered throughout the remainder of the list.

The chart is also one of the few places this week where Edward beat David (89th and 92nd respectively). Nick did not make the top 1,000, nor did Nigel.

First names

1. Jack – 98,007

2. Thomas – 80,419

3. Joshua – 78,830

4. James – 70,512

5. Daniel – 67,277

6. Chloe – 64,487

7. Harry – 63,296

8. Oliver – 63,136

9. Emily – 61,204

10. Samuel – 57,959

Surnames

1. Smith – 75,888

2. Jones – 45,917

3. Ahmed – 36,879

4. Khan – 36,874

5. Taylor – 36,386

6. Williams – 36,308

7. Hussain – 35,683

8. Ali – 34,165

9. Brown – 34,151

10. Johnson – 24,831

SATs nerves stop children eating

ANN MCGAURAN

@ANNMCGAURAN

The National Association for Primary Education is calling on the government for better ways of measuring primary school performance after a poll showed that most pupils taking SATs in year 6 felt so pressured that they were too nervous to eat.

NAPE spokesman John Coe said the results of the poll by Kelloggs of more than 1,000 children who took their key stage 2 tests last year "are a bit staggering really". It was published in the week that year 6 pupils are taking the tests in English, maths and science.

Sixty-eight per cent of the children told the pollsters that they felt pressured, with 60 per cent claiming that their teachers had told them the tests were important for the school league tables.

Twenty-two per cent said they lost sleep during their SATs and 59 per cent said they had missed breakfast. Eight even said they smoked before the tests.

In a second poll of more than 1,000 parents of children who took their year 6 tests last year, one in five said their child was too nervous to eat before the exams.

Mr Coe said: "We will want to be talking to government ministers in the coming months to find a more sensitive and accurate means of measuring performance in the primary years and better ways of measuring schools.

"The tensions of heads and teachers are being transmitted to pupils. This problem seems to be rising to something

of a crescendo. Speak to any head in the south-east and you will find there's a great prevalence of private tuition in preparation for SATs."

According to Mr Coe, SATs, which started out as an assessment of children's attainment at the end of primary school, had morphed into a measure of a school's quality.

As a former head, he could not blame school leaders for being concerned about their results. "Ofsted will be looking at the data and the media will pick up bad results. The stakes are high for every school."

Anne Lyons (pictured), head of St John Fisher Catholic Primary School in Pinner, Middlesex, said her pupils had taken the tests "in their stride", but that the school had "aspirational parents - and those who aren't get swallowed in".

One child was told he would get a holiday if he achieved a top level.

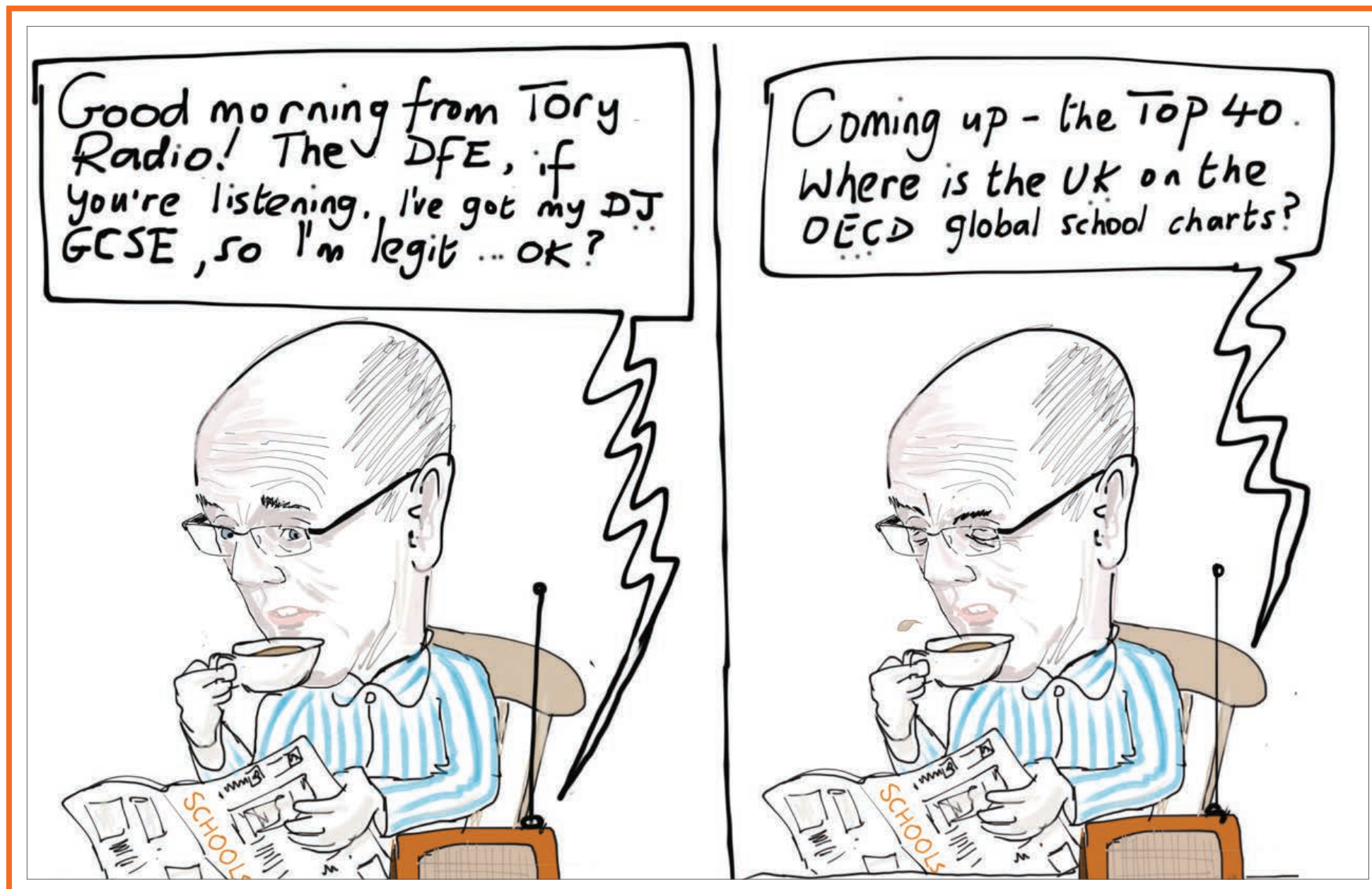
Ms Lyons said she had "an issue" with crude league tables that set one school against another. "It is not a good way to judge if a school is successful or not. It does nothing to improve schools at all."

Her school ensured pupils had a well-rounded education. "The whole of our key stage 2 learn to play an instrument and our



year 6s will all have taken part in a range of sports."

A spokesperson for the Department for Education said: "No young person should be left behind. It is vital young people leave primary school secure in the vital skills of reading, writing and maths that will help them go on to succeed at secondary school. Tests are a key part of this process, demonstrating that pupils have mastered those skills and reassuring parents that their children are receiving the best possible education."



Scratch and mix: it's a new music GCSE

ANN MCGAURAN
@ANNMCGAURAN

Students can show what they know about “scratching” and “turntableism” as one exam board embraces DJ-ing skills as an option in its new GCSE music exam.

AQA has remixed its syllabus to offer pupils the chance to shout out their DJ credentials.

As part of the performance section of the new exam specification, pupils can show a combination of the technical skills and the methods required for a DJ set instead of playing a more traditional instrument, such as the guitar or piano.

Required performance skills will include “scratch” routines, a technique associated with hip-hop music, which produces different sounds by moving a vinyl record backwards and forwards on a turntable.

But students will not be restricted to vinyl; they can also

use CDs or a lap top during their performance.

Curriculum developer for music at AQA Jeremy Ward said: “DJ-ing is an incredible performance skill, and the kids relate to it. It’s in line with technology and what the kids are doing.”

Bands now want to get their music on to games consoles rather than into the charts, Mr Ward said – “so it’s all tying in with where students are spending their time”.

He stressed that the syllabus was specific in terms of the skills expected to be demonstrated. “We wanted to make this a worthwhile way forward for the students, but it’s got to have purpose and value.

“We’ve taken our time, done our research and consulted experts to see what they think. It’s been endorsed by a lot of teachers who have seen it.”

AQA is not the only board bringing in DJ-ing. OCR’s draft new GCSE music exam will also include it. Marie Jones, OCR’s subject specialist for music, said: “There’s

a component that allows quite free rein, giving students the chance to study rapping, beatboxing, DJ-ing and sequencing.”

A spokesperson for exam board Pearson said the performance section of its GCSE music specification contained a section that allowed students to perform in a variety of ways, including DJing. “This performance element, and the DJ-ing option, will continue in our new GCSE music specification developed for first teaching in 2016.”

Plans for all the exam board’s new music GCSEs will be available to teach from September 2016, and are being submitted to the regulator Ofqual for accreditation.

