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SCHOOLSWEEK.CO.UK

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GCSEs: scrap or strengthen?

Hunt and Gibb on pages 3 and 6

GERMAN PUPILS SWELL FREE SCHOOL'S ROLL

- As EU citizens, they're entitled to be here, says Parkfield school
- 'Increasing numbers at census time is unethical,' says finance head

ANN MCGAURAN
@ANNMCGAURAN

Exclusive

A free school in the south of England that filled spare places with German students for up to six months has denied recruiting pupils abroad to gain additional funding.

But Parkfield school in Bournemouth says that it will be "very happy" to repeat its offer of places to

students on short placements in future.

The school included the German students in its autumn 2014 census, according to full governing body minutes seen by Schools Week. The government uses this October census to determine funding for the following academic year.

Continued on page 2



P10

Sam Gyimah

"Overwhelming is never a reason not to try"



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NEWS

GERMAN STUDENTS SWELL FREE SCHOOL'S ROLL

CONTINUED FROM FRONT

ANN MCGAURAN
@ANNMCGAURAN

Exclusive

The minutes show that principal Terry Conaghan “was pleased that the temporary placement of the German students in year 10 had been a very successful project” and that the school planned to recruit “this type of student” again next year.

He explained that a drop in secondary numbers of the all-through school was “largely due to the German students who were only on the roll for a short time”.

Previous minutes, from July 2014, reveal that the school had a number of conversations with local companies about having “foreign students on roll at Parkfield for a set period of time”.

Secondary school vice-principal Matt Thurstan said: “If they are on the roll for a year then they are part of our census and would create some funding for the school.”

But school spokesperson Sam Hanson insists that although the language in the minutes might suggest a proactive drive to bring in foreign students to bolster funding, that was not the case.

“The school was approached, as were the majority of secondary schools in Bournemouth and many other schools throughout the country, to support projects for students from the EU to spend up to six months in this country,” she said.

“As EU citizens they are entitled to attend



school here. They did not take the place of any local student as places were only offered where the school had capacity. At no point did Parkfield refuse any student.

“As with this year, Parkfield will not be actively recruiting EU students next year but, if approached and if we have the capacity, we will be very happy to consider them again.”

The governing body minutes show that in October 2014 there were 12 new starters in year 10, pushing pupil numbers up to 38 from the 26 in year 9 the year before.

Schools Week asked the school how many German students were included in the census, and if it had received funding from the Education Funding Agency for them, but the school had not responded as the paper went to press.

Micon Metcalfe (pictured), a school business director in south London who also trains education leaders, said: “Children

from the European Economic Area have the same right to be educated as UK citizens. It follows that such children would be funded in the same way as UK citizens, that is, the funding is in arrears in the period following the child’s inclusion on the school census.

“If they are on the roll at the time of the census it will mean they (the school) have higher numbers and their funding will be for that. So from that sense it is not illegal. But if a school is actively seeking short-term students from Europe with the sole purpose of increasing numbers on roll at census time, then I would consider that to be unethical.”

An Ofsted report published last month said Parkfield required improvement. The school is temporarily located in a former office building ahead of a planned move to a controversial new site next to the runway at Bournemouth airport.

The Department for Education declined to comment.



Uptake of three-day ICT ‘GCSE’ soars 2,000 per cent

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

The number of pupils entering a fast-tracked ICT qualification – worth a GCSE and taught in just three days – has rocketed more than 2,000 per cent in a year.

Schools Week revealed last month that education leaders were being urged to enter “vulnerable” pupils into the European Computer Driving Licence (ECDL) qualification to ensure they achieved five A* to C GCSE grades.

The qualification can count towards the five passes metric in school performance tables.

New figures published by Ofqual have now revealed the number of pupils taking the qualification has soared in recent months.

A total of 9,650 certificates were issued between January and March this year – compared with 450 in the same period last year.

Liam Collins (pictured), headteacher at Uplands Community College, East Sussex, and a member of the Headteachers’ Roundtable group, said: “I can see why courses outside the normal curriculum are being looked at by schools.

“As we know, if you have a below-average ability intake you are more likely to receive a requires improvement or inadequate Ofsted inspection... and the likelihood of filling all the baskets of the



Progress 8 [performance indicator] also diminishes.

“Therefore, with gun-to-the-head policy announcements and high stakes inspections, the fear of losing your job will be the driver to some people’s curriculum decisions.”

Last month, the PiXL Club, an organisation that aims to raise attainment in schools, encouraged its 1,300 members to consider enrolling pupils for the ECDL qualification.

Members were told that some schools were planning to run a three-day intensive course to prepare pupils for the online exams, once their other GCSEs were completed.

PiXL suggested enrolling “vulnerable” pupils who could take the exam as an “insurance policy” for five GCSEs.

A school leader who received the email said it went against the spirit of messages



from the government over “dumbing down and gaming”.

A spokesperson for BCS, the chartered institute for IT, which provides the qualification, said the increase mirrored schools wanting to teach the new computing curriculum.

“To meet this requirement many schools want to teach a broad and balanced curriculum as recommended by Ofsted.

“Schools want to make sure they teach digital literacy as much as they teach computer science; this includes providing qualifications in each of those areas.”

She added the schools-specific qualification was introduced in September 2013. “We’ve seen a transition from our other qualifications to the schools-specific version. This has been consistent with our expectations and is also consistent with the increase of similar qualifications from other providers.”

NEWS

Cuts force councils to tear up free bus passes

ANN MCGAURAN
@ANNMCGAURAN

Exclusive

Government cutbacks are forcing councils to reduce their provision of free and subsidised transport for pupils to the legal minimum.

North Yorkshire county council is removing free home-to-school transport from September next year for pupils aged 8 and 11 who live between two and three miles from their normal catchment or nearest school.

Kent County Council also says it has to save £209 million over the next three years and so will increase the cost of its bus pass for 11 to 16-year-olds from £200 to £250 in September, a year after the price doubled from £100.

The chairman of the Local Government Association’s Children and Young People’s Board, David Simmonds, told Schools Week that financial pressures were forcing many councils to scale back to meet their legal obligations “rather than go far beyond that – which is what they did historically”.

For children under 8, councils are obliged to provide transport for pupils living more than two miles from the nearest suitable school. For those aged between 8 and 16, the statutory duty is to provide transport for those living more than three miles away.

In rural areas, he said councils had traditionally provided free transport, although it was not a legal duty. It was being eroded because of rising costs.

Hairdresser Charlotte Everett lives in the village of Hardraw in North Yorkshire and has two daughters aged 7 and 3. She told Schools Week: “It’s a bit of a shock. Most of the kids who get picked up here and a couple of other villages will be affected.”

She lives about two miles from her eldest

daughter’s school and said the looming annual cost of £380 for a bus pass would be “difficult” and “an expense we don’t need. One of my friends has three children and one has two. It will impact on all our budgets.”

North Yorkshire county council spent £58 million on transport between home and school between 2012-2013 and 2013-2014.

From September this year, North Yorkshire will also axe free home-to-school transport for pupils moving house in years 10 and 11 and whose parents wish them to remain at the school in which they started their GCSE courses.

The council estimates the cuts will save £200,000. It said it needed to find another £74 million in savings by 2020 on top of the £94 million programme already in train.

Matthew Balfour, Kent County Council’s cabinet member for environment and transport, said: “Of course it would be wonderful to be able to subsidise all children’s travel as we did, but the financial complications we suffer from at the moment means that it’s unaffordable.”

Some school leaders, however, are happy about the change.



Charlotte Everett with her daughters Marri (7) and Cicely (3), with school bus driver Alan Roberts

Niall McWilliams, a former head of Carterton Community School, a rural school in west Oxfordshire, said he had campaigned against free travel as it was “not fair because school buses were driving past our front door to catchment areas that were much bigger”.

Kent County Council has said it will provide parents and carers with a free pass for a third or fourth child, and the cost of a pass will be frozen at £100 for some families on low incomes.

More schools complain about Ofsted

SCHOOLS WEEK REPORTER
NEWS@SCHOOLSWEEK.CO.UK

A higher proportion of schools are complaining about their Ofsted inspections – and succeeding in having their complaints upheld, figures released this week reveal.

Schools inspectorate Ofsted published its annual accounts and report on Tuesday detailing the number of complaints made by all inspected parties.

Between April 2014 and March 2015, it had received 439 formal complaints about school inspections, affecting 5 per cent of them overall. The number of complaints is lower than last year, when 475 complaints were made, but represents a 1 per cent higher proportion as the inspectorate completed fewer activities this year.

Complainants were also marginally more successful. In 2012-13, 31 per cent of formal complaints regarding schools were upheld; this year 35 per cent were upheld.

Eighty-one school complainants asked for an internal review, and 13 cases were taken to the Independent Complaints Adjudication Service, a 7 per cent increase on the previous year.

However, Mary Bousted, general secretary of the Association of Teachers and Lecturers and a prominent critic of Ofsted, questioned whether Ofsted ought to be dealing with its own complaints.

“There’s no independent guarantee . . . that it is being done in a rigorous way or that it will change outcomes that were not justified.

“There is every pressure on Ofsted to hold the line, and not change grades, given that any changes will give critics the evidence to question their judgments.”

Only 16 inspection results in total were changed after formal complaint, and four after internal review. This represents a change in 0.01 per cent of all inspection activities.

Ofsted quote: ““There was a small increase in the proportion of complaints about school inspections in 2014/15 compared to the previous year, as we reported this week.

“However, the overall proportion of inspections that lead to a complaint remains low across all our remits. The important thing for Ofsted is that those we inspect have confidence in our complaints handling procedures.

“We are committed to ensuring every complaint is investigated thoroughly and independently and that we report the outcomes of all complaints in an open and transparent manner.”

All pupils to take EBacc subjects up to 16

SCHOOLS WEEK REPORTER
NEWS@SCHOOLSWEEK.CO.UK

Secondary school pupils will be expected to take all subjects in the English Baccalaureate (EBacc) up to the age of 16, schools minister Nick Gibb has announced.

The five subjects of the EBacc – English, maths, science, a modern foreign language, and either history or geography – were first introduced as a non-compulsory school performance measure in 2011.

Last night in a speech at right-leaning think tank Policy Exchange, Mr Gibb said the government would soon set out further details on how it would honour its manifesto commitment of ensuring all pupils took the EBacc subjects.

The move to make the qualification compulsory overturns the coalition government’s position.

Responding to an education select committee inquiry, the coalition government said the national curriculum determined what subjects should be made compulsory and that the Ebacc was only “made available to help parents find out more about pupils’ achievement in key academic subjects”.

But education secretary Nicky Morgan last

year said she wished to compel all children to study the EBacc and would seek to downgrade the Ofsted inspection rating of schools failing to do so.

Mr Gibb (pictured) said the policy would deliver greater social justice in education.

“If we are to deliver a fairer, more socially mobile society, we must secure the highest standards of academic achievement for all young people, and especially those from the least advantaged backgrounds.”

He defended the policy against arguments that a focus on academic subjects displaces arts subjects.

“The EBacc is a specific, limited measure consisting of only five subject areas and up to eight GCSEs. Whilst this means that there are several valuable subjects that are not included, it also means that there is time for most pupils to study other subjects in addition to the EBacc, including vocational and technical disciplines that are also vital to future economic growth.”

Provisional figures for this summer’s GCSE entries show that the number of pupils taking art subjects – such as art, music and dance – remain static.

However, there has been a

dramatic fall in religious studies GCSE entries since the introduction of the EBacc – with 9 per cent year-on-year reductions in pupil numbers since 2013.

Mr Gibb also claimed that “low expectations” around academic subjects “afflicted whole local areas”.

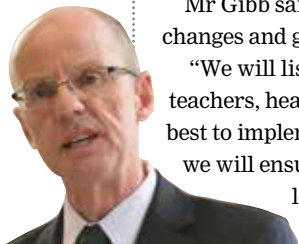
In Knowsley fewer than 10 per cent of pupils achieved the EBacc compared with 30 per cent in neighbouring borough Halton, 35 per cent in Westminster and 34 per cent in Hackney, he said.

“These disparities are not simply explained by social circumstance – in all four local authorities, the proportion of pupils identified as disadvantaged is between 40 and 56 per cent. This is unacceptable.”

But analysis last year by BBC Newsnight reporter Chris Cook showed that in 2013, only 69 schools in England did not offer the full suite of EBacc subjects.

Mr Gibb said that he would consult on the changes and give schools time to prepare.

“We will listen closely to the views of teachers, headteachers, and parents on how best to implement this commitment. And we will ensure that schools have adequate lead-in time to prepare for any major changes.”



| OFSTED COMPLAINTS - (% IS OUT OF TOTAL NUMBER OF INSPECTIONS) | | |
|---|----------|----------|
| | 2014/15 | 2013/14 |
| Formal complaint | 439 (5%) | 475 (4%) |
| Internal Review | 81 | 62 |
| Independent Complaints | 13 | 10 |

NEWS

Ministers promises fresh look at UTC programme

FREDDIE WHITTAKER @FCDWHITTAKER

Ministers have promised to look again at the university technical colleges (UTCs) programme after an MP raised questions over the closure of the Black Country UTC in Walsall.

Walsall North Labour MP David Winnick tabled a Commons debate on Tuesday to raise concerns over the UTC, due to close in August following an inadequate rating from Ofsted.

During the debate, skills minister Nick Boles (pictured) said it was important the government asked whether the programme was “as successful as it can possibly be” before agreeing to open more colleges.

UTCs are 14 to 19 institutions, often run by one or more academic or commercial sponsors, that allow learners to follow a technical route from an earlier age.

Black Country UTC, which opened in 2011, is one of 30 currently open. Hackney UTC will also close in August.

Mr Boles told the Commons: “It is very important now, at the start of a parliament, that we look at this programme and ask ourselves if it is as successful as it can possibly be before we launch ourselves into the process of opening more . . . which is something that we as a government are very firmly committed to do.”

The colleges have prompted many concerns, including low enrolment, poor attendance and a lack of sufficiently broad curriculum.

Schools Week recently revealed that one in three does not provide access to the English Baccalaureate – a set of GCSE subjects that the government believes enable pupils to access more options later in life.

Mr Boles said he hoped Mr Winnick understood that the government had to “take some risks” when it was trying to “improve and innovate”, and that it was a “huge matter of regret” that Black Country had been forced to close “so soon after it opened and after so much taxpayers’ money was invested”.

The minister reassured Mr Winnick that the UTC programme received a lot of attention from both Department for Education officials and politicians, and added: “It would not have been a surprise to the department or officials that this college was in trouble, but it wasn’t until the second Ofsted report that the trouble perhaps crystallised.”

Mr Boles said the government was “firmly committed” to the UTCs programme, but promised to “look at all questions on how the model works”, including issues of recruitment and sponsorship.



Poor GCSE results linked with voter support for UKIP

JOHN DICKENS @JOHNDICKENSSW

New research that suggests regions with underperforming schools are more likely to have the highest numbers of UKIP voters has sparked heated debate in education’s Twittersphere.

But research author Dr Meenakshi Parameshwaran, of think tank LKMco and Education Datalab, says it’s time to wake up to “the uncanny relationship between UKIP voting and education”.

“Whatever the causes of the relationship . . . it is clear that we cannot continue to ignore areas of the UK where educational performance is low, and where voters feel endorsing UKIP is the best way to improve things for themselves.”

