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Academy revolution?



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Schools forced to take on apprentices

- Targets will require schools to hire up to 3,000 apprentices
- 'Unrealistic' move in a time of budget cuts, says heads' union

FREDDIE WHITTAKER
@FCDWHITTAKER

Investigates

Large schools and multi-academy trusts will be forced to employ new apprentices every year after new rules passed into law last week.

The enterprise act paves the way for public sector apprenticeship targets, which are expected

to require schools and trusts with 250 or more employees to employ a number of apprentices, equivalent to 2.3 per cent of their workforce.

The target, which was set out in a consultation document in January and must be ratified with further legislation, is based on apprenticeship starts. Schools will need to either hire new apprentices or move existing staff on to

Continues on page 3



LUCY POWELL ON MORGAN'S U-TURN

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“The genie is now out of the bottle

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NEWS

Birmingham superhead Liam Nolan resigns

JOHN DICKENS
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Superhead Liam Nolan has resigned from Perry Beeches Academy Trust, paving the way for the government to appoint a new interim executive board.

He has also stepped down from his accounting officer role following a government investigation that revealed the executive headteacher was paid a second salary of £160,000 for providing chief executive services to the trust. He was paid this salary via a private firm called Nexus Schools, which had links to Nicola Harris, the trust's chair of directors.

Seven directors, including Harris, have also resigned – announced at Companies House this week – meaning just three remain to run the trust's five schools.

Pank Patel, regional schools commissioner for the West Midlands, is now working to appoint a new interim executive board to replace the remaining trustees, *Schools Week* understands.

Patel is also tasked with finding a new sponsor for the schools, based in Birmingham.

The Department for Education has not been able to find new sponsors, with some schools reportedly running large budget deficits.

The trust's precarious financial position was also flagged up by accountants in its most recent annual report.

Schools Week understands that some of the more financially stable schools will likely be taken over by other academy trusts.

Ark is one of the larger and most successful academy chains with schools based in the

region. However, *Schools Week* has been told it has not held any talks with the government over the Perry Beeches schools.

Any schools not picked up by another trust could remain together in a trust headed by a new leadership team, similar to the resolution

negotiated for the Al-Madinah School in Derby after an investigation into financial irregularities. Ofsted later put the school in special measures and branded it "dysfunctional".

In that case, the chief executive of another trust, the Greenwood Dale Foundation Trust, helped to form a new board at Al-Madinah, which then led it out of special measures.

While the government is finding new leadership for the schools, it has "paused" the progress of two new free schools that Perry Beeches had been given approval to open.

Nolan and the trust had previously been lauded by David Cameron, Michael Gove, the former education secretary, and Nicky Morgan, his successor.

The resignations follow a government investigation into financial mismanagement at the trust, published in March, after a tip-off from a whistleblower.

It revealed a string of rule breaches over a £1.3 million payment made by Perry Beeches to a private firm called Nexus, which had links to Nicola Harris.



Credit: PA

Schools Week later revealed further connections between Harris and Robert Llewellyn, the director of Nexus. The firm also paid a company owned by Nolan his secondary salary for providing chief executive services.

A statement released by the trust said Nolan had stood down to "allow the necessary changes required to move the trust forward".

The trust said it had created a new executive board including heads from all its schools to "ensure no distraction to the core business of educating pupils".

It had not taken part in direct conversations about being broken up.

A Department for Education spokesperson said: "The trust has already put in place interim governance arrangements to ensure the ongoing leadership and management of the schools are not affected.

"Pank Patel is working with the trust to secure future, permanent, governance arrangements. It would be inappropriate to discuss matters regarding the future of the trust and its schools at this stage."

Refugee children could arrive after school year starts

FREDDIE WHITTAKER
@FCDWHITTAKER

Pressure is mounting on the government to allow hundreds of unaccompanied refugee children into the country before September, after it was revealed in parliament that they could arrive as late as December and so disrupt schools part-way through the academic year.

The government has started discussions with local councils over the relocation of children currently in camps in France, Greece and Italy after MPs supported a proposal put forward by Lord Dubs, a Labour peer.

Although a target of 3,000 unaccompanied minors was rejected, the government is now under pressure from organisations, including Unicef, Citizens UK and a group of bishops, to take at least 300 children before September.