An Ofqual spokesperson said: “An awarding organisation must demonstrate to Ofqual’s satisfaction that it is capable of complying, on an on-going basis, with all of the general conditions that apply in respect of the qualification for which it is seeking accreditation.”

EDITOR'S COMMENT

“No one congratulates the captain who steers his ship around the storm rather than through it.”

For several years in schools, this saying was apt. Reform upon reform, and Michael Gove’s persistent characterisation of a sector in the grip of “the blob”, made school leaders feel like they were in a storm whipped up for effect.

The reappointment of Nicky Morgan, a calmer force over the past year, and her

entire ministerial team, makes it seem as if “steady goes the ship” might now be a more appropriate naval metaphor.

To think this, however, is to underestimate Ms Morgan and her party’s ambition.

The manifesto pledges (on page 7) are worth a re-read in the surprising light of a wholly-Conservative government.

The promises are strong on academisation, free schools, more testing, and on more “rigour” – or, at least, academic

subjects being given first preference.

It is, as I said in an online piece last Friday morning, like Gove’s plans – but on speed.

Many in the teacher community will treat this with sadness. If “shy Tories” are a real thing, Tory teachers may be the shyest of all. Trying to find some to comment on stories is so difficult it can make you believe there aren’t any.

But whether they

exist or not, the public has spoken. The Conservatives have a clear mandate for their reforms – with Nicky Morgan particularly liked among her constituents (see page 5) – and while implementation should be watched closely, it would be demeaning to the public’s preference to dismiss Conservative plans off-the-bat.

In England democracy means the winner takes all. The school community need to brace themselves for that.

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EXPERTS: What a Conservative government will mean



STEPHEN TIERNEY

Executive director of the Blessed Edward Bamber Catholic Multi Academy Trust, Blackpool

The system could be given the freedoms to be great

It looks like a busy five years for Nicky Morgan: 500 new free schools, an extra 17,500 maths and physics teachers needed, new headteachers for schools "requiring improvement", and the academisation of failing and coasting secondary schools

The education secretary has a lot to do after wielding her "stick" during the election campaign: primary heads whose pupils can't do their times-tables to be removed; children retaking SATs at the beginning of secondary school; do the EBacc or forget ever being considered an outstanding school. Plus, Ofsted will be reformed and budgets will be tightened.

However, budget cuts may be rendered insignificant as there simply are not enough teachers to employ – already a reality for some schools with the four-day school week a possibility before the end of this parliament. The baby boomers of the 1960s are heading for retirement and the improving economy and private sector may be more appealing to top graduates than working all hours in a school, only to be continually told that you are not good enough. Teachers want a life.

The leadership shortage also could become a full-blown crisis as the pervading culture of mistrust and fear leaves fewer people wanting to lead schools and a limited capacity for system leadership and peer-to-peer support. All this may happen at a time when an extra 500,000 children and young people enter our schools.

For children who have been tested to within an inch of their lives and forced to follow a narrow restricted curriculum, schooling becomes something to endure rather than something that enriches their lives. Parents and employers become frustrated within an ever-changing and incomprehensible examination system and free schools, like any start-up in business, take flight and bomb with equal measure.

But dig beneath the robust rhetoric and you hear a different tone: "We believe that teaching is a highly skilled profession ... It's about listening ... rebuild bridges with the teaching profession ... tackling things like workload, Ofsted inspections, and building on all the lessons I've learned in the last 10 months."

The next five years may be the best of times with the Department for Education, schools, professional associations and unions, local authorities and academy trusts all working to implement a school-led system that takes collective responsibility for ensuring every child receives a good education. The education secretary has in her grasp some

key levers to head off the perfect storm that is beginning to gather: in seeking information, before the election, about the workload challenges facing schools, she knows that: Ofsted needs extensive reform, possibly replaced with validated peer-to-peer accountability and the incoherent sequencing and pace of curriculum changes need to be rethought with school leaders thinking about what will have a significant impact on children's learning. Ms Morgan has the opportunity to be one of the most admired secretaries of state by doing less but doing it much, much better. Her natural Tory tendencies may also kick in and she sees schools and academies in the same way as small business; less regulation and less central direction.

Teacher supply and school places are the two massive challenges

Teacher supply and school places are the two massive challenges over the coming years. There is a commitment to extra capital funding to meet the growing demand for places, but the detail is rather light on teacher supply. More recruitment via TeachFirst may be a challenge with an improving economy and, as to an extra 17,500 maths and physics teachers ... well, I'll be so delighted if the government pulls it off that I'll eat Paddy Ashdown's hat and Alastair Campbell's kilt. It's a big ask unless we reform the culture within the system and schools, starting with a different relationship between the education secretary and the profession. Early signs show promise and she may well be able to operate under the radar, protected from publicity by the small matter of an in/out of Europe referendum and constitutional change within the United Kingdom.

Commentators are reflecting on how the election of 2015 has so many similarities to 1992. The Conservative government will be keen to avoid the memories of 1997 casting its dark, gloomy shadow over the final years of this administration. Some people believe education could go into meltdown, but there is also the chance that the system could be given the freedoms to be great.

Stephen Tierney blogs at [Leading Learner](#) and tweets as [@LeadingLearner](#)



NATASHA PORTER

Deputy head of education at the think-tank Policy Exchange

It's a chance to hit the accelerator

There are the challenges of securing sufficient places, teachers and funding, but with a majority government and an experienced secretary of state, the government has an extraordinary opportunity to push through bold education reforms

The election has given David Cameron and his government an enormous boost. Not only have they managed to secure a majority, but Cameron is now the fourth longest-serving Conservative leader in recent history, as well as the first sitting prime minister to increase his party's vote share since 1955. This gives the government a real opportunity to continue their agenda of reform. In education, the reappointment of Nicky Morgan, who now has almost a year's experience, shows a desire to further build on and develop the reforms of the last government.

There are unquestionably things that need to be implemented from the last parliament – for example, on curriculum and assessment – as well as challenges around recruiting enough teachers in an improving economy, creating enough school places, and dealing with tighter budgets. But the Conservatives would be wrong if they thought that this meant that "steady as she goes" is all they could or should aim to do over the next five years. Second terms are traditionally when governments hit the accelerator – consider the privatisation of British Telecom in the second Thatcher term, or the bold moves on reforming health and education and welfare under Blair in the 2001-2005 parliament.

A second term Conservative Department for Education (DfE) will start with the implementation of their manifesto, meaning academisation for all under-performing schools, key stage 2 resits for children below the floor standards in English and maths at the end of primary school, and compulsory EBacc at GCSE. Yet these broad manifesto pledges could be built on and taken much further. Academisation could well be developed along the lines recommended by Policy Exchange last year, meaning every school converting in an organised programme over the next five years and, for primaries, federating with other schools in a manner of their choosing.

Nicky Morgan and her team may also look to make changes to how our whole

system is overseen and managed through further development of the regional schools commissioners. It could address teacher supply by paying off student loans for new entrants while they remain teaching, and offering housing, transport and childcare packages to attract staff to more challenging areas. Five hundred new free schools will offer greater choice to parents, and should continue to be set up wherever there is demand and a high quality bid is presented.

Broad pledges in the manifesto could be taken much further

A second term Conservative government could also make bold moves to reform Ofsted, perhaps giving schools a greater role in their oversight through peer review, combined with a slimmer framework of one judgment of quality and one judgment of capacity to improve, as we suggested in our report last year. And schools could be supported to manage these new demands by the DfE finally introducing the long-awaited national funding formula, with as generous protection for losing schools as the department can wring out of the Treasury during the Spending Review.

In wider children's services, the DfE might look to offer schools greater control over other services including youth, children's social care and mental health – similar to Labour's Every Child Matters agenda but more clearly (as successfully shown in Harlem) under the management and budgetary control of the school as the universal children's service.

In early years, the 30-hour childcare pledge may well be developed into a wider childcare offer, with a new push on quality as well as quantity of places. This may lead to a large increase in the number of school-based nursery places, strengthened changes to the admissions code to allow poorer children to move from nursery to school across one setting, as well as moves to allow stronger providers to take over weaker to offer greater contestability in the market.

EXPERTS



BRUCE LIDDINGTON

Education consultant specialising in academies and free schools

Thoughts from after the election

The Conservatives have a clear majority. So what is the reality for school leaders, governors and teachers?

Many of us will remember the 1997 election and the glow of Tony Blair's campaign mantra: education, education, education! We recall, too, the excellent, school-sympathetic secretaries of state for education under Labour – Blunkett, Morris, Johnson, even Balls – as well as Andrew Adonis' passionate commitment to helping the more deprived children reach parity of achievement through the academy programme.

Michael Gove was more divisive. His academy expansion and free schools dynamism have changed provision, probably forever. His multi-academy trusts are a genuine structural alternative to local authorities. But he perhaps underestimated how much you need allies as well as enemies. Few of us will forget wondering if he meant that we were part of "the blob". Nicky Morgan has been rewarded for her more emollient approach.

