



**JADE KENT:
BE CAREFUL
BEFORE YOU
GO LIVE**



Page 11

**OLIVER BEACH:
WE MUST STICK
WITH BTECS**



Page 10

**THE RUNAWAY
SCHOOLGIRL: HER
MOTHER'S STORY**



Page 16

SCHOOLSWEEK.CO.UK

FRIDAY, MAY 1, 2015 | EDITION 27

HARLOWSAVE CU The Financial Co-operative
together for savings & affordable loans

Help! - It's School proms
and we know just how to provide the help required...

Office Opening Times:

Monday	12.00am - 2.00pm
Tuesday	10.00am - 2.00pm
Wednesday	closed
Thursday	10.00am - 2.00pm
Friday	10.00am - 2.00pm
Saturday/Sunday	closed

Need a little to help pay for the special day?
Maybe Harlowsave can help

Join today

For more information contact jayne@harlowsave.coop or telephone her on 01279 451234.

Harlowsave Credit Union Limited is authorised by the Prudential Regulation Authority and is regulated by the Financial Conduct Authority Firm Number 213279

“We’re trying to educate people and show them that we’re not loan sharks”

PAY DAY PROM DRESSES P6

Watchdog checks out safety faults in 300 schools

- Investigations include asbestos and dangerous gates
- No legal requirement to tell parents of failings

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

The health and safety watchdog has launched nearly 300 investigations at schools in the past three years, *Schools Week* can exclusively reveal.

Inspectors from the Health and Safety Executive (HSE) have investigated 293 incidents at schools since April 2011, including nine fatalities.

Of those, 150 were into major incidents requiring a heightened response because of the potential of death, serious injuries or extensive property damage.

More than 100 enforcement notes have been issued as a result of the visits, which require schools, or the council, as the employer, to urgently address health and safety failings or face court action.

However, while the notices are published on the watchdog’s website, there is no legal requirement for schools to inform parents of the breaches.

Our investigations also reveal that schools have paid a total of £410,215 in fines due to failings on their premises. These include children losing fingers in school gates or doors, exposure to asbestos and a pupil falling down a lift shaft.

Frances Pickworth, a researcher who specialises in health and safety for education support provider The Key, said: “There are so many pitfalls for schools. They are dealing with so many different aspects, and there’s no clear list of what’s statutory and what’s simply good practice.

“Schools have a duty of care towards pupils, but this is not always easy to define and it is often unclear how far it extends.”

The freedom of Information figures obtained by *Schools Week* show 102 enforcement notices have been issued in the past three financial years.



P9

Toby Young
“I’d cut some of the red tape”

If I were education secretary, page 9

Continued on page 2

EDITION 27

SCHOOLS WEEK TEAM

Editor:	Laura McInerney
Head designer:	Nicky Phillips
Designer:	Rob Galt
Sub editor:	Jill Craven
Senior reporter:	Sophie Scott
Senior reporter:	Ann McGauran
Senior reporter:	John Dickens
Senior reporter:	Freddie Whittaker
Reporter:	Billy Camden
Photographer:	Ellis O'Brien
Cartoonist:	Stan Dupp
Financials:	Helen Neilly Victoria Boyle
Sales manager:	Hannah Smith
Sales administrator:	Jasmin Fergus-Aghamiri
Administration:	Frances Ogefere Dell

Contributors:	Jan Tallis Toby Young Christine Blower DJ Taylor Gwen Nelson Oliver Beach Jade Kent Jill Berry Dr Beng Huat See
----------------------	---

Managing director: Shane Mann

And tweet us your thoughts @schoolsweek or with the hashtag #schoolsweek

SUBSCRIBE

For an annual subscription to *Schools Week* for just £50 visit www.schoolsweek.co.uk and click on 'subscribe' at the top of the page.

www.schoolsweek.co.uk or call 020 8123 4778 to subscribe

ADVERTISE WITH US

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on schoolsweek.co.uk or contact:

E: advertising@schoolsweek.co.uk
T: 020 81234 778

Disclaimer

Schools Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of *Schools Week*, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material. The design of the printed newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission. If you wish to reproduce an article from either the printed paper or the website, both the article's author and *Schools Week* must be referenced (to not do so, would be an infringement on copyright). Lsect Ltd is not responsible for the content of any external internet sites linked to.

Please address any complaints to the editor. We are fully committed to the Press Complaints Commission's Code of Practice. If you have a complaint which cannot be resolved by the editor, write to the Press Complaints Commission, Halton House, 22-23 Holborn, London EC1N 2JD

Learning & Skills Events, Consultancy and Training Ltd
161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@schoolsweek.co.uk

NEWS**Safety watchdog investigates faults in schools**

JOHN DICKENS
@JOHNDICKENSSW

CONTINUED FROM FRONT

Nine were prohibition notices requiring an activity to be immediately stopped.

The remaining 93 were improvement notices, where remedial action has to be completed by a set date. Inspectors follow up to check the schools have complied.

The notices remain on the HSE's website for five years. However, there is often a delay of at least nine weeks between a notice being issued and published, to allow for appeals to be lodged.

Of the 102 notices, a total of 23 related to asbestos. Smita Jamdar, partner and head of education at law firm SGH Martineau, said: "One of the main things people are worried about is asbestos in their building, and it's a problem finding the resources to manage that.

"It has become harder for schools as the system becomes more fragmented – in the past it would be for the local authority to manage. It's a real challenge."

Our figures also show there have been 28 prosecutions for health and safety breaches at schools in the past three years.

The largest fine was £100,000 issued to Stonyhurst College, an historic private school in Clitheroe, Lancashire, after a stonemason developed silicosis.

He could have been exposed to silica dust in excess of 80 times the workplace limit, the HSE said, during a 21-month project to repair the building.



The City of Salford Council was also fined £20,000 in April last year. A six-year-old boy with autism and learning difficulties lost his index finger after his hand got stuck in a gate at Springwood School, in Manchester.

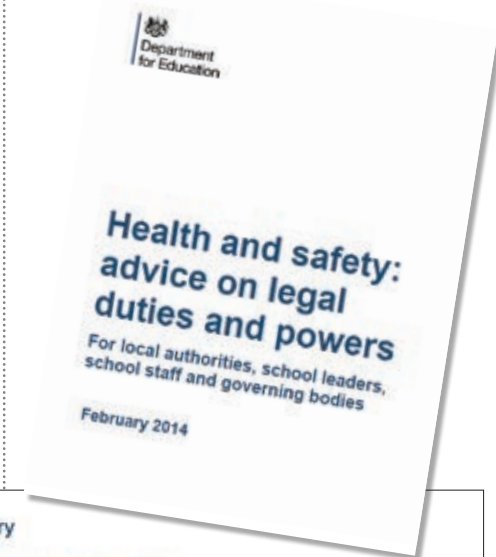
An HSE investigation found the council had failed to act on an earlier report that identified the risk of children trapping their fingers in gates.

Department for Education guidance released in February last year urged teachers to adopt a "common sense" approach to health and safety.

But Ms Pickworth said school staff have called The Key to get clarification on their duties in numerous situations, from assessing risks to children with nut allergies to dealing with seagulls diving near pupils in the school playground.

She added: "Staff shouldn't

see health and safety as a barrier. Thinking about health and safety is meant to protect pupils. It shouldn't get in the way of their education, or stop them taking part in activities they'll learn from and enjoy."

**Summary****About this departmental advice**

The Government is determined to reduce burdens on schools. We want to simplify health and safety requirements and explain them better. The Government is making it easier for schools to take pupils on trips, removing paperwork and taking steps to reduce teachers' fears of legal action. Teachers should be confident that they know best how to look after pupils and keep them safe.

This document summarises the existing health and safety law relevant to schools and explains how it affects local authorities, governing bodies, headteachers and other school staff. It covers activities that take place on or off school premises, including school trips. Advice on driving school minibuses is now provided separately.

This advice document replaces a number of guidance documents on health, safety and security in schools, including *Health and Safety: Responsibilities and Powers (2001)* and *Health and Safety of Pupils on Educational Visits (HASPEV 1998)*.

Sikh school places allocated against parents' wishes

JOHN DICKENS
@JOHNDICKENSSW

More than 20 children have been given places at Sikh-ethos schools against their wishes – with campaigners claiming their human rights could have been breached.

More than two thirds of the intake at Khalsa Science Academy, a Sikh-ethos primary free school in Leeds, were allocated a place despite not selecting it as a preferred school.

The school, run by the Khalsa Education Trust, is temporarily based in the grounds of a Sikh temple and provides only vegetarian meals, including no eggs, although meat options will be added to the menu when the school moves to a permanent home. Packed lunches are also expected to be strictly vegetarian.

Another 16 youngsters were initially offered places at Khalsa Secondary Academy, in the village of Stoke Poges, in Buckinghamshire, without requesting them. However, this fell to a single place after the second round of admissions.

It is run by a different trust, the Slough Sikh Education Trust, but is also based on a temporary site and also has a vegetarian food policy.

Stephen Evans, National Secular Society campaigns manager, said: "It's scandalous, and frankly embarrassing, that in modern Britain parents aren't able to secure a state education without a religious ethos being imposed upon their children. "What's absolutely clear is that parents



Khalsa Science Academy's temporary site

shouldn't be left with no option other than to send their children to a religious school of a faith that they don't believe in."

The society is supporting parents' appeals and will explore challenging the decisions on the grounds of human rights should they be unsuccessful.

The European Convention of Human Rights says "the state shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions".

Jade Kent, a solicitor at Michelmores LLP, said that serving only vegetarian meals to a non-religious child because of a religious belief could contravene the 2012 Equality Act.

But a school might avoid falling foul of the Act by drafting a food policy outlining the reasons it offered vegetarian-only options –

"to reduce a child's carbon footprint or to promote compassion, for example".

Of the 30 pupils offered places at Khalsa Science Academy, 22 did not list the school in their choices.

Leeds City Council allocated places based on the school moving to a new site in Alwoodley in September. However, the move has been delayed, meaning the children have to travel about five miles to the temporary site in Chapeltown. The school has said it will provide a mini-bus.

Parent Martin Wheatley, whose five-year-old daughter has been allocated a place at the school, described the process as "deeply upsetting and worrying."

"We strongly believe in education being secular and not based on any one faith – and we expressly stated in our original application that we wanted a non-religiously affiliated education for our daughter," he said.

"Last week to our dismay we discovered we had not only missed out on all our choices but that the local authority was claiming that the nearest school we could be sent to was the Khalsa."

Leeds blamed the government's free school policy and said the situation was "wholly unsatisfactory".

A spokesperson for the Khalsa Education Trust said many parents allocated places changed their minds after visiting the school.

"It's just getting people past the Sikh-ethos. Its values are serving the community, teaching life-long skills and improving the individual, which sits with British values."

NEWS

MATs' severance payments nudge £1m

ANN MCGAURAN

@ANNMCGAURAN

Exclusive

Five of the biggest multi-academy trusts have made non-statutory severance payments to staff totalling £941,316 during the year to August 2014, their latest accounts reveal.

The largest payments were made by United Learning, Academies Enterprise Trust (AET), Harris Federation, Kemnal Academies Trust (TKAT) and Ark Schools.

Non-statutory severance payments – outside normal statutory or contractual requirements – are given to staff who resign, are dismissed, or reach an agreed termination of contract.

The figures came from the accounts for the multi-academy trusts (MATs) with more than 20 schools that have so far been published.

TKAT's accounts show total severance payments of £759,000. Of this, £191,818 represented non-statutory payments. TKAT made 13 separate payments; the largest was £30,229.

A spokesperson for TKAT, who run more than 40 academies in London and the south of England, said: "Severance payments are calculated on an individual basis with employees and vary by school, depending on contractual agreements and other criteria. Therefore comparisons between schools, trusts and years cannot be done with any accuracy.

"Our severance payments are subject to

NON-CONTRACTUAL SEVERANCE PAY – BY ACADEMY TRUST

Multi-Academy Trust	No of schools	Non-statutory severance
United Learning	40	£272,179
Academies Enterprise Trust	69	£270,968
Harris Federation	28	£206,351
Kemnal Academies Trust (TKAT)	41	£191,818
Ark Schools	27	£189,286
David Ross Education Trust (DRET)	31	£165,000
School Partnership Trust Academies	43	£137,369
Plymouth Cast	35	£82,499
Greenwood Academies Trust	24	£38,000
Oasis Community Learning	42	£1,946

*Academy trusts with more than 20 schools and that have published their accounts up to the end of August 2014.

both internal and external audit, and we are satisfied, as is the EFA [Education Funding Agency], that our decisions are in line with the Academies Financial Handbook and represent value for money."

Academy trusts must disclose all non-statutory staff severance payments in their audited accounts. Government guidance states that academy trusts must obtain Secretary of State prior approval for non-statutory or non-contractual payments of £50,000 or more.

The EFA Handbook also says that when

academy trusts are considering making payments above the statutory or contractual entitlements, they must consider whether such payments are justified based on a legal assessment of the chances of the trust successfully defending the case at employment tribunal.

AET, which runs 69 schools, made non-statutory severance payments totalling £270,968. A spokesperson for the trust said: "The payments are settlement costs with staff who have left the organisation. As the country's largest multi-academy trust we

have more than 6,000 employees and the costs represent a very small percentage of our overall staff budget."

Ark Schools operates 27 primary, secondary and all-through academies in London, Portsmouth, Hastings and Birmingham. It made non-statutory payments of £189,286. A spokesperson for Ark said: "We employ more than 2,000 staff across our schools so over the course of a year there will inevitably be a number of severance payments. These may cover payments agreed prior to TUPE transfer when a school joins our network, or which we make on legal advice to avoid further costs through potential litigation.

"We seek to minimise the costs of such payments wherever possible, while fulfilling our obligations to our staff. To put these figures into context, we grew from 18 to 27 schools in this period, and the amounts are comparable to other multi-academy trusts."

Jon Richards, Unison's national secretary education and children's services, told *Schools Week*: "The increase in these payments highlights a big increase in restructuring and redundancies in MATs... more so than in maintained schools.

"Many MATs face financial challenges because they don't have the same level of economies of scale as local authority-run schools. We need to look at the capacity of some MATs to manage schools in the current economic climate."

Norwich primary searches for four unqualified teachers

SOPHIE SCOTT

@SOPHIE_SCOTT

Exclusive

A primary school run by Inspiration Trust is advertising for four unqualified teachers with no clear options of how those staff will be trained to get qualified status.

Norwich Primary Academy (NPA) last week posted a job advertisement on the Inspiration Trust website for part-time/job sharing "unqualified teachers" to start this September.

The posting said: "We are seeking to appoint up to four professional, reflective and enthusiastic aspiring teachers to join our outstanding team at Norwich Primary Academy, and for Inspiration Trust. This is an exciting, yet incredibly challenging opportunity that will enable the successful applicants to gain the skills to work as a teacher."