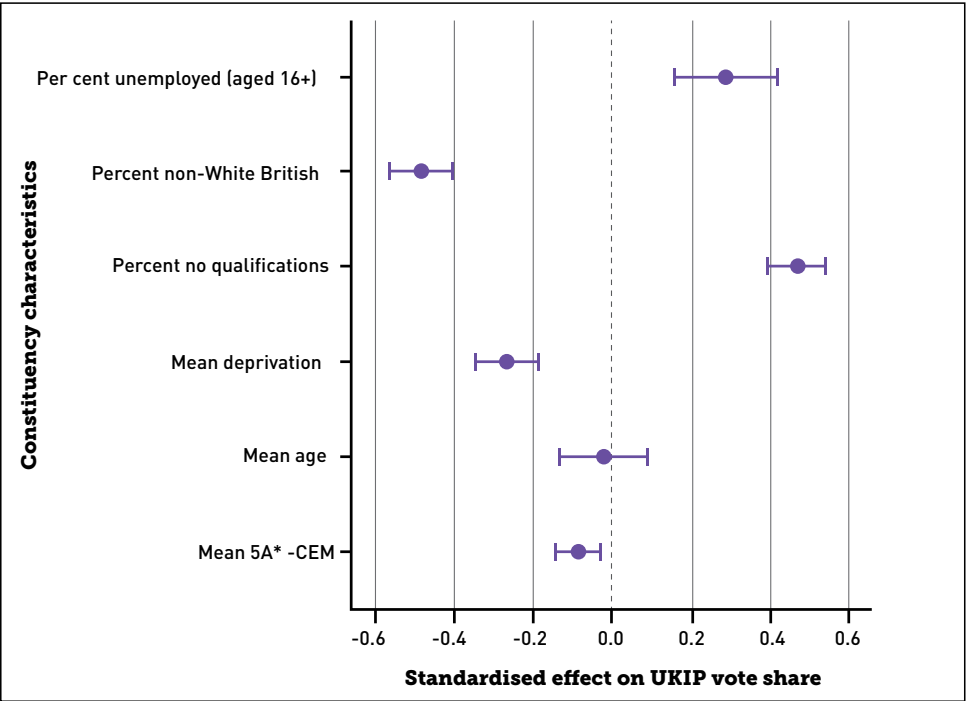
She analysed vote share and educational data for the 533 English constituencies, finding that areas with higher UKIP vote shares tended to have lower average GCSE performance.

“Whilst there are some outliers, the negative relationship between areas of educational underperformance and UKIP voting is undeniable,” she said.

“It is also quite a strong relationship, with every quarter of a per cent reduction in average GCSE performance significantly associated with a rise in local UKIP vote share by 1 per cent.”

The findings were contested on social media, with many observers stating that numerous factors could explain the relationship between UKIP vote share and GCSE performance.

But a second study by Dr Parameshwaran, published last week, found that “constituencies with better GCSE performance have lower UKIP vote shares, even after accounting for local levels of



education, unemployment, deprivation and ethnicity”.

She told Schools Week: “Whilst my results might have surprised some people, those familiar with research on educational and social disadvantage already argue that radical reforms are needed to end the persistent structural inequality that is driving support for UKIP.

“In particular, more needs to be done to break the cycle of educational disadvantage, such as providing extra support to those children whose parents struggle both financially and educationally.”

Ian Martin, a primary school teacher in Leeds, has also investigated the relationship between pupil premium and community cohesion. In his research for his masters degree, he found that school experiences of parents may be a factor, more so than current

school underperformance.

“Many working-class parents told me that they feel their experiences are not understood by people in positions of authority, and that their own, often unhappy or at least underwhelming, experiences of school mean they feel the same about the culture within many (but not all) schools.

“Many told me that they felt no hope for their children’s future and that they had no faith in the political mainstream. I concluded that the needs of working-class communities in many parts of the UK are not being addressed by mainstream decision-makers and that the experiences of working-class communities are often dismissed as of a lesser value.”

UKIP was approached for comment on several occasions, but did not respond before Schools Week went to press.

Private school firm fined for breach of safety law

JOHN DICKENS @JOHNDICKENSSW

Schools have been warned about their responsibilities for vetting contractors after a private school operator had to pay out more than £100,000 when a worker was injured cutting down a tree.

Alpha Schools was fined £35,000 and ordered to pay £25,000 costs after breaching health and safety laws when an on-site worker was injured by a falling branch.

In April 2013, the worker was using a chainsaw to cut down a mature sycamore tree in the grounds of Crown House Preparatory School, in High Wycombe, to make way for building works when a partially cut branch fell on to his ladder, throwing him to the ground. He has permanent spinal injuries and is confined to a wheelchair.

An investigation by the Health and Safety Executive (HSE) later found that Alpha Schools had failed to use competent contractors to undertake the initial arboriculture work.



At Aylesbury Crown Court last Friday Alpha admitted breaching section 3 of the Health and Safety at Work Act and agreed to pay £50,000 to the injured worker.

Marianne Pope, a senior researcher at The Key, an organisation providing support to schools, said employers have a duty of care to staff, but warned it was “not always easy to define”.

“When it comes to working with contractors and self-employed individuals, school employers are advised to carry out sufficient competency checks – on qualifications and recent health and safety records, for example – and to ask for evidence of appropriate insurance cover, before agreeing to any work,” she said.

The level of appropriateness would depend on the school’s own cover and should be checked with insurance providers directly.

Alpha Schools had contracted P&X Complete Cleaning Services to do the work.

However, the health and safety watchdog found it had not done a risk assessment and there was no safe system of work in place with no ropes and an unsecured ladder.

The HSE also said the work was not adequately segregated with members of the public nearby.

The cleaning firm’s boss, Paolo Mule, who was also working on the site on the day of the incident, was given an 18-month prison sentence, suspended for two years, after pleading guilty to a breach of health and safety regulations.

After the case, HSE principal inspector Karl Howes said: “Arboriculture work remains high risk, particularly work at height in trees. Such work must only be undertaken by competent and trained contractors.

“All businesses have a duty to ensure they engage competent contractors when carrying out tree work.”

Schools Week revealed last month the health and safety watchdog had launched nearly 300 investigations in schools in the past three years. Of those, 150 were major incidents and there were nine fatalities. More than 100 enforcement notices told schools to urgently address failings or face court action.

Crown House did not respond to requests for comment.

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Clerks share top honours at governors' awards

SOPHIE SCOTT
@SOPH_E_SCOTT

A photo finish proved impossible so there was a dead heat for the best clerk in this year's National Governors Association (NGA) awards.

Hosted at the Houses of Parliament on Tuesday by Neil Carmichael, leader of the all-party parliamentary group on school governance and leadership, the biennial awards honour clerks and governing boards across the country.

"School governance is a really important activity," Mr Carmichael said. "You make massive contributions to your schools and your local communities, and to the teaching of pupils, the wellbeing of staff and the overall direction of travel of education.

"You really do need to be saluted for all you do."

Shadow education secretary Tristram Hunt, who presented the awards, said governors were more important than ever given the "increasingly autonomous school landscape".

He added: "I would like to take this opportunity to thank the 300,000 governors who volunteer to increase the life chances of young people.

"Your role is one of strategic leadership. Strong governance is essential in maintaining standards of excellence and I understand the expectation [on you] is very high, and rightly so."

David Walker of St George's Church of England Academy, County Durham, and Sally Coulter of William Farr Church of England Comprehensive School, Lincoln, shared the outstanding clerk award.



Mr Walker was described as an "essential part" of the leadership team and Ms Coulter was said to give governors time to focus on their core functions.

Six boards in primary, secondary and special schools from London to Tyne and Wear were nominated in the outstanding governing board award.

Duncan Haworth, a representative of the NGA, said of the commended Upland Primary School in Bexleyheath, Kent: "We were struck by the calibre of chair and vice chair, the togetherness of the governing body and the senior leadership team in everything they did and the vision they have for the school."

The school has gone from an Ofsted "requires improvement" rating to outstanding in leadership and management.

The overall winner was North Tyneside's Churchill Community College. Mr Haworth said: "The governors, over a number of years, have made this an outward facing school, prepared to share their expertise with all. But at the same time, they have continued to learn. A key aspect was the way the students felt the governing body interacted with them."



Clerks Anwen Bumby, Helen Barber, David Walker and Sally Coulter with Tristram Hunt. Below: listening to speeches at the ceremony



| Finalists for the outstanding clerk to a governing board |
|--|
| Anwen Bumby, Ysgol Glan-y-Mor, Gwynedd |
| Helen Barber, Riverhead Infants' School, Kent |
| JOINT WINNER - David Walker, St George's Church of England Academy, County Durham |
| JOINT WINNER - Sally Coulter, William Farr Church of England Comprehensive School, Lincoln |

| Finalists for the outstanding governing board |
|--|
| Ashmount School, Loughborough |
| Plantation Primary School, Manchester |
| OVERALL WINNER - Churchill Community College, North Tyneside |
| SPECIALLY COMMENDED - Silver Springs Academy, Manchester |
| Kingsway Community Trust, Manchester |
| COMMENDED - Upland Primary School, Bexleyheath |

Morgan promises to give away any salary boost

FREDDIE WHITTAKER
@FCDWHITTAKER

MPs are set to receive a 10 per cent pay rise if plans by the Independent Parliamentary Standards Authority go ahead – but Nicky Morgan says that she will give any increase to charity.

The education secretary has said in several broadcast interviews that she will donate any increase, while her office has confirmed that it will build on her already "significant" charitable donations.

The proposed 10 per cent lift contrasts significantly with the teacher pay cap of 1 per cent since 2012 and will boost an MP's basic salary from £67,000 to £74,000.

Ms Morgan is currently paid £134,565, which reflects a combination of her parliamentary salary and ministerial pay.

Under parliamentary rules, MPs are not allowed to refuse the rise but can choose what they do with it.

Shadow education secretary Tristram Hunt was approached for comment but did not respond.



Hunt renews call to scrap GCSEs

FREDDIE WHITTAKER
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Labour needs a "clearer narrative" and fewer "short-term gimmicks" in its education policy, teaching unions have warned after Tristram Hunt said the next party leader must put education "front and centre".

During an appearance on Radio 4's Today programme on Tuesday, the shadow education secretary admitted that Labour should have done more to "prioritise" its education policies during the election campaign.

Mr Hunt (pictured) also used the interview to renew his calls for GCSEs to be scrapped. "I think in a decade's time, if we still have GCSEs in England we will be completely out of kilter with other European countries and actually not giving young people what they need."

But the general secretary of the Association of School and College Leaders, Brian Lightman, told Schools Week the debate on the future of the qualifications was for another day.

"At the moment, we have a newly elected government that is completely committed to implementing a new set of GCSEs. The key priority

must be to make sure these qualifications are fit for purpose and properly implemented in the interests of young people.

"In terms of the future of GCSEs, that's a much longer-term discussion. I am sure they will not be with us forever, but it's not the time to be going into detail about that."

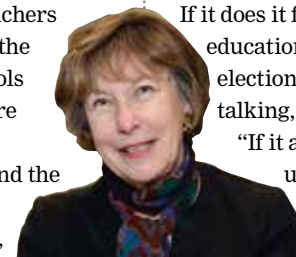
He added that Labour's message on education had been "very unclear" and that "people didn't really know" what the party's overall narrative was.

Before the election Mr Hunt intimated that Labour would push to move away from GCSEs, but failed to outline any clear plans for what would replace the qualifications.

In The Guardian this week, Mr Hunt gave more details, writing: "I would suggest a full-blooded commitment to building a proper 14-19 baccalaureate curriculum that delivers a rigorous common core for all learners, along academic or vocational pathways."

But Nansi Ellis, assistant general secretary for policy at the Association of Teachers and Lecturers (ATL), warned that the most important issues facing schools at present were ensuring there were enough teachers and classrooms – anything else was "tinkering around the edges".

Baroness Alison Wolf (pictured),



King's College academic and author of the 2011 coalition government review of vocational education, also dismissed Mr Hunt's ideas.

"People have been trying to introduce a baccalaureate into English education since I was at secondary school, which is now a long time ago. So I wish Labour good luck on this one – but I rather doubt if qualification reform is quite the priority for the population as a whole that it always is for politicians."

"I very much doubt if education policy, from either side, had anything to do with the election results."

National Association of Head Teachers general secretary Russell Hobby said Labour education policy should focus on raising standards rather than winning elections.

He told Schools Week: "Labour does need to address its education policy but there is a right way and wrong way to approach it.

If it does it from the perspective of 'what education polices will help us win elections?', we will get more tough talking, more short-term gimmicks.

"If it asks, 'what policies will help us raise standards over the long term', then the answers may be refreshing and inspiring."

The background of the advertisement features two young people. On the left, a young man with dark skin and curly hair is looking upwards and to the right, holding a transparent, geometric, lattice-like structure in his hand. On the right, a young woman with dark skin and long dark hair is looking upwards and to the left. The overall tone is aspirational and focused on education and technology.

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Anti-radicalisation software 'could hinder debate'

JOHN DICKENS
@JOHNDICKENSSW

New software that allows teachers to monitor pupils who browse extremist websites or search for terrorism-related terms while at school could "hinder the debate challenging radicalisation", says the chair of an Islamic primary school.

A keyword glossary, launched last week, alerts teachers when any terms from a "radicalisation library" are used.

But Zafar Ali, chairman of governors at IQRA Slough Islamic Primary School, one of the first Muslim schools to host a conference to combat radicalisation, said: "I've always said to combat radicalisation there must be an open and honest debate. This mustn't stop pupils doing this by inhibiting their learning.

"The software must not pick up innocent terminology and label children. It must be precise and not delve into

children who are searching for knowledge to understand radicalisation. That's a big step away from being radicalised."

But Sally-Ann Griffiths, e-safety development manager at Impero, which developed the software, told Schools Week: "It is not about criminalising children – it is about helping schools to spot the early warning signs so that ... support can be put in place to help educate children before they potentially become victims."

She added: "The system may help teachers confirm identification of vulnerable children, or act as an early warning system to help identify children who may be at risk in the future."

The new software, developed in partnership with counter-extremism thinktank the Quilliam Foundation, will be available to all schools from the start of the autumn term.

Jonathan Russell, the foundation's political liaison

officer, said: "The internet has made it easy for young people to access extreme or radical material. While measures such as the UK government's Prevent Strategy already exist, it's now clear that more needs to be done to counter radicalisation early on."

The software is an update to Impero's Education Pro software, used by 40 per cent of secondary schools to detect sexting, grooming and potential suicide.

The Counter Terrorism and Security Act, which became law in February, puts a legal duty on schools to prevent youngsters from being drawn to terrorism, as well as to challenge extremist ideas shared by terrorist groups.

Education secretary Nicky Morgan ordered a review after three girls from Bethnal Green Academy, in London, travelled to Syria.

How we plan to alert our pupils to the dangers of extremism, page 14

EDITOR'S COMMENT

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

When the government says they are going to make some subjects compulsory to 16, the schools sector can be forgiven for ignoring any promises that it will be done while listening to leaders and teachers, and with a long lead-in time. Not least because the people making those promises are the same stripe as those who said, just a few years ago, that the English baccalaureate subjects would not be made mandatory.