School budgets will be severely under pressure throughout the new parliament. It doesn't help that the press too often equates any sum – especially cuts – in terms only of how many teachers will go. Teachers are vital, but they are not the only game in town in a well-run school. Many successful academy sponsors find that coherent staffing policies can save money for other things, while standards rise.

Teachers are not the only game in town in a well-run school

The reality is:

- The money available for schools will decline sharply
- Ministers believe that schools don't need to have as many teachers as they say they do
- They also know there is strong evidence

that class size is not a proxy for school improvement

- They have proved that you can build good new school buildings for less than half what was once the norm
- Evidence shows that schools – teachers, leaders and governors – are less good than they should be at getting value for money (VFM) from their income
- Unions have concentrated on the "crisis" of teacher recruitment and the "crisis" of an ageing teacher population – both without coming up with constructive solutions beyond the "cut the excessive workload" panacea

We cannot afford to ignore the fact that:

- About one third of the state money that goes into education ends up in the private sector, with for-profit companies running good VFM contracts
- The best schools already save thousands every month by tendering and letting watertight contracts that cost less but deliver more
- Few schools have taken advantage of the increased spending autonomy over the past 20 years
- Critically, heads and governors have the right, through performance assessment, to control their salary bills, just as they have had the right to control employee numbers for 25 years. Not all have done that
- Above all, school leaders can now reward outstanding performance, encourage improvement, and reduce the drain on standards and budgets by having staff who are less than good or outstanding. It will not be popular or comfortable. But woe betide school leaders who complain that

they don't have the resources. They do, and must use them wisely.

So school leaders will need to get better at negotiating: whether in collaborative groupings of peers, or with potential suppliers. They can learn that compromise is not a sign of weakness, and, above all, they will appreciate that savings are a means to an end, not an end in itself! And they will need to get more political.

With a new Conservative government, here are some questions school leaders, staff and governors should ask:

1. Given that local authorities (LAs) have lost so much funding – and therefore influence over education in the past 15 years – how realistic is it for teachers and schools to look to them for support?
2. Are LAs doing enough to re-shape their roles?
3. Are the new regional schools commissioners (RSCs) doing enough to raise standards?
4. Should the RSCs have oversight of all schools?
5. What training would help heads and governors let better-value contracts?
6. Can performance management of teachers ever work?
7. Is it ever fair for a close colleague to have a key role in deciding the level of another teacher's pay?
8. If annual pay rises stop, how will teachers stay motivated?
9. Central government controls and initiatives have declined. But can schools be trusted to improve themselves?
10. Is collaboration with other schools ever more than additional workload?



EMMA KNIGHTS

Chief executive, National Governors' Alliance

Let's take a deep breath and make changes

A Conservative government with Nicky Morgan as secretary of state gives some chance of stability to allow schools to implement changes already in the pipeline

In the National Governors' Alliance (NGA) manifesto published a year ago we called for a period of stability, the most called-for request by our members – governors and trustees across England. A Conservative government with Nicky Morgan as secretary of state gives some chance of this happening.

Although governor responsibility for school budgets is often overlooked by commentators, school governors are eminently qualified to advise on school funding. The next few years are going to be a torrid time for school finance, but let's not generalise – it will be far more taxing in some parts of the country than

others. The last government was not brave enough to tackle the underlying problem of funding disparities, which mean schools in some counties are down to their last penny while others, particularly in the big cities, are building up surpluses. The government must not shy away this time.

Fundamental reform of capital funding allocations is also required, or we will see more and more school buildings crumbling. And we are greatly worried about sixth-form funding; if we keep on the same trajectory, schools will struggle to offer a broad curriculum.

Any funding reform needs to continue ensuring that poverty and other disadvantages are taken into account, and the NGA breathes a huge sigh of relief that the Conservatives have committed to

retaining the pupil premium. This dedicated funding for pupils from poor families has revolutionised the way school leaders and governing boards are held to account for improving the lot of these children.

It is, however, a real possibility that we will not be able to find a good teacher for every class and we have real concerns about the mechanisms for ensuring the right number of good school places exist in the same places as the children. We can't be frittering money away on extra places where they are not needed.

It's going to be a torrid time for school finance

Clearly regional school commissioners are here for the duration, no doubt becoming even more powerful players. But there will need to be more of them if they are to make a difference. Currently they often firefight in schools that have already plunged into chaos. We need a system where this happens less often as schools become resilient places that can set their own vision and deliver it.

NGA has always taken the view that no particular school structure guarantees success. Most independent evaluations of the academies movement show that while some are examples of successful turnarounds, it isn't a panacea. It has also been shown that in

struggling schools, academy conversion can distract from the important job of improving teaching and learning. Consequently we are concerned at the government's pledge to make all requiring improvement schools become academies.

There is also a pragmatic question of where academy sponsors will come from. Multi-academy trusts, particularly smaller ones, are wary of taking on additional challenging schools as the reality of the responsibility sinks in. Capacity is not elastic and school improvement can't simply be done as a Monday afternoon add-on.

On the upside, this Government gets school governance. It is the first administration in a long time, perhaps ever, to really understand a governing board's place in the complicated world of holding the school system to account. Credit must be given to Lord Nash for promoting the importance of having capable governors in every school, and we will continue to make the case for insisting upon volunteers being trained before they take up this crucial responsibility.

The recruitment of willing and able volunteers is no easy task. Of course we welcomed the Conservative manifesto pledge to make volunteering for three days a year a workplace entitlement for employees in large companies and the public sector. The Inspiring Governors Alliance set up last year to encourage volunteering also needs to have some seriously senior profile if it is going to get sufficient traction, especially in those parts of England where it is most difficult to recruit. The prime minister himself would do well to lend his voice to the cause.

PROFILE

“Education is not designed for the poor”

DAVID MCQUEEN

SOPHIE SCOTT
@SOPHIE_SCOTT

David McQueen, speaker, executive coach and facilitator

It is the morning of the general election and I'm in Radlett, Hertfordshire to meet David McQueen.

McQueen, who runs Magnificent Generation, a pupil mentoring programme, bounds into a local Caffè Nero with so much energy and enthusiasm that it knocks me back. “Sorry, I'm a bit late [he's actually on time], I've lost my keys and my wallet. I have no idea how I managed to lose both.”

He seems unfazed so we jump right into the interview. I am treated to an hour of McQueen dynamism.

Born the second of three boys, he says he has always been a “people person”, an extrovert “determined” not to become the forgotten middle child.

Describing himself as the “big mouth” and the joker, he was just as happy at school with the popular crowd as he was with the shy, quiet types.

“I hate seeing people lonely, I have a real issue with that. I would be playing a football match or something like that and I could see somebody on their own and I would just start talking to them: ‘How're you doing, blah, blah, blah.’

When I've finished playing football, if you want to have a chat, we can have a chat.

“School can be horrid. I'm not going to grab somebody and make them be in the popular group, because they might just be happy where they are. But I was just as happy being the life and soul of the party over here, or sitting down in the corner over there with people who wanted to listen to some mad, crazy rock, or some Human League or some weird, alternative pop music.”

A mantra instilled in him from a young age – “if you have an opportunity to make a difference in someone's life, take that opportunity” – has influenced his attitude and work.

“[My parents] recall this story that on one of my first days of nursery I said, ‘Why am I here in the sandpit? I didn't come to play in the sand, I came to learn!’ Then I would go over and break up fights and be the peacemaker and talk to people who were on their own, so it's apparently something that has been there from quite young.”

His parents both came to England in 1966, his mother from Barbados and his father from Grenada. The pair arrived on the same day – although they did not meet until later.

He says it was his upbringing in the strong African Caribbean community of Harlesden, north London, and later Harrow in the 1970s and 80s, which shaped his character.

He brought friends home from church on a Saturday, and later, when married, would bring teenagers he was working with as a youth worker back for dinner at the weekend.

A few minutes into our chat, his wife of 20 years, Madeline, pops in to give him a tenner, gently mocking him for losing his belongings.

He explains how they met 27 years ago at a gospel concert in Milton Keynes. “She was actually going out with one of my friends, but I didn't steal her!”

They met again, when she was single, and for the next three years maintained a long-distance relationship while she lived in Leicester and he was still in London.

“The phone bills were horrendous. In the first quarter when we were going out, the combined phone bill came to £900 – we were on the phone every day! So that's £300 a month between us – I had to dip into my savings, my mum put a lock on the phone... I found out there was a way to tap phones with a coathanger so I was a proper criminal. We were very devious.”

His parents wanted him to be a doctor, engineer or lawyer. A year of law at North London Polytechnic put him off the latter.

From 19 he tutored young people in his spare time and soon became a mentor for young, black students at the

IT'S A PERSONAL THING

What was the first album you bought?

Michael Jackson's *Off the Wall*

If you could have any "superhero power", what would it be?

Flying

Where would you live if you had a choice?

Anywhere where there is sunshine all year round.

What is your favourite thing to do in your spare time?

Read. Fiction, history and philosophy

If you could have coffee with anyone, dead or alive, who would it be?