It said candidates should be committed to providing "outstanding academic education", but was amended on Monday to say it was for internal applicants only.

The school, judged as satisfactory by Ofsted before it became an academy, has about 350 pupils.

In contrast, another of the trust's schools, Great Yarmouth Primary Academy, also advertised for an unqualified teacher but it specifically said the recruit would be put through the salaried School Direct route.

The starting salary for the Norwich posts is £16,300 a year, with the range going up

to more than £25,000.

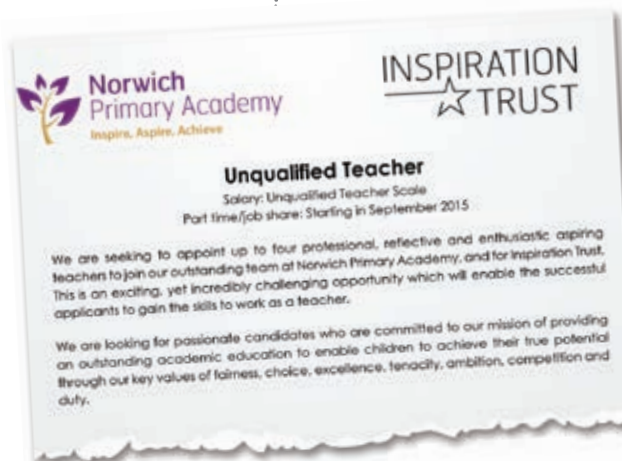
In 2013, South Leeds Academy advertised two posts for unqualified maths teachers. Attacked by unions and the shadow education secretary, Tristram Hunt, the school later said the advert was a "clerical error" and changed it.

NPA headteacher Tessa Holledge said the four new teachers would not have sole responsibility for classes and would be based in a year group team.

"Rigorous training and oversight are paramount. Successful applicants will have one-to-one training sessions with assistant headteachers and detailed topic based training with members of the senior leadership team.

"There will be strong oversight of their work from day one. We will build in placements with other trust schools and team teaching with other experienced and qualified teachers.

"Those who are appointed will benefit greatly from the resources available throughout the whole of the trust."



She added: "We encourage and support the gaining of additional qualifications and expect those appointed to work towards qualified teacher status (QTS)."

However, when asked how any successful applicant would work towards QTS, she said "to provide the widest opportunity to candidates" the school had chosen not to specify which training route it would choose.

"NPA is dedicated to giving our pupils a great education and these posts are going to help us do even more."

Free schools and academies have been able to employ teachers without any academic or professional qualifications since 2012.

Mr Hunt said parents would be "concerned"

about unqualified teacher roles being advertised.

"The most important variable for raising school standards is a qualified, skilled and committed teacher in every classroom.

"The Tories have damaged our education system by allowing schools to take on unqualified teachers on a permanent basis.

"Parents in Norwich will be concerned that schools are advertising for unqualified teachers. With Labour, all teachers will have to be qualified or working towards qualified teacher status."

NEWS

Tribal loses £6.3m as Ofsted withdraws contract

JOHN DICKENS

@JOHNDICKENSSW

An education support services company contracted to provide inspectors for Ofsted school visits has posted losses of more than £6 million after the watchdog decided to bring inspections back in-house.

The Tribal Group posted a pre-tax loss of £6.3 million for 2014, compared with a £13.5 million profit in 2013.

The loss follows last year's Ofsted announcement that it would not renew contracts with Tribal and two other companies – Serco and CfBT – to provide additional inspectors.

The move came after Ofsted said that it wanted tighter control over the quality of inspections amid concerns that they had been too erratic.

But the schools watchdog has dished out a contract worth at least £18 million for Tribal to continue inspecting early years' providers.

An Ofsted spokesperson said: "Having considered quality and value for money, Ofsted agreed to extend its contract with early years' inspection providers, which provide more than 90 per cent of our early years' inspections, in May 2014.

"We are confident that our providers will, working within the same inspection framework, continue to provide a high quality service and help to raise standards for young children in nurseries and other early years' settings."

The contract could run until March 2017.

A Tribal spokesperson said: "Tribal has a diverse and growing business, working across all levels of education, from early years to higher education.

"Ofsted's decision to bring schools inspections in-house had always been anticipated in our long-term planning.

"Our strategy has always been to grow other aspects of the business – although we remain committed to partnering with Ofsted to deliver early years' inspections."

According to the company's accounts, its end of year results "fell short" of expectations.

Revenue fell from £125.5 to £123.7 million and its net debt rose from £4.6 to £11.7 million.

However the pre-tax loss has been attributed to impairment charges of £12.6 million, which it links to Ofsted's decision to not renew the schools inspection contract.

Schools Week understands the £12.6 million figure was part of the acquisition cost when Tribal bought businesses that had inspection contracts with Ofsted.

However, with the contracts set to end and future income reduced, the £12.6 million has been written off, accounting for the pre-tax loss.

The write-off has no impact on Tribal's cash position. Chief executive Keith Evans said: "Tribal has come a long way in the past three years. While we were unable to meet our financial targets for 2014, we have great people and great software. We are focused on grasping tightly the growth opportunities we now see before us."

Wages stagnate as private schools control fees

ANN MCGAURAN

@ANNMCGAURAN

Private school teachers' salaries have risen less than 1 per cent this year, despite record numbers of pupils taking up places.

Just over half a million pupils now attend Independent School Council (ISC) schools – an increase of 5,000 on last year.

However, the ISC's annual census – published today – reveals that schools faced a 5.4 per cent increase in management and administration costs over the past 12 months.

Despite increased costs, ISC schools raised their fees just 3.6 per cent last year – the lowest rise since 1994 – as part of their commitment to controlling fees and amid fears that greater increases might turn parents away.

Schools in the north of England put up their fees by the largest amount – 4.6 per cent to an average £4,019 per term. Schools in the south east increased theirs by only 3.2 per cent, taking average termly fees to £5,821.

By contrast, the report notes that independent school teachers have had the lowest increase in their salaries for almost two decades.

It says: "Historically salary costs per teacher have typically increased in line with fee inflation but this year they increased by less than 1 per cent."

Age Group	Boarding fee (boarding schools)	Day fee (boarding schools)	Day fee (day schools)	Day fee (average)	Overall average fee
Sixth-form	£10,723	£6,543	£4,599	£5,025	£6,946
Senior	£9,895	£5,866	£4,381	£4,667	£5,568
Junior	£7,287	£4,462	£3,873	£3,927	£3,990
Overall*	£10,123	£5,634	£4,174	£4,398	£5,225
% change	4.0%	3.0%	3.7%	3.3%	3.6%

The report speculates that the increase could be a result of a younger teacher workforce and "strong financial planning in anticipation of imminent pension and National Insurance reforms".

The figures do not suggest that schools are reducing their staffing numbers – with the teacher to pupil ratio remaining at an all-time low of about nine children to every teacher.

Mark Brotherton, head of Giggleswick Junior School in North Yorkshire, said his school has kept fees and pay purposely low.

"We were at about £4,500 a term and reduced it down to about £3,600. That's made all the difference. We started off with 30 children in 2007 and we've now just recruited our 100th child – two years ahead of schedule. Financially this has been huge for us."

Pay has followed national trends: "Our governors look on those as a benchmark. I think everyone understand that in difficult times pay rises are not going to be huge."

But finding good staff had not been a

problem, he added: "Because of our expansion we needed to recruit significantly last year and we are getting quality teachers."

Greater London remains the most expensive place for day schools, with average annual fees of £15,252 per child. The North, again, has the lowest annual average fee at £9,951.

The average state school is funded at about £4,500 per child, though there are significant differences depending on location and school type.



EBacc reforms fail to boost A-level languages

SOPHIE SCOTT

@SOPHIE_SCOTT

Increased uptake in languages at GCSE following the government's English Baccalaureate reform is not boosting A-level take-up as expected. Instead, numbers are drastically falling.

Speaking at a Westminster Education Forum event on the future of modern foreign languages, Teresa Tinley, author of the Language Trends Review, published annually by CfBT, said it was "very concerning" that the number of A-level foreign language entrants was dipping.

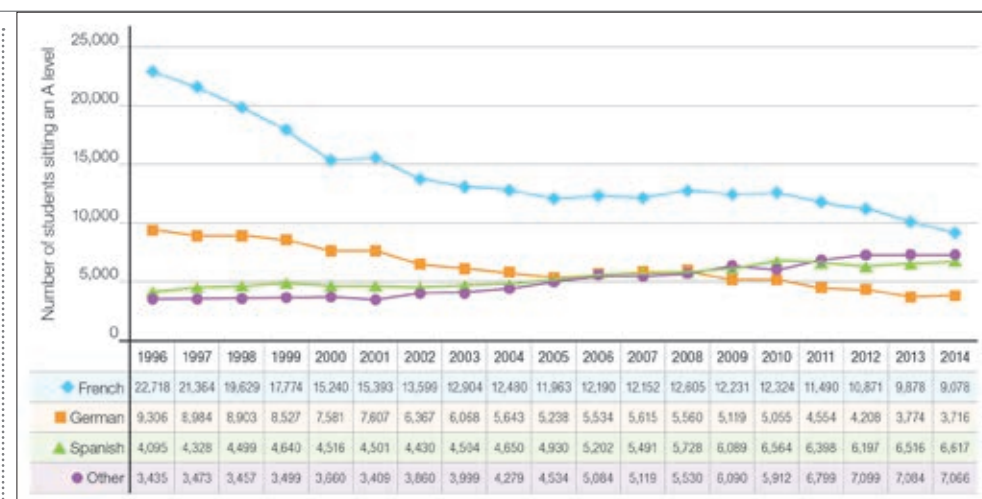
In 2010, the coalition introduced a school performance measure in which pupils were expected to take a "core" of subjects made up of English, maths, history or geography, sciences and a language.

It was expected that this would increase the number of students taking GCSEs and A-levels in languages.

Ms Tinsley's research shows that 49 per cent of pupils took a GCSE in either French, German or Spanish last year, up from 40 per cent in 2011.

But since 2010 the number of pupils taking French A-level has fallen from 12,324 to less than 10,000 last year. German has also plummeted from just over 5,000 exam candidates to about 3,700, while Spanish has plateaued since 2010.

Ms Tinsley said: "At A-level it's rather a complex situation. There is, of course, no policy for languages beyond GCSE and the EBacc. There's a sort of expectation that



the EBacc will, in itself, increase numbers post-16, but, in fact, our research shows the situation in post-16 is actually very, very concerning.

"Some of the problems are the negative impact of assessment and performance systems, especially, post-16, and the sense that languages are not appreciated as much as other subjects."

Concerns were also raised at the event that government plans to make A-levels a two-year linear course, and "de-couple" the AS-level from impacting A-level scores, would also impact languages.

Margaret Kerry, from OCR, said: "We believe that the [reform] of A-levels, if that remains in place after the election, may well result in less take up of languages at A-level."

"As yet, we do not have a clear image of the impact in schools but we do know that the opportunity to take an AS [level] and to make a decision at the end of that AS year as

to whether to continue has been, generally, beneficial to languages."

She said that a survey with the National Union of Students revealed "a very clear message" that pupils would be deterred from taking a subject which they perceived to be hard if they could not take an AS, and then move from there.

"I can't tell you that will definitely happen to languages, but that is the message we are getting."

Minority languages, such as Punjabi and Polish, have also increased in recent years though their numbers are still small.

Last week education secretary Nicky Morgan wrote to exam boards outlining concerns that they were seeking to remove A-levels in these languages.

Both Ms Morgan and shadow education secretary Tristram Hunt have said they would work to ensure a future for minority languages.

Inspiring Leadership Conference 2015

10-12 JUNE, ICC, BIRMINGHAM

Schools Week is proud to be the media partner for the Inspiring Leadership Conference 2015 co-hosted by ASCL, CfBT Education Trust and NAHT from 10-12 June at the International Convention Centre in Birmingham.

Inspiring Leadership 2015 is the conference for leaders in education and it is back for its second year. The conference will feature a stellar

line up of inspirational keynote speakers including: Sir Ken Robinson, Baroness Susan Greenfield, Alain de Botton, Pak Tee Ng, Erica Ariel Fox, Steve Munby, Ben Page, Steve Radcliffe, Bill Strickland, Alan Watkins, Peter Hyman, Jay Altman and Caroline Whalley. There will be a range of thought-provoking master classes and hands-on workshops that will empower, motivate and inspire you to achieve excellence in education.

SOME OF OUR SPEAKERS INCLUDE:

DAY ONE



PAK TEE NG

Singapore's leading educationalist, Pak Tee Ng is associate dean for leadership and learning at the country's National Institute of Education at the Nanyang Technological University. He teaches in executive programmes for school leaders, postgraduate programmes for research candidates and foundation programmes for trainee teachers. He is executive editor of the flagship journal for the Asia-Pacific Educational Research Association and has also authored several books and numerous journal articles, book chapters and conference papers.



BARONESS SUSAN GREENFIELD

Susan Greenfield is a scientist, writer, broadcaster and member of the House of Lords. She has deeply insightful perspectives on the effects of scientific and technological advancements on the human race as well as on business management and leadership. She will be exploring how the massive growth of electronic media is fundamentally altering our brains and central nervous system and looking at how leaders can respond to this change. As an authority on change and tomorrow's people, Susan will be sharing invaluable advice on leadership and the human mind.

DAY TWO



BILL STRICKLAND

Bill Strickland has changed lives, restored faith in ethical leadership and reshaped the business of social change. As president and CEO of the Manchester Bidwell Corporation - an extraordinary jobs training centre and community arts programme - he and his staff work with corporations, community leaders, and schools to give disadvantaged kids and adults the opportunities they need to build a better future. Bill will be sharing his unshakable message of leadership, self-worth and the intrinsic ability in all of us to achieve remarkable transformation in our lives.



STEVE MUNBY

Steve Munby is chief executive of CfBT Education Trust, an international education charity that transforms lives by improving education and one of the conference host organisations. Steve began his career as a secondary school teacher before moving into local authority work in the north of England, becoming director of education in Knowsley in 2000. In 2005 he was appointed chief executive of the National College for School Leadership where during his 8-year tenure the team developed the National Leaders of Education and Teaching Schools initiatives and reviewed the National Professional Qualification for Headship. Steve is a respected authority on school leadership and system-wide reform of education.

DAY THREE



SIR KEN ROBINSON

Sir Ken Robinson is an internationally recognised authority in creativity and innovation in education and business and works with governments in Europe, Asia and the US, international agencies, Fortune 500 companies and leading cultural organisations. He led a national commission on creativity, education and the economy for the UK government, was the central figure in developing a strategy for creative and economic development as part of the peace process in Northern Ireland, and was one of four international advisers to the Singapore government for a strategy to become the creative hub of south-east Asia. Called 'one of the world's elite thinkers on creativity and innovation', he is also a *New York Times* bestselling author.