But does the change matter to secondary schools? On the one hand, it doesn't. Fewer

than 70 schools don't currently offer all the EBacc subjects. At the other extreme, only two schools enter every pupil for the EBacc. Why? Maybe because it is difficult to employ enough language or humanities teachers to cover whole year groups. Maybe because students preferred other subjects, maybe the school thought other subjects more important for their pupils.

Schools Week recently revealed that one in three University Technical Colleges (UTC) do not offer all the EBacc subjects. Several UTC

principals reasonably argued that their purpose was a focus on vocational education – so why would they teach the same academic subjects as school? It's a fair question.

A long lead-in time sounds helpful if it means school get answers to thorny implementation problems. But it comes with a catch. While the government sits around 'listening' and figuring out what it wants, schools must still recruit new teachers, plan timetables, buy texts. These decisions become tougher when leaders don't know what random exam policy the

government will implement next.

What do you do if your music teacher is leaving? Replace them, or hedge your bets and advertise for a geography teacher with a side-interest in string instruments?

That sounds glib, but it is the reality schools work within. Hence, while ignoring policy churn is ideal, it's also impossible.

We therefore look forward to the government outlining their detailed plans "in due course" and hope they don't make this period of uncertainty stretch on too long.

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PROFILE



SAM GYIMAH

SOPHIE SCOTT

@SOPH_E_SCOTT

Sam Gyimah, junior minister for childcare and education

Sam Gyimah has just moved into David Laws' office in the Department for Education's Sanctuary buildings – a fact he points out with nervous laughter.

But the junior minister laughs less when he talks about working with his Liberal Democrat counterparts in the coalition.

"We achieved certain things together, but what was deeply frustrating sometimes is that we had coalition partners who always wanted to claim that they were the good guys and they cared about social justice . . . and that everything that was not about social justice was us, when actually we were as one on social justice."

Gyimah is warm, but seems a tad anxious. His family life is clearly very precious, and he is keen to keep those closest to him out of the spotlight – "they are not politicians".

He nevertheless opens up about his childhood, and a life full of huge transitions. The first taking place when he moved to Ghana's bustling capital Accra when he was six. Quite a different place to the town where he was born and had always lived in: Beaconsfield in Buckinghamshire.

The move was spurred by his parents' separation. His mother relocated him, his younger brother and sister (a baby at the time) to Ghana, where she worked as a nurse at

the university hospital.

"She did a good job of shielding us from what was otherwise quite a difficult transition for the family and difficult for her – finding herself in her 30s with responsibility for three children.

"She was very good at focusing us on our education, because I ended up starting school later [at six and a half] than I would have otherwise."

The subject of his relationship with his father appears a sensitive subject. Gyimah says for many "complicated reasons" he doesn't want to go into his involvement with him after the relocation.

Did he notice a lack of a male role model in his life?

"You don't think of who your role models are as a kid, but it was hard because I am the eldest.

"I could see the strain my mother was under and the effort she was going through to be the breadwinner, primary carer, chief motivator and driver all at the same time, and to try to give us the impression that life could continue as normal.

"She was brilliant – she gave us a sense that a thing might happen but you can still do well in life. She was also really keen to push us at school and keen that we couldn't use that [the separation] as a reason not to do our homework, for example. And she was, by and large, successful."

His mother even pawned her wedding gifts to make ends meet.

Starting school in 1981, each class contained about 50 children and he describes a sense of knowing that education was the "passport" into life – although Ghana "was not much fun" at the time and it was "tough".

"Rawlings had just got into power for the second time and there was political unrest. I remember we had power cuts because there had been a drought. The electricity in Ghana is driven by the dam and if there is no water in the dam, there is no electricity."

Despite this, he says his childhood was filled with happy memories.

A lack of secondary schools, bar for a few state boarding schools, meant a secondary education was not an option for everyone. He doesn't think about what "could have been", but he was very conscious of needing a secondary education.

Gyimah got a place at Achimota School, an hour and a half from home, which had piano keys as its crest. Its motto read: "You get perfect harmony when you play the black and white keys."

"For a country that was trying to escape its colonial past, saying to people they could be successful – and working together was the way to do it – was incredibly powerful. I've worked in many environments that are diverse, and when you have got diversity the sum is greater than the individual parts."

He hated the school at first, until he "made friends and

IT'S A PERSONAL THING

What was your favourite childhood toy?

It's not an abacus or Rubik's cube! Running around and playing outside is my favourite childhood memory. We invented all sorts of adventures and occasionally I hurt myself, but it was immense fun.

Where would you like to go on your next holiday?

Looking forward to my next trip to San Francisco to see my wife's family.

What do you eat for breakfast?

I'm a creature of habit. It's cereal, a cup of tea and an orange juice most mornings.

What is your favourite book?

Birdsong by Sebastian Faulks. I tend to like novels set in a historical context.

What did you want to be when you grew up?

Depends on what age you would have asked me! I think a lawyer, most of the time. That was the ambition that persisted the longest.

If you could live in one historical era, when would it be?

I loved history. The French revolution and nationalism in 19th-century Europe I just loved, partly because of the issues of identity that Europe was going through. If you are born in one country and spent a little bit of time growing up in another, you are very conscious of what makes identity and how it is defined. I always wondered why Louis XVI didn't concede things in the revolution . . . why did he allow things to run for so long? He should have called the Estates-General the moment people asked for it. That's when I began to think about politics; how it's conducted and shaped.

realised, like most teenagers, you enjoyed being with friends rather than being at home".

It was then that his father "suddenly decided [he] was doing well at school" and given that Gyimah already had citizenship, he returned to England to Hertfordshire – to do his A-levels at Freman College, a state school.

He was now one of only three non-white students and facing what he describes as a more "flexible" approach to learning. His school shorts had to be an exact length, for example, in Ghana; his uniform there was merely a suit-based "dress code".

His history teacher, Mr Greenhalgh, inspired him and put effort into encouraging his Oxford application.

"I think I am lucky to always have had people who are incredibly supportive . . . that's what makes the difference."

Gyimah got a place at Somerville College in 1995 and studied politics, philosophy and economics – something his mother took a while to forgive, expecting him to become a lawyer, a doctor or an engineer, not study "this philosophy stuff".

His first election "itch" came when putting himself forward for president of the Oxford Union. He won, becoming the first black president for a half a century. "It was overwhelming . . . but overwhelming is never a reason not to try."

He struggled to support himself at university and could have been kicked out had he not negotiated a loan with the college bursar on the basis that he would pay it back after he



Clockwise from left: Prime Minister David Cameron (right) leaves the party hotel with MP for East Surrey Sam Gyimah, on the final day of the Conservative Party Conference at Manchester Central Convention Centre. (2011) /PA Gyimah with his *Schools Week* mug, Gyimah as a child

finished university.

A job as an investment banker at Goldman Sachs – "someone has to do it," he shrugs – secured this repayment. But he regrets now that he didn't continue with his education and become a barrister.

He liked the sound of David Cameron when he was made leader of the party and decided to make a foray into local politics. He unsuccessfully ran for a council seat in Kilburn and in 2010 was elected as MP for East Surrey.

He laughs when asked about how he and his wife met. They met at university but it wasn't until 17 years later they got together. "She claims it took me 17 years to pluck up the confidence but I say she wasn't ready for me."

They married in 2012 (he almost forgets), and their son is now 14 months old. "He is walking, and he thinks he can run away from you!"

Like many others, the couple has to balance childcare with full-time jobs.

Having a son has "sharply focused" his views on childcare and education. "You are making policy decisions. Then you go home and you can actually think 'if my little one is in this position would I be thinking about it in the same way as I would in the office?'"

"Thinking about [childcare responsibilities] means that your feel for this subject matter is not just an intellectual one. It's one that you are living, but you ultimately have to make policy decisions based on the evidence."

Curriculum Vitae

DOB – August 10, 1976

Education

Achimota School, Ghana
Freman College, Hertfordshire
Somerville College, University of Oxford, PPE

Career

1998 – 2003 – Goldman Sachs, investment banker
2003 – 2010 – small business owner in training, recruitment and internet sectors

Parliamentary career

2010 – present – MP for East Surrey
2012 – 2013 – Parliamentary Private Secretary to the Prime Minister
2013 – 2014 – Government whip, Lord Commissioner of the Treasury
2014 – 2015 - Parliamentary Secretary (Minister for the Constitution)
2014 – present - Parliamentary Under Secretary of State for Childcare and Education

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

Carmel O'Hagan – PGCE course tutor



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Liam Collins – Headteacher, Uplands Community college

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Anastasia De Waal – Head of Education at Civitas

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Rebecca Allen – Head of Datalab



PHONE

0208 123 4778

SCHOOLS WEEK 

EXPERTS:



ALISON
TALBOT

Partner at Blake Morgan LLP

How much pay can be withheld if you go on strike?

You are not entitled to be paid for the time you spend on strike, but the amount docked will depend on what type of institution you teach in

In maintained schools in England the Burgundy Book says that deductions for teachers on strike should be calculated on the basis of a day's salary being 1/365th of a year's salary – therefore a teacher who misses one day through strike action can expect to lose 1/365th of his or her annual salary.

But the Court of Appeal (CA) recently had to address the question of whether a different daily rate can be used (*Hartley and others v King Edward VI College*).

Three teachers at King Edward, a sixth-form college, took part in a one-day national strike called by their union. The college sought to withhold one day's pay from each of them, calculated on the basis of 1/260th of their annual salary (260 being the number of working days and paid holidays in a year, excluding weekends).

The teachers said this was too high and argued the correct daily rate was 1/365th of their annual salary.

The Burgundy Book did not apply as sixth-form colleges are subject to a different collective agreement, known as the Red Book, which does not contain a specific clause dealing with the rate at which pay should be deducted in the event of a strike.

The CA decided that the correct daily rate to be deducted was 1/260th of annual salary. To work out the rate at which the teachers' pay is accrued (and so how much to deduct for each day the teachers missed through strike action), it was necessary to look at the terms of the teachers' employment contracts.

Under their contracts they could be required to work 1,265 hours per year during 195 scheduled days (**directed working time**).

The teachers also worked in their own time preparing lessons, marking papers, writing reports, etc. (**undirected time**).

The pay of part-time teachers was calculated according to the amount of directed time they worked: 50 per cent of 1,265 hours equalled 50 per cent of annual pay and an extra day's work was calculated at 1/195th of full pay.

For this reason the judge agreed there was a close link between directed time and pay – work done in undirected time was ancillary.

Logically, therefore, he said the rate of deduction for a strike day could be 1/195th of the annual salary. However, as the work load in undirected time would not necessarily be reduced (because a day's teaching was lost

to strike action) he accepted the college's argument – that the deduction should be 1/260th – was sensible.

What are the implications for academies?

“**Academies need to distinguish between transferring teachers and new employees**”

Academies have greater freedom than maintained schools to set their own employment terms for teachers. The School Teachers Pay and Conditions Document (STPCD) – which contains provisions as to directed and undirected time similar to those in the Red Book – only applies to maintained schools and not to academies, and the Burgundy Book will only apply if the particular academy chooses it. Can an academy therefore provide for a different rate of deduction in respect of strike days than the 1/365th deduction?

In theory, yes. But in practice academies need to be careful to distinguish between teachers who have transferred from a maintained school on conversion, and new employees recruited once the academy is up and running.

Transferring employees will have the terms of the STPCD/Burgundy Book as part of their employment contracts; the academy cannot vary those terms if the reason is the conversion to academy status, unless they can show an economic, technical or organisational reason.

New teachers can be recruited on different terms. If an academy wants to apply a particular rate of deduction for strike days it would be best advised to state that rate in the teachers' employment contracts.

For a more in depth article on the *Hartley & Others v King Edward VI College* decision see www.blakemorgan.co.uk/news-events/news/2015/05/14/if-sixth-form-teacher-goes-strike-how-much-their-p/



HYWEL JONES

Headteacher, West London Free School

Our specialist approach to alerting our pupils to extremism

The emergence of extremist ideologies should be taught within academic disciplines such as history. Only then will pupils understand the root causes and have vital reference points

The Counter Terrorism and Security Act 2015 that comes into force on July 1 mandates all schools with a duty to prevent the radicalisation of young people. Many headteachers are concerned about the current or future spectre of a pupil travelling to Syria or expressing sympathetic views towards groups such as Islamic State (IS), Hezbollah or Hamas.

Yet, how should schools teach the prevent strategy? Should this comprise a set of neatly packaged, prescribed messages in assembly and tutor-led PSHE lessons?

Or is the emergence of extremist ideologies a phenomenon that we should teach within academic disciplines such as history? At the West London Free School (WLFS), we believe the latter is the correct approach.

Two forms of extremism currently pose the greatest risk to pupils: the anti-Western narratives of groups such as IS and al-Qaeda, and the anti-Islamic views of fringe far-right groups across Europe.

Both try to appeal to young people who have not yet established clear reference points about the historical development of extreme ideas.

An approach that simply alerts pupils to the risks is intellectually moribund: pupils need to understand the root causes of the development of the jihadist phenomenon within the context of world history.

Pupils also need to know how extremist and fundamentalist narratives are a distortion of the past. I want to give them the historical and political reference points they need to see through the distortions offered by extremism.

We have thought carefully about how the content of such an approach might look.

Our first step was to bring in the local prevent strategy officer to raise awareness of the issues with staff and to give a structured and historically framed overview of the varying forms of extremism, from jihadist, to neo-fascist, to Marxist-Leninist.

This was followed by examples of misconceptions and misunderstandings that would indicate a pupil's susceptibility to radicalisation.

Then Fawaz Gerges, professor of international relations at LSE, talked to pupils on the historical context of the emergence of al-Qaeda and IS; a lecture that

prompted questions and discussion.

In both cases, experts provided staff and pupils with a historically grounded account of the risks posed by radicalisation. Over the next few weeks we plan to develop this knowledge-based approach by running seminars for pupils, led by our history and RE teachers.

These will cover topics such as the rise of extreme nationalism from 1870-1914, the emergence and influence of Bolshevism and Nazism in the 20th century and the growth of anti-Western ideologies.

We shall discuss the Soviet invasion of Afghanistan, the rise of the Mujahedeen and the development of al-Qaeda in the post-Cold War world, before finally introducing IS in the context of these developments.

These historical accounts are complex and challenging, but we believe it is only by learning about them in an academically rigorous way that pupils can understand why the extremist accounts are distorted.

A high level of expertise is needed to run these sessions - hence we rejected the idea that tutors should deliver them with their forms.

Instead, we have decided to rely on the subject-based expertise of our history and RE teachers: form tutors will be able to continue these discussions with pupils after the specialist input. We shall start with our year 10 pupils (the oldest in the school) and then work down over the next few months so that all pupils have learned about the development of extremism in the 20th and 21st centuries.

“**An approach that simply alerts pupils to the risks is intellectually moribund**”

We hope our pupils will have acquired a clear knowledge of the emergence of extremist ideologies within the context of wider historical developments.

This will establish clear historical and political reference points in their minds, making them more knowledgeable about the complex world around them and thereby making them less susceptible to extremist messages.