Nelson Mandela



Clockwise from above: McQueen with Sir Richard Branson; speaking at the SSAT conference last year; with young people as part of the TV show *Vocation, Vocation, Vocation*, broadcast in 2007



EN

Universities of Oxford and Cambridge.

"In my early 20s, a friend of mine, her daughter was one of the first black students to go to Cambridge ... but she committed suicide, the pressure was too much. I found out later that being the best and brightest in school meant nothing when you went to Cambridge, which was dominated by independent middle-class white students who didn't understand your experience. As a black teenager she felt totally out of her..."

He trails off. "Unfortunately she lost her life."

He set up Magnificent Generation when he was 33, 14 years ago, and has since been touring schools across the country to help young people in the run-up to their exams. He visits about 30 schools each year, alongside his work as a public speaker. (His website says he once presented on television).

"There was no one doing it so I set my own up business. I started speaking in schools and doing a lot of assemblies about getting students ready for exams. I did research around that as well."

He also noticed there was no consistent careers advice "unless you went to private school", though, even there, he says, there are issues.

As father to two teenage girls, he attempts to keep up with

modern trends and remain the "cool dad" – referencing current music and cultural points relevant to the pupils he works with.

His passion is engaging young people – from those in pupil referral units to those in independent schools – to do the best they can.

"One of the things I am really frustrated with sometimes is that, institutionally, education is not designed for the poor. . . or the disengaged. even though money has been thrown at it.

"The reality is that the only way education is going to be treasured and valued for those who don't have access to money or the knowledge that others have, is to change a lot of other things too. Housing, proportional representation, politics..."

"I consider it a privilege and an honour being able to do what I do; being able to get into schools and get that message out there, knowing that for some kids they have never had somebody come in and tell them they are brilliant and they can do it.

"Some kids just won't know that. So, having been able to do this stuff for 13 years, and as an educator for 25 years, that for me is great.

"It's a legacy and it's a real honour."

Curriculum Vitae

BORN

April 7, 1969

EDUCATION

1981 - 1985: Whitmore High School

1985 - 1988: Harrow College

1988 - 1989: London Metropolitan College, law

CAREER

1991 - 1999: Accountant, various roles

1999 - 2004: IT consultant, various roles

2004 - present: Magnificent Generation, education company, managing director

2014 - present: Narratively, presentations skills company, managing director

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Neil Hopkins,
Headteacher



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Sir Mark Grundy,
Principal of Shireland Collegiate Academy

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

BH, Assistant Head
Loreto College, St Albans



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 DAY EVENT ...WHAT
 POSSIBLE EXCUSE
 COULD YOU HAVE?
 Hannah Tyreman



REVIEWS

TOP BLOGS
OF THE WEEK

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



Our blog reviewer of the week is Emma Hardy, primary school teacher and union activist @emmaannhardy

The 39 steps

By @mikercameron

There was little relief at the end of what has been one of my most exhausting and emotionally draining weeks as other educationists widely echoed my shock and pain at the election result. One of the many things that angered me was the number of left-wing "purists" despairing at the result despite, having done nothing but attack the Labour party for being "Tory-lite" for years. However, you can forgive everyone their horror and incredulity when faced with the reality of the Conservative manifesto for schools, including gems such as using Ofsted to force schools to take the EBacc and increased academisation...I can only wish all educationists had read this sooner.

Women in Education: 5 Things Fierce Women Don't Say

By @BennieKara

When reading this blog I became increasingly aware that I had either morphed into "that dog" from "that car insurance" advert or Ed Miliband as I withheld the compulsion to shout "hell yes!" at the end....and then leave quietly in embarrassment.

Every point made on what strong women in education don't say, I have heard from other female teachers, many times. The points Bennie picks apart are: "Behaviour in this classroom would be much better if I had a male learning support assistant", "they don't respect me because I am a woman", "I can't apply for that job because there's one bullet point on the job description I

can't do", "I'm worried they will find out I'm a fraud", "I can't do this job when I have a family."

I admit to not applying for jobs because there was one thing I didn't have experience in and being subjected to looks of horror because I attended a weekend education conference when, "as a mother", I should have been with my family!

The conclusion is a rallying call to all women: "This week, find the fierce women in your life and ask them if they've ever said or thought the five things above. The beauty of starting the conversation is realising, in all probability, we have thought them or said them or both. I hope that somewhere in that conversation, you find yourself feeling a little more fierce."

I don't know about you, but I'm starting today.

The Ugly Duckling: Tales from the Frontline

By @leadinglearner

Every teacher can remember the mental and physical exhaustion of finishing their NQT year; a year that experienced teachers will often look back on with embarrassment as they recall, "yes I did try that..." When I started I had a wonderful, experienced, kind and supportive female role model – and it angers me that such people seem to be becoming extinct. In this blog Stephen Tierney highlights concrete things management teams can do to try to support NQTs and increase retention in schools. However, the final line is a reality check: whatever leaderships in individual schools try to do, they can only hope "the new government help[s] rather than hinder[s]".

Dear Parents

By @MichaelT1979

If there was one blog I could choose to highlight the confusion removing levels at the same time as altering the curriculum has created for parents and teachers, this would be it. Under the guise of restoring "rigour", the government created "chaos".

These changes have only succeeded because of the incredible ability of teachers to make things work for the children in their class – arguably the fall-out has not been greater because teachers are too good at their jobs!

If you are questioned by parents as to why their child appears to have "gone backwards", show them this blog. As the next five years stretch fearfully before us remember Michael's final comment: "As ever, teachers will be doing the best to provide the best possible education within the parameters set by the government."

BOOK REVIEW

Transforming Teacher Education

Authors: Viv Ellis and Jane McNicholl

Publisher: Bloomsbury

ISBN-10: 1472507207

ISBN-13: 978-1472507204

Reviewer: Christine Counsell, senior lecturer, University of Cambridge faculty of education



The title of this book brought on a flashback. As a young deputy head, I had a very kind principal devoted to the professional development of his senior leadership team. In our weekly meetings, we had a friendly running argument about the most intellectually difficult aspects of our job. For him, teaching was something that clever staff sorted out early in their careers. I took the view that whatever the strategic complexity of senior leadership, nothing was as academically demanding nor as important as the new curricular knowledge produced when wrestling with the infinite complexity of planning a year 7 lesson on the Romans.

I was deadly serious, and troubled. Searching for role models in headteachers who took account of that complexity on a school-wide basis, I found none. At one meeting, scheduled to plan my preparation for headship, I announced that I wanted to be a teacher educator. It's not that I wanted to be "an academic", it was that the ordinary academic work of an ordinary teacher produced a knowledge surplus that a school does nothing with. I had to leave school to get closer to the classroom.

At the heart of this thought-provoking and original book are questions about relationships between knowledge creation, knowledge mobilisation and professional education. These lead to further questions about the proper role of knowledge-producing public institutions in a democracy. What is "academic work"? And what ought to be the academic work of a "teacher educator" in higher education?

Studying 13 HEI-based teacher educators, Ellis and McNicholl suggest that not enough academic work is happening and that education and teacher education are the poorer for it. The problem has structural origins beyond the control of lecturers who are, in effect, "proletarianised", and unable to make academic capital out of their labour. Even job advertisements, they argue, expose the teacher educator as a "troublesome category". Its contradictory expectations of "super teacher with a research profile" are beyond the normal demands of a university.

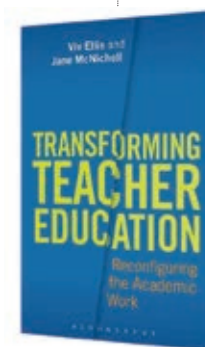
At the core of the book is a vivid and disturbing account of teacher educators' work. Teacher educators spend vast amounts of time on "relationship maintenance", shoring up school-HEI partnerships with endless reactive and proactive communication.

This is not a sentimental plea for pity on behalf of the beleaguered teacher educator. Nor are the authors defensive of the status quo. The argument instead moves toward what is lost to education more broadly. And the authors conclude with a new vision of the "co-configuration" of knowledge, achieved across diverse education personnel, and a challenge to universities to fight for a reconceptualisation of the nature and production of academic capital itself.

As an HEI-based teacher educator of 18 years, much of this resonated. But some did not. A strength of the authors' study is their use of "cultural-historical" analysis looking at the "object" of teacher educator work. Their realisation that much activity is about "relationship maintenance (RM)" is inspired. At the same

time, I wondered if the object is still eluded. I looked at my own equivalent of RM over a fortnight. Yes, it is vast and relentless. But what does it do? About 80 per cent of it is with subject mentors in schools and it's a shared wrestling with problems in history education, often ostensibly micro-problems, but always macro by implication. Of the four articles I'm currently producing, three are co-authored with these mentors. Their knowledge feeds mine and together we render it explicit as we re-shape the content of the course, most of which is taught by them. It is also a shared battle against insularity.