ERICA ARIEL FOX

Erica Ariel Fox is a *New York Times* bestselling author, a senior adviser to Fortune 500 companies, a long-time lecturer at Harvard Law School, and a founding partner of Mobius Executive Leadership. She is passionate about supporting leaders to develop themselves from the inside out; she believes that through self-discovery and self-development, leaders from organisations big and small can evolve to meet the challenges of an uncertain, complex, and ever-changing world. A new generation thought leader, she brings compelling ideas to the conversation about leading wisely and living well.

Limited delegate places are available on a first come first served basis. For more information and to book your place visit: www.inspiringleadership.org

SPONSORSHIP AND EXHIBITION OPPORTUNITIES ARE ALSO AVAILABLE. PLEASE EMAIL EXHIBITION2015@BLACKBERRYPRODUCTIONS.CO.UK OR CALL 01527 878761 TO DISCUSS.

BROUGHT TO YOU BY



NEWS

How schools are becoming 'mini-welfare states'

NAHT FAMILY SURVEY SHOWS SCHOOLS STEPPING IN AS MORE CHILDREN TURN UP DIRTY, HUNGRY AND COLD

SOPHIE SCOTT
@SOPH_E_SCOTT

Investigates

Adozen children at Passmores Academy in Essex use school washing machines to keep their uniforms clean. They register, pick up a clean uniform, put the dirty one in a machine, and pick it up again before leaving at the end of the day. These children are not unusual.

The National Association of Headteachers (NAHT) has today released the results of its annual family survey, which estimates schools are providing an extra £43.5 million in support to children as social, welfare and health budget cuts take their toll.

One in four schools say they wash clothes for children; more than a third help with personal hygiene, with 10 per cent providing washing facilities, including showers.

The overwhelming majority of schools, 84 per cent, say they are offering more services now than five years ago, prompting association general secretary Russell Hobby to say that the figures show schools are now acting as "mini-welfare states".

Eighty four per cent of surveyed headteachers say this support is required as families face changes in their financial circumstances and struggle to make ends meet.

At Passmores, children use a specially designed "nurture room" to make themselves breakfast and to wash their uniforms.

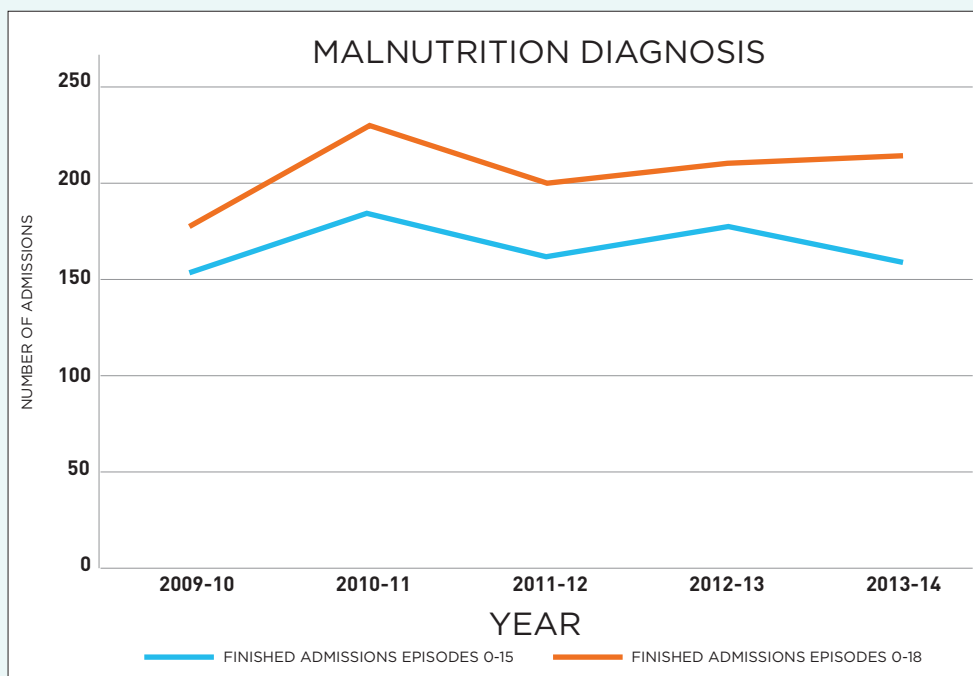
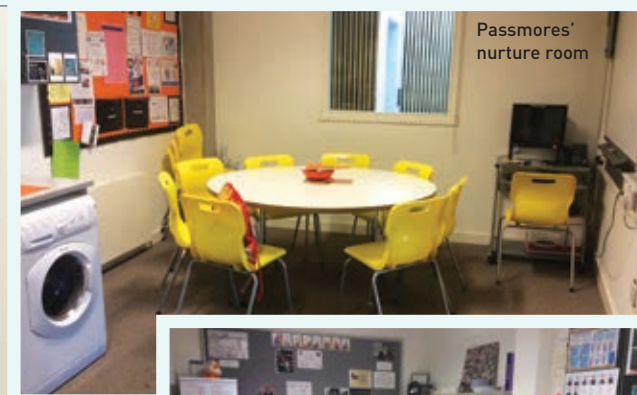
Principal Vic Goddard says: "They register there in the morning, but in the meantime they can make themselves a cup of tea, or some toast, and if they need to they can wash their uniform.

"During the day, staff will take the uniform out to dry and then the pupil can change back into that before they go home. We are not here to embarrass parents.

"Our canteen is open from 7am to 8.30pm, and pupils will often stay after school. They can have tea, coffee, a soft drink, and we never waste food, so they can pick up a



Vic Goddard: "Kids in working poor families struggle"



sandwich, or a bit of cake, which can get them through until they get home at least."

Mr Goddard agrees the need for these services has grown. "It has got worse in the past three or four years. More and more young people are turning up hungry, or cold without a coat.

"The issue is not parents who are at home, not working. It is the working poor families

where the kids are struggling. Zero-hour contracts are one of the problems, especially around January and February when one, or both, parents are suddenly not needed at the workplace after the Christmas rush."

Mr Goddard set up a school charity – No Child Without – three years ago to support struggling families after he noticed staff were using their own money to help pupils.

The charity has raised £20,000 through fundraising and sponsorship from local businesses, to provide funding for school trips and to buy items such as clothing for children.

Mr Goddard estimates 10 per cent of his pupils have been supported by No Child Without at some point.

Department of Health figures show that the number of diagnoses of malnutrition in children under 16 has increased in the past 10 years, although its highest point was in 2010/11. The figure has since reduced.

However, the number of 16 and 17-year-olds admitted to hospital for illnesses stemming from malnutrition has increased in the past 12 months.

Faculty of Public Health vice president John Middleton says: "These figures are concerning, but we have to remember that it could mean that hospitals are diagnosing better."

The NAHT, however, say that their figures suggest the level statistics are because schools are taking over the frontline.

"This is money that schools are having to find to help families who have been left high and dry by cuts to public services. This pressure is only going to increase," Mr Hobby says.

Exclusive

COUNT ON US AND YOU SHALL GO TO THE PROM, SAYS CREDIT UNION

Schools that hold proms are being approached to advertise credit union loans for families facing the burden of buying formal wear.

Harlowsave, a credit union in the Essex town of Harlow, has asked local secondary schools to advertise its services to parents in a bid to provide access to loans for prom suits and dresses, circumventing the need to go to a payday loan company.

Interest rates in credit unions, not-for-profit co-operatives that offer financial services, are a maximum of 42.6 per cent a year. Payday company Wonga,

for example, can charge an APR of up to 1,509 per cent interest a year.

Harlowsave says it is advertising the loans in St Mark's West Essex Catholic School and Burnt Mill Academy.

A spokesperson said: "We are trying to educate people and show them that we are not loan sharks. By putting these posters up in schools, we hope that if a child knows their parents might struggle to buy them that prom dress then they can tell them about this, rather than going to other payday lenders."

With up to 85 per cent of schools

now celebrating "end of school proms", parents can face financial pressure as they face paying for outfits. Prom dresses on the fashion website ASOS can cost £300.

Passmores Academy in Essex was also approached by Harlowsave but chose not to advertise the loans. Instead, the school offers formal wear for rent, donated by former pupils, for a "couple of quid".

Principal Vic Goddard said: "Proms are expensive and have become part of the norm, so we want to release any of that pressure to find cash from

elsewhere or not to be able to 'fit in' by offering this to them."

Educating families about the management of financial pressures is increasingly done through schools.

Ros McMullen, executive principal of the David Young Community Academy in Leeds which serves a deprived area of the city, said: "We are going to begin working in partnership with a third sector organisation, with whom we have a close relationship, in ensuring that we can provide a range of counselling services - including debt counselling - for our community."

EXPERT



JAN TALLIS

Chief executive, School-Home Support

If you're poor, you won't turn up to school

School-Home Support can offer practical help to schools, families and pupils. Pupils like Dana, 7, who was missing 30 per cent of her lessons

Department for Education absence statistics show a welcome reduction in the number of children who are persistently absent from school. About 67,000 fewer children missed 15 per cent or more of their school sessions in the academic year 2013-14. However, nearly 250,000 missed almost a day a week, and for many it is much more than that.

Disappointingly, the data also shows that children from disadvantaged backgrounds are much more likely to be persistently absent. This difference in attendance is mirrored in the attainment gap, a gap that has remained stubbornly high despite the

£1.9 billion spent through the pupil premium.

Although the media loves to highlight term-time holidays, this is a minor reason for children from the poorest families missing school. Having no clean school uniform to wear because it is Wednesday and the child has only one shirt and there is no washing machine at home is, sadly, a more common reason.

Practical steps can solve the problem almost immediately. School-Home Support (SHS) practitioners can apply to our welfare fund for money to buy several spare shirts (and other essentials, such as underwear) and a washing machine. The immediate problem is solved, and it is the start of a trusting relationship with a family so that we can begin to resolve any underlying issues. More often than not, there are multiple and complex issues.

Take Dana, whose attendance was at 71 per cent. At age seven she was washing her clothes by hand and was the main carer for her mother, Sue, who has physical disabilities and mental health issues. Dana's absence was due to her responsibilities at home and was exacerbated by bullying (she was often dirty and a bit smelly). Sue was complicit in her missing school because of her own anxieties about the bullying; it had happened to her, too. As a result Dana was showing aggressive and disruptive behaviour and very poor attendance. Things were not easy financially either as Sue's incapacity benefit had been stopped.

Dana, 7, had to wash her own clothes by hand. But she was often dirty and smelly

What did we do? After buying essential clothing and a washing machine, we reached an agreement with Sue to support her to ensure Dana maximised her educational chances.

At a meeting with key members of school staff we shared Dana's experiences of bullying. A bullying diary was started so she could communicate more comfortably with staff as she had been frightened to talk to them about it. A named member of staff

was chosen to support this. We tried to get Dana into a young carers' support group, but there's an age bar and she can't attend until she is nine; however she is guaranteed a place then.

The SHS practitioner supported Sue with her anxieties about Dana going to school. She explained the strategies put in place to help Dana and set up regular bullying diary checks so Sue could monitor progress and the (lack of) incidents.

Sue was also helped to apply for employment support allowance (ESA) and to go on an "into work" support programme. Referrals were made to local agencies who could support her financially with outstanding bills and unexpected costs.

Dana's attendance improved. She is happy at school, there have been no further incidents of bullying and she is achieving well. Sue is looking forward to starting work.

That is a lot of resource to support one child but it will make the difference between educational success and failure for her. And the knock-on effect on her classmates will be positive too.

Schools should be congratulated on their work over the last couple of years which has reduced the number of students missing too many lessons. There needs to be a continued emphasis on reducing absence and this must be targeted at children from the most disadvantaged backgrounds so that we can close the gap in attainment that has persisted for too long.

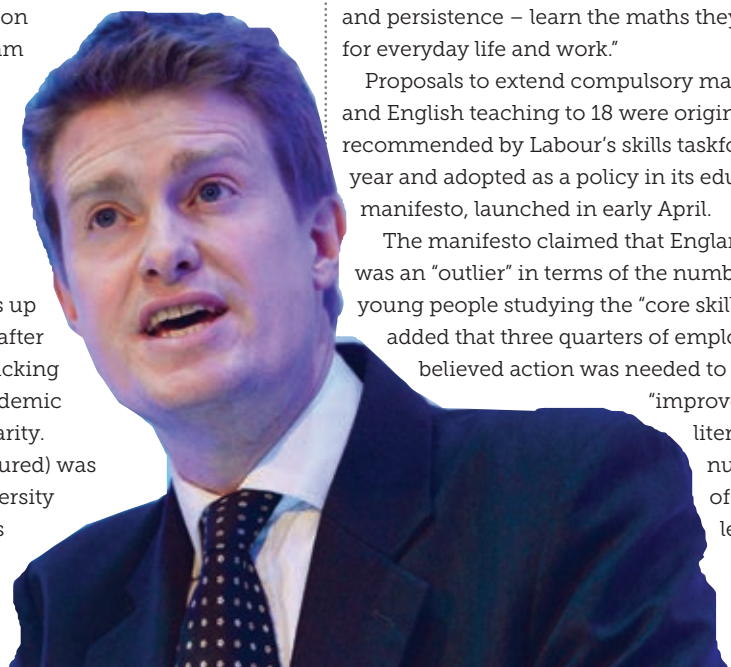
If you'd like to know more about SHS, please contact us.
@SHSorgUK | @JanTallis | www.shs.org.uk

WE'RE STICKING WITH MATHS AND ENGLISH TO 18, SAYS LABOUR

FREDDIE WHITTAKER
@FCDWHITTAKER

Shadow education secretary Tristram Hunt has reaffirmed Labour's commitment to introduce compulsory English and maths for pupils up to the age of 18 after receiving the backing of a leading academic and a maths charity.

Mr Hunt (pictured) was flanked by University of Oxford maths professor and BBC presenter Marcus du Sautoy when



he delivered a speech at Bletchley Park in Milton Keynes this week on the importance of improving maths skills.

During his speech, Mr Hunt said: "Our future success as a nation depends on all young people taking maths to 18, so we set the next generation up to succeed in life and work, and to deliver the skills employers are demanding."

The policy has also recently been backed by National Numeracy chief executive Mike Ellcock, who told *The Guardian*: "We really need to challenge negative attitudes that assume that maths is a 'can do' or 'can't do' subject. It is not. Everyone can – with effort and persistence – learn the maths they need for everyday life and work."

Proposals to extend compulsory maths and English teaching to 18 were originally recommended by Labour's skills taskforce last year and adopted as a policy in its education manifesto, launched in early April.