EXPERTS



DAVID WESTON
Chief executive, Teacher Development Trust and chair of the Department for Education's CPD expert group

Developing great teaching: eight lessons from new research

Good CPD focuses on subject or topic-based pupil issues and outcomes, uses collaborative problem-solving approaches over several months and moves away from the one-size-fits-nobody approach

Too much CPD is unproductive but the evidence suggests a better way. No teacher has ever got to the end of their day with an empty to-do list; we're an insanely busy profession and our days are stuffed full of frenetic activity. Therefore, any opportunity to take time out to reflect and learn is a double-edged sword – we can relish the chance to reflect and think but also resent any time that might be spent on more immediately pressing issues. Our new report, *Developing Great Teaching: lessons from the international reviews into effective professional development*, sheds some light on the sorts of activities that are

worth our while. Written by researchers from Durham University, the Centre for the Use of Research and Evidence in Education (CUREE) and UCL Institute of Education, the report confirms that the right CPD not only improves teacher practice but also improves outcomes for pupils. **Key findings include:** 1. The content of effective professional development should involve both subject knowledge and subject-specific pedagogy to achieve its full potential, with clarity around learners' progress. Activities should help teachers to understand how pupils learn, generally and in specific subject areas. 2. The duration and rhythm of effective CPD requires a longer-term focus – at least two terms to a year or longer is most effective,

- with follow-up, consolidation and support activities built in.
- Participants' needs should be carefully considered. This requires stepping away from a "one-size-fits-all" approach to creating content for teachers that integrates their day-to-day experiences.
 - There should be a logical and consistent thread between the various components of the programme and creating opportunities for teacher learning.
 - Certain activities are more effective - these include explicit discussions, testing ideas in the classroom and analysis of, and reflection around, the evidence and relevant assessment data.
 - External input from providers and specialists must challenge orthodoxies within a school and provide multiple, diverse perspectives.
 - Teachers should be empowered through collaboration and peer learning; they should have opportunities to work together, try out and refine new approaches and tackle teaching and learning challenges.
 - Powerful leadership around professional development is pivotal in defining staff opportunities and embedding cultural change. School leaders should not leave the learning to teachers, they should be actively involved themselves.

One thing is clearly not helpful: sending teachers on one-day external courses is likely to be wasted time unless participants also have in-school collaborative and iterative activities for preparation and follow-up. But schools that have stopped using external expertise completely are missing out on a key ingredient of effective CPD. External experts and courses are an

important element of in-school processes if we want to improve pupil outcomes. Ultimately, teacher development activities should focus more directly on subject or topic-based pupil issues and outcomes. It is best to use collaborative problem-solving approaches over several months. And it is a good idea to move away from a focus on generic teaching practices

Schools that have stopped using external expertise are missing out

delivered through one-size-fits-nobody, whole staff, one-off lectures. For success, leaders should help teachers see their impact on pupils. There then must be enough time every week for professional development, collaborative planning, collaborative planning/moderation, and peer observation. Doing this will mean the time used on professional development is much better spent.

Find out more and download the full report at TDTrust.org/dgt. It was created by TES Global and the Teacher Development Trust, in partnership with Durham University, CUREE and UCL Institute of Education. @informed_edu



HYWEL ROBERTS
Creative Educational Consultancy

Hold a child's hand and walk him through the curriculum

The curriculum starts off as a document: it's then up to teachers to turn it into something that will resonate with them – and their pupils

I'm not a proper teacher because I don't work full or part time in one institution. I don't have the long-lasting relationships with a GCSE class anymore and I miss that camaraderie of treacle-stepping through the English anthology in the hope we'll get it covered. I miss the end of the day team-talk, the smiling at small triumphs and the despair with year 8. I miss Sundays spent rehearsing. I don't miss the static, the awful invisible

force-field of stress and despair that sneaks up and attacks like the mysterious creature from the Id. Like every teacher, I just want to get on with it. Give me stuff that works, useful CPD and the space and tools to apply it. This piece isn't about the static. It's about finding what works for you. I describe myself as a travelling teacher. I do training events and consultations around the UK. More importantly, I still teach and practise what I talk about. Last week I taught year 1 and 2 in a primary school. Next week, it's year 6 in a SEBD special school in Barnsley. I often lead the learning following email and face-to-face conversations with teachers. The class teacher, and other available staff,

observe and participate. They are not there to be shown how to teach, rather, I am offering strategies to add to their repertoire. Approaches I'll use in primary and special schools **Setting the context** This is where the curriculum sherpa-ing comes in. As teachers, we have to turn the curriculum into something that will resonate with us and the children. So let's say we're doing a piece of topic work about "the beach" with key stage 1. **Mapping** We map out a beach after we have thought about it and what we might find there. Recently, a year 2 boy suggested we might find an abandoned VW camper van with its wheels missing. After the lesson, he revealed his dad was doing up a camper van and doing his mum's head in. This is what I mean by resonance. **Sound tracking and scene painting** When we stand on the beach, what do we hear? What do we see? **Signing the space** We label the beach (the classroom) with Post-it notes – a nightmare to clean up, but children invest in the topic. Their labels include: starfish, footprints, rocks, a stream, caves and castles. **Teacher in role and introducing the dilemma** This isn't amateur dramatics. It's providing a human element to the work. I never dress up although some teachers like to. I simply bring the children in by saying: "I'll speak as the beach owner. Is that OK?" I've never had a kid say no. And now a dilemma. "Thanks for coming to my beach. I need

your help. There is something I can't explain in the cave." Then, as Mr Roberts, I say, "If we are going to help the beach owner, what do we need to do first?" A healthy dose of learning tension. And lots of questions from the children. **Low/high tech** I use paper and fat pens a lot. This is all very nice, but we need to ensure there is genuine integrity to the learning. I test this in the laboratory situation by asking: "Where does the curriculum lie in this work?"

I am offering strategies to add to a teacher's repertoire

When that's identified, we can talk about coverage. The children may then work individually or continue to work as a group. The work has purpose for them because they are emotionally hooked; they want to help the beach owner. This is where we place ourselves as sherpa. We hold children's hands and walk them through the curriculum . . . the curriculum should be an extension of us. What was in the cave? I'm afraid it wouldn't be safe for me to tell you.

Hywel Roberts is speaking at The Sunday Times Festival of Education on June 19 at 11.30am

REVIEWS

TOP BLOGS OF THE WEEK

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



Our reviewer of the week is
Andrew Old, teacher and blogger
[@oldandrewuk](#)

Dialogue during observations – what new torture is this?

By [@Bigkid4](#)

A maths teacher discusses the latest idea encountered online: observations in which the observer gives advice to the teacher during the lesson. The writer explains that advice from observations is often not helpful, and would be particularly unwelcome in the classroom as it would fail to recognise the teacher's knowledge of their class and their subject.

Character ruck

By [@SurrealAnarchy](#)

Teacher Martin Robinson reacts to a recent suggestion that rugby may provide the answer to teaching character in schools. He is somewhat bemused, given that his own experiences of rugby did not convince him that playing rugby led people to a life of virtue. "You can imagine the ministerial conversation: 'the working-class kids don't have character, we do... Why??? Hmmm... I know! It was because one did rugger at school! Let's get rugby players into rough schools to ruck, maul and scrum the kids into being good characters!'"

The Semmelweis reflex: why does education ignore important research?

By [@C_Hendrick](#)

The head of learning and research at Wellington College discusses the way in which research, even when it gives useful insights and provides a high standard of evidence, is often ignored. He looks at The Semmelweis reflex, a psychological phenomena defined as "the reflex-like tendency to reject new evidence or new knowledge because it contradicts established norms, beliefs or paradigms".

The Hydra

By [@HeatherBellaF](#)

One might assume that if a piece of education research is widely cited, then it must be of a certain quality. This post demonstrates that tiny studies, contradicted by much larger ones, can be cited thousands of times if they happen to chime with the sympathies of educationists.

Teaching with epilepsy

By [@calamityteacher](#)

A teacher describes living with a medical condition that can, in his or her case, be triggered by reading. The author explains how they cope, and what they've done to raise awareness of epilepsy in their school. Currently on a break to study, they say: "I will go back to teaching, I am sure of it. And I hope that I am surrounded by staff as accepting and kind as those were at my last school."

Deconstructing my own bad ideas

By [@kennypieper](#)

Kenny Pieper has been blogging for several years about teaching English – long enough for him to look back at old posts and decide that, actually, some of his old ideas haven't worked out. "Writing a blog can be embarrassing at times; you necessarily have to write about vulnerabilities if it is to be of any use, I think. However, I realise how fortunate I am to have a written record of my thinking over the past four years. It has made me better than yesterday, for the most part."

Empathy, behaviour, excuses and reasons

By [@SeekingSir](#)

This powerful post is from a teacher who has spent much of his career working with students with behavioural problems. He reflects on how he feels about whether such students benefit from teachers being flexible with the rules to accommodate their difficulties.

Floating voters week: a bonus post

By [@Miss_Snuffy](#)

As editor of the Labour Teachers blog, I have a vested interest in this one. However, I cannot resist pointing out that as part of a week of posts dedicated to asking floating voters to explain what would make them vote Labour, there was a contribution from Katharine Birbalsingh, head of Michaela Community School. Once described in the press as a "Tory teacher", she explains how Labour could still win her back, although it doesn't seem that it will be an easy task.

BOOK REVIEW

The Gove Legacy: Education in Britain after the Coalition

Editor Mike Finn
Publisher Palgrave
ISBN-10 1137491507
ISBN-13 978-1137491503
Reviewer Laura McInerney



The problem with being in education and reading a book about Michael Gove is that it's a bit like being in therapy with your abuser. Authors pour over his actions, dispassionately analysing cause or consequence, while I – someone who felt the brunt of his policies as a teacher, and later as a researcher dragged to court for asking about free schools – wanted reasons for the pain.

It's a folly to believe that a book can help you to understand a politician, though. As I transmogrified from a teacher to a journalist, I watched every minute of Gove in the Commons and select committees. I read every column, every speech, every interview. Still didn't mean I could understand him.

The book does, however, help you to see Gove through the lens of others – and that's a good thing. Mike Finn has selected his authors well and edited to perfection. Each chapter opens with a clear abstract and list of keywords, meaning you know what the text will bring and if you have the stomach for it.

Detractor authors are as welcome as celebrants. Mick Waters, who headed the Qualifications and Curriculum Authority – demolished and often ridiculed by Gove – delivers a quietly biting analysis. "For a man obsessed with children learning facts, Gove was very haphazard when spreading knowledge about the system," he quips.

Waters also touches on Gove's love of a political soundbite, a topic deftly described in Tim Hands' beautiful chapter "The Making and Unmaking of a Supreme Goviet".

Hands, the master of Magdalen College School, points to 19th-century Conservative prime minister Benjamin Disraeli as the inspiration for Gove's belief in social mobility. But he spies a problem. "Gove was a politician first and an educationist second. He had a commendable eye for an education principle but a more open and focused eye for political gain."

He is right. While Gove wanted to improve

social mobility he couldn't help but play to the gallery. In doing so he destroyed goodwill that could have helped with his desired aim.

Another beautifully scripted chapter is by Jonathan Simons, head of education at Policy Exchange, though his decision to begin with a Latin phrase, never explained to the reader, is annoying for those (the majority) who never learned the language and foreshadows an important point.

Simons describes Gove's three years as shadow secretary as crucial to his success. Over time, he amassed a smart team who laid foundations for the Academies Act.

He names the team: "By 2009, the team around Gove included policy and implementation specialists such as Sam Freedman, James O'Shaughnessy, Dominic Cummings, Henry De Zoete, Munira Mirza, Ian Moore and James Martin, as well as experienced shadow ministers and soon-to-be parliamentarians, such as Nick Gibb and Nicholas Boles."

Look again at that list. Overwhelmingly male, privately educated and – at the time – childless. Not one had been a teacher. And yet in 2010 the whole school system was forced to bend to their will.

Simons rejects the idea that this means teachers were never

listened to, and goes on to name the many teachers who were either mentioned by Gove in speeches or encouraged to create conferences promoting their ideas. Clearing away "the blob" meant more space for teachers to speak,

Simons argues, not less.

If there is a criticism about the book it is the two chapters in the middle about higher education which felt somewhat "shoved in", as Gove never had control over universities

But Finn can be forgiven this, especially when he ends on such a thought-provoking chapter. "If Gove had never existed would it have been necessary to invent him?" he asks. "Or, to rephrase, as a counterfactual, would the coalition's impact in education have been broadly similar if any other politician other than Michael Gove had been secretary of state for education?"

Perhaps the devil we had is better than the one we'll never know.



"If Gove had never existed would it have been necessary to invent him?"

NEXT ISSUE
Understanding Pathological Demand Avoidance Syndrome in Children
By Phil Christie and others
Reviewed by Keziah Featherstone

SCHOOL DAYS REVIEW

2 + 3

Bonnie Greer



Playwright, novelist and critic. She was born in the United States but now lives in the UK

1. What did you like about school?

I love learning. My late father, a man who had limited education, encouraged all of us to learn. So it still gives me great pleasure. I read something every night before I go to sleep that I didn't know before, or I expand my knowledge in an area that I already know. Then I can sleep on something, wake up, and explore it further.

2. What did you dislike?

I was told that there were things that I didn't know when I did. Or at least, I had a grasp. And being told that something I wanted to learn wasn't appropriate for me. I loved numbers but was told (I was at school in the 60s) that studying maths wasn't for me. I was told to learn to type. I refused. That actually was stupid; but it was my pushback against the limits. I found numbers again, just a few years ago. But I never learned the language or was given the tools.

A few years ago I took a series of intelligence test for the BBC's *Horizon*. I came joint first with a quantum physicist from the Massachusetts Institute of Technology.

I went home and cried a bit. That's why I'm passionate about "disadvantaged" kids being exposed to the best. You just never know what kind of mind is there. Human advancement needs us all.

3. What seems strangest to you about school when you look back at it now?

The lack of adventure and lack of listening to children. It wasn't done back then. But we had so much to give and to share with our teachers. When I was at university in the 70s and involved in student revolt type stuff, it was great to take over classes and let the professors listen to us. I think that we taught them how to teach us, make us better.

4. Who was your favourite teacher?

Mrs Kroll, my high school English teacher. She allowed me to write and to write the way I wanted. I edited the school yearbook, wrote poetry, plays, I worked on the school newspaper; all of this engagement with words, which she encouraged.

And Mr Robinson, my other high school teacher. He would recite Shakespeare in class. We thought he was nuts, but the words stuck to me. Not recalling whole passages word for word, but the flow, the imagery, of Shakespeare. All because of our funny, pompous high school teacher who came from that incredible tradition of black education – precise, driven, and exemplary. And teaching for him was a calling. Teaching us was a calling.

5. If you could go back to school and give yourself one piece of advice, what would it be?

Have patience. School is a system and you have to understand that it is one of the pillars of the state, the way

it creates citizens, etc. Learning is a process, an approach to life itself.

6. Would you prefer to be a pupil when you went to school, or now?

Now. Kids now have an opportunity to be listened to. The technology is formidable. Chalk and blackboard are great, too. But to be in an environment where you are actually competing – perhaps – with a machine, with artificial intelligence; that has to be wonderful. In the right conditions, machines can actually expand human capacity

7. What is the biggest problem in education today?

That we haven't quite come to the realisation that education is a human right. Education – the best of it – should be available for every child, not used as an indicator of class or status.