James Brokenshire, the immigration minister, was unable to confirm timings when he faced questions in parliament on Tuesday, but the prime minister's office has indicated it could be as late as December before the first arrivals.

Councils, which are responsible for finding school places for unaccompanied refugees, have called for further clarity on how much additional funding will be provided to help

schools to take the children in.

"The government still needs to clarify the long-term funding arrangements for councils looking after unaccompanied children," said David Simmonds, chair of the Local Government Association's asylum, refugee and migration task group.

Simmonds said the government also needed to provide details of how a national dispersal mechanism would operate.

"We are already working with the government to ensure unaccompanied children currently in the care of English councils are not disproportionately located in a small number of areas, and that councils taking responsibility for additional children have the necessary resources to properly meet their needs," he said.

Speaking during a debate on Monday, Yvette Cooper (pictured), the former shadow home secretary and chair of Labour's refugee taskforce, said the Greek government had expressed a desire to help resettle children quickly "because they are at risk and are out of school".

Cooper said she hoped the government could still help up to 3,000 child refugees, but also "set a milestone by accepting the

proposal to help all those currently stuck in limbo in the family reunification system.

"In particular, we should help the nearly 150 children in Calais and the first 300 children from Italy and Greece and do our bit to speed up the process as rapidly as possible so that we can get them in place and resettled by the beginning of the school year. "Some of these children have been out of school for far too long already. Of course, that will mean giving support to local authorities to enable them to do so."

Brokenshire said an arbitrary quota was "not the right approach" and that the government would need to consult with councils and others before deciding how to proceed.

"The burdens of taking on children are not evenly shared between local authorities, which is why we have made provision to bring about a national dispersal scheme for unaccompanied asylum-seeking children," he said.

The new commitment to take unaccompanied child refugees in Europe has been made on top of an existing promise to relocate 3,000 from north Africa over the next few years.



NEWS

Schools may have to take up to 3,000 apprentices

FREDDIE WHITTAKER CONTINUED
@FCDWHITTAKER FROM FRONT

government-approved training programmes every year to be compliant.

Under the rules, a school with 250 employees must hire at least six apprentices each year, assuming its workforce remains at the same level.

An academy trust with 400 staff across its schools would have to hire nine every financial year, while *Schools Week* understands some larger trusts face having to hire up to 120 apprentices each year.

Apprenticeships, which must last for at least one year and combine on-the-job training with college courses, already exist in education, with schemes for teaching assistants, business administration and other support staff widely available across England.

Russell Hobby (pictured), general secretary of the National Association of Head Teachers, warned there would be "practical difficulties" for schools as many of their existing roles were for graduates.

"In a school of 300 staff, a 2.3 per cent target would mean that seven starters in any



one year would need to be apprentices," he said. "This may be unrealistic in the current climate, as budget constraints mean many schools are cutting non-teaching roles."

Hobby said he wanted assurance from the government that the target was "not just a numbers game", with "little thought given to the quality of the apprenticeships offered".

The government has calculated that, of the 600,000 staff working in the schools sector, 110,000 work for schools, trusts or councils that employ more than 250 people. If correct, schools will need to hire 3,000 apprentices in total.

Although the 2.3 per cent target should not affect smaller schools, some will find themselves having to make up the numbers for an over-arching academy trust.

A recent survey of 14,500 Unison members in schools revealed just 17 per cent of respondents had apprentices in their schools. Of those, 50 per cent said the apprentices were teaching or classroom assistants, while 32 per cent worked in administration or finance.

Jon Richards, head of education at Unison, warned that the "rushed" nature

of the targets could force schools to make quick decisions, risking "unintended consequences" for the workforce.

"With increased pressure on finance and with increased expectations on school business managers, we would have huge concerns about job substitution."

Neil Gamewell, director of apprenticeship provider National Schools Training, said that as well as creating new apprenticeships, schools should offer training opportunities to existing staff.

He said: "The future of apprenticeships in schools is up to degree level. They will be able to take any level of staff and train them through the apprenticeship programme."

Questions about how schools will be affected by a proposed apprenticeship levy, in which businesses with a wage bill of more than £3 million a year pay 0.5 per cent of their payroll to government, also remain unanswered.