Perhaps this is the sort of "co-configuration" that the authors mean. Whatever the explanation, it still points to the profound importance of this courageous book. I could not put it down. Like all good books it left me with new questions. If "teacher education" is a troublesome category, the deeper root may be that "teaching" is a troublesome category. Too often construed as a generic process to be managed and then judged by the deceit of the obvious (the proxy of results), it should rather be seen in terms of its object – the kinds of knowledge we build in pupils and the nature of a teacher's knowledge that might make it happen.



NEXT WEEK:
The Spider Strategy: Six Steps to Outstanding
By Marcella McCarthy
Reviewed by: Colin Grimes

RESEARCH REVIEW

Reviewer: Elizabeth Houghton, PhD researcher



Effective partnership models

By Dr Sam Baars and Loic Menzies

(Read the research in full at www.lmkco.org)

There has to be trust for a relationship to work – which will be no great surprise to anyone whose love life does not resemble a Richard Curtis film. But anyone whose personal life is a world apart from the stuff of cinema would do well to read this research as the advice is much the same as that of an agony aunt.

Whether you're after a successful collaborative partnership or a successful relationship, certain factors always help: the "importance of a shared goal"; both partners respecting what each other does well; offering guidance – not criticism – when things are not done so well. Communication is key, too, as are "high levels of trust". A series of case studies pays testament to the effectiveness of these.

Chiefly a review of literature around partnership, the report's definition is broad, potentially too much so. There is an attempt to narrow it down to "three levels of partnership learning": brokering, where a partner helps a school access sources of support; a partnership where the partner provides that support themselves; and a network of partners supporting each other.

Within these three there are different types of partners. Schools might be partners with each other, with public bodies or with "non-state organisations", such as businesses and charities. "Non-state organisations" covers a multitude of scenarios, ranging

"The report lacks examples of what might be a bad partnership"

from partnerships with artists, musicians and other such "creatives" in the – creatively named – Creative Partnerships, to a US-based investment bank in the case of the Bankers Trust and Morpeth School.

Arguably, the report suffers in adopting such a broad definition. In focusing on a wide range of partnerships the conclusions are quite general. Comparing the features of a good partnership with those of a good relationship isn't flippancy: the principles of getting along and working together are the same. In this way there is nothing particularly enlightening about what the research finds to be the foundations of an "effective

model": trust and respect each other, have a shared vision of the future and communicate.

It's a shame in this respect that the reasons for entering partnerships are somewhat glossed over. The authors suggest that they tend to come out of "problems": an issue arises and a school will go into a partnership to try to address it. But the case studies all focus on good practice, which, while heartening, does not chart how to identify a problem, how to seek out the right partner or give any examples of what might be a bad partnership. Without wanting to name-and-shame, some examples of the latter might have been useful to help schools to learn from other's mistakes, rather than conclusions that feel like a reiteration of the "trust, goals and communication" recipe for good partnership.

Which leads back to my initial comparison, partnerships and relationships. The language we use defines our interactions as much as our actions. "Partnership" rings particularly of the corporate sphere: "relationship" of the social.

It would be easy to sit behind a keyboard and polemicise about which sphere education should be taking its language from, but that is ultimately going to be the decision of the institutions involved, and the nature of the interaction they have with each other.

The broad definition of partnerships used might not be the most appropriate term for every interaction; research into the different types might provide more tangible suggestions on how to make them effective.



A week in Westminster

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

THURSDAY:

General Election Day. How would it go? What would it mean for schools? Could Michael Gove re-emerge? Would Tristram Hunt sashay his long limbs into the Department for Education (DfE)? So many questions.

The DfE used the day to put out "reminders" of all the things they had done over the past five years. Policy papers were pushed to the forefront of their website and sent to anyone who subscribed to their publication alerts.

They were released under headings such as "how we are offering free school meals to all pupils in reception year, year 1 and year 2 in state-funded schools in England" and "how the government is giving schools a greater role in training and developing teachers and leaders and reforming their pay and performance".

Since the election, these policy papers sit on the website under a banner reminding users that "this publication was published under the 2010 to 2015 Conservative and Liberal Democrat coalition government" – presumably, so you don't blame the new government too

much (even though they are mostly the same people).

A fellow education-watcher also sent an email on Thursday morning highlighting the DfE's tweeting of Winston Churchill's Victory in Europe speech. Apparently it was because schools across England were celebrating the historic day. As our edutwitter pointed out: "Isn't it a bit rum for the DfE to tweet an ex-Tory PM's speech on election day?" We were too busy listening to the great orator that we didn't have time to ponder an answer.

FRIDAY:

WE ARE FINALLY OUT OF PURDAH!

After weeks of no official statements, or progress on policies, making everyone's lives just that little bit harder, we are looking forward to getting straight answers again – and schools will be able to continue with plans to convert to an academy, or to hold consultations (or protest meetings) about upcoming academy plans.

MONDAY:

Ofsted published the minutes of the

March meeting of its audit and risk assurance committee.

Jacqui Smillie, from the National Audit Office, said during discussions about Ofsted's strategic risks, that it would be "useful" to "include a section on the dashboard on 'near misses' or 'things that went wrong'." She said this would give "give assurance" to the committee that issues are "identified and addressed appropriately".

This sort of strategy is also used in other regulation industries and is often considered to be a helpful way of avoiding incidences. It's not a bad shout.

Weirdly, the minutes for November's meeting are still in "draft". History, it seems, really might be re-written.

TUESDAY:

The six ministers leading the new government's education department were revealed today. Not a huge amount of change at the top but it is worth nothing that with the departure of David Laws, who lost his seat, the team is now

made up of four people who studied law at university, and two who did PPE at Oxford. With so many lawyers knocking around one wonders why Michael Gove, who studied English, is the new justice secretary.

WEDNESDAY:

Year 6 pupils will have, mostly, finished their SATs by the time you read this. But today the Standards and Testing Agency put out a helpful explainer about how school leaders can help children needing additional arrangements, such as those with special education needs or those who need to take the tests using braille. Considering the tests started on Monday, it might have made more sense to publish this before they started.

On a side note, the DfE warned that if you talk about the content of those tests on social media before Thursday, May 21, you might get taken to the High Court and have an injunction slapped on you. So keep those fingers off the keyboard. You have been warned.

CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS

Your guide to how SEN funding

ANN MCGAURAN

@ANNMCGAURAN

The new funding structure for pupils with SEN in mainstream schools is now in place. How does it work? How, for instance, do schools secure the right budget to deliver high-impact outcomes and value for money?

With the Institute of Fiscal Studies outlining in recent reports the significant cost pressures on school spending until 2020, school business managers and special needs co-ordinators (Sencos) will have a hard fight to secure the funding needed for SEN pupils.

Creating a simpler, fairer and transparent system was a coalition aim and an intention of the special educational needs and disability (SEND) reforms brought in from last September.

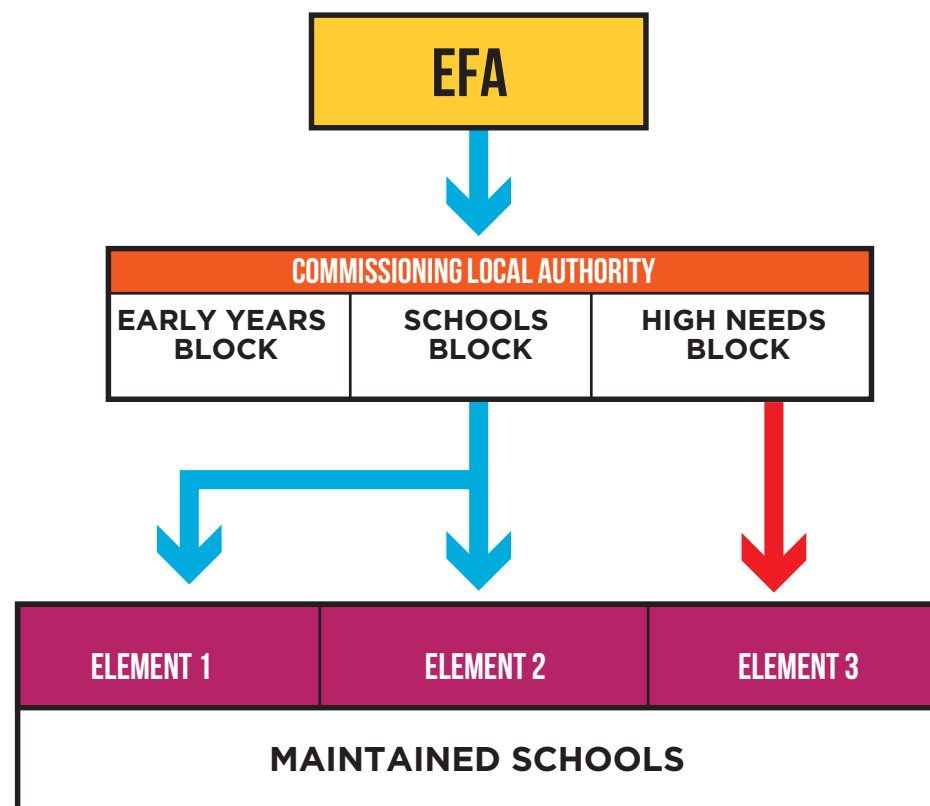
Underpinned by the legislation in the Children and Families Act 2014, the new

SEND code of practice emphasises "person-centred approaches" – with education, health and care plans (EHC plans) up to the age of 25 replacing statements of SEN for those aged up to 18.