The manifesto claimed that England was an "outlier" in terms of the numbers of young people studying the "core skills", and added that three quarters of employers believed action was needed to

"improve the literacy and numeracy of school leavers".

PHONICS CHECKS COULD COME EARLIER FOR 'ADVANCED' PUPILS

FREDDIE WHITTAKER
@FCDWHITTAKER

Phonics checks could be brought forward for brighter pupils under a future Conservative-led government, Nicky Morgan has said.

A spokesperson for the education secretary told *Schools Week* she was going to "go away and look at" whether the controversial checks for six-year-olds could be sat earlier by more able children.

It comes after the question of earlier checks was raised during a Q&A with Ms Morgan (pictured) on the online forum Mumsnet.

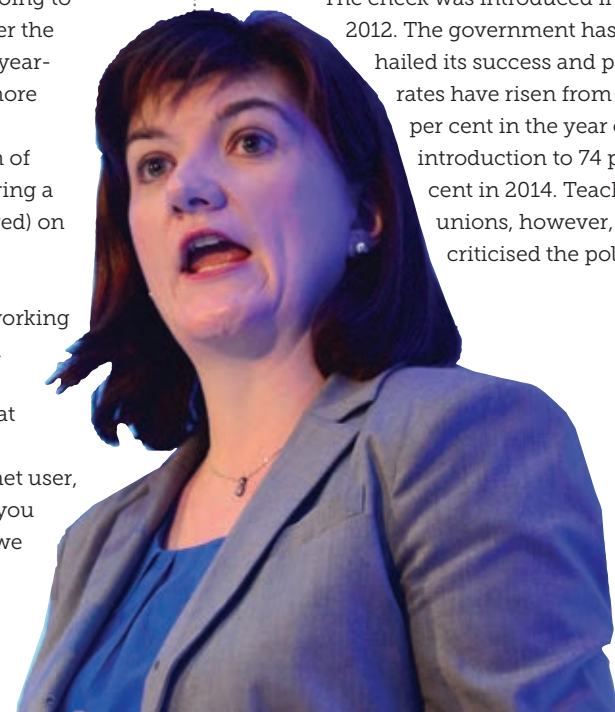
One parent, who said her daughter was "bored rigid" working on her phonics for the year 1 check, asked whether some pupils might face the check at the end of reception.

Responding to the Mumsnet user, Ms Morgan said: "The point you raise is an interesting one - we already have resits for pupils who don't pass the check first time, but perhaps we could look at opportunities for those who are more

advanced to take it at an earlier point."

Speaking to *Schools Week* on Wednesday, a spokesperson for Ms Morgan said: "[It's] certainly something we'll go away and look at, we want to be pushing all kids to reach their full potential and want schools to have the flexibility to do that."

The check was introduced in 2012. The government has hailed its success and pass rates have risen from 58 per cent in the year of its introduction to 74 per cent in 2014. Teaching unions, however, have criticised the policy.



NEWS



Two academies get £7m to go back to the wall

JOHN DICKENS
@JOHNDICKENSSW

Two academies have been given millions of pounds to build walls back into their open-plan classrooms after claims they were causing attainment to plunge.

Bexhill High Academy, in East Sussex, and St Aldhelm's Academy, in Dorset, are believed to have been handed about £7 million from the government to redesign their buildings this summer.

Both have been taken over by new academy trusts after falling into special measures.

Schools Week understands the schools were classed as "exceptional cases" by the Department for Education and will receive the cash amid fears pupils' attainment would not improve unless action was taken

to alter classroom design.

Bexhill High Academy has £6 million to rebuild parts of the school, just five years after its £38 million building opened.

Tom Attwood, chairman of Attwood Academies, which runs Bexhill, said: "The people of Bexhill, and more particularly the children of Bexhill, have in recent years been let down badly by an ill-thought out building design and, worse, a dreadful implementation of the new-build."

The design was inspired by the Swedish concept of Kunskapsskolan, which focuses on flexible and personalised learning for pupils.

Pupils learnt in 15 open-walled classrooms, dubbed "education pods", hailed as bringing "innovative teaching" to the community. Ninety pupils could fit in each.

The building was funded mostly from the Government's Building Schools for the Future programme, with £4 million from East Sussex County Council.

But the school fell into special measures in 2012 and was taken over by Attwood Academies last year.

The academy immediately switched to teaching pupils in smaller classes, which Ofsted said was helping pupils to make better progress.

A monitoring inspection report from January reads: "Students were unanimous in saying the new arrangements help them to focus better and get on with their work.

"But they rightly note that on too many occasions, learning is hindered by the sound of the group working next door, which cuts across class discussion and/or teachers' questioning of students. This is frustrating

for students and is slowing them down."

Work will start on creating "traditional acoustic" classrooms for 30 pupils in the summer.

St Aldhelm's opened in 2012 after a £9.8 million redevelopment, hailed as equipping the school for "21st century modern teaching".

After being put in special measures in December last year, Ambitions Academies Trust stepped in – immediately tearing up the open classrooms.

On its website the trust said the "vast open-plan classrooms made it impossible for students to concentrate".

Temporary walls have already been installed and building work for more permanent changes is due to start in June.

It has been reported that the school needed £1 million for the work.

EDITOR'S COMMENT

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

In 1993, Ken Loach won a Cannes award for the film *Raining Stones* in which a father clamours to raise the cash for his daughter's first communion dress. He steals sheep; he takes a handout from his elder daughter's wages and then weeps with embarrassment; he never gets up because he wants his daughter to have the best.

The film is 22 years old, but still as relevant now as then.

Teachers know that parents who want the best for their children are worth their weight in gold. Hence, at no time do you worry for the little girl in *Raining Stones*.

But you do have to wonder whether it wasn't possible for someone else in the community to step in and avoid his shame and what fast becomes his criminal activities.

As the NAHT family survey so provocatively shows today, that someone

else is often the local school.

Rare is the teacher who can turn their eyes from the child struggling without a lunch or whose shirt neck is thickened with dirt.

Stories of children missing school because they are sharing a pair of trousers, or their clothes couldn't be dried in a damp home devoid of heating, sound Dickensian but are a reality in

many parts of the country. The survey suggests that this is only getting worse.

The upside is that schools have, so far, stemmed the problem.

But with financial pressures on schools growing at the same time as their budgets are shrinking the likelihood is that they won't be able to do so forever.



EXPERTS: 'If I were education secretary...'



TOBY YOUNG

Associate editor of *The Spectator* and co-founder of several free schools

"I would cut some of the red tape"

As the chief executive of a multi-academy trust, my team of three executives and myself spend nearly all of our time trying to make sure that the trust and the schools within it are following all the rules. But it is impossible to be 100 per cent compliant. Not only is there a ridiculous amount of red tape, but it is being added to all the time and no one can keep track of it.

Quite a lot is inconsistent — one bit of red tape is contradicted by another — and we cannot work out what to do. Our solicitors are no help and neither are our Department for Education (DfE) advisers. They do not have a clue. We just have to guess.

Sometimes, inspectors descend on one of our schools from some agency or other and highlight a bit of red tape that we are not

complying with. When you check afterwards, there is nothing about it anywhere. Nothing in the Academies Financial Handbook, nothing on the DfE's website. You google it and nothing comes up. You end up thinking, "How the f*** were we supposed to know about that?" And, of course, every time there is some political scandal — such as Trojan horse — the DfE's response is to churn out another lorry load of red tape.

Not only is this a colossal waste of time and money, but there is a huge opportunity cost. What my team and I would like to be focusing on is school improvement, but there is no time for that. After two years, it has finally dawned on me that the best possible support we can offer our headteachers is to take all this box-ticking bollocks off their hands. At least they can then focus on what is happening in the classroom, even if we cannot.

The answer has to be to reduce the role of Ofsted and all the other regulators so they just

Inspectors descend on one of our schools from some agency or other and highlight a bit of red tape

inspect schools where there are real problems. For the rest, some form of peer assessment would be better. If schools are getting good results and their finances are in order, they should not have to spend so much time worrying about compliance. It turns educators into petty-minded bureaucrats and eats away at your soul.

To deliver the best possible education for all children we need motivated, well-paid and respected teachers.

School budgets must be sufficient to meet the needs of every pupil and our children deserve to be taught by qualified teachers.

The current curriculum is not encouraging critical or creative thinking, particularly at primary level where the succession of tests can lead to unnecessary stress and pressure from the age of five.

We need a curriculum that makes learning the vibrant, relevant and exciting experience it should be. Such a curriculum should be mandatory in all schools, with assessment in the hands of the profession.

As a priority I would overhaul the inspection system. Ofsted has lost the trust of the profession and is no longer fit for purpose. Teachers approach inspections with a mixture of fear and weariness. Of course there needs to be accountability in schools — teachers recognise this. Overwhelming evidence from research and practice demonstrates that



CHRISTINE BLOWER

General secretary of the National Union of Teachers

"I would overhaul inspection"

evaluation by schools themselves must be at the centre of school inspection and support. Trust must replace fear. We need a complete change from this destructive system.

I would recognise that as the secretary of state it is essential to listen to the profession when considering changes or implementing initiatives. Too much of what is happening at present is ill thought out and devised by people who have never been in a classroom. Equally, I would recognise that rushing through endless

changes is neither practical nor desirable.

Addressing the school place crisis would be another priority. We need a coherent and logical planning programme for new schools overseen by democratic local authorities. I would stop the chaotic and expensive academy and free schools projects that have cost the taxpayer billions, much of it wasted on management and brokers' fees.

Teacher recruitment and retention is perilously close to crisis. The causes are

Ofsted has lost the trust of the profession and is no longer fit for purpose

without a doubt government policies. A ludicrous workload, the introduction of performance-related pay that simply does not work in schools alongside a punitive accountability system is driving teachers out of the profession. As secretary of state I would address the causes. Failure to do so not only lets down teachers but children, young people and society. If graduates are not attracted to teaching and those with experience are desperate to leave, where will that leave the education of the next generation?



DJ TAYLOR

Author of *Orwell: The Life* (Chatto & Windus, 2003)

"I would remember who education is for"

I should keep at the back of all my policymaking the remembrance that what goes on beyond the world of education has an impact on what takes place inside it, and that a popular culture more or less founded on the glorification of stupidity will necessarily colour the atmosphere in which children make the decisions that affect their future.

I should reconcile myself at the outset to the fact that there is no point in listening to the

fashionable egalitarian voices that maintain that private schooling is an offence against human decency. Whatever we think of them they are not going to go away, and the state would be much better off working with them, taking advantage of the resources they offer and learning valuable lessons from their approach to pastoral care and motivation.

At the same time I should lose no opportunity to point out repeatedly that the

The playing field will always be tilted

"equality of opportunity" line sometimes peddled by educational conservatives is a sham, as economic, social and intellectual factors usually mean that the educational pack is shuffled to a child's advantage, or disadvantage, before he or she is even of school age.

The playing field will always be tilted, and it is an education secretary's duty to try to compensate for this imbalance, if necessary by taking clever children from poor homes and placing them in schools where they can be encouraged to maximise their potential.

I should try to recall at all times that education is for all the children involved in it and that it exists primarily to serve their interests, rather than those of the educational

bureaucracy and the teaching unions. I should not worry about being described as an elitist — a good education system will end up producing an elite, and elites are presumably what we need to run the country effectively.

Most of all, I should set my face firmly against the utilitarianism now being talked up on all sides. Schools are not there to produce worker ants, fill cubicles in London EC2, or pander to the Confederation of British Industry. Their job is to enable the children they educate to find out something about the kind of people they are and the things that interest them — that old humanist saw about seeing your life in some sort of context, in which a premature absorption in technological know-how may actually be a profound disadvantage.

Contributions are taken from "If I were Secretary of State for Education", edited by David James and published by Pearson for The Sunday Times/Wellington College Festival of Education, in association with Summerhouse Education. NEXT WEEK: The election will be decided but read what three former education secretaries would do if they took over again next week

EXPERTS



GWEN NELSON

Former secondary teacher, now FE lecturer

The practicalities of making students study English to 18

More teachers will be needed to teach students who don't really want to be there ... and just as more budget cuts are about to hit further education. Why hasn't someone thought this through?

After teaching English in secondary schools for 12 or so years, I began working as an FE lecturer in Warwickshire; but chose a tempestuous time to make my move.

Though my timetable consists mainly of A-level English teaching, I also have two GCSE English classes – one is an evening group and the other I affectionately, but slightly less imaginatively, call my “GCSE resitters”.

These students did not get a C grade their first time around. A policy introduced by the coalition government requires that for as long as they are in further education they must keep resitting until they hit the mark.

The reasons why they did not get a C vary. It could be because of poor attendance, lack of confidence, laziness or poor exam technique (missed a whole question – or worse, a whole section). In some cases it was poor teaching or wrong information given to them by their former schools.

This group has taught me a lot, and they are lessons worth sharing, given that Labour has pledged to force all young people to study maths and English to 18, and the other parties seem keen to encourage it

Teaching forced resitters is tough. After the first few lessons, I was wondering what I had done. Some days it seemed easier to take a snake on a lead for a walk.

When turning up to class they would bring bags of resentment and fear, often masked in behaviours such as class clowning, truculence and defiance. In some cases they voted with their feet and wouldn't show up at all. If you thought you need a hide of a rhino to teach in secondary school, then you need a Kevlar-covered rhino hide to teach students forced into these classes.

Although I have relished the challenge and loved seeing my resitters move from truculent apathy to being (mostly) calm and studious, I suspect that recruiting for a GCSE resit class is not easy. Getting more people to teach English and maths to 18-year-olds won't be easy either.

Secondary schools fall over themselves to recruit great maths and English teachers, offering a salary and teaching and learning responsibility awards.

Colleges struggle to compete. Small school sixth forms also might struggle. Yes, yes, teaching is about more than the money – but we all have bills to pay so it would be foolish to deny the issue of pay.

It is also not uncommon in FE for teachers of level 1 English and maths courses to not be subject specialists. A fellow teacher is a

You need a Kevlar-covered rhino hide to teach GCSE English resit students forced into classes

case in point: he is an English specialist who is now teaching functional skills maths. This can work at entry level, but it will be difficult to achieve if every student must study until 18 as their abilities will vary so much.

Also, how can you recruit and retain the best specialist teachers with an ever dwindling budget? With a terrible sense of inevitability, it seems we are heading for a bottle-neck of increased numbers of students studying core subjects (English and maths) for longer, whilst FE faces budget cuts of about 25 per cent and schools face austere times, too.

The proposal to study English to 18 throws up more questions than it answers: If they have still not got their GCSE English at a grade C, will it be the GCSE course in perpetuity? If they have achieved their C, are we going to shunt them on to an AS English course, or will there be alternatives offered by QCA and the exam boards?