Currently, the government pays 100 per cent of the training costs for all apprentices in England. Under the levy, organisations paying into the scheme will be able to claim funding back to fund training, potentially recouping more than they pay in, depending on how many apprentices they hire.

But the government is yet to confirm whether smaller organisations will have to pay in to benefit from the funding.

CASE STUDY

Academy trust: AET
Number of schools: 67
Number of full-time equivalent employees (2015): 5,280
Estimated number of apprenticeships (based on 2015 figures): 121

Academies Enterprise Trust (AET), the country's largest academy trust, has spoken of the "financial burden" the levy will impose and is considering broadening the range of apprenticeships it currently offers so that it can meet the new target.

AET already works with the Skills Funding Agency to provide apprenticeship qualifications in areas such as business administration and teaching assistance.

A spokesperson for the trust said it will now need to look into expanding into areas such as physical education and estates management.

"The levy will also understandably place a financial burden on an organisation of our size and we are currently implementing a plan to respond to the government's expectations."

GIBB BLAMES INSIDER FOR YEAR 6 TEST LEAK

CATH MURRAY
@CATHMURRAY_NEWS

The government has blamed a "rogue marker" for attempting to leak a key stage 2 SATs test after the exam answers were sent to a journalist in advance of the assessment.

Nick Gibb, the schools minister, is also looking to "seek redress" from the exam board after Tuesday's spelling and grammar test was erroneously uploaded on to a secure site for about four hours on Monday night.

Gibb has launched a dual investigation into how the materials were shared with markers before the exam, and who passed them on to the press.

The year 6 tests went ahead as the content had not been uploaded to a public website, nor published by the newspaper receiving the content.

Pearson, the exam board responsible for marking the papers, has confirmed the spelling, punctuation and grammar (SPAG) test was mistakenly uploaded to a password-protected portal, which allows markers access only to tests they have been contracted to mark.

Gibb told MPs on Tuesday he had charged the exam board with undertaking a "full investigation" into the breach, and he would also look at records

so the "culprit can be identified".

A Department for Education source said: "While the test doesn't appear to have leaked into the public domain and can go ahead, a rogue marker did attempt to leak the test's contents.

"It is clear there is now an active campaign by those people opposed to our reforms to undermine these tests and our attempts to raise standards."

The test was accessed by 93 markers between the time it was uploaded – about 5pm – and 9:01pm, when Pearson took it down after being alerted to the error.

Pearson said it was normal to release papers early to senior markers and team leaders, but the paper was shared on Monday night with all markers, most of whom are working teachers and would not normally have access until the exam's first sitting.

Speaking in the Commons on Tuesday, Gibb said once he had the results of the investigation, he would "explore the full range of options available to the department, and this includes looking at contractual and other routes to seek redress".

A spokesperson for Pearson said: "We apologise to schools, teachers, parents and pupils for this error at this sensitive time. We are conducting an investigation to make sure it cannot happen again."



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SCHOOLSWEET

NEWS

U-turn? It's more a change of direction

Nicky Morgan last week announced a u-turn over the government's controversial proposals to force all schools to convert into academies. Instead, it wants new powers to academise all schools in a local authority where the council is deemed to be either underperforming or 'unviable'. The 'triggers' for both have yet to be decided, as John Dickens reports

Schools in Labour-run local authority areas are more likely to face forced academisation under new laws designed to clamp down on coasting councils.

Nicky Morgan has revealed proposed legislation that will trigger conversion of all schools in an area that is deemed as underperforming.

The government will intervene if a local authority consistently fails to meet a minimum performance threshold across all its schools, showing an "inability to bring about meaningful school improvement".

The Department for Education (DfE) would not reveal further details about which performance measures would be used, but the education secretary has promised it will be open to consultation before any legislation passes through parliament.

In its annual report published in December, education watchdog Ofsted criticised 16 local authorities for "underperforming" as less than 60 per cent of pupils attended good or outstanding secondary schools, and there were lower than national GCSE attainment and levels of expected progress.

Twelve of these councils are Labour-run, and all but three are based in the north of England or the Midlands, leading to chief inspector Sir Michael Wilshaw branding England a "nation divided" by the quality of its secondary education (see map, right).