8. What is the solution?

First, we have to make teaching an honourable profession again. It used to be. Also, make it possible for the best people to want to teach – give potential teachers adequate pay and conditions – coddle them, encourage them.

Schools should share expertise; good practice; buildings etc. Give all children an early start in language, maths, something in the arts, sports – constantly challenge and expand their minds. Love them above all. And listen to them, another form of love.

Bonnie Greer will be a speaker at the Sunday Times Education Festival on June 18 and 19



A week in Westminster

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

THURSDAY:

Former advisor to Tony Blair Peter Hyman now runs a free school. Nicky Morgan visited today and said: "I think this school's main factor is (being a) 'school for the 21st century' and children gaining skills for the 21st century - and this is what the free schools programme is all about." Which is odd, because an awful lot of free schools seem to have stuck to a rather traditional 20th century. Back in March we even revealed how the Durham Free School gave pupils in a science lesson a worksheet saying that "God designed the solar system" and that the "moon stops the earth from wobbling". Not so 21st century that one.

We also learned today that the National College of Teaching and Leadership had banned teacher Christopher Morris from teaching indefinitely due to his seven convictions of voyeurism over a "lengthy period of time" between May 2004 and December 2011.

The panel noted that Mr Morris' offences did not relate to children or vulnerable adults. But the panel said it considered this argument to be "irrelevant".

FRIDAY:

The National College of Teaching and Leadership published its latest guidance from the Initial Teaching Training Advisory Group (ITTAG) and in it said that the next few weeks are a crucial time for training providers to "maximise their marketing push" for 2015/16. We ran that through our marketing-guff detector which translated it as meaning "use all you the tricks you can to get student bums onto your teacher training seats, or we're all going to be stuck come September".

Ofqual also today announced a consultation on the implementation of new spoken language assessments in the reformed GCSE in English Language. Under the new specification, student pupil speaking activities will be videoed

and sent to exam boards for verification. They claim this is all about efficiency, but we're wondering what the future market for bootleg copies of those tapes will be when some pupils go on and become celebrities. We'd pay a fortune to see a young Nicky Morgan giving a speech in year 10.

MONDAY:

Ofsted published its monthly spending over £25,000. You wouldn't believe how many zeros were involved. Or how many redactions.

TUESDAY:

Ofqual published the results of its consultation into the new music A level. A massive total of nine responses had been received, with only two from teachers whose main concern seemed to be the introduction of minimum performance times in exams.

The House of Commons held its first

adjournment debate on an education topic - this time on the closure of Black Country UTC. See page 4 for more.

WEDNESDAY:

An awkward moment for Boris Johnson when a school rated as good under the local authority and now in the trust of his 'mayoral' academy trust was rated as requires improvement. A spokesperson reportedly said the mayor "has not been involved in the governance" of the school since 2013

As we went to press Labour MP for Norwich South Clive Lewis used his maiden speech in Parliament to accuse Inspiration Trust of being "robber barons" who wanted to take land "from the people of Norwich". Inspiration responded by pointing out that their trustees had donated £130,000 this year to education in Norfolk.

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Sir Mark Grundy,
Principal of Shireland
Collegiate Academy

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Neil Hopkins,
Headteacher

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

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TINIE TEMPAH

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JON BRIGGS, THE VOICE OF SIRI

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KATHLEEN SAXTON
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School Bulletin



Joe aims for a life on the stage

Joe Goodhead performing in a Trent College play

A Nottingham student hopes to tread the boards in the footsteps of actors such as Benedict Cumberbatch and Colin Firth after winning a place in the National Youth Theatre (NYT).

Joe Goodhead, a year 12 drama pupil at independent school Trent College, will take his NYT place after being one of those selected from more than 4,000 aspiring young actors who auditioned across the UK this year.

Joe first heard about the NYT three years ago and says he worked hard to gain a place in the prestigious company.

"I like nothing better than performing," he says. "Whether it's acting or playing my guitar and singing with my band Insultana, I never tire of the exhilarating feeling being on stage gives me."

He names NYT alumni Benedict Cumberbatch and Mark Strong, and the US actor Johnny Depp, as his inspirations.

Triathlon with a difference



Hartpury Primary School pupils take part in the outdoor triathlon. From left: Hannah Raynes, 7, Mia Roche 7, Chloe Hyett 7, Zoe Wright 7 and Lucy Sullivan 8

Pupils from a Gloucester primary school had heaps of fun in the great outdoors when they teamed up with learners from a nearby college to complete a team-building triathlon.

Hartpury Primary pupils were supported by BTec level 3 outdoor adventure students from Hartpury College for orienteering and then building shelters and rafts at Mallards Pike, in the Forest of Dean.

Pupils were provided with their own maps, a plan of the day and other resources.

The college learners arranged transport and refreshments for the school and carried out a risk assessment for the day.

Eight-year-old Scarlet Carter declared the whole day "awesome" while Felicity Adey, 7, said: "I enjoyed the raft building. It was very risky [pretending] to fall in and that's really fun."

Maths and science, as well as team building skills, were incorporated into the activities.

Morgan hopes rugby programmes will hit the mark

FEATURED

Premiership rugby coaches will be drafted into schools to "instil resilience" in disaffected children as part of the government's drive to develop character education.

As England and Wales prepare to stage the Rugby World Cup, education secretary Nicky Morgan has announced funding of more than £500,000 for 14 professional clubs to design and deliver programmes to build discipline and respect in schools.

The teams, which include all 12 Aviva Premiership clubs plus Worcester Warriors and Bristol, will work with more than 17,000 pupils, as well as providing a 33-week training course for almost 500 young people who are not in education, employment or training.

"The values of rugby are those from which all young people should learn," Ms Morgan said. "Rugby teaches how to bounce back from setbacks, to show integrity in victory and defeat, and to respect others, especially opponents."

Mark McCafferty, chief executive of Premiership Rugby, said he was "excited" this new partnership would enable the sport to reach school children.

The project is one of 14 that will receive funding through the Department for Education's £3.5 million character grants scheme.

Ms Morgan said: "The character grants will go towards producing a nation of



Main pic: Nicky Morgan
Inset: Former deputy prime minister Nick Clegg takes part in rugby practice with pupils of Twickenham Academy

resilient and confident young people. It will mean our children will be more ready than ever before to lead tomorrow's Britain."

The PSHE Association will receive £137,000 to develop and pilot a PSHE curriculum to develop positive character traits in pupils, the Scout Association will receive more than £300,000 to work with schools in deprived areas, while The Prince's Trust will receive more than £580,000 to expand its extra-curricular programme for disadvantaged pupils.

Floreat Education will receive £124,002

to develop and pilot a character virtue development programme for reception, year 1 and year 2 in its two new free schools, from September.

Floreat's managing director, James O'Shaughnessy, said once the pilot has been evaluated, all materials would be made available for other schools.

Ms Morgan's announcement follows a £5 million allocation last year to eight projects in England. A further £5 million was also awarded to projects run by former armed services personnel.

FA kicks off new programme



The Football Association is aiming to put football "at the heart of school life" with the launch of a new secondary school programme.

The free national scheme is comprised of four elements: after-school clubs, leadership and intra-school and inter-school matches.

Each element will be supported by downloadable resource packs that include lesson plan suggestions and examples of how to incorporate the sport into different subjects such as geography and RE.

Karl Lines, the association's national children and young people's manager for 12 to 16, says that the "essence" of the programme is to ensure that football has its place at the heart of school life. "We are fully committed to engaging with and supporting teachers so that they can use football to achieve a variety of different positive outcomes for their pupils."

The programme starts from June 15.
Visit www.thefa.com for more details

MOVERS & SHAKERS

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

Sir Alasdair Macdonald has been elected chair of the New Visions for Education group.

His predecessors include Sir Tim Brighouse, the former commissioner for London schools and Birmingham chief education officer, and Professor Geoff Whitty, the former director of the UCL Institute of Education.

Sir Alasdair led Morpeth School in Tower Hamlets, east London, for 21 years until his retirement last summer. He was knighted in 2007.

He says he accepted the New Visions post because he feels there is a "need for an alternative approach to the school system."

"The current government has very clear ideas on where they want education to go and I think it is important we have an opportunity to articulate the view that there are other ways of doing it."

"Some of the stuff the government is doing is quite ideological rather than supported by evidence."

Sir Alasdair, 65, studied geography at Aberdeen University before working abroad for seven years in Malawi, and then Papua New Guinea.

"Africa gave me a chance to experience

teaching and that's where I discovered my love for it."

Christine Woods has been appointed headteacher of Ormiston Endeavour Academy in Suffolk.

She joins the school after its recent Ofsted "requires improvement" rating – and says that she aims to take it out of that grading within 12 months.

"Since I have been here I have observed every teacher and that is the starting point. I observe, I come up with a baseline and for anyone who is not good or outstanding I implement a clear process that is in place to improve them in a very short space of time."

Ms Woods, 44, has spent 21 years in education. During a stint at Norfolk County Council as a school improvement adviser she went into three schools in a leadership position – during which they all had their best ever results.

She completed a degree in computing with statistics at Hertfordshire University and then a PGCE at the University of East Anglia.

Craig D'Cunha is the new headteacher of Suffolk New Academy after nine years as



Sir Alasdair Macdonald



Christine Woods



Craig D'Cunha

vice-principal at Neale-Wade Academy in Cambridgeshire.

Describing his new school as "a bit of a gem", Mr D'Cunha is aiming to move Suffolk from its current requires improvement status to good within 18 months – and then outstanding in three years.

"The school serves an area of great disadvantage," he says. "It has so much potential but it just needs the right direction and the right stimulus."

To lower classroom disruption, the new head has removed "distracting" students to a separate learning environment.

The students talk to a member of staff "so the problems get resolved and they can see the impact they are having on other people".

The 42-year-old studied chemistry and biology at St Mary's University, Twickenham, south London, before completing a PGCE at Canterbury Christ Church University.

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

STEVE MUNBY

CHIEF EXECUTIVE, CFBT EDUCATION TRUST

'TIME FOR INVITATIONAL LEADERSHIP'

Reflecting on this week as my organisation co-hosted Inspiring Leadership 2015, I am more convinced than ever that leadership is the key to success in our schools. But what kind of leadership is now required?

It is clear that school autonomy and high accountability are here to stay. Over the coming years we will see an increase in the number of free schools and academies. In terms of accountability, action will be taken on coasting schools, resulting in a raised bar for key stage 2 tests, new performance tables at key stage 4 and a new Ofsted framework.. For the next few years we will experience further austerity, (the Institute for Fiscal Studies predicts that schools may experience real terms reduction in budgets of up to 12 per cent over the next five years). This may sound depressing, but I believe that the key challenge is how we provide positive and compelling leadership during this period of autonomy, accountability and austerity. How do schools make the most of their autonomy to lead efficiently, cost-effectively, and embrace national accountability requirements, whilst creating something

compelling and enduring?

No government that cares about its education system will retreat from accountability. I do not support taking the foot off the pedal on robust accountability: education is one of the biggest costs to the national treasury. Politicians and parents won't accept a woolly model where challenge is off limits, and nor should they.

But the problem is one of balance: balance between a necessary focus on targets and positive support for those the public calls upon to lead schools. Earlier in the year I read the following headline: "Cameron to mobilise top heads for 'all-out war' on mediocre schools"

Can you imagine politicians calling for all out-war on underperforming dentists or mediocre civil servants?

This type of rhetoric is less common in many high performing education systems. In these countries there is a general sense of alignment between the governing and the governed.

There is greater trust between the profession and

the government, greater focus on building capacity and – as a result – a better environment for developing intelligent accountability. We are now at a turning point in education: we can work together to create an ambitious self-improving system.

The kind of leadership that is now needed is neither isolationist nor reductionist. It is leadership that builds collective capacity and, therefore, at its heart, it is invitational. Invitational leaders invite you to achieve a compelling vision that is more rounded and exciting than simply an Ofsted grade. When we are led by an invitational leader, we know it will be challenging, but fulfilling. Invitational leaders are also self-confident enough to invite scrutiny. They embrace national accountability and enhance it to meet the needs of their local context. And they grow capacity, develop trust and create a sense of collective accountability, engaging with others, valuing their contributions.

Across schools there is a need to develop local collective partnerships that address the need to develop and support staff whilst retaining hard-edged accountability. One problem is that we have some multi-academy trusts that are strong on accountability but not always strong enough on learning together. We have some teaching school alliances and other networks that are strong on learning together but weak on holding each other to account. We need a balance of the two.

Schools working together in more hard-edged partnerships can support vulnerable or isolated schools and create a richer, more fit for purpose but rigorous

local accountability system.

Finally, there is a need to grow capacity at school level and to build collective accountability. It is important to hold individuals to account but narrow regimes based purely on performance in national tables creates fear, isolationism and scapegoating.

Leaders need to build collective accountability to ensure that schools are focused on doing the right things for young people; building organisations with soul which create energy and collective commitment; to enable apparently ordinary people to do extraordinary things.

Many things that schools do for young people transform their lives, yet they never show up in a school performance table or an Ofsted report. But we know it is not "either/or".

Getting young people to their level 4 or their grade C at GCSE is vital for their future. We must do our utmost to help them. Equally, getting a good grade from Ofsted can attract high quality teachers. We need leaders who embrace national accountability systems but are not dominated or overwhelmed by them. It is time for school leaders to develop intelligent accountability that focuses our schools and the system on the things that matter most. It is time for invitational leadership.

Inspiring Leadership 2015 was held at ICC Birmingham this week. The conference closed today.

www.inspiringleadership.org



Inspiring Leadership
Conference 2015
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SCHOOLSWEET

Mind the gap: your guide to the national reference tests

SOPHIE SCOTT

@SOPH_E_SCOTT

Investigates

The new national reference tests (NRTs) are a subject of much discussion, rumour and anxiety. Announced by Ofqual last year to help set GCSE boundaries, the exams regulator has now released a guide on how the tests will work. We pick apart the details

The idea behind the national reference tests is to monitor, over time, how students are performing and if a sudden surge in high or low grades is because a cohort's abilities differs to its predecessors or because of a marking or examination issue.

Chief regulator Glenys Stacey explains: "Currently, our comparable outcomes policy allows exam boards to increase the proportion of students awarded a higher grade in a particular year, provided there is evidence to justify this.

"However, boards have limited evidence to support judgments of a genuine change in student performance at the national level.

"We know teachers are concerned their efforts to raise standards, year by year, may not be fully reflected in the awards made at GCSE; this is the gap that the new tests are designed to address... participation benefits both schools and students, as it helps provide the evidence of improving school performance at the national level that can be reflected in awarding."

How the test will be designed

Selected pupils will take reference tests in either maths or English, based on the content of the new GCSEs of 2017.

Ofqual says the NRTs will not necessarily be in the same style as the new GCSE questions, or reflect content of any of the exam boards, but they will be "suitable" for GCSE students.

No pupil will have to take the whole test. They will complete just one booklet out of several, which will take an hour.

The maths reference test will not be tiered, as are the GCSEs. But there will be "clearly marked" questions at the end of each booklet aimed at those sitting the higher-tier GCSE.

The English paper will not test the spoken element of the GCSE. It will include questions

that elicit longer and shorter (one sentence) responses.

The questions will not be published as the plan is to keep them "largely the same" from year to year to enable comparisons of performance standards.

Who takes the test?