For those who want to keep studying English, is there room for them to pursue their own interests in some way? Will employers and industry play a role in deciding what will be taught? Where will the money come from to fund the extra teachers? Will school sixth forms and FE colleges be able to collaborate or will we be set against each other?

And the final question must be, has anyone actually thought about the practicalities – for colleges, teachers and students – of making students study English to 18?



OLIVER BEACH

Second-in-charge, economics and business at Central Foundation Boys' School, north London, Teach First ambassador and one of BBC Three's Tough Young Teachers

Vocational qualifications don't need more 'rigour'

Despite the many flaws, teachers must act with integrity when delivering and assessing the constantly changing BTECs

The BTEC qualification causes many anxieties for many teachers. It is perpetually changing, not least because of the desire of consecutive education secretaries to “bring more rigour” to vocational education. There are some egregious faults as a result of recent changes, though, especially to those BTECs offered to entry and level 2 learners.

Vocational educational has long been dimly regarded by education decision-makers who, having only ever known academic success themselves, typically have little direct experience of it. Those policymakers, however, comprehend that not all 11 to 18-year-olds will prosper at GCSE and A-level and so need an outlet that is practical and bespoke to their skill-sets. They know that success in a growing economy is not solely down to those able to memorise information and exam technique.

BTEC qualifications emerged out of that belief. In addition, university technical colleges (UTCs) have been growing with Lords Baker and Dearing at the helm.

These UTCs, whose success is questionable, show that the academic route is not the only option for young people and are an alternative motivator for those finding academic revision difficult. There must be provision for those students aged 14 and up, who will not thrive in their former academic setting, and the government (whoever it may be) must stay true to their promise of providing it and more apprenticeships.

So then why have BTECs become tougher? Why under new rules are teachers no longer allowed to give their students feedback on their work when it is necessary for achievement? Why are exams being introduced in BTEC business? What are schools to do with the students who took a coursework approach precisely because it was more accessible?

This is not a sign of mediocrity, or of failure; all students, no matter their ability profile, must be able to be put on a path that leads to success for them. BTECs can only evolve at the pace that is suited for the young person.

So what are we teachers to do while we wait for the often caustic decision-makers to decide what's best for our children? The answer, with disdain, is follow their lead and follow the cardinal virtues of the Stoics.

Wisdom. While the rules may have changed on how we assess, what hasn't changed is how we adapt. We must ensure that BTEC courses delivered in schools are creative, practical, contextual, accessible and relevant to the backgrounds and interests of our students.

Let us create assignments that challenge and excite our students' learning. Let us emphasise the value in their qualification for their future success and remind students that universities such as York accept distinctions in BTEC for their courses.

Courage. Though the road to the end of school may have become more challenging, journeys paved with overcome obstacles are

Decision-makers typically have little direct experience of vocational education

the ones that produce better outcomes. At the beginning of our course, we must emphasise to students our expectations and show them what can be achieved if they apply themselves to their course.

Justice and temperance. The BTEC qualifications often don't make sense to teachers. The struggle we see students face on our courses is often challenging, even without extra rigour, and may result in their leaving school. Despite this, we must ensure that we resist any temptation to act unethically. Though we may be pressured by targets, it is the students that will suffer if they are awarded a grade they did not achieve. It will put them on a path where they will face greater obstacles. In keeping with the theme of Greek value: “the most honourable, as well as the safest course, is to rely entirely upon valour” so that we do what is right for students.

Crucially – and this message is clear – despite the flaws, teachers must act with integrity when delivering and assessing BTECs. Though the paperwork may snow us under and make us lugubrious, we must act with brio for the sake of our students, whether exams are placed on us or not.

LEGAL CORNER



JADE KENT

Solicitor, Michelmores LLP

Beware! Live streaming ahead

Filming that special lesson to share with others seems a good idea. But it's not that simple; you will need to think about safeguarding, privacy laws and the need for parents' permission

You can "live stream" at the click of a button these days. Apps such as Periscope and Meerkat are becoming more commonplace in the classroom. They allow you to download an app and schedule a "stream time" or start streaming straight away. (Streaming, for those who don't know, means videoing what is going on around you and sharing it online in real time.)

This allows teachers and pupils from around the world to interact on a particular topic, including asking questions and watching a class in action, all live, all as-it-happens.

This could develop children's learning. It could be used to share best practice or allow mentoring for new teachers. It could help those who may need to brush up on their skills by watching a master in action. It is a way of getting real time feedback to improve/share your practice.

Live streaming can also be used for the wider community – for example, sharing a school event with parents who can't attend.

It sounds great. But there are dangers. Before live streaming you are often reminded that you should share your location wisely, and consider if you want a public or private stream [that is, one that everyone can see or one only open to an invited audience]. You should also be cautious of streaming from your pocket if your phone has a mind of its own.

If ever in doubt, get consent from parents

Are alarm bells ringing? If not, they should be. In schools for example, leaders should think about safeguarding. What about privacy laws and the need for parents' permission?

First, you need to consider who is in the video, how the data will be used and what purpose will it be used for.

Is the filming taken by the school and used for their educational purposes for a pre-defined purpose? For example, showing pupils their own drama performances. If so, consent is unlikely to be needed.

But if the filming is used online for a broader audience or for commercial practice, then you must get consent from the people in the video. Besides, it is good practice to always get consent for filming, where children are identifiable, to cover all bases.

The easiest way is to get all parents to fill in a consent form. It should cover what

filming will take place, why it is taking place and how it will be used – for example, to share best practice.

If the data is sensitive (such as data around a pupil's political opinions or religious beliefs or their physical condition) then a higher threshold of consent is needed. The law calls this "explicit consent".

The consent needs to be freely given, specific and informed; that is, the consent form needs to be really clear, particularly where the data is sensitive.

Whether consent is required or not, schools need to consider if there any other reasons why filming may be inappropriate. For example, a child may need to be protected from someone, the filming may bring the school into disrepute or there may be other safeguarding issues, such as filming a PE lesson where children may be dressed in clothes that may not be appropriate for viewing on the internet.

Ideally, a school will have a policy setting out its privacy policy and how it deals with data. This could be given to new parents and be a useful reference point when using data.

Ultimately, if ever in doubt, get consent from parents and make the consent form really clear and in line with a privacy policy.

As a side note, what about banning parents from filming their little ones in the school play?

That's an easy query to clear up. Images captured by individuals for personal or recreational purposes, with mobile phones/video cameras, are exempt from data protection law.

Happy filming!

BRIAN LIGHTMAN

GENERAL SECRETARY OF THE ASSOCIATION OF SCHOOL AND COLLEGE LEADERS



A GOLDEN OPPORTUNITY TO UNLEASH GREATNESS IN OUR EDUCATION SYSTEM

For too long the relationship between government and the teaching profession has been strained.

Ministers have imposed frequent changes to curriculum, assessment and accountability, leaving school leaders and teachers to manage constantly moving goalposts.

Their aim may have been to raise standards, something with which we would all agree. However, their approach - of micro-management from above; change through central diktat - has reached the limit of what it can achieve.

In the process, it has left educators focusing too much energy and time on understanding and implementing poorly planned change, and students and parents anxious about the shifting sands of curriculum and exams.

What is abundantly clear is that top-down management of our education system has run out of steam and that a fresh approach is needed. And the time for that brave new world

is now. This is a golden opportunity for the teaching profession and the new Government to work together to build a new relationship and take our education system forward to the next level.

The Association of School and College Leaders has set out a vision of what that new relationship might look like and how it might work in our Blueprint for a Self-Improving System.

It envisages government stepping back to an enabling role in which it would be responsible for providing funding that is sufficient, sustainable and equitable; a slim, smart and stable framework of standards; a reliable system of teacher supply in each sector and region; and a capital programme that ensures learning environments fit for the 21st century.

This is not a manifesto for the teaching profession to do as it pleases however. On the contrary. ASCL's Blueprint is also a challenge

to us as a profession to step forward and drive the constant improvement which is required to take our education system from being good to being great.

To start with we must recognise that developing the quality of teachers is one of the most important jobs we have. Professional learning could and should be better. It should be embedded in every school and involve every teacher, and it should be based on the evidence of what works best.

Our Blueprint envisages a system in which all schools work together, sharing expertise and resources, in teaching school alliances, or other partnerships, as well as developing formal relationships with higher education institutions to encourage teachers to undertake research which informs their practice.

Schools should also play a much greater role in deciding what is taught. We propose an independent commission for curriculum review - comprising school leaders, governors, teachers, parents, industry and politicians - which would define a core curriculum and review it every five years.

But that should be only one part of what is taught. Schools should develop their own curriculum. They must unleash greatness by undertaking to build character and resilience, inspiring and enabling young people to be successful, rounded people.

So too, should school leaders take ownership of accountability. In addition to the Government's measures, schools should have

their own. These should demonstrate whether the school is achieving its vision and aims, focusing sharply on achieving more and doing things in a better way.

The Inspiring Leadership Conference 2015 is an exceptional opportunity for schools leaders from all parts of the system to come together and explore these issues in greater depth. It will include a masterclass in which Blueprint author Leora Cruddas, Director of Policy at ASCL, and I, will look at what this change of culture would mean in practice.

Blueprint is all about inspiring leadership. It is about school leaders stepping out from the straitjacket of a top-down system and using their expertise and energy to raise their sights to entirely new levels. And its central principle is that every child, regardless of either social background or perceived intelligence, can and should have an education which enables them to achieve their full potential.

If all of this sounds like a lot to ask of school leaders that is because it is. We must become the guardians of a higher level of ambition than any government would ever dare ask. The time to start is now.

Brian Lightman will be speaking at the Inspiring Leadership 2015, 10-12 June, ICC, Birmingham.

Limited delegate places are available on a first come first served basis.

For more information and to book your place visit: www.inspiringleadership.org

Inspiring Leadership
Conference 2015
10-12 JUNE, ICC, BIRMINGHAM

BROUGHT TO YOU BY



MEDIA PARTNER

SCHOOLSWEET

IT'S GOING TO BE INCREDIBLE. BE PART OF IT.

JOIN US FOR THE 6TH SUNDAY TIMES FESTIVAL OF EDUCATION

TWO DAYS OF DISCUSSION, DEBATE, WORKSHOPS AND ACTIVITIES FOR SENIOR LEADERS, TEACHERS, LECTURERS, NQTs AND STUDENTS

2015 SPEAKERS INCLUDE:

**ANDREW ADONIS
KAREN ARMSTRONG
KENNETH BAKER
MICHAEL BARBER
CHRISTINE BLOWER
JULIAN COPE
ANN COTTON
ALAIN DE BOTTON
ANGELA LEE DUCKWORTH
CAROL DWECK
SEBASTIAN FAULKS
+ OVER 200 MORE**

**AC GRAYLING
BONNIE GREER
ANDREW KEEN
PIERS MORGAN
STELLA RIMMINGTON
KEN ROBINSON
ANDREAS SCHLEICHER
STEPHANIE SHIRLEY
RORY SUTHERLAND
TINIE TEMPAAH
MICHAEL WILSHAW**

BOOK NOW:

**www.festivalofeducation.com
For group bookings call 01483 423008
15% DISCOUNT CODE: STFOE1515SW**

 www.facebook.com/EducationFest

 [@EducationFest](https://twitter.com/EducationFest)

IF YOU EVER HAVE THE OPPORTUNITY, I WOULD URGE YOU TO ATTEND THE SUNDAY TIMES FESTIVAL OF EDUCATION

Neil Hopkins,
Headteacher



IT'S PROBABLY THE MOST COST EFFECTIVE CPD I'VE DONE IN YEARS

Sir Mark Grundy,
Principal of Shireland Collegiate Academy

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

BH, Assistant Head
Loreto College, St Albans



THE SUNDAY TIMES
festival
 OF EDUCATION
 WELLINGTON COLLEGE
 June 18-19, 2015

THE BEST BRITISH EDUCATIONAL EVENT.

**CPD: COST EFFECTIVE CPD
 FOR YOUR WHOLE STAFF**

**STUDENT ZONE: A PACKED
 PROGRAMME OF DEBATES,
 WORKSHOPS AND ACTIVITIES**

Brought to you by:



2015 Media Partners include:



**IF YOU'RE A
 TEACHER AND
 YOU'VE NEVER
 BEEN TO THIS TWO
 DAY EVENT ...WHAT
 POSSIBLE EXCUSE
 COULD YOU HAVE?**

Hannah Tyreman



PROFILE



“Stringer gets into your blood. It suits me”

LYNDA CLAPHAM

ANN MCGAURAN

@ANNMCGAURAN

Lynda Clapham, head of Sidney Stringer Academy library, Coventry

When it comes to promoting reading, Lynda Clapham uses a “reverse psychology” strategy that nearly always works.

She combines that strategy with a self-confessed bossiness to encourage the most disaffected students at her Coventry school to read more. “I’ll pick a book up and go nah – no, no I don’t think so. There seems to be a lot of swearing in that one. I don’t think this one’s for you. Ninety-nine times out of 100 that works.”

Clapham, awarded an MBE in the New Year’s honours list in recognition of her contribution to the promotion of reading and literacy, is also a surprisingly good rapper. She treats me to a sample of a rap the pupils presented as their entry for the Coventry Inspiration Book Awards. “We didn’t want to do a normal presentation and we had a marvellous book by Martyn Bedford called *Flip* – so we rapped it.”

She says that she likes the “naughty” students at the school in Hillfields, near the city centre, because she was a “quietly naughty” pupil herself. “Even though I have all the same obligations as the teachers, they see me as slightly

different. You can say ‘well that’s fine, but now we need to go back and do what we need to do.’”

Sidney Stringer Academy is a larger than average co-educational 11 to 18 school, rated outstanding in 2013. The percentage of pupils on free school meals is twice the national average, and more than four times the national figure are from minority ethnic backgrounds. The proportion of those who speak English as an additional language is more than six times the national average.

The library is a terrific space in a light and airy new building that opened in 2012 after a fire in 2007 destroyed 40 per cent of the former school building. Some students “just want to come and literally sit behind the (library) counter to have some time out”, she says.

“Sometimes in lesson times they will sit, tell you their piece and go away again. Sometimes it’s that flashpoint where they’ve walked out and we are the place they come to because we are not the exclusion room or the staffroom. It’s all they need . . . and then they’ll just go back.”

She grew up in Coventry with her younger brother. Her father, who is Scottish, worked in the local car industry. Her mother was born locally and did clerical and administration work. “She would not call herself a feminist, but she is very much one.”

School was not her favourite time. “I managed to find my way home a couple of times – and that was at infant school,

crossing a very busy main road. I used to take myself off because I didn’t want to be there. It was smelly and I didn’t get time to do what I wanted to do.