Ofsted has also inspected 10 local authorities following concerns over their

school improvement arrangements. Five are controlled by Labour, three are Conservative-run and two have no overall control, but Labour has the largest number of councillors.

Morgan's u-turn followed an uprising against forced academisation from backbench Tory MPs who were particularly concerned about the potential impact on smaller schools in rural areas. Our analysis suggests that Morgan's concession would protect these areas.

Lucy Powell, Labour's shadow education secretary, writing in *Schools Week* today, said many secondary schools in the areas singled out by Ofsted were already academies.

She said the new plans would mean more time, money and energy would be put into changing school structures, instead of driving up standards.

The Local Government Association said that it would push for councils to be judged solely on the performance of local authority-maintained schools in their area.

Morgan admitted in parliament this week that the proposals will also mean that good or outstanding schools in these underperforming councils will still face forced academisation.

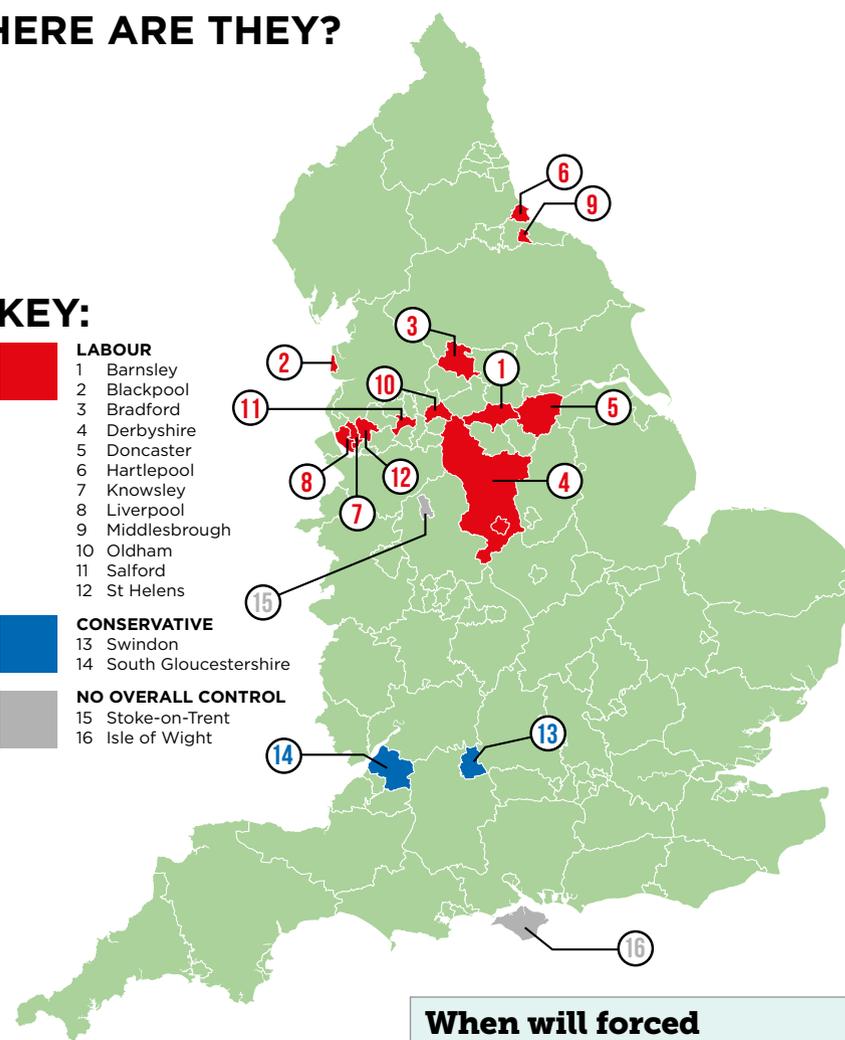
"In some circumstances, that might involve the conversion of good and outstanding schools when they have not chosen to do so themselves.

"However, the need for action in those limited circumstances is clear, because of the considerable risk to the standard of

OFSTED'S UNDERPERFORMING COUNCILS — WHERE ARE THEY?