SEN consultant Anita Devi (pictured) believes the reforms and the funding changes dovetail to reflect a significantly more joined-up approach. Speaking at a recent Optimus Education seminar, she outlined how SEN funding for mainstream schools is worked out from the dedicated schools grant (DSG), the core of funding given to local authorities (LAs).

NOTIONAL SEN FUNDING REFORMS



3 ELEMENTS OF MAINSTREAM SEN FUNDING



HOW DOES IT WORK?

Local authorities receive the dedicated schools grant for all maintained schools and most academies in their areas via the Education Funding Agency (EFA). The LA then consults with the "schools forum", a body of local stakeholders, and they jointly set a local formula for funding maintained schools and academies. Based on this, maintained schools then get their allocated funding from the LA, while funding for academies is recouped – a fancy word for "taken back" – from the LA by the EFA (from 2015-16 about 10 per cent of academies that are "non-recouptment academies" will also be brought into this process). The agency then gives the funding back.

In January 2015, LAs in England submitted their formulae for allocating their DSG schools block funding for 2015/16 to schools in their area. Schools are funded using a maximum of 13 clearly defined factors. Mandatory pupil-led factors include the basic per-pupil entitlement, deprivation (using one or both of two indicators: children eligible for free school meals or the Income Deprivation Affecting Children Index), and optional pupil-led factors including looked-after children, prior attainment, and English as an additional language.

A requirement for the new formulae is that a minimum of 80 per cent of block funding must be allocated through pupil-led factors.

WHERE DOES SEN FUNDING COME FROM?

Element 1:

Basic per-pupil entitlement

This is used to make general provision for all pupils in the school, including pupils with SEN, and goes directly to schools.

It is the basic per pupil entitlement, with every pupil in a school attracting an amount called the age-weighted pupil unit (AWPU).

There has been a general belief that the amount of AWPU funding per pupil is about £4,000, but LAs are permitted to choose different rates. The EFA's schools block funding formulae 2015/16 states LAs must specify a primary AWPU of at least £2,000 and key stage 3 and 4 AWPU values of at least £3,000. Most (81 per cent) of primary AWPU are in the range of £2,500 to £3,250, although there are a few significant outliers of more than £4,000.

For key stage 3 AWPU, 81 per cent of local authorities are allocating between £3,500 and £4,500 per pupil; for key stage 4 most (79 per cent) are allocating between £4,000 and £5,500 per pupil. Across all authorities, 76.2 per cent of funding is being allocated through basic

entitlement in 2015-2016.

The Department for Education's initial £4,000 AWPU assumption is therefore incorrect for many schools.

Element 2:

Notional SEN budget

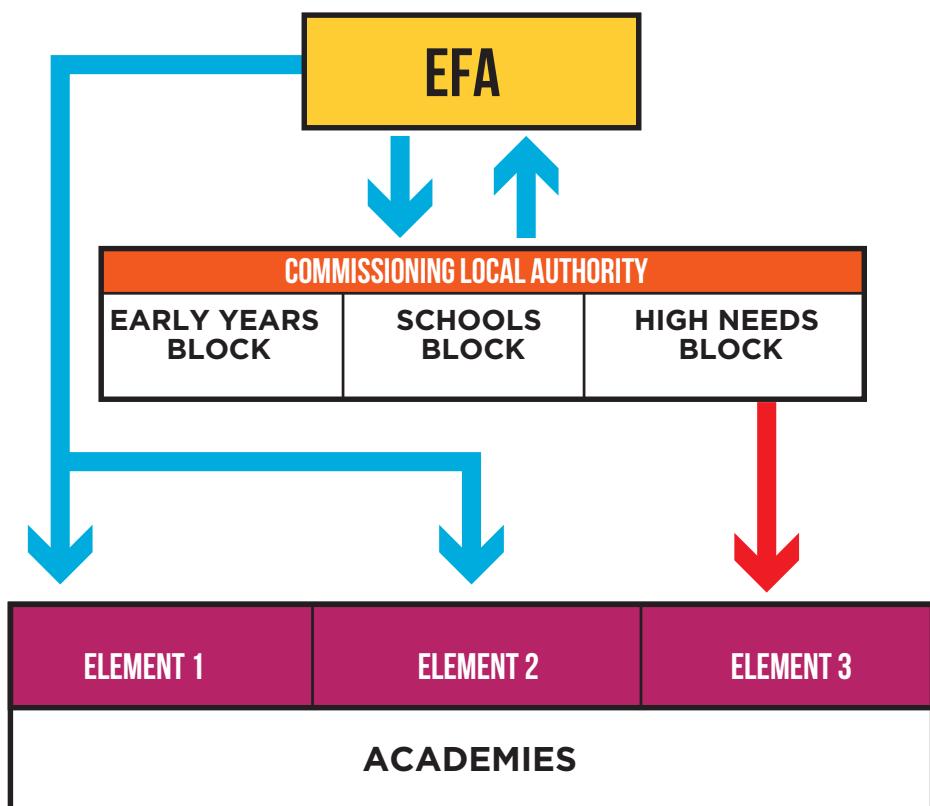
This is an additional amount of money to help make special educational provision meet the needs of children with SEND. It's called notional because schools can spend it in the way that they think is best. Like element 1, it goes directly to schools.

In their funding formulae for 2015-16, LAs specify what percentage of funding allocated through each factor contributes to the notional SEN budget. The government has recommended schools use the notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN.

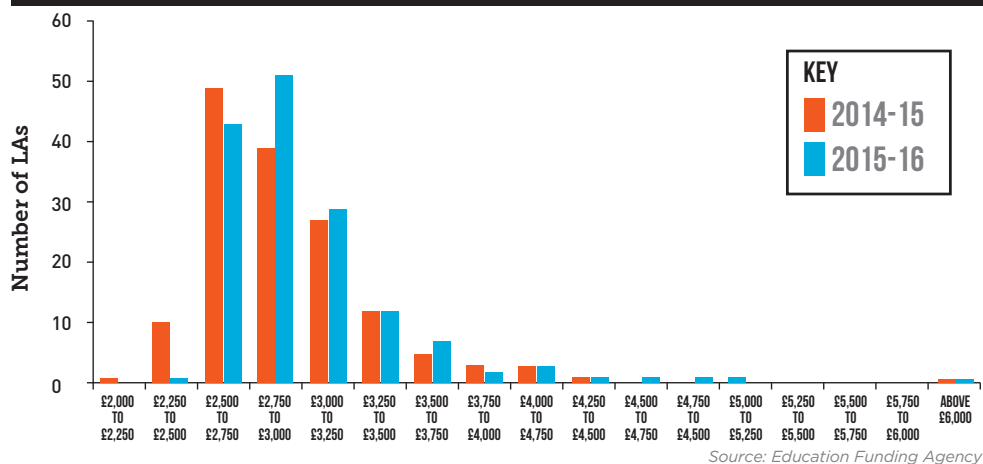
Some 126 (83 per cent) of authorities are allocating between 5 and 15 per cent of schools block funding as notional SEN.

Prior attainment is the most common

ng is calculated and allocated



BASIC ENTITLEMENT PRIMARY AWPUPER-PUPIL VALUES CHOSEN



contributing factor to notional SEN with 146 of the 148 LAs featuring it in their formula. Most authorities are also assigning a percentage of their deprivation and basic entitlement funding into notional SEN. Some LAs expect 5 per cent of the age-weighted pupil unit to be included in the notional SEN budget.

Schools can spend less or more than the notional budget on SEN, Ms Devi says. "It is not ring-fenced."

Element 3: High needs block funding

This is funding for high-need low-incidence SEN that goes directly from the commissioning LA (ie, the authority where the pupil lives) to schools. It is provided from the high needs block element of the DSG, and aimed mainly, though not exclusively, at pupils with EHC plans.

The government expects schools to have spent at least £10,000 out of their core and notional budget before this funding can be accessed.

Anita Devi says that for schools applying for short-term cash or funding not linked to EHC plans, "it makes sense to have spent up to the £10,000 threshold".

"Some call it £6,000 (for element 2), because the government insists that element 1 equates to around £4,000 – but the element 1 range is between £2,000 and £8,000.

"If you are in an LA where you are getting £2,000 as element 1, then it would not be appropriate for the government to say you have to spend another £8,000 (before getting top-up funding). Some LAs have said that if you can demonstrate element 2 at £6,000, then you will potentially get an amount of higher needs block funding."

Some LAs are allocating the whole of the high needs block funding to those with EHC plans, while other LAs are building SEN capacity by providing short-term funding for high needs pupils as well as funding EHC plans. In reality, Ms Devi says, "the law will stipulate that if a child has a need it has to be met".