“I would start my painting and they’d stop me and make me do something else and I hadn’t finished. There were too many people. At parties and things I’m still very uncomfortable. You sort of hover round the edges. It didn’t suit me at all.”

She says she read a lot. “I forged my mum’s signature so that I could get a library ticket because I couldn’t be bothered to walk all the way home to get her to sign it. Some rules are there to be broken.”

The same issues that bothered her at primary school arose at secondary school, “multiplied by the fact I was teeny tiny.

“Even the smallest uniform they could find was too big; I looked like a plonker on day one. I only went to the lessons I liked.

“In the olden days you’d go in the morning and get your mark, and then you’d get a mark at lunchtime and that was it. Registers were rarely taken in classrooms, because they thought you were in school. That’s how I got caught. A couple of afternoons I forgot to go back.”

One of the few redeeming features of secondary school was Miss Day, a classics teacher. “She opened up Greek and Roman mythology and it was a world I hadn’t come across before. She was brilliant, and very funny. She used to tell us

IT'S A PERSONAL THING

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

Tasmania, with my brother, sister-in-law and two nieces.

What was your favourite meal as a child?

Cheese and potato pie, corned beef and baked beans. I don't eat meat at all now!

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

Never give up.

Who are or were your role models?

My parents have always supported me in everything I have done. Professionally, Janice Hall from Newcastle upon Tyne libraries and Joy Court who, until recently, ran Coventry Schools library service, are the two librarians I wish I could be more like. They always had more confidence in me than I did myself.

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

Is it cheating to have a favourite adult book and children's book? Then it would have to be *Rebecca* by Daphne Du Maurier and *Tom's Midnight Garden* by Philippa Pearce. On a desert island I could sing at the top of my tuneless voice to my heart's content.



Clockwise from top:
Lynda aged 3;
aged 24; with
Postman Pat and
children at Newcastle
Central Library in 1986



Curriculum Vitae

Born August 6, 1959

Education

1963-1970: Wyken Croft Infants and Junior School, Coventry

1970-1976: Lyng Hall Secondary Modern School, Coventry

1979-1980: Henley College of FE, Coventry

1980-1984: Manchester Polytechnic; Degree in library and information studies

Career

1976-1977: Office junior, John Astley & Son Ltd, Coventry

1977-1979: Library assistant Coventry City Libraries

1980-1984: Summer cover library assistant Coventry City Libraries (including secondment one summer to Sidney Stringer Community School)

1985-1989: Assistant branch librarian, then Bookbuzz (children's mobile) librarian, Newcastle upon Tyne City Libraries. Secretary of the North East and Cumbria National Playbus Association.

Achieved chartered librarian status in 1986
1989-2003: Bringing up her son, including five years of home education. Part-time cleaning and waitressing work within the limits of income support

2003-2006: Library/clerical assistant, Sidney Stringer School, Coventry

2006 to date: Librarian, Sidney Stringer Sidney Stringer School, Coventry

Special achievements

2015: Awarded an MBE in the New Year's honours list for services to education. Received outstanding contribution to the academy at the Sidney Stringer staff awards

things about her house and the Chinese lantern in her lavatory."

Clapham was in the CSE group – "they never ever thought I would do anything". She did one year in sixth form and left in 1976 when she was 16 to work as an office junior. After a few years she spotted a job in Coventry City Libraries paying double what she was then on.

She was with the library service for a couple of years, but needed a degree if she wanted to become a librarian. "So I left and I did three A-levels in a year. It was hard." She took up a place on the library and information studies course at Manchester Polytechnic, and became the first person in her family to gain a degree.

Manchester was an exciting place. "I loved it. This was 1980/81 – the era of the Buzzcocks and the Hacienda."

After her first two years at Manchester she had a year out. "I went back to Coventry as a library assistant and that's when they seconded me to Sidney Stringer. I loved it. It was the first time I'd worked with teenagers."

She finished her degree and joined Newcastle upon Tyne City Libraries where one of her "best jobs" was as a Bookbuzz librarian, running a converted double decker bus that visited primary schools during term time and hosted play schemes during the summer.

After the death of her partner, the pregnant Clapham came back to Coventry in 1989 to be closer to her family.

She says being the single parent of Joe helps her to identify with many of the young people at the school. "It was tough. Being on income support, you could only work so many hours a week and earn so much. The only thing I could find that met the criteria was to clean teachers' houses. When Joe was at primary school, I put the word out."

When Joe was 7, she decided to home educate him. "He was an August baby – very young. All the things I didn't like about school I could see were bothering him."

When he was 12 Joe went to Sidney Stringer – and Clapham saw a job advertised there. That was in 2003. "The thing with Stringer is it gets into your blood. You know if you've been 'Stringerfied'. It suits me. Senior management here are fab. They are very focused, but if you have a bonkers idea that's fine. If it doesn't work, they're not scared."

She says she was "flabbergasted" to get her MBE. During every working day she says she remembers the Chartered Institute of Library and Information Professionals' vision that "a fair and economically prosperous society is underpinned by literacy, access to information and the transfer of knowledge".

She loves the pupils because they constantly question the status quo. "I'm quite up for a few questions." She also wants them to realise there are different routes to getting where they want to go. "You don't have to go on the motorway, you can go on the A roads. You can still get there."

REVIEWS

TOP BLOGS
OF THE WEEK

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



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

Taking away the water wings

By Kenny Pieper (@kennypieper)

Many teachers will have spent time in school at Easter working with pupils in examination classes. Kenny isn't alone in reflecting whether this is something they should be doing. Is there a danger that we dilute the impact of first-time teaching if we are too ready to put on extra revision sessions? Do such sessions always reach the students who need them most? And shouldn't teachers be spending their holiday time with friends and family, refreshing and re-energising so that they are ready for the term ahead? There are no easy answers, but these are important questions.

Emotions in education

By Jo Facer (@jo_facer)

Reflecting on the role of emotion in education – love, anger, and disappointment, experienced and perhaps expressed in our relationships with both students and colleagues – Jo asks: "Is it best to leave emotion at the school gates? Are we stronger and more purposeful educators without it?" She concludes that feeling and expressing love is perhaps important in helping us to remember what drew us to the profession in the first place.

#TLAB15: A flash of light

By Emma Kell (@thosethatcan)

We may all have shared Emma's experience of waking up early at the weekend to attend a conference and asking ourselves why... But we may also have found, as she does, that the day inspires and invigorates us,

giving us ideas and energy that sustain us when we are back in the classroom.

One of the great benefits of blogging is that it allows us to share experiences, initiatives and resources from professional development events. Emma's summary of, and reflections on, #TLAB15 made me feel as if I were there – and made me wish I had been.

You win some, you lose some

By Andy Tharby (@tharby)

Teachers can be harsh judges of themselves, and sometimes of other teachers. We expect a great deal from ourselves, but we need to be realistic about what we can achieve.

Andy considers the idea of influence, and the connection between what we do and its effect on the students we teach. At times our influence might be profound; at other times "we are no more than a tiny cog in the idiosyncratic engine of a child's life". Perhaps we need to give ourselves a break, focus on doing our best and accept that we cannot control everything. "Let's aim to find out what has the best chance of working well, do it as best we can, learn from it... and then move on," Andy says. "However hard and well we work, failure, success and everything in between will still happen to us. Not all factors are within our sphere of control." I found this heartening and reassuring rather than depressing!

The scourge of motivational posters and the problem with pop psychology in the classroom

By Carl Hendrick (@C_Hendrick)

This post made me remember a poster I displayed on the wall of the classroom in my first job as a young and idealistic English teacher. You may know the one – a photograph of seagulls in flight with the quotation, attributed to Virgil: "They can because they think they can". One day when I walked into the classroom, one of the (boys?) I taught had written beneath the message "but having wings is an advantage".

The thing I particularly remember was that this postscript was written on a piece of paper and fixed with Blu Tack so that the poster wouldn't get damaged.

I have said before that the posts I find most interesting are those that make me think, and Carl's post did encourage me to reflect on motivational posters, pop psychology and the fact that, in his words, "complex ideas should be given time and space for us to critically reflect upon and resist the urge to summarise into a soundbite." That's me and Virgil told.

BOOK REVIEW

The Runaway Schoolgirl: This is the True Story of My Daughter's Abduction by Her Teacher Jeremy Forrest

Author: Davina Williams

Publisher: John Blake Publishing

ISBN-10: 178418120X

ISBN-13: 978-1784181208

Reviewer: Sophie Scott, senior reporter
for Schools Week



The case of teacher Jeremy Forrest and his relationship with one of his pupils was front-page news in 2012. In case you don't remember, here's what happened.

Forrest, a married maths teacher at a school in Eastbourne, ran away to France with his then 15-year-old pupil, renamed as "Gemma" for this book. They were discovered in Bordeaux just over a week later; a week filled with front pages concerned about her welfare, pleas from her mother, and character assassinations of Forrest.

Forrest was jailed for five-and-a-half years for abduction and sexual activity with a minor. How convenient then, just as he is likely to be released this summer (and the public have probably forgotten much of the case), that "Gemma's" mother has written an alleged tell-all about "this monster".

A tell-all is not what it is. When you learn, at the end, that it was written after she was made redundant it feels like more of a grab-all for attention and cash.

What's not clear is why we need her side of this story. What has she to offer that can be of any benefit to a parent who may find themselves in this situation?

I scoured the book for some semblance of advice and could not find any.

She says that she "won't rest until [she] can do something positive". Does she really think this book is a positive step when her own daughter has distanced herself from it?

She describes Gemma as a private person – then opens up a window on her life.

That poor girl. She needs support, not another re-hash of the trauma of the past few years. What kind of a parent writes a book that belittles her daughter's friends, complains that she has moved away, and dredges up a mostly forgotten story? There are even pages with pictures of Gemma.

But they're blurred, for privacy. So why include them?

Throughout the book, Davina Williams (a pseudonym) attempts to make you feel sorry for her. Apparently people said she was a "chav". Yet if you are worried about the public's opinion, why open yourself up to more criticism?

Ms Williams seems to forget that she was not the victim. Her daughter was. If I was in her place I'd worry more about my daughter's emotional health and her future than about myself.

This compilation of anger about what everyone did to everyone else does not benefit anyone, least of all her daughter.

And don't get me started on style. Any 12-year-old could have written a more cohesive, grammatically correct and

insightful book. On average, each chapter is five pages long (and the text is HUGE), with far too many cliffhangers such as "the nightmare was only just beginning..."

The book is littered with basic mistakes, such as having police officers referred to by their first name, then their abbreviated rank (DCI Jason Tingley), and then their full title (Detective Chief Inspector).

I wonder if anyone read it before it was published or if it was just shoved out to capitalise on timing and to make as

much money as possible.

So, Davina Williams, your "book" gets only half a star. And that's simply because I didn't throw it into the bin.



"Ms Williams seems to forget that she was not the victim"

NEXT WEEK:

Educating the More Able Student
By Martin Stephen and Ian Warwick
Reviewed by Brin Best
and Sophie Craven

RESEARCHER REVIEW



DR BENG HUAT SEE

Research Associate in the School of Education, Durham University

Do the education manifesto pledges stand up?

It's the election next week and all the parties have waved their education banners long and hard. But the evidence that any of their policies might work in raising attainment or participation is slight or non-existent

With the general election looming, the three major political parties have all promised to protect the education budget for schools. The Conservatives pledge 500 more free schools in England by 2020, the Labour party want to cut undergraduate tuition fees, while the Liberal Democrats guarantee qualified teachers in all state schools. The evidence that any of these policies work in raising attainment or participation is slight or non-existent.

The House of Commons education sub-committee, Ofsted and academic studies all agree that it is too early to tell whether free schools perform any better than other

types of schools. The likelihood is that, once their pupil intake is accounted for, they will produce much the same results as any other school. However, they are already known

Teaching qualifications themselves are only weak indicators of good teachers

to have several downsides. They impair the ability of local authorities to plan for new school places. And they are taking so few disadvantaged pupils that they are increasing the clustering of poverty within other schools.

Free schools are, incidentally, by far the biggest employers of unqualified

teachers – 19 per cent of their teachers have no recognised training qualification according to the 2014 School Workforce and School Characteristics datasets, compared to less than 3 per cent in local authority schools. However, teaching qualifications themselves are only weak indicators of good teachers. For example, some applicants to teacher-training are being rejected by some institutions for not having the right qualifications, such as high A-level grades in appropriate subjects, while others with worse qualifications are accepted at others.

This means that some highly qualified applicants may not get to be teachers, while those that do may not necessarily be the best. A survey of 2,700 year 11 students found that only 44 per cent of pupils enjoyed school and only 38 per cent said most of their lessons were interesting, while Ofsted has reported that much teaching in England is boring.

Like much policy-making, the proposal to reduce tuition fees for undergraduates sounds plausible. But, like most, it has little to recommend it in practice. It applies only to a minority of young people who, by definition, are already doing quite well in education, and uses money that could have been targeted at those whose path through education has been more challenging. The selective nature of higher education means that most of those qualified to get in already attend and most of those not attending have nowhere near the qualifications needed. The social stratification of university intakes is the stratification of prior school qualification like A-levels. The historical trend of participation, anyway, has been upward,

even for under-represented students such as those from the poorest families. And this trend has been largely undisturbed by the introduction of fees, raising fees, deferring fees, and providing bursaries.

What would be better policies?

Make the school system truly national, so that it does not matter where one lives. Make schools more comprehensive, with no specialist schools, no faith-basis, no selection by attainment or aptitude, and no private investment or control of state-funded schools. Apply the same criteria of admissions to all schools. This would be cheaper, more effective and reduce social segregation. It is also likely to lead to a more even distribution of high quality teachers, and of role models for those students hesitant about applying for university.

Make teaching a truly national profession by nationalising the selection and development of professional teachers. Allow the state rather than schools to employ teachers, and deploy them as needed to meet demands. This helps to avoid the situation where schools in desirable areas have the best teachers while schools in poorer areas may have not so good teachers. Focus on inspirational teachers, who motivate and enhance children's enjoyment of school.

Having fun and interesting lessons, and not better qualified teachers, has been voted the most popular option for improving schools, and it could lead to higher engagement and learning, improving attendance and inclusion in school.

The only sure way to widen participation is to increase the number of available places at universities.



A week in Westminster

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

THURSDAY:

Things are grindingly slow at Parliament as politicians continue their mission to hug a white-van man and speak in a school hall without someone yelling PURDAH at them.

NCTL's head of teacher recruitment marketing Joan Russell, however, was still working. Responding to a Freedom of Information request questioning the government's recent ad campaign that talked of "great teachers" earning £65,000 a year, her response explained not only is the top pay for teachers actually £65,324 (so quiet down, complainers!) but 12,600 teachers in England are paid more than £50,000.