KEY:

■	LABOUR
1	Barnsley
2	Blackpool
3	Bradford
4	Derbyshire
5	Doncaster
6	Hartlepool
7	Knowsley
8	Liverpool
9	Middlesbrough
10	Oldham
11	Salford
12	St Helens
■	CONSERVATIVE
13	Swindon
14	South Gloucestershire
■	NO OVERALL CONTROL
15	Stoke-on-Trent
16	Isle of Wight



education that young people in those schools receive, as the local authority is either unable to guarantee their continued success or support further improvement."

Lucy Powell's view, page 14

When will forced academisation now happen?

1. When it is clear a local authority can no longer viably support its remaining schools because a critical mass of schools has converted. The council can also request that the government converts all its schools.
2. When a local authority consistently fails to meet a minimum performance threshold across its schools, demonstrating an inability to bring about meaningful school improvement.

COUNCILS MUST CONVERT AT FINANCIAL TIPPING POINT

Proposals to academise all schools in what Nicky Morgan calls "unviable" councils will depend on whether a local authority has reached a "tipping point" in the number of schools that it still controls.

Similar to the trigger for underperforming schools (see above) this tipping point is yet to be revealed, but also will be consulted on before any definition is passed in parliament.

Analysis published by the CentreForum think tank on Wednesday found as many as 52 local authorities could be unviable – meaning all schools in those areas would have to convert.

The think tank worked on the presumption that a council was unviable if less than half of pupils in the area attended local authority-maintained schools.

But CentreForum said a relatively small change could make a big difference. For instance, if the viability level was 60 per cent, then 80 authorities would fall into the unviable category – an extra 450 schools.

The government

has described this figure as the "critical mass" of schools that have converted to academies.

But rather than the actual number of schools, *Schools Week* understands that the viability could depend on the pool of cash remaining among the council-maintained schools.

If the combined budget of these schools is not large enough for the local authority to top slice a sufficient amount to fund its improvement services, then it could be classed as unviable.

Jonathan Simons, head of education at the Policy Exchange think tank, said while some authorities may be able to operate improvement services now, the conversion of as few as one or two secondary schools could threaten its viability.

Writing for *The Telegraph*, he said: "It would be irresponsible for government to simply allow the risk that an unsustainable rump of schools, that would widen attainment gaps, emerges, as opposed to intervening early and proactively building capacity to support all schools."

Simons said the complexity of council

budgets and the impact of the future Education Services Grant cuts made it impossible to tease out a tipping point "example".

Simons said many councils, such as Birmingham and Manchester, have already taken the "sensible approach" by opening talks with schools about their shifting roles, which includes a step back from providing improvement services.

In March this year, Surrey County Council said it could no longer afford to run school improvement services. Julie Fisher, its director responsible for schools, said the council instead would work with headteachers and governors to help schools to develop and implement self-sustaining models.

Councils with large numbers of already-converted schools could also be affected.

In the London borough of Brent, for example, all its secondary schools are now academies.

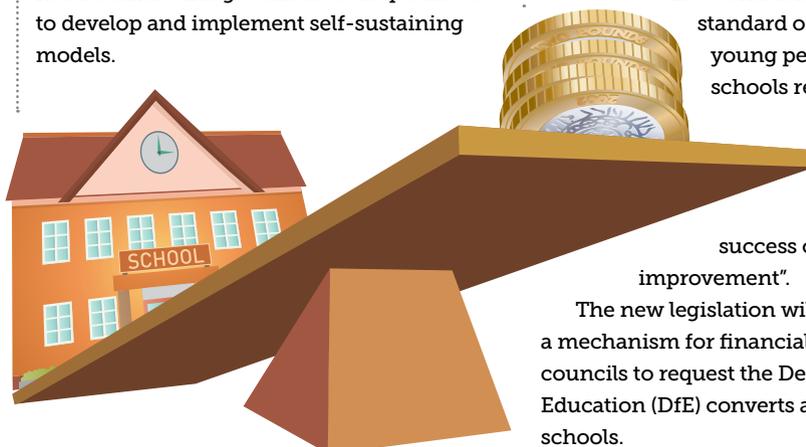
Morgan said in parliament this week because of the "pace of academisation in some areas, it will become increasingly difficult for local authorities to offer schools the necessary support".

She said the need for action in the "limited circumstances" is clear because of the "considerable risk to the standard of education that young people in those schools receive, as the local authority is either unable to guarantee their continued success or support further improvement".