About 9,000 pupils. A random sample of 30 year 11 pupils from 300 schools will be picked. A school has about a one in ten chance of being chosen.

The National Foundation for Educational Research (NFER) is in charge of selecting the schools and pupils. Different schools will be used each year.

Chosen schools will have to provide a list of all year 11 pupils taking maths and English language, from which NFER will randomly pick those who will take the test in March.

Headteachers are able to exclude pupils "at their discretion and in exceptional circumstances" – for example, if taking the test would cause undue stress for the pupil. Ofqual, however, expects this to be "rare".

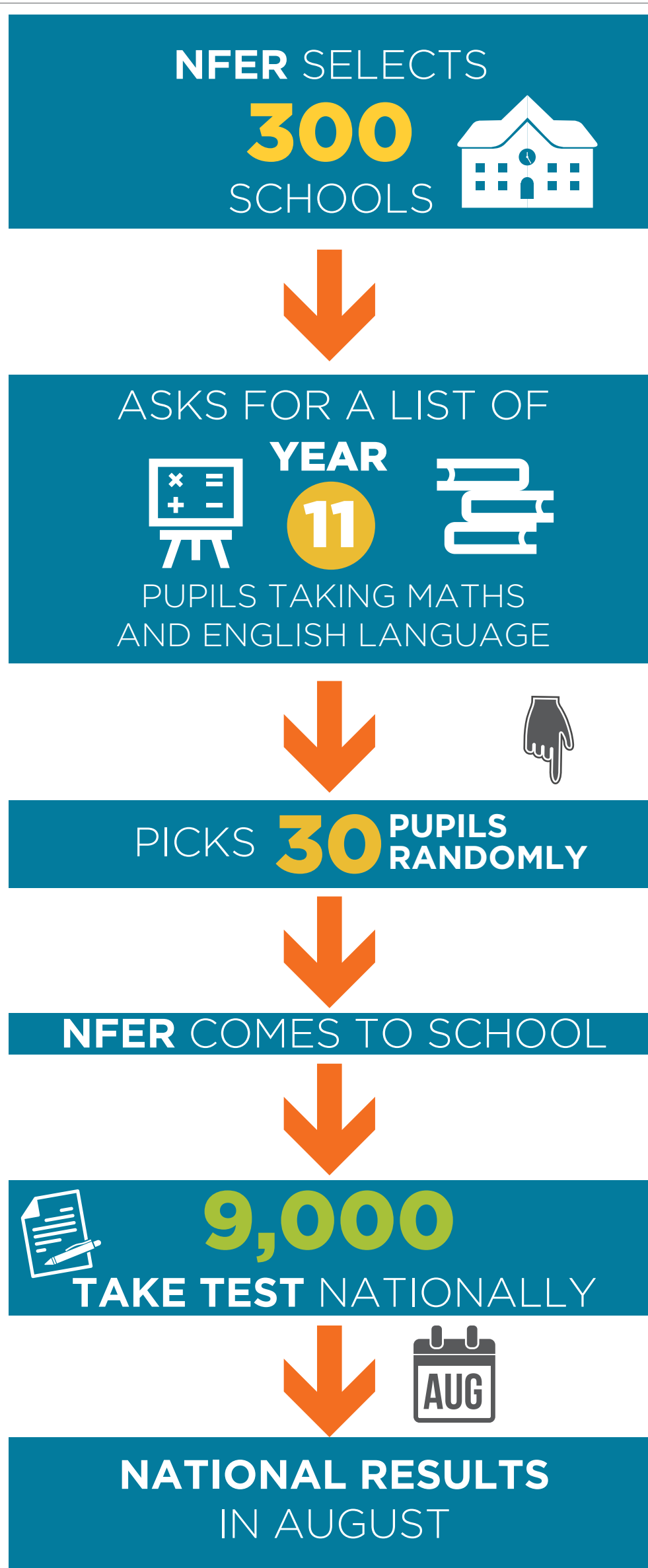
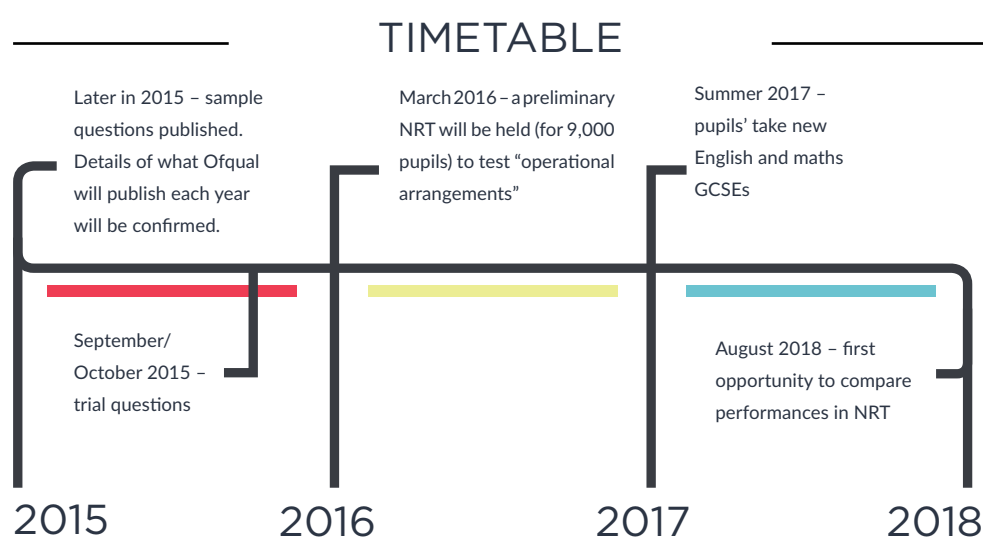
The school must provide a room where the pupils can take the test and it will be invigilated by an NFER administrator. The tests will take place on a pre-agreed day.

What results will be published and when?

Ofqual will publish national results at the end of August each year, around the time when GCSE results are published. At the same time an explanation will be given into how performance in the NRTs has been taken into account when GCSEs were awarded.

There will be no results for individual pupils or schools – only information at a national level will be released. Performance in the NRTs will not go on a pupil's school record.

The results of the reference tests will "set the percentage of students in that year who are predicted, based on the tests, to achieve at least a grade 4, a grade 5 or a grade 7 in their GCSE". A year-on-year comparison can then be made and if there are any changes, that will impact the awarding in GCSEs.



COMMENT

READERS'
REPLY



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The questions Nicky Morgan refused to answer

Andrew Stanley

It seems fairly conclusive that the evidence for Morgan’s assertions and policy are inconclusive. I’m also interested in the role to be played by RSCs who report to boards made up of academy heads, some from chains, who may have an interest in conversions. What precisely are the safeguards around financial probity?

Andrew

What the article fails to analyse is that the first wave of academies (pre-2010) were schools rated as inadequate. It was only later that any school could be converted to an academy.

An interesting statistic would be to see what percentage of that first wave of inadequate schools is no longer inadequate.

Neil Moffatt, Cardiff

As has been reported many times elsewhere, the political agenda here is not the education welfare of children, but the transfer of school assets into private hands. It simply cannot be that every local authority is the point of failure in each struggling school, so the transfer of a struggling school into the hands of the likes of BAE simply makes no common sense whatsoever. How can Morgan feel comfortable that an arms manufacturer is deemed the means to excellence in education?

Andrea

When will politicians admit that they are simply not qualified to run our education system (or our NHS)? Take them out of political control and form a body of qualified people to take over ASAP before any more damage is done by parties making policies that they think will get them 5 years.

Promises, promises, promises . . . teacher Workload and how to deal with it

Ian Taylor, Bristol

Interesting points but just tinkering at the edges. It feels like teachers are treated as adolescents. And the teaching profession itself acts in that way too. The profession has to ask the grown-ups (the government) for permission to work less than 60 hours per week, and all the other things they list that concerns them..

If the profession want to act as grown-ups they need to find a way to take the decisions themselves.

Teachers should be partners in deciding education policy in all its aspects, from the curriculum and school structures, to working conditions.

If we think that Ms Morgan is going to do anything to improve working conditions we need to think again. She has just presented a bill to sack head teachers of “coasting” schools but has not defined what “coasting” means. So she can effectively sack anyone she wishes. And what has the profession done to oppose this crazy situation? Absolutely nothing!

In reply to Assembly Tube

Natalie Brewer, Liverpool

We cannot rely/ depend on the government to keep promises they made before the election. But then, who can? If we had one union that everybody belongs to and supports then we have power to drive change not just weakly complain when it’s forced upon us. I have been teaching for 21 years and know it to be the truth. I attend every union meeting we have at our school (and we have a lot!) and yet each time I feel embarrassed as I hear colleagues arguing with each other, arguing with the local and regional reps and basically achieving nothing. Our school leadership team make promise after promise and never come good because they know they can get away with it. My dream for education is that we have one system of education: the comprehensive system.

Measure teacher quality: not student results

Graham Cooper, head of product strategy, Capita SIMS

Joe Nutt raises some interesting questions in his article “Measure Teacher Quality; Not Student Results” (June 5). While I agree with much of what he says, at one point he suggests that businesses that are steeped in data cannot understand schools, nor have any interest in doing so. I beg to differ. But I would, wouldn’t I? I work for the market leader in the UK.

However, I was also a teacher for 12 years and a deputy head for five. I work for another former teacher, who helped create our software nearly 30 years ago, and who still drives the business today.

And there are many more of us in this market place who have moved their passion for teaching into a passion for developing tools to help teachers.

This school-side experience is invaluable in creating good software which supports our belief that what we do should and can make a difference to student achievement.

Embracing my dyslexia makes me a better teacher

REPLY OF THE WEEK

Leigh Taylor, Durham

This is a super article Rachel, embracing our differences frees us up. I support children with a diagnosis of dyslexia and others who struggle with phonics and writing composition. They often find it difficult to express their frustration and to explain what they hear and see’. As I’m not dyslexic I use the analogy of me trying to read and write in French, not a strength of mine, when I try to empathise with their enormous efforts and brilliant successes.

REPLY OF THE WEEK
RECEIVES
A SCHOOLS WEEK MUG!

Contact the team

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

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

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

Correction

In last week’s edition (“Academy CEO Pay: How the biggest trusts stack up”, June 5) we stated that Reach2 academy is awaiting Ofsted inspections for 5 of its school. The correct figure is actually twenty-three.

DO YOU HAVE A STORY?

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

news@schoolsweek.co.uk
020 3051 4287

Originally published in
Schools Week edition 5,
October 17, 2014

NYE ON IMPOSSIBLE

@PHILIPNYE part 2



The 16-19 accountability measures are changing. As the government releases its (very dense) guide setting out how the new measures will work, *Schools Week's* Philip Nye, a former National Audit Office auditor, takes on the gruelling task of guiding you through the key features

WHAT'S CHANGING?

The new accountability measures will give a significant refresh to the performance tables published for school sixth forms and colleges.

Headline measures will be pulled out, displaying the key indicators of a school or college's performance more clearly.

Additionally, new indicators will be published, with information about retention and student destinations among the headline measures.

WHY IS THIS CHANGING?

There are a number of stated aims of the new accountability measures, with informing student choice and helping schools and colleges better assess their own performance key among them.

The government has also said that the new data will help Ofsted in its judgments.

Although not explicitly stated in the guidance, it should also make it easier to compare school sixth forms and colleges, by broadening the range of performance indicators reported.

WHEN WILL THE CHANGE HAPPEN?

The new accountability system will come into force in 2016 (with the exception of Substantial Vocational Qualifications at level 2 which will be factored in 2017), with the first performance tables under the new system brought into the new measures in January 2017. Students starting two year courses from September 2014 will therefore fall under the new system.

The Department for Education has said that it plans to share pilot results under the new accountability system with schools and colleges in summer 2015, based on 2014 exam results, but not to make these publicly available.



We make it simple: how new 16-19 league tables

HEADLINE MEASURES

STUDENT PROGRESS

+0.5

Students average more grades per academic qualification compared to the national average

ATTAINMENT

B

Students average this grade in their academic qualifications

ENGLISH AND MATHS GCSE

+0.2

Students average this many more grades in **maths** compared to others with the same results at 16 who had also not achieved A* -C at 16

RETENTION

93%

% of all students retained to the end of their studies

DESTINATIONS

80%

% of all students going on to sustained education, employment, or training at the end of their course

(Example)

HOW WILL IT WORK?

Perhaps the biggest change under the new system is the introduction of **headline measures** that will be published for every school and college. These are intended to provide a snapshot of performance, that make it easy to absorb the key indicators of a sixth form or college's performance. Five headline measures are being brought in: **progress**, **attainment**, **progress in English and maths**, **retention** and **destinations**.

And a separate score will be published for these measures for each type of qualification offered by a school or college: academic programmes, Applied General programmes and Tech Level programmes at level 3, and Substantial Vocational Qualification programmes at level 2.

Alongside these headline measures, national averages will be published.

And the DfE has said that **additional measures** and **underlying data** on performance will also be available to students, parents and other interested parties. Additional measures will provide details of specifics such as attainment in qualifications below level 3 and A-level attainment, while underlying data will be allow people to explore things such as attainment in specific subjects.

Download the document from:
<http://tinyurl.com/o2jchc4>

SECTOR REACTION

Si n Humphreys, policy adviser at the NAHT union, said: "We broadly welcomes the new accountability measures but with some reservations.

"We do not feel that the attainment of students working at entry level or level 1 is adequately reflected in the new measures. The association would like to see a more inclusive approach that recognises the notion of 'stage not age'.

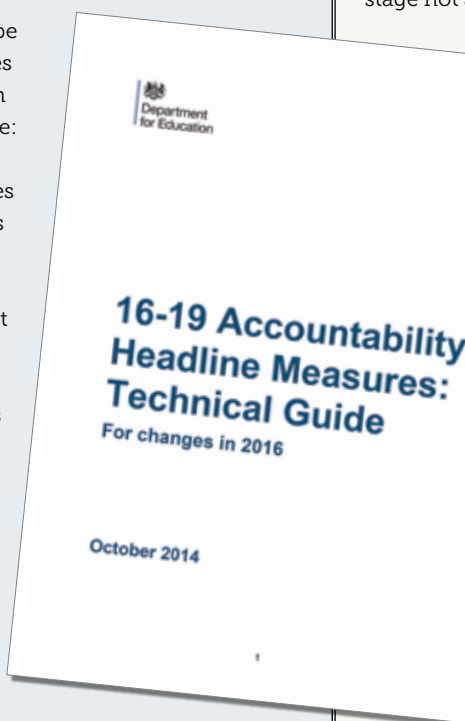
"Our major concern rests with the intention to employ destination data as an accountability measure.

"Worries include both the methodological challenges of making this a sufficiently robust basis upon which to make judgements about the effectiveness of a school or college and the degree of subjectivity involved, in determining the extent to which an individual pathway is deemed to represent progress."

Ian Toone, principal officer (education) at the Voice union said: "The 16-19 sector is too diverse and complex to be strait-jacketed into five standardised and homogeneous performance measures.

"Many schools, colleges and independent training providers depend for their recruitment on unique

selling points that differ from the proposed measures. Such institutions are often reaching out to the most disadvantaged and marginalised young people in our communities, and many of them achieve the seemingly impossible, but will receive scant recognition under the new system."



the government's are calculated

ATTAINMENT

ATTAINMENT
B

Unsurprisingly, a simple attainment measure will feature among the five headline indicators – though there will be changes from how this features in the current performance tables.