How many earn the mythical £65,324? That was revealed. Still, with MPs paid £67,060, the good news is every teacher can be assured their parliamentary representatives are better off. Yay?

FRIDAY:

A little alert popped on our screens to notify us Ofsted had put out "guidance"

about the use of its logo by third parties. Did you know that Ofsted was strict about its copyright? Neither did we!

The guidance is not new. It apparently only popped up as the organisation is still moving information over to its new gov.uk website. BUT from it we learned that Ofsted "rarely" give their permission for their logo to be used by third parties.

The only logos Ofsted do allow providers to use are "the outstanding provider logo" and three logos for their "feedback tools" – Parent View, Learner View and Employer View.

The document pointedly notes: "We do not issue a good logo."

MONDAY:

Quiet. Too quiet.

TUESDAY:

Political silly season truly began today when news and entertainment website Buzzfeed ran a piece called "Politicians Are Arguing About Whether You Should

Wash Your Hair Before Bed". Except, by "politicians" they meant education secretary Nicky Morgan and her Labour opponent Tristram Hunt. And by "arguing" they meant 'had differing viewpoints when asked by the readers of Mumsnet'.

Complimented on his hair, Hunt said that it was down to his hairdresser and a habit of washing his hair before he went to sleep. Morgan distanced herself from such amateur coiffuring saying that Hunt had it "completely wrong" on washing his hair before bed. Morgan did not reveal if she was a morning, afternoon or "other time" washer. If she turns up at her next hustings with rollers in, we'll know why.

WEDNESDAY:

Still quiet. Problematically so.

"J Lynn" wrote to the Department for Education (DfE) because a request for information they had submitted last month about the now-closed Durham Free School remained unanswered. J Lynn asked in March for the school's total cost, including consultancy fees. By law a response ought to have been

provided on Monday. Yet, as we went to print, the space underneath the request was still bare.

This prompted us to look over recent information requests to the DfE. It seems J Lynn is not the only person facing a delay.

At the start of March, Owen Everett asked for correspondence between the DfE, the Ministry of Defence and the Prime Minister's Office regarding an education pack about the armed forces. That request, and subsequent appeals for reviews of its delay, have gone unanswered.

Mr Nagle asked on March 20 for information about Durand Boarding School. He has been told the department "have been unable to respond to [the] request within the deadline" but that they will "respond as soon as possible".

They, and we, know the law says the government must respond within 20 days or give reasons for an extension. It isn't optional. Not even when the ministers are away and things are spooky silent.



CHECK OUT @SCHOOLSWEET FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Push for school meal uptake

A trio of food organisations has been commissioned by the Department for Education to help junior and secondary schools increase the number of pupils opting for school meals.

Only 43 per cent of junior and secondary pupils take school meals, leading to a £140 million loss across the schools sector. If increased to 50 per cent, it is estimated the sector would become financially sustainable.

The Food for Life Partnership, the Children's Food Trust, and the Design and Technology Association will therefore provide free training, support and materials to encourage "whole school approaches" to increase school meal take-up.

From September 2015, Ofsted will also look at schools' approaches to promoting healthy eating as part of the Common Inspection Framework.

Myles Bremner, director of School Food Plan, an independent organisation that supports food standards in schools, is encouraging schools to take advantage of the scheme.

"Good school food in junior and secondary schools really matters. It drives pupil health and wellbeing and supports improvements in attainment and behaviour."

Schools whose meal take-up is less than the national average are particularly encouraged to seek support.

To sign up your school visit:

www.foodforlife.org.uk/school-food-plan/increase-your-school-meal-take-up

Making a drama out of a crisis

Drama students at Northamptonshire's Rushden Academy are using their theatrical talents to educate key stage 2 and 3 pupils about online safety.

Year 12 and 13 BTEC pupils have written, choreographed and produced two theatre in education shows to highlight problems young people may face when using the internet.

Under the name "Inspire Theatre Company", they have performed the short plays *Send* and *Update* at county primary and secondary schools that are part of the Education Fellowship Trust, which Rushden also belongs to.

Jordan Ede, head of performing arts at the academy, said: "The students and I are very proud of the work that has been created and the fantastic responses we have had.

"The cast were determined to create something that would both entertain and educate audiences and they have definitely achieved this."



Sixth form Rushden Academy drama students line up for one of their Theatre in Education performances

How to get ahead: visit Gran

Pupils should revise at their grandparents' homes if they want to do well in exams, says the Association of School and College Leaders (ASCL).

Their houses provide the perfect setting minus interruptions and distractions, the association says in a 10-point guide to help students prepare for the upcoming summer examinations.

The guide also tells learners to plan short spells of revision, about 30 minutes to an hour at a time.

They are told to build in "reward time", such as trips to the cinema, and not to revise in front of the television or while listening to the radio.

ASCL general secretary Brian Lightman said: "Going to a relative's house, like your gran's, is an example of where there aren't any young children running around making lots of noise and interrupting you.

"You can sit down and have some quality revision time and if you're with a friendly relative they will probably look after you by giving you help, food and drinks."

To see the full guide visit: www.ascl.org.uk/news-and-views/news_news-detail.ascl-gives-top-tips-for-exam-revision-season.html

Pitch-side presentation for award winner

A PE teacher has been honoured by the English Schools Rugby Union for his work setting up an academy trust's rugby squad from scratch.

Matt Leek of Bristol Brunel Academy won this year's Real Rugby Heroes Award for his work at the Cabot Learning Federation (CLF).

Set up with four players just over two years ago, the CLF squad now includes about 100 of the top players from the trust's five secondary schools in Bristol. The club has also developed links with the Rugby Football Union and Bristol Rugby Club.

"Fundamentally it was just me at the start," Mr Leek says. "I had four passionate students who really wanted to push [the idea of a team] and so we created the joint club where most of the activities are now student-led."

Mr Leek says the squad has had a knock-on effect on student behaviour and the stature of those players in their individual schools.

"We've seen huge differences in attitudes and attainment levels. They are now the sought-after boys."

He says that feedback from other teachers suggests that the players are now going "above and beyond" by attending after-school revision sessions and becoming more well-rounded learners, as well as excellent rugby players.

Year 10 Bristol Brunel Academy student,



Matt Leek (right) with student Tommy Adegbite during a Cabot Learning Federation Rugby training session

Tommy Adegbite, has since been selected to Bristol Rugby's player development group.

He says: "It was the CLF squad that transformed me from a novice into the rugby player that I am today, all of the skill and workmanship I display on the field can be attributed to the training I got from the rugby club Matt established. It has been a brilliant opportunity for me to be a part of his team."

Mr Leek now plans to extend selection, as

well as set up a girls' team.

"We have about 20 to 25 girls turn up for training across the age groups so we are slowly getting there. This project is just at the start; we are excited to take it from strength to strength."

Mr Leek received four tickets to a Barbarian v England game at Twickenham, two certificates, one for the school and one for himself, and a Real Rugby Hero pin badge.

FEATURED



Matt Leek accepts his Real award at Twickenham

He also received VIP hospitality and a pitch-side presentation of his award at Schools' Day on March 25 at Twickenham.

And two of the four original rugby club members took the long journey to support him, much to their teacher's delight. "The presentation was amazing. Most impressively, Sam and Mike made their way up to Twickenham off their own back to watch me receive the award. That was touching."

MOVERS & SHAKERS

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

Nick Gibson has taken over as headteacher of St Benedict's Catholic High School in Alcester, Warwickshire, following Tim Sara's retirement after leading the school for 25 years.

It is Mr Gibson's second stint at St Benedict's – he taught there between 2001 and 2006 – now recognised as one of the 20 top performing state schools.

He says that he wants to continue pupils' love of learning as they move through the school towards the International Baccalaureate.

"Learning can be transformative.

Being a successful school means providing an education that gives young people a thirst for life and develops their talent and confidence to live it productively."

Mr Gibson, 39, aims to provide opportunities for students outside the classroom as part of its IB offering. Enrichment for pupils was "absolutely key".

With a degree in industrial design and technology from Loughborough University, Mr Gibson spent a few years working as a product designer for high-profile clients such as Virgin and a

company owned by England footballer Kevin Keegan.

He moved into education after a PGCE, again at Loughborough University, followed by an MSc in educational leadership at Leicester University.

Ian Smith, the former deputy head of Hodge Hill School in Birmingham, is the new head of Etone College, Nuneaton. He moved to his new post at the start of this term.

His initial message to students and staff is that he will maintain the values already in place. "I have high standards – not least, that all pupils show a willingness to take responsibility for their own learning while actively contributing to the wider life of the school."

His goals are to ensure that pupils have the "key literacy and numeracy skills required in life" as well as developing the attributes they need to be successful in the next stage of their education, including "resilience, determination, tolerance, and the ability to work collaboratively with others".

The 44-year-old has spent 20 years in education after completing a degree in geography at Newcastle University.



Nick Gibson



Ian Smith



Jonathan Logan

Jonathan Logan has been appointed as the first headteacher of Cumbria's Workington Academy, which is due to open in September.

Currently deputy head at John Spence Community High School in North Shields, Mr Logan will join the William Howard Trust-sponsored academy wanting to create a "successful and vibrant" learning environment.

"I am a firm believer that learning is

at its most exciting and engaging when its value can be seen beyond the school walls," he says.

"The best schools are successful because everyone is working together and this involves student, parents, staff and the local community."

A scientist with a degree in zoology and a masters in education, Mr Logan spent a number of years in industry before moving to education.

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

Inspiring Leadership Conference 2015

10-12 JUNE, ICC, BIRMINGHAM

It's back. With inspiring and motivating high profile speakers from the world of education, business and beyond. Give yourself the opportunity to re-energise and reflect on what it means to be a leader.

For more information and to book your place visit: www.inspiringleadership.org

BROUGHT TO YOU BY



MEDIA PARTNER



COMMENT

READERS'
REPLY

WE WANT TO HEAR FROM YOU
@SCHOOLSWEET
NEWS@SCHOOLSWEET.CO.UK
WWW.SCHOOLSWEET.CO.UK

Robert Peal – If I were education secretary

James D. Williams, Lecturer in Science Education at the University of Sussex

Robert Peal reports a grassroots professional rejection of bogus ideas in teaching. I agree, but the roots are often not teachers, but university providers. I don't discount that a few providers may still deliver bogus ideas, but saying all 65 are "slow to catch on" is insulting.

He espouses "new ideas", but mastery dates back to the 1960s. It's well known and used by many, with other theoretical perspectives, in modified forms. Direct instruction is fundamental. It's not the only approach that should be deployed, but is core to helping children learn new ideas, concepts and skills. I've used it since the 1980s and actively promote it. Spaced and massed practice has had many incarnations. As for curriculum sequencing, that is the subject of the first assignment for the Sussex PGCE.

Are ITT tutors, as he suggests, "detached from the classroom"? Many are recent classroom experts, some split their time between teaching children and ITT. Tutors visit schools, teaching/co-teaching, observing, reflecting, etc. We see more schools in an average year than many teachers experience in a career.

University providers deliver the training that government and their agencies require. If academy chains or Teach First wish to become academic awarding bodies there is a route; my guess is they wouldn't want to deliver masters level courses.

Mr Peal's statement that his only "exam" was the QTS skills test implies he didn't produce any academic assignments when training to show intellectual engagement with theories and practices in education. Many Teach First candidates do, I wonder why he didn't?

Finally, he may be surprised to learn that chartered status exists for science teachers (CSciTeach).

Largest academy chain offloads eight schools

Jess Madge, Anglesey

AET were encouraged to grow very rapidly in the first couple of years of Gove's term of office. There were many schools being forced to become academies and AET was one of the few possible sponsors available at the time. Previously all their schools were to the south of London. It

was rapidly clear that the challenge of supporting schools and their governing bodies over such a wide geographical range was beyond them.

Sarah, address supplied

High performing local authorities should be allowed to take back schools that fail under Academy chains. There is no logical reason (only an ideological one) why this is a one way trap door!

Summer-born Olivia gets a reception place

Emma Barnett, Birmingham

We're in the middle of requesting the same thing for our 3 year old and it's definitely a postcode lottery. The admissions code is so subjective that admissions authorities are making up their own rules when it comes to parents making a request like this. Rules which are not fair and do not reflect on what the Department for Education was trying to achieve by introducing the recent summer born guidance! Change is needed so that our summer borns aren't even more disadvantaged by being forced straight into Year 1.

Samantha McCormick @sjmccormick76

She didn't "win" she fought for her entitlement. She is allowed it under SAC but LAs not applying it consistently #summerborn

Rachel Birch, Sutton Coldfield

Although children are not required to start school until compulsory school age [5], trying to achieve this is a different matter. No one is saying all children should start reception at compulsory school age just that parents should have the right to choose. However, at present this decision is made by others who do not know the child in question. Parents are being made to jump through hoops to have their request granted. We were told we could not start our son at compulsory school age because there were not "enough personal reasons"; in other words he did not have any additional needs. Another parent was told that some parents were perceived to be trying to gain an advantage for their child. In a way we are, but not an academic advantage, just that they are advantaged emotional and socially and more ready to cope with the demands of formal education.

Purdah stops school visit

REPLY OF THE WEEK

John Fowler, London

Much nonsense is said and written about "purdah". "Purdah" is not a law, but a convention to protect public authorities from appearing to be partisan politically during an election period. This is sometimes interpreted by central and local government officials and officers as doing nothing publicly except the bare minimum. Breaches of purdah are not easily tested in the courts because it is not a law. Ms Kent uses the "public money" approach, which I suggest applies whether or not we are in a national or local election period. And it could prevent the many mock elections that take place in secondary schools before elections. Who is to say whether or not the money spent (however small) does not influence an imminent election, or indeed a future election.

Redbridge is probably relying on section 407 (Duty to secure balanced treatment of political issues) Education Act 1996 for its approach which requires "a balanced presentation of opposing views", and therefore it would be wrong to afford one candidate the opportunity to speak in a school to senior pupils (with or without being accompanied by his/her party's national representative) without ensuring the other candidates are not only are given the opportunity but actually take up the opportunity (although not necessarily at the same time).

On the academies issue, for most purposes academies are public bodies, and hence the (in my view unsatisfactory) "public money" approach applies. Section 407 and its accompanying section 406 (political indoctrination) do not apply to academies. However, after an outrageous partisan political speech by the former education secretary Michael Gove at my child's school in 2012, this was brought to the attention of DfE officials and at least the model funding agreement now requires compliance with ss.406 and 407, except there must be 1,000-plus academies whose funding agreement needs updating.

REPLY OF THE WEEK
RECEIVES THE
COLLECTOR'S MUG!



Contact the team

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

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

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

Correction

Last week we added a rogue letter 'e' to the end of Ross McGill's twitter handle ('Leadership that goes on behind the scenes', Edition 26, April 24). He actually tweets from @teachertoolkit.