MAXIMISING FUNDING, COSTING PROVISION – AND WHAT VALUE FOR MONEY LOOKS LIKE

What does SEN consultant Anita Devi think is the best way for schools to identify what they have provided up to the "£10,000 threshold"? She says the threshold embraces elements 1 and 2 of the funding and covers quality inclusive and personalised teaching of a whole class (including reasonable adjustments), short-term additional interventions (wave 2) and low-cost elements of wave 3 higher needs interventions. She says that if schools "align their provision management systems to the school improvement cycle, then it is relatively easy to evidence what is the core offer, and what has been provided additionally at wave 2 and 3 up to the £10,000 threshold".

Paul Newby (pictured) is headteacher and Senco at Brickhouse Primary School in Sandwell in the West Midlands. A quarter of the pupils at his school were on the SEN register in summer 2014.

He says schools can use provision mapping to cost provision and interventions to maximise funding, ensure value for money (VFM) and identify high-impact interventions. He uses it to provide an evidence base fully linked to money that can show how much "top up" funding a child requires.

In his view, schools must be able to articulate their SEN spend, and school business managers must make sure their Sencos have that information. "It's a collective senior leadership responsibility."

Costing provision involves analysing accountability, VFM, time and personnel. The average intervention at the school runs for eight weeks – but might continue for two terms. This allows time to assess outcomes at the start and the end of the intervention. "VFM needs very clear investment points."

The focus has to be on linking data to impact. In his school, the most expensive interventions are one-to-one, and he

says he has had "more success with an £8.22 phonics intervention". One-to-one support is only used with pupils with complex needs.

The school's provision maps include a three-tier system for the whole school, year group and individuals. Each intervention in the area of need – such as cognition and learning – is listed and costings collected for provision. The year group maps cover group size, frequency and cost, while the individual provision maps cost the wave 2 and 3 interventions for more complex needs.

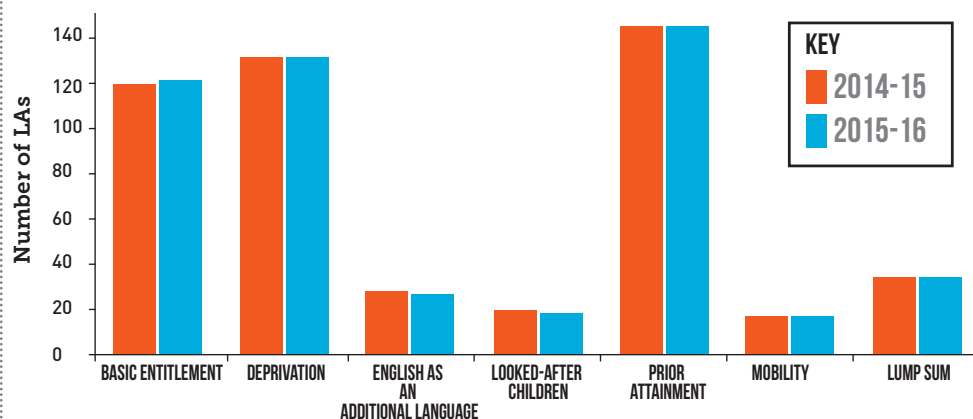
Impact is assessed using goal attainment setting (GAS), a common scale for assessment. The six-point scale of measurement runs from three – where progress is higher than expected, to minus three – where progress is considerably below baseline. "If I see an intervention in two or three, it is clicking into the area of VFM."

Mr Newby says the class teacher must review what the pupil can do now that he or she couldn't do before. "Staff know they need to talk about what new skills they are seeing."

One-off spends, money for SEN that has "been top-sliced out" of the budget and the costs of external agencies must be included in the provision mapping, he adds.



FORMULA FACTORS USED TO ALLOCATE NOTIONAL SEN



School Bulletin



Andrei and James from Watford UTC undertaking the Toshiba programme

Licensed to repair . . . in a UTC

A group of computer science students at Watford University Technical College (UTC) have turned into tech wizards who can do their own laptop and tablet repairs.

The learners completed the Toshiba self-maintainer programme, which means they can now work out technological faults, select the spare parts required, and carry out warranty repairs in-house.

The school says the course also helped the students to gain "inventory management experience, added technology expertise and a variety of additional transferrable skills".

Principal Emma Loveland says: "This is an excellent practical hands-on experience for our IT students, helping them to build valuable skills for the future."

The accreditation lasts for one year and can be updated with a refresher course.

Alfie with his twin Grace, parents and Freshwaters head Marios Solomonides



Alfie's school raises money for hospital

A school in Essex has raised £300 for the hospital that helped to save the life of one of its pupils.

Year 1 student Alfie Hunt, 6, from Freshwaters Primary Academy, was found to have an enlarged heart and liver when he was just two weeks old.

He was diagnosed with critical aortic valve stenosis — a narrowing of the aortic valve — and has been in and out of hospital for much of his life.

Last summer, Alfie underwent open heart surgery at the Royal Brompton Hospital in

central London to replace the faulty valve. He was in hospital for five days and off school for three weeks.

The school's Parent Champions held a coffee morning in support of the hospital, raising £272.10.

Headteacher Marios Solomonides said: "Anyone who helps our pupils in any way deserves our support and that is why our coffee morning was in aid of the Royal Brompton. It also highlights to our pupils the wonderful work doctors and nurses do, day in and day out."

ASCL runs seminars on radicalism in schools

FEATURED

The Association of School and College Leaders (ASCL) will run a series of seminars this summer to help school leaders wanting to learn how to protect students from being radicalised.

The sessions, which will offer support and guidance to leadership teams in response to new legislation and concern over the "impact of extremist propaganda" on young people, come in the wake of the Trojan Horse scandal and, separately, the flight of three London schoolgirls from Bethnal Green Academy to Syria earlier this year.

It also follows a claim by the headteacher of Birmingham's Anderton Park School, Sarah Hewitt-Clarkson, that death threats have been sent to teachers and "dismembered cats" left on playgrounds.

This led to education secretary Nicky Morgan admitting the problems of extremism would not "be solved overnight".

The Counter Terrorism and Security Act 2015 requires educational establishments to prevent young people being drawn into terrorism.

The seminars, planned for June and July, will aim to help leaders understand the duties placed on them, to understand how propaganda on social media and the internet "grooms young people into extremist ideologies", and give practical help and advice.

They will be led by Kamal Hanif, head of



Kamal Hanif

Birmingham's Waverley School.

"Young people spend a lot of their time on the web and social media and they can easily get drawn into extremist ideas without access to a counter narrative," Mr Hanif says.

The seminars will help schools to "pick up the signs" and to use the appropriate channels in dealing with concerns.

"This is about having a greater understanding around the issues of radicalisation and extremism, how to identify situations and how to deal with them in an appropriate manner, without over-reacting and being alarmist."

Sara Khan, co-founder of the counter-extremism and women's rights organisation



Sara Khan

Inspire, and ASCL's parliamentary specialist Anna Cole will join Mr Hanif.

Ms Khan said: "Unfortunately, there have been many myths propagated about what the statutory requirements mean for both schools and pupils.

"The seminars will clarify and help to guide schools how to safeguard children from extremists who seek to exploit them."

The seminars, which will be held in Bristol, Birmingham, Cambridge, London, Manchester, Leeds and Durham, are open to ASCL members and non-members.

Visit www.ascl.org.uk/events/ for further information

Go online to test your pupils' fitness



Barnes Primary School, London, pupils take part in the Activity Challenge

A free online portal allowing schools and parents to test a child's fitness levels has been set up.

The Activity Challenge, created by charity Fit For Sport, allows adults to log on, submit fitness scores after children have taken part in activities such as jumping and running, and compare results with recommended levels.

Its launch comes as a recent Fit for Sport study of 10,000 primary children suggested that two-thirds were below recommended levels of fitness for their age group.

It also found 67 per cent were unable to reach targets in jumping, running and throwing; 24 per cent fell "significantly" below levels.

Chief executive of Fit For Sport Dean Horridge said: "Physical inactivity is a ticking time bomb for the UK's health. Both parents and schools must make sure children are spending enough time being active to improve their fitness and health levels now, and set them off on a journey to an active life."

Visit www.activitychallenge.co.uk to take part

MOVERS & SHAKERS

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

Jonathan Standen is the new head of Plymouth College. He was head of The Crypt School, a grammar school in Gloucester.

He says his move to an independent school after 20 years in the state sector feels like a "promotion" and he is looking forward to the "freedom" from many government initiatives.

"In the state sector we seem to be really focused on academic achievement. When the powers that be [Ofsted] come and look at your school they only give a scant look at the wider aspects of education that are really important.

"It is increasingly difficult to prioritise extra-curricular enrichment opportunities that are so vital to helping young people develop a rounded personality. And that is something we will aim to achieve here, whether it's academic, sporting, musical, theatrical, debating and so on."

The 47-year-old went to the University of Nottingham where he studied ancient history and history.

Mark Pollard has taken over from Julie Farr as the new headteacher at Bishop Perowne C of E College, Worcester. She is stepping down after more than

20 years at the school.