The DfE says that this will be something “which parents can easily understand and use to compare providers”.

For academic subjects (for the purposes of this explainer, the focus will be on this type of qualification), the headline measure will give an overall “A-level style” grade, ranging from A*-U, albeit with plus and minus grades available (e.g. B-).

As with other elements of the new accountability measures, however, more detailed underlying information will be available to those who want it, including attainment in academic qualifications below level 3, and in A-levels alone.

The calculation of the headline attainment measure will come from averaging out the grade achieved in all qualifications completed.

Withdrawals will not be counted as fails

in the calculation.

Compared to attainment measures published currently, however, there will be a change, with different weighting being given to grades achieved (see table right).

This has the effect of removing the “cliff edge” at the pass/fail boundary.

The removal of the cliff edge, the DfE says, means the failure of a single student no longer has a disproportionate effect on a sixth form or college’s score.

Despite these changes, the DfE says that it expects the impact on sixth forms and colleges to be smaller than the annual fluctuations generally seen in performance tables.

“We do not expect that the new point score will create wholesale changes in how schools and colleges perform on attainment measures in performance tables,” guidance on the changes says.

“The impact is expected to be smaller than the year-on-year variation in institution performance that is typically demonstrated in performance tables.”

CALCULATION OF AN INSTITUTION'S ATTAINMENT SCORE

In this fictitious example, Sanctuary Sixth Form has nine students, who each take one A-level. The sixth form's attainment under the existing, and the new system, are as follows

Point scores under the existing and new systems

| | Fail | E | D | C | B | A | A* |
|-----------------|------|-----|-----|-----|-----|-----|-----|
| Existing system | 0 | 150 | 180 | 210 | 240 | 270 | 300 |
| New system | 0 | 10 | 20 | 30 | 40 | 50 | 60 |

Calculation of an institution's attainment score

| Existing system | | | New system | | |
|-----------------|-----------|-------------|------------|-----------|-------------|
| Student | Grade | Point score | Student | Grade | Point score |
| Nicky | A | 270 | Nicky | A | 50 |
| Michael | C | 210 | Michael | C | 30 |
| Ed | A* | 300 | Ed | A* | 60 |
| Alan | B | 240 | Alan | B | 40 |
| Ruth | B | 240 | Ruth | B | 40 |
| Charles | U | 0 | Charles | U | 0 |
| Estelle | D | 180 | Estelle | D | 20 |
| David | Withdrawn | | David | Withdrawn | |
| Gillian | U | 0 | Gillian | U | 0 |
| Total | | 1,440 | Total | | 240 |
| Average = | | 1,440/8 | Average = | | 240/8 |
| | | = 180 | | | = 30 |
| GRADE D | | | GRADE C | | |

Withdrawn students do not count for attainment measures under either the existing or the new systems

RETENTION

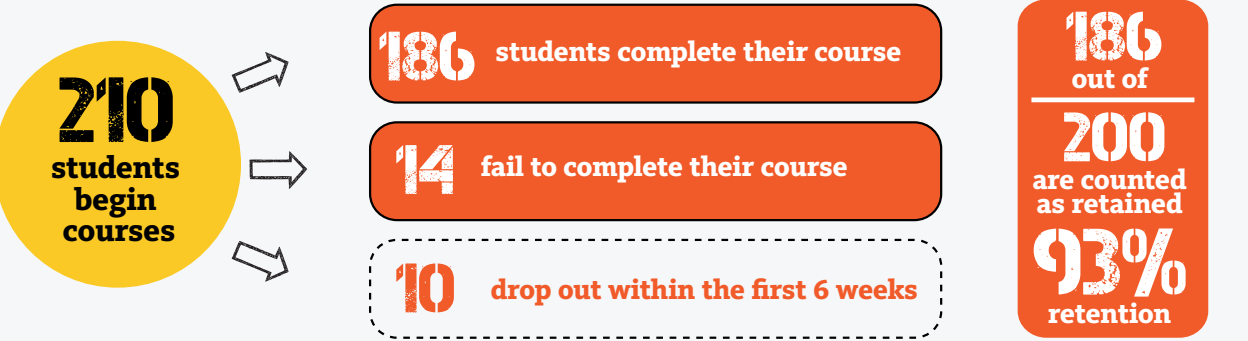
This represents an entirely new metric that will be published in performance tables for sixth forms and colleges, and reflects the importance being put on retention as the school participation age rises to 18.

It is, however, in line with the way that funding is provided.

Calculation of this measure is done on a whole student basis, rather than at the level of individual qualifications.

That means students need to stick to their core aim to be recorded as retained in this indicator – so for a two year A-level programme, a student needs to complete both years of only one A-level, for example. (Core aims are the ‘substantive’ qualification being undertaken in a student’s programme. In the case of academic qualifications one A-level would be designated as such by their sixth form or college.)

Calculation of an institution's retention score



RETENTION
93%

DESTINATIONS

DESTINATIONS
80%

Of the five new headline measures, destinations is the one with the biggest question mark still hanging over it.

It is intended to show how many students go on to “sustained education, employment or training” at the end of their course, though a number of hurdles remain to be cleared – indeed, the new guidance on the 16-19 accountability measures states that this measure will not be included in the performance table until the data is “robust” enough.

The difficulty arises because – inevitably – the measure relies on information about students some months after they have left college or sixth form. Specifically, the period that matters is the six month period from October to March following completion of a course.

To qualify as being in sustained education, employment or training, a young person must spend at least five of these six months in employment or training, or complete the first two terms of that academic year in education.

The government has published data on this measure as an “experimental statistic” for the 2011/12 academic year, but it says that “high percentages of activity are not captured” in the measure. The DfE says that, when published, data for this measure will come from matching National Pupil Database records to records held by HM Revenue and Customs and Department for Work and Pensions – but that is not as likely to be as easy as it sounds.

Originally published in
Schools Week edition 29,
May 15 2015

Your guide to how SEN fundi

ANN MCGAURAN

@

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



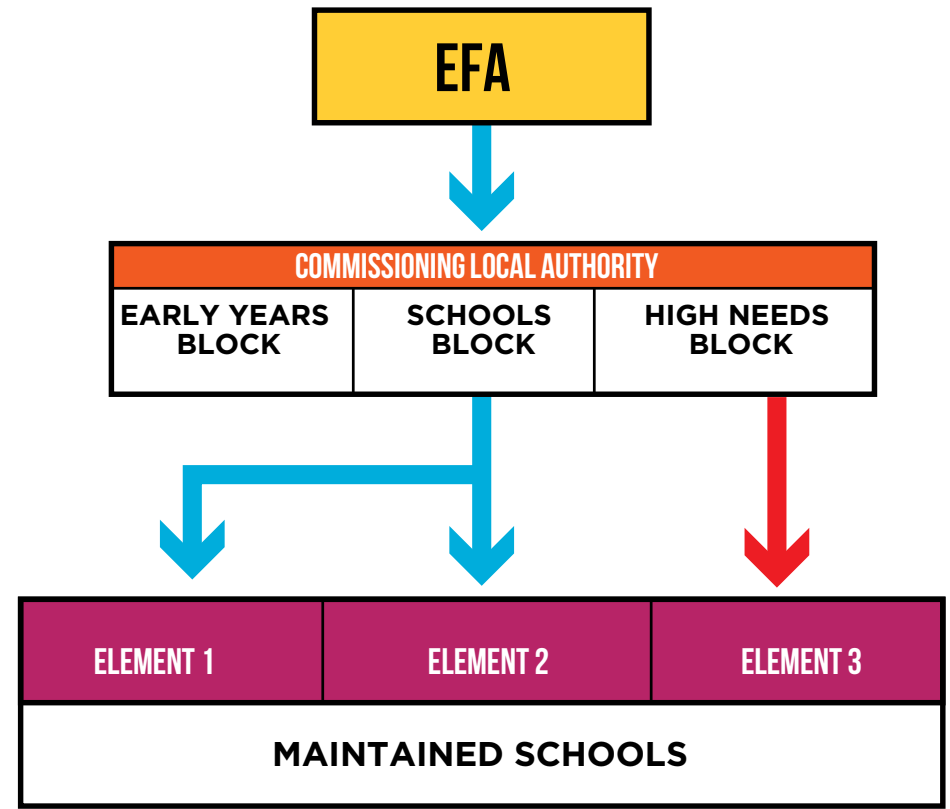
SEND code of practice emphasises “person-centred approaches” – with education, health and care plans (EHC plans) up to the age of 25 replacing statements of SEN for those aged up to 18.

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).

3 ELEMENTS OF MAINSTREAM SEN FUNDING



NOTIONAL SEN FUNDING REFORMS



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-recoupment 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 values 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 values, 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

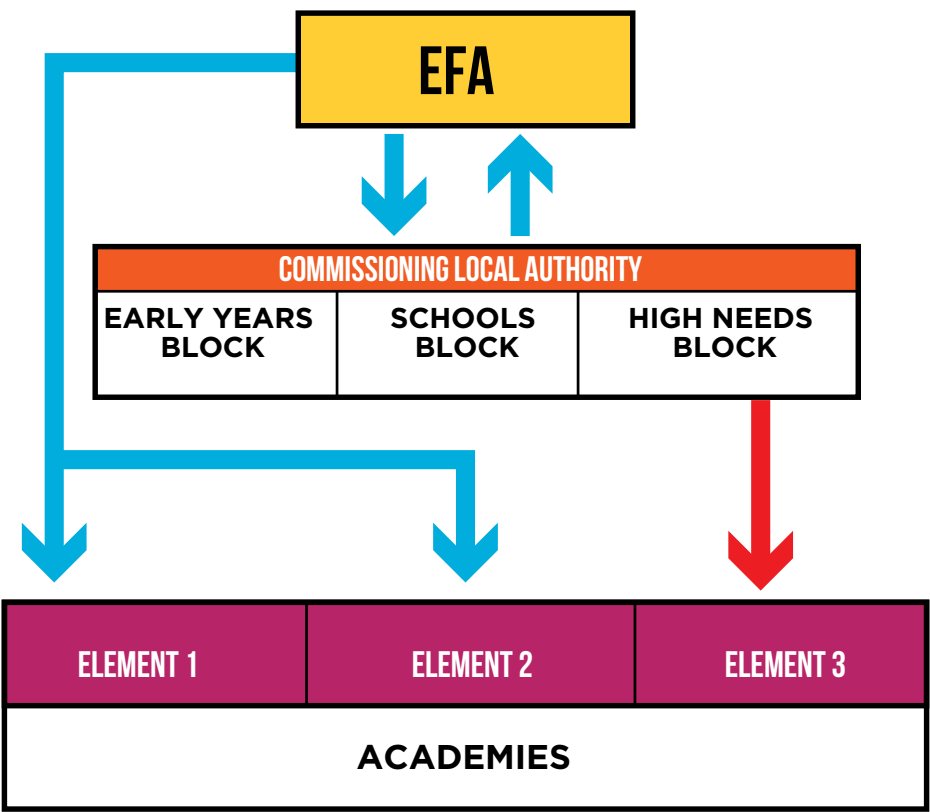
This is an additional amount of money to help make special educational provision meet the needs of children with SEND. It’s called notional because schools can spend it in the way that they think is best. Like element 1, it goes directly to schools.

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.

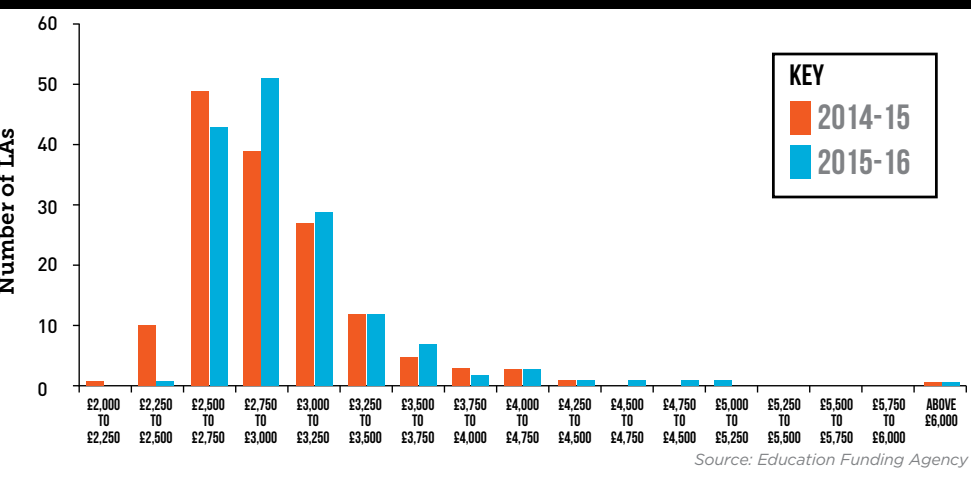
Some 126 (83 per cent) of authorities are allocating between 5 and 15 per cent of schools block funding as notional SEN.

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.

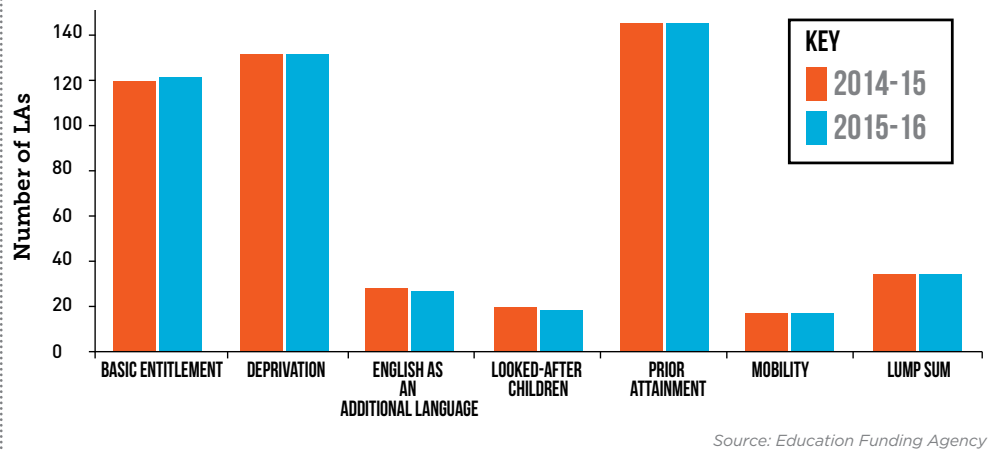
Impact is assessed using goal attainment setting (GAS), a common scale for assessment. The six-point scale of measurement runs from three – where progress is higher than expected, to minus three – where progress is considerably below baseline. "If I see an intervention in two or three, it is clicking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



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For further details please contact Ruhena Mahmood on ruhena.mahmood@emlcacademytrust.co.uk or call on 01234 880154.

If you would like to discuss the position in confidence please call Ruhena to arrange a discussion: 01234 880154.

EMLC Academy Trust was incorporated in 2012 to establish, maintain, manage and develop academies and free schools as world class centres of excellence.

Interviews: week of 13th July 2015

The trust currently sponsors five primary academies in Northampton and Milton Keynes, is sponsoring Prince William School, Oundle from September 2015 and is developing Northampton International Academy, opening in September 2016.