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

ST HILDA'S CATHOLIC ACADEMY TRUST

DIRECTOR OF FINANCE AND CORPORATE SERVICES

SALARY: LEADERSHIP L20 – L24 (£61,012 TO £67,290)

HOURS: FULL TIME

The Governing Bodies of the following schools in Middlesbrough are working together to create St Hilda's Catholic Academy Trust:-

Corpus Christi RC Primary School
Sacred Heart RC Primary School
St Alphonsus RC Primary School
St Augustine's RC Primary School
St Bernadette's RC Primary School
St Clare's RC Primary School
St Edward's RC Primary School
St Gerard's RC Primary School
St Joseph's RC Primary School
St Thomas More RC Primary School
Trinity Catholic College

This exciting new journey will begin on the 1st October 2015 and will see our vision for outstanding education go beyond our individual schools in the formation of a collaborative Multi Academy Trust. This unique and innovative job opportunity offers the chance to help shape the future of our Multi Academy Trust, working alongside the Head Teachers and the Board of Directors.

The successful candidate will:

- Be a fully qualified accountant
- Have sound leadership and excellent interpersonal skills
- Have a successful track record of management experience within a complex organisation
- Have proven and demonstrable experience of financial expertise
- Be able to uphold the catholic ethos and aims of the Trust

Applications are invited from prospective candidates in education, public sector or commercial settings who are able to demonstrate that they meet the essential criteria set out in the person specification.

To request an application pack, please contact Jenn Austin via email: jenn.austin@avec-partnership.com.

Applications must be returned direct to the above email address or by post to Jenn Austin, Avec Partnership, Suite 9 Yarn, Lingfield House, Lingfield Point, Darlington, DL1 1RW.

Closing Date: Noon Monday 18th May 2015

Shortlisting Date: 22nd May 2015

Interview Date: 16th June 2015

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

THE MARLBOROUGH C OF E SCHOOL

SHIPTON ROAD, WOODSTOCK, OXON OX20 1LP
TEL: 01993 811431 FAX: 01993 813530
EMAIL: c.crow@marlborough.oxon.sch.uk

PRINCIPAL: MR ANDREW HANLON

This is an 11-18 mixed comprehensive school of 1000+ pupils situated 8 miles north-west of Oxford.



SENIOR MANAGER : FINANCE AND RESOURCES

Salary: Grade 16 Pt 57 - 60 : £50,409 - £53,218 | Commencing : 1st September 2015 | Permanent, full time

The Senior Manager: Finance and Resources is a key appointment to the Senior Leadership Team and will provide strategic leadership and vision in the management of finances and resources. Responsible for the management of finance, premises, contracts, bids and development projects the ideal candidate will :

- have a recognised professional accountancy or management qualification;
- have a track record of successful leadership and management of finance and premises in a relevant setting;
- have experience of premise management and business development;
- excellent communication and ICT skills.

Under the leadership of our new Principal we are on an exciting journey towards becoming an outstanding school and you will have a significant role in the further development of the academy.

In return we offer candidates: fantastic students; a culture based on shared values; committed, professional and well-qualified colleagues; strong support from parents and Governors; flourishing partnerships with our primary schools and the local community; and a dynamic and forward looking environment.

Prospective candidates are warmly invited to visit the school prior to applying for the post. Further details and an application form are available on the school's website. Only applications completed on the school's application form will be accepted.

Closing date for applications: Thursday 7th May 2015 at 4pm

Interview date: Friday 22nd May 2015

Due to this post having access to children and/or vulnerable adults, candidates will be required to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

LEAD TEACHER FOR HUMANITIES

REQUIRED FOR SEPTEMBER 2015



King James ACADEMY

The Governors seek to appoint an outstanding, inspirational and ambitious practitioner as the lead teacher in RE, with the ability to teach History and Geography to at least Key Stage 3. The successful candidate will lead and manage the RE Department whilst also providing strategic leadership support across Humanities subjects and in line with their specific subject strengths. You will be joining a forward looking and improving faculty in an ambitious school with excellent staff and engaging students.

The successful applicant will demonstrate the following:

- Strong leadership and management skills
- High expectations of both staff and students
- Excellent interpersonal skills
- A proven track record of raising achievement across the full age and ability range
- Excellent classroom practice
- Creativity and inspiration
- A commitment to continual professional development

This is an exciting time to join King James I Academy as we continue on our journey to excellence, having moved into our state-of-the-art new buildings in January 2015.

We will offer the appointed candidate a bespoke training package and a commitment to support their rapid career development.

Closing Date: Tuesday 12th May (noon)

Shortlisting: Thursday 14th May 2015

Interviews: Wednesday 20th May 2015

Please ring or email the Academy for an application pack.

All candidates will need to demonstrate a commitment to the safeguarding of young people. Any offer of employment will be conditional upon receipt of two supportive references and a successful DBS check.

King James I Academy is an Equal Opportunities Employer. We want to develop a more diverse workforce and we positively welcome applications from all sections of the community.

KING JAMES I ACADEMY

(King James I Academy, Bishop Auckland Ltd trading as King James I Academy, Bishop Auckland)

South Church Road, Bishop Auckland, County Durham, DL14 7JZ

Telephone: 01388 603388

E-mail: kingjames@durhamlearning.net

www.kingjames1academy.com



DAVID YOUNG COMMUNITY ACADEMY



HEAD OF MODERN FOREIGN LANGUAGES

SALARY: £29,415-£38,050 (+£4000 PER ANNUM)

SECOND IN ENGLISH

SALARY: £29,415-38,050 (+£4000 PER ANNUM)

TEACHER OF HISTORY

SALARY: £22,381-£32,480

TEACHER OF GEOGRAPHY

SALARY: £22,381-£32,480

TEACHER OF ART

SALARY: £22,381-£32,480

The David Young Community Academy is an 11-18 Church of England multi-faith academy serving an area of significant deprivation in east Leeds. Welcoming those of all faiths and of none, our staff have a passion for social justice and understand the importance of educational outcomes for our young people. This is a rewarding place to work with rapidly rising standards.

Part of the LEAF Academy Trust, we work with other Trust schools and the Diocese of West Yorkshire and the Dales, applying innovative educational practice in order to impact life chances for students. Underpinned by Christian values, we look to develop a love of learning in a safe and inclusive environment.

DYCA is seeking dynamic, motivated and committed applicants to join our current team.

Benefits include: a fantastic working environment, an exceptional CPD programme and excellent on site restaurant.

For more information please download the job description, person specification and application form from our website: www.dyca.org.uk.

Alternatively, further details can be obtained by telephone: **0113 2739149**.

Closing date for applications: Friday 8th May.

Interviews will take place Wednesday 13th May.

The LEAF Academy 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 an enhanced Disclosure and Barring Service (formerly CRB) check.

www.dyca.org.uk

Ormiston
Endeavour
Academy

Head of English Head of Mathematics

Required from September 2015 (TLR1a)

Ormiston Endeavour Academy is seeking to appoint two inspiring, innovative and dedicated leaders who have a natural leadership flair and an ambition towards a senior management role.

As such, we are willing to offer the right candidate excellent CPD opportunities which includes access to Ormiston specialist Middle and Senior Leadership courses, training to become a subject reviewer within the Ormiston family of schools and a possible secondment onto the leadership team after two years in post. We are also prepared to offer a relocation package for the right candidate.

The successful applicant will join a highly professional team of staff working within an ambitious Academy and we welcome candidates to visit the Academy by appointment.

Please apply by completing an application form and letter of application (no more than 2 sides of A4) describing how you feel you meet the person specification.

Closing date for applications : Wednesday 29th April 2015

For further details, please contact the Academy on 01473 464545 or email hr@oeacademy.co.uk or visit our website www.ormistonendeavouracademy.co.uk

Head of Maths

Learn, Grow, Prosper



Fowey River Academy is part of Adventure Learning Academy Trust (ALAT), a multi-academy trust set up to raise the standards of education in the South West of England. We are a vibrant, happy school for 11-16 year olds based in the picturesque small town of Fowey in Cornwall. Fowey River Academy is a highly inclusive, vibrant and exciting place in which to learn and work.

We have a passion for education, and a clear sense of community is evident across the academy. In return the role provides excellent opportunities for career progression and advancement. ALAT is committed to continuing Professional Development (CPD) and training, and the culture is one of equality and fairness built on relationships developed out of mutual trust and respect.

The academy is looking for colleagues with a professional outlook who will help raise the expectations of our students and so improve their learning outcomes. We are seeking to appoint a creative, energetic and enthusiastic Head of Maths to join a supportive and well-resourced department on a permanent basis.

We can offer you:

- The opportunity to work with national and international educational and business experts.
- Expertise from the education field, under the leadership of Professor David Hopkins, and the professionalism and influences of commercial partners.
- The best professional teaching and learning strategies and the use of innovative technology.
- Learning & development support with continuous professional development.
- An inspirational and innovative working environment.
- A professional and rewarding challenge.

Start date: September 2015 | Closing date: 11th May 2015 | Interview Dates: 20th May 2015

For further information on the role and to apply, please visit <http://alat.org.uk/work-with-us/>

If you require further information on the academy please visit <https://foweyriveracademy.org.uk/>

If you'd like to arrange a visit of the school please contact John Perry, Principal, on 01726 833484

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post is subject to an enhanced DBS check

a member of
ALAT
www.alat.org.uk

SCHOOLSWEET



AN EDUCATIONAL PAPER DELIVERED TO YOUR DOOR

AN ENGAGING PLATFORM TO ADVERTISE YOUR VACANCY WITH

**ADVERTISE ALL YOUR JOB ROLES FREE OF CHARGE ON
WWW.SCHOOLSWEET.CO.UK/JOBS**

NO SILLY CATCHES OR HIDDEN CHARGES!

ALL ADVERTS MUST GO LIVE BY 5:30PM ON FRIDAY 8TH MAY 2015.
MAXIMUM OF 20 FREE ONLINE LISTINGS PER ORGANISATION.

**SPECIAL
OFFER**

FOR MORE INFORMATION OR TO DISCUSS THIS OFFER,
PLEASE CALL JASMIN ON 020 81234 778 OR EMAIL JASMIN.AGHAMIRI@SCHOOLSWEET.CO.UK

**DURING THIS PERIOD, WE ARE ALSO OFFERING 50% OFF
PRINT RECRUITMENT ADVERTS - INCLUDING
FREE DESIGN.**

Education through Exploration

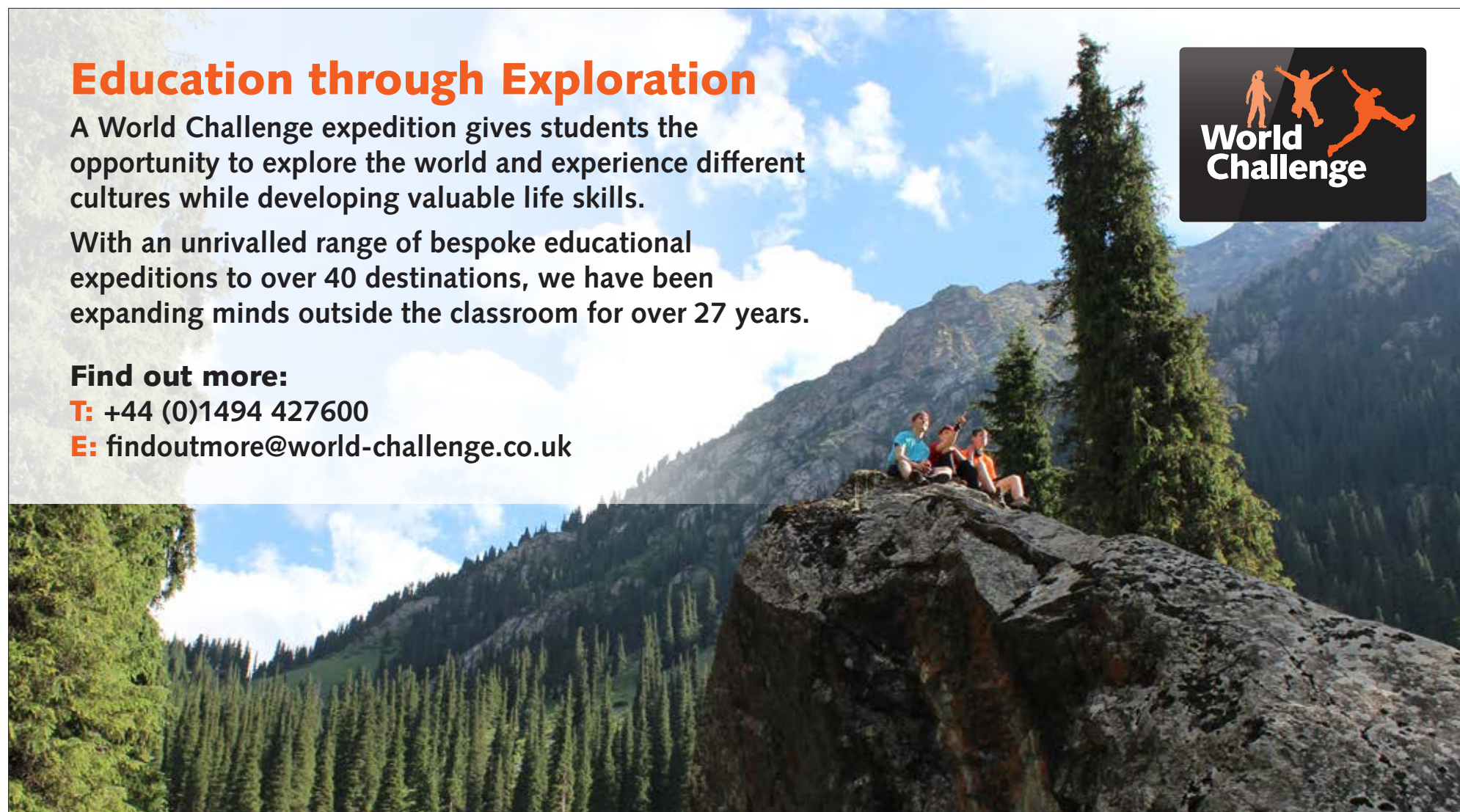
A World Challenge expedition gives students the opportunity to explore the world and experience different cultures while developing valuable life skills.

With an unrivalled range of bespoke educational expeditions to over 40 destinations, we have been expanding minds outside the classroom for over 27 years.

Find out more:

T: +44 (0)1494 427600

E: findoutmore@world-challenge.co.uk



www.world-challenge.co.uk

SCHOOLS WEEK Sudoku challenge

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

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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

Difficulty:
MEDIUM

Spot the difference to WIN a collector's ACADEMIES WEEK mug



What's the caption? tweet a caption @schoolsweek



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