Mr Pollard, who was deputy head of Wolverley C of E secondary, also in Worcester, says the "extremely strong Christian ethos" running throughout the school gives it a platform to "not only go that extra mile", but also "instil those values" in the students.

"In my career I have always found it best to have high expectations of my team and students – they typically live up to those expectations and discover that they are capable of more than even they had thought."

Mr Pollard says the senior team will be highly visible among parents and students under his leadership, which will help him to "develop excellent relationships, improve communication, learning and conduct" across the school.

Fiona Kaplan has been appointed the first head of Ark Byron Primary Academy, in Ealing, west London, which opens in September. She was assistant head and early years leader at nearby Wendell Park Primary School.

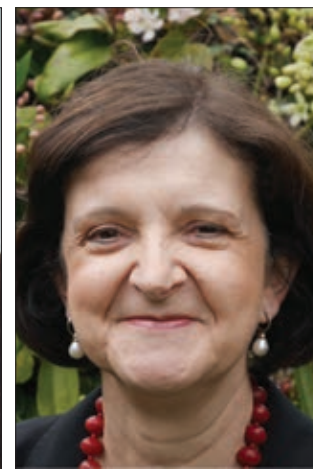
Ms Kaplan has been working in education since 2001, mainly in early years departments.



Jonathan Standen



Mark Pollard



Fiona Kaplan

She says she is attracted by the prospect of setting up a new school and plans on placing literacy, mathematics and citizenship at the "heart of everything".

"I will be working with my team to ensure outstanding academic results and to ensure the children develop citizenship skills and contribute positively to their community."

Ms Kaplan studied modern languages

and Chinese studies at the University of Cambridge.

The 54-year-old says that she pursued a career in education after she had triplets and became "fascinated" by how young children learn.

"I saw that young children absorb new information at an amazing rate and that their enthusiasm to make sense of the world around them would make teaching the most satisfying and rewarding job."

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

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The day that one in six schools fell silent

Elli Woollard, London

I can understand the concern, and obviously where a school has to close then it causes a huge amount of disruption to working parents (and, indeed, those looking for work). But if part of a school remains open while another part is used as a polling station, doesn't that encourage democracy? Parents will be more likely to vote, as they are already in the building, and children are able to see the democratic process at first hand. Even where the whole school is closed, at least parents with children at that school are already familiar with the building, and thus possibly more likely to vote, if only for that reason. If other buildings were used even more parents might stay away from their polling station on Election Day.

Stuart Lock, Chingford

We are a polling station and close one classroom, cordon off some car park, allow access, and then get on with the school day. I'm sure this is not possible everywhere, but it is possible to run most of the school most of the time. I'm not sure why schools close completely. Small is not always beautiful

James Wilding, Berkshire

As the proprietor and Academic leader of a large independent school with 3 sites and 6 divisions covering ages 3 to 18, I also agree that small is not beautiful for governing bodies. Reality is that often there is no common denominator, and both governance and leadership needs skills and expertise unique to age and phase.

Watchdog checks out safety faults in 300 schools (Ed 27)

James Allen, Suffolk

I have read the report by *Schools Week* and it does highlight several good items for further discussion. Firstly, what are the accident statistics since schools became in charge of their own budgets? Have they gone up or down? Secondly, who are the people on site, now doing the H&S inspections? Are they being done in-house or by an independent company?

One line in the report does puzzle me though. It says: "Schools have a duty of care towards pupils, but this is

not always easy to define and it is often unclear how far it extends."

This is partly true. Schools have a "Duty of care" to anyone who comes on to the school premises. Even to a Burglar!

Free school blames EFA for early closure

Graham Easterlow @bordellolife

Shocking and we are promised 500 more 'free' schools in the next 5 years! #concerned

Penny Rabiger @Penny_Ten

Yikes. @SchoolsWeek exposes another free school to close this year. Half-way through GCSEs too. Desperate.

When do we realise this is future generations we're putting on the back foot? :(

How we should combat teacher cyberbullying

Potty-Pinky @pinkperlz

Students need to be held criminally accountable for harassment just as teachers are accountable for safety. Has to be both ways.

All talk and lots of action

Rachel Lofthouse @rmllofthouse

Excellent reminder of collective role of school community in supporting speech/language development.

DfE lets us look at register of board members' interest

Alex Weatherall @A_Weatherall

This story shows how ridiculous the DfE are regarding transparency

Would you trust a human to mark your work?

Christian Bokhove @cbokhove

Good that @nmmarking mentions marked improvements. Certainly opportunities formative assessment, summative still problematic... Key para is the penultimate one: I also have experience that it makes T's more aware of misconceptions etc.

The day that one in six schools fell silent

REPLY OF THE WEEK
Claire Gaskell, address supplied

I combine polling day with one of our 5 INSET days. As there are no other public buildings in our local area, school has to be used as a polling station. I know it is going to happen every year (with council, Europe and police commissioner elections) so I plan ahead and ensure we don't lose any time in school. It's worked well for 4 years. My only issue is that Election Day usually falls in a bank holiday week and it's the week before SATs.

REPLY OF THE WEEK
RECEIVES
A SCHOOLS WEEK MUG!

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laura.mcinerney@schoolsweek.co.uk with Error/Concern in the subject line.

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

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Contact: careers@citizenschool.org.uk



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For more information, please email jobs@thirdspacelearning.com or call 02037710093

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Educational Consultant 2013



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We are now seeking an enthusiastic Mathematics teacher who would like the challenge of leading the department.

The Mathematics Department is made up of form teachers in the Junior Department (Key Stages 1 and 2) and specialist Mathematics Teachers in the Senior Department (Key Stages 2 and 3). Children are prepared for Common Entrance 13+ and the Independent Girls' School Consortium 11+ examinations.

You will be required to plan and organise the Mathematics curriculum throughout the School, give appropriate written and oral feedback to parents on pupils' progress, as well as organise lectures, outings and events to promote the department, and to teach Mathematics at key stages 2 and 3.

An outstanding teacher, with experience of teaching Mathematics up to Year 8, you'll hold a degree in mathematics or a closely related discipline.

For further details of the job description and an application form please email trjunior@trevor-robertsschool.co.uk

Closing date: 29 May 2015

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Head of Primary Network

Overview of SSAT

SSAT (The Schools Network) Ltd is an independent membership organisation dedicated to raising levels of achievement in schools. Our members include primary, secondary, special educational needs schools, academies, and schools from over 13 countries around the world.

SSAT's membership and professional development programmes help you achieve this balance. They offer practical, schools-led advice for succeeding at Ofsted and raising attainment levels, but they also have the classic SSAT "extra ingredients": long-term vision, a pioneering commitment to student leadership, insights into the latest research and innovative practice and, above all, the challenge that comes from collaborating with other schools and teachers.

The Role

The Head of Primary Network role is working with a wide range of primary schools and academies and is responsible for building growth of both membership numbers and other products and services across SSAT. Your key responsibilities will be delivering the annual business plan, ensuring that financial and delivery quality are maintained and built upon; maintaining and building upon the pace of growth of both membership numbers and financial objectives; continuing to develop partnerships which benefit our primary members as well as offering new opportunities for market growth; being responsible for building effective working relationships with schools, internal colleagues and partners.

For more information see www.ssatuk.co.uk/jobs/

The position is initially a maternity cover for up to 12 months, with a salary bracket of £55,000 - £60,000.

Applications should include a CV and Covering Letter and be sent via email to Recruitment@SSATUK.co.uk by Friday 15th May 2015.



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(Re-advertised)

Group 1: L1 - L3 (Group 1) NOR 121 Required January 2016 (or earlier)

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- Be an excellent classroom practitioner with high expectations of achievement and behaviour.
- Work collaboratively with staff, Governors, and parents to develop all children to their fullest potential.
- Be a practising Catholic or committed to promoting the Catholic ethos of our school

We can offer you:

- A welcoming school with a strong sense of community and family.
- Dedicated and supportive staff, committed to high standards.
- A highly effective and supportive governing body.
- An inclusive school with happy, motivated, and well-behaved children who enjoy learning.

We welcome and highly recommend a visit to our school prior to applications being submitted.

Please contact our secretary Mrs Williams to arrange an appointment and to receive an application pack, or visit our website for details.

Application forms should be returned to Mrs Ann Farrell, Chair of Governors via email to: sec.stedwards@halton.gov.uk or via post to the school.

Applications must be made using the CES application form. Closing date: Friday 19th June 2015

Shortlisting: Tuesday 23rd June 2015 Interviews: Wednesday 1st July 2015

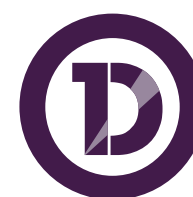
The Governing Body are committed to safeguarding and promoting the welfare of children and the Assistant Headteacher must ensure that the highest priority is given to following safeguarding guidance and regulations. The successful candidate will be required to undergo an Enhanced check for Regulated Activity from the DBS.

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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

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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

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.