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to safeguarding and medical checks.

Every child deserves to be the best they can be.

Marden High School, Headteacher



Marden High School

Media Arts College

North Shields, North Tyneside, 11-16 School, 734 on roll, ISR L26-32, For JANUARY 2016

Marden High School is an 11-16 specialist status school in media arts, science and maths. It is well known for its high academic standards and very strong level of student support. The school is ideally situated in an affluent area of North Tyneside within a short stroll from the beautiful Tynemouth Long Sands and picturesque Cullercoats Bay.

Governors are now seeking to appoint an inspirational Headteacher with the vision, skills, qualities and dynamism to lead our School in the next stage of its development. The post offers a great opportunity to build on our existing strengths, maintain the excellent record of significant and rapid improvement in recent years, together with the exciting challenge of moving the school forward to outstanding. The present headteacher is moving on to another school in a neighbouring authority.

Marden High School is one of the highest performing schools in the region. Its dedicated and progressive teams are well supported by a strong governing body and very supportive parents. It is also part of the North Tyneside Learning Trust, a community of maintained schools working together to achieve excellence. A brand new building will open, on site, in September 2016.

Potential candidates who would like an informal discussion with the Chair of Governors about this opportunity should contact PA Annie Davidson on 0191 200 6357 / email: a.davidson@mardenhigh.net

Application packs can be downloaded from our website: www.mardenhigh.net

Marden High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment. The successful applicant will be required to undertake an enhanced CRB disclosure and a range of other recruitment checks.

Our ideal candidate will;

- Be a strategic and collaborative leader who will inspire and empower staff and build resilient and flexible teams
- Share our values and vision for excellence, and be able to put them into practice.
- Have a successful proven track record of school improvement at a senior level in school
- Have a genuine passion for learning and teaching with high expectations of staff and students
- Have the credibility and ability to motivate, enthuse, and inspire staff and students to be the best that they can be
- Be a passionate advocate for the achievement of all young people
- Have excellent interpersonal and communication skills with all stakeholders.
- Foster excellent relationships based on integrity, trust and mutual respect.
- Build on the values and strengths already established
- Show commitment to partnership working and sharing good practice.

Closing date: Friday 26 June 2015 at 12 noon

Interviews are planned for: Tuesday 7 and Wednesday 8 July 2015

TEACHFORINDIA



ARE CURRENTLY RECRUITING:

MANAGER, TRAINING AND DESIGN:

The Manager of Training and Design impacts all Staff, Fellows and children in Teach For India classrooms by driving and overseeing the design of excellent training tools, resources and assessments. He or she will develop an expertise in instructional coaching and leadership through a continuous focus on creating tools and resources to develop Staff and Fellows. With the Training & Impact team, the Curriculum & Design manager works towards building and empowering our Program Staff as leaders for education.

PROGRAM MANAGER:

The Program Manager role is integral to reaching Teach for India's vision. Each Program Manager is responsible for coaching, managing and developing a team of Fellows. Their primary role is to maximize each Fellow's leadership growth as we strive to build the movement of leaders that will end educational inequity. Throughout the two year Fellowship, Program Managers will support and guide their Fellows as they work to place over 500 children on a different life path. The Program Manager role is suited for those who wish to make a critical impact on students, schools and Fellows across our cities, want to increase their vision-setting, strategic thinking, planning, curricular planning, adult training, team building, coaching and managing, influencing, motivating and instructional skills, and are energized by working with an urgent, collaborative and high-achieving team.

MANAGER, CITY ALUMNI AND GOVERNMENT RELATIONS:

The Alumni Impact & Government Relations Manager will play a crucial role in unleashing the potential of the Teach For India Alumni community in Mumbai and leveraging key influencers in the government for the purpose of increasing Teach For India's impact in Mumbai. This individual will lead Teach For India's advocacy initiatives with the Municipal Corporation of Greater Mumbai in order to ensure sustainable systemic change. The Alumni Impact & Government Relations Manager will be the champion of our long-term theory of change and our ambassador to the Government. This individual will work to deepen our understanding of the local educational landscapes in order to craft a contextualized city-specific vision & strategy to catalyse action towards educational equity in Mumbai by leveraging Teach For India alumni network and the local Government. The Alumni Impact & Government Relations Manager will monitor and evaluate city-specific interventions and programs to direct future action.

**For more information and to apply,
please visit www.teachforindia.org/careers
or contact Venil Ali on venil.ali@teachforindia.org**

Welland Academy 4-11

Scalford Drive, Eastern Avenue, Peterborough, PE1 4TR

Teaching Positions at the Welland Academy:

Seeking inspiring staff to join our supportive team

REQUIRED FROM SEPTEMBER 2015 OR JANUARY 2016



WE ARE SEEKING TO APPOINT:

LITERACY COORDINATOR - KEY STAGE 1/2 TEACHER

(REF: 14-15/WEL/002)

**MPS/UPR PLUS TLR 1C
(£7,471)**

MATHEMATICS COORDINATOR - KEY STAGE 1/2 TEACHER

(REF: 14-15/WEL/009)

**MPS/UPR PLUS TLR 1C
(£7,471)**

COMPLETED APPLICATIONS ARE TO BE RECEIVED BY 18 JUNE AT NOON.

The Welland Academy is a vibrant, exciting, happy school where all children are valued equally. We have high standards of achievement and behaviour. We aim to develop self-confidence and self-esteem in all our children.

Since moving sites in October 2013, the whole team have worked together to drive improvements in the teaching and learning provided. Our Academy forms part of the successful sponsor; Greenwood Dale Foundation Trust.

The specific roles and responsibilities of these posts will be determined by the strengths of the successful candidates.

In return the successful applicants will:

- Join a dedicated team where academy staff, children and parents work together to provide a safe, happy and friendly environment where ALL children are included and encouraged to achieve their full potential.
- Be provided with excellent opportunities for significant professional growth within the Academy and the wider Trust.
- Play a part in a Trust which invests in a high quality business infrastructure to support the delivery of outstanding education.

www.greenwoodacademies.org/vacancies/ for more information

For application forms and further information on these and other vacancies with the Greenwood Dale Foundation Trust, please visit our website or call our Recruitment Line on 0115 7483344

*The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
This position is therefore subject to an enhanced disclosure check under the Rehabilitation of Offenders Act 1974.*



LONGWORTH (UNDENOMINATIONAL) PRIMARY SCHOOL, SCHOOL CLOSE, LONGWORTH, OXFORDSHIRE OX13 5EU

HEADTEACHER

required for January 2016

Group 1 £44,397 to £51,372 NOR 72

Our Head Teacher is moving on after successfully leading our thriving and happy village school. The Governors are seeking to appoint an innovative and enthusiastic successor.

We are looking for an inspirational leader and team player to further develop our outstanding school. The role will involve a teaching commitment.

WE OFFER:

- Dedicated, motivated and caring staff.
- Mutually supportive, enthusiastic children who are keen to learn.
- An impressive Ofsted report (December 2010).
- A supportive, committed and effective governing body.
- Interested and involved parents and carers and an active PTA.
- Strong partnership with other local schools.

WE ARE LOOKING TO APPOINT A CANDIDATE WHO HAS:

- Experience of leading a team in primary education.
- Recent effective teaching experience
- The ability to inspire and empower both pupils and staff.

Closing date: Monday 22nd June
Shortlisting: Tuesday 30th June
Interviews: Monday 13th July

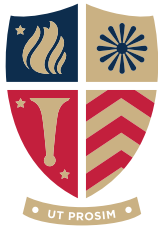
Informal visits are welcome and can be arranged by contacting the school office on **01865 820364**

Application forms and further information available from

Longworthheadship@gmail.com

Oxfordshire schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

www.longworthprimaryschool.uk



RYDE SCHOOL
WITH UPPER CHINE

Required for January or September 2016

DEPUTY HEAD



Ryde School with Upper Chine seeks to appoint a Deputy Head to work across the whole school (KS1 to Sixth Form) and alongside the Deputy Head (Pastoral) and the academic leadership group in challenging all members of the school community to be creative, ambitious and rigorous, particularly in life beyond the classroom. The exact details of the post will depend on the skills of the successful candidate but a strategic interest in sport, the arts, outdoor education and intellectual life is likely to be a key element of the role, as is the need to support pupils and staff in service learning and leadership. The Deputy Head will be fully involved in the strategic leadership of the school.

The successful candidate will be an excellent classroom teacher, will have clarity of vision and good management skills and is likely to be looking towards Headship in a few years' time. No particular subject specialism is required though experience of, and commitment to, the extra-curricular life of a busy school is essential.

The School enjoys an enviable island setting with easy access to London and major transport hubs.

Information on the school, further details of the post and an application form may be found on our website:

www.rydeschool.org.uk/page/?title=Staff+Vacancies&pid=193 or obtained from:

Mrs Becky Craik, Headmaster's PA
Ryde School, Queen's Road, Ryde PO33 3BE
Tel: 01983 617925
Email: headmaster@rydeschool.net

Ryde School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau.

Ryde School is an equal opportunities employer.

Closing date for applications:

MIDDAY, WEDNESDAY 17 JUNE 2015

INTERVIEWS IN RYDE:

TUESDAY 23RD AND WEDNESDAY 24TH JUNE

Ryde School is a Registered Charity No. 307409 HMC, IAPS, Co-educational 500 pupils 11-18 years 260 pupils 3-11 years

ACADEMY TRUST

YORK STREET, LUTON, LU2 0EZ

EDUCATION DIRECTOR

BEDFORDSHIRE

COMPETITIVE SALARY DEPENDENT ON EXPERIENCE AND PREVIOUS SUCCESS

A brilliant opportunity to play a leading role within a new stand-alone multi-academy trust

The Academy Trust has, until recently, been sponsored by Barnfield College. However, we became a stand-alone Trust from 1 March and under new leadership we will soon adopt a new name and brand. Our ethos is simple: we will make the most of our unique family of schools to give every child the best possible opportunity to flourish and develop into a decent, disciplined, well-educated and employable young person.

We would like from you:

- Substantial leadership experience and a track record of improvement and impact.
- Experience likely to be gained as a successful Headteacher/Principal/Executive Principal or in a significant wider role in a multi-academy trust, the DfE or Ofsted, for example.
- The determination and confidence to strive for, and achieve, great outcomes for the Trust.
- To play a key role in promoting and developing partnership and collaboration between academies that makes a real difference to how well students achieve.

We can offer you:

- A unique family of schools: 2 primary, 2 secondary, a Studio School and a Sixth Form.
- Fantastic young people who are "eager to learn and exemplary in their attitudes to their work" (Vale Academy Ofsted, 2014) and who are "hugely proud of their Academy" (West Academy Ofsted, 2014).
- The chance to join a new multi-academy trust that is going from strength to strength.
- A role where you can make an impact and develop your leadership skills

For further information and to return completed applications please contact:

Kevin Martin, Human Resources Manager, Barnfield Academy Trust, York Street, Luton, LU2 0EZ.

E-Mail: academyrecruitment@barnfield.ac.uk

Tel: Kevin on 01582 569672

Visits to the Trust and conversations with the Chief Executive are warmly welcomed.

Closing Date: 9am on Monday 29 June 2015 | Interview Date: 7 July 2015

The Academy Trust is committed to safeguarding. This post is subject to an enhanced DBS check.

Chief Executive: Andrew Cooper

Achieving more together

HEAD OF GOVERNANCE

SALARY: CIRCA £35,000 PER ANNUM DEPENDENT ON EXPERIENCE

LOCATION: CENTRAL BIRMINGHAM

CLOSING DATE: JUNE 30TH 2015

ABOUT OAT

Ormiston Academies Trust (OAT) is a not-for-profit academy trust, sponsoring 31 primary and secondary academies around the country. Our vision is for all young people to have the highest academic, social and practical skills to allow them to lead a fulfilling life.

We're a friendly team passionate about the development of young people. We offer a generous holiday allowance and our Birmingham office is located in an easily accessible building with excellent transport links.

ABOUT THE ROLE

We are looking to appoint an experienced Head of Governance to lead the development and implementation of our governance systems.

The purpose of the role is to support our academies with the provision of high quality advice and guidance whilst ensuring the trust remains compliant in its responsibilities for governance both from a single site and multi academy trust perspective.

The role will be both operational and strategic, driving the direction and performance of the governance of our

- academies and the Trust. It will be critical that you keep up to date on legislative matters and drive the relevant changes to ensure operational compliance. The ability to communicate effectively and all levels is essential.
- In conjunction with the Governance Co-ordinator you will ensure that quality service and support is provided on a day to day basis, monitor the governing bodies performance, provide statistics and data for the Trust, maintain the information held on the website, provide access to training, support the recruitment of new governors, keep up to date with relevant legislation and facilitating the sharing of this with the academies.
- This is an exciting time to join us at OAT and help shape the provision that we offer to our family of academies.

ABOUT THE SUCCESSFUL CANDIDATE

The successful candidate will be an experienced Head of Governance with the knowledge to develop and implement governance systems.

You will have lots of drive and enthusiasm and possess the ability to look for the best ways to deliver services to enable quality performance from teams of governors.

HOW TO APPLY

If you are interested in the post please visit our website for a full Job Description and application form www.ormistonacademiestrust.co.uk/vacancies/oat_head_office

Please return completed applications to recruitment@ormistonacademies.co.uk by the closing date of June 30th 2015.

If you would like to find out more about the role please contact Carmel Brown, Director of People and Projects via carmel.brown@ormistonacademies.co.uk or telephone 0121-262-4717

OAT is committed to safeguarding the welfare of children and young people and expect all staff to share this commitment and work in accordance with our child protection policies and procedures. All posts are subject to an enhanced DBS check.

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BE INCREDIBLE
BE PART OF IT
STUDENTS. HAVE FUN.
EMBRACE YOUR FUTURE.

WORKSHOPS & THEMES:
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'USING YOUR VOICE' JON BRIGGS, THE VOICE OF SIRI
'RAISING AWARENESS OF PREVENTION OF RAPE AND SEXUAL ASSAULT' RAP PROJECT
'THE DAY' PRESENT 'JE SUIS CHARLIE' A DEBATE ON CHARLIE HEBDO
'WOMEN IN BUSINESS, ENTREPRENEURSHIP' KATHLEEN SAXTON
'ETHNIC & SOCIAL ISSUES INC. FGM AND FORCED MARRIAGE' ARIFA NASIM
+

GAP YEARS / WRITING SKILLS / MENTAL HEALTH / LEADERSHIP /
'THE ROAD LESS TRAVELLED' / CHOOSING A UNIVERSITY /
FINANCE FOR STUDENTS / SELLING YOURSELF / INTERVIEW TECHNIQUES /
CODING FOR GIRLS / 'THE PASSENGER' / 'THE HATE PLAY SYMPOSIUM' /
'LADS' MAGS: TIME TO END THE TOP SHELF SOCIETY' /
MENTAL WELLBEING / VOLUNTEERING / THE HOLOCAUST

ACTIVITIES (PRIMARY & SECONDARY):
WALL CLIMBING / SCIENCE / SCUBA DIVING /
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2015 MEDIA PARTNERS INCLUDE:

FE Week 
SCHOOLSWEEK 



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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

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.
Last week's winner was Douglas Wise @DoWise