The new legislation will also include a mechanism for financially struggling councils to request the Department for Education (DfE) converts all its remaining schools.



Nicky Morgan



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NEWS

IN brief

ChildLine counsels more children

Children and young people have received thousands of counselling sessions to cope with exam stress, figures from ChildLine reveal.

The charity conducted 3,077 counselling sessions in 2015/16, a rise of 9 per cent on the previous year.

The group, run by the NSPCC, said about a quarter of meetings took place in August when teenagers were waiting for their GCSE and A-level results.

The report comes amid continued concern about children's mental health, with reports in December of a 75 per cent rise in presentations for self-harm among children over the past five years.

Schools Week has previously reported how there is no up to date data on the prevalence of mental disorders among children. The last figures are from 2004 and show one in 10 children with a mental health problem, the same as in 1999.

But Claire Fox, director of the Institute of Ideas, wrote this week that a focus on stress could mean children "internalise the lesson they are emotionally fragile. This can too easily become a self-fulfilling prophecy".

ChildLine can be called, free, on 0800 1111.

SATs 'hated' by 10 per cent of pupils

Twenty-seven per cent of children are "stressed" about their SATs, but only 10 per cent "hate" the tests, reveals a survey of year 6 pupils as standardised testing gets underway across England this week.

According to a ComRes poll of 750 10 and 11-year-olds for the BBC, 14 per cent admitted they "enjoy" the tests and 48 per cent "don't mind" taking them.

Pupils from all over England were questioned two to three weeks before the key stage 2 tests were due to start.

Twenty-eight per cent of pupils reported feeling "a lot of pressure" to do well in the school tests, with just 11 per cent saying they didn't feel any pressure to do well, and most (59 per cent) saying they felt "some pressure".

Mental health tsar leaves DfE

The Department for Education axed Natasha Devon, its mental health tsar, last Thursday.

Devon was appointed in August last year, but was widely critical of government policies, blaming its "testing regime" for a rise in mental health problems in young people.

Speaking to *Schools Week* earlier this year, Devon criticised former education secretary Michael Gove, saying he was "despised and divisive".

The DfE deny Devon's outspoken comments were the reason for her dismissal, instead pointing to the appointment of a cross-government mental health champion.

Devon refused to comment on the decision, when approached by *Schools Week*.

A DfE spokesperson said: "Natasha has done a great job of helping us to raise the profile of young people's mental health since her appointment last year."

Devon founded the Self-Esteem Team and Body Gossip education programme and her advisory role came with a remit to "raise awareness and reduce the stigma around young people's mental health".

Teach First moves out of London to the coast

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Top graduates training under the Teach First scheme are less likely to be placed in London schools as the education charity ramps up its coastal expansion.

New figures seen by *Schools Week* show the overall percentage of Teach First graduates in London, where the programme began, fell from 44 per cent in 2013 to 39 per cent last year.

Figures for 2016 are not yet known, but it is expected the percentage will continue gradually to decline.

The charity – which recruits university graduates with 2:1 degrees or above – exclusively sent its teachers to schools in London when it set up in 2002.

But the heightened focus on regions outside the capital follows Teach First changing its eligibility criteria in 2014.

Instead of looking solely at the percentage of a school's intake from the poorest communities, the charity now also factors in educational underperformance.

While London has a high number of



Sam Freedman

disadvantaged pupils, it regularly outperforms other areas in government performance measures.

Sam Freedman, director for research, evaluation and impact at Teach First, said: "We're trying to focus on schools where we know there are disadvantaged economic areas – [which was] picked up in the white paper."

He pointed to regions with "serious deprivation" such as Hastings, East Anglia and Blackpool, all areas in which Teach First has a growing number of teachers.

"We made a decision to prioritise these areas. We've been moving out [of just London] for a long time. It will continue to fall, but not by huge amounts."

The move has won supporters for a scheme that is known to divide opinion, with critics saying it is too expensive to run and that too many trainees are leaving after completing their mandatory two years in the classroom.

Supporters, however, argue that most Teach First graduates end up in education and are great advocates for the profession, should they move into other sectors, such as politics.

Jacqueline Russell, acting chief

executive of The Future Leaders Trust, said that placing "good staff into struggling schools will have a positive impact on students and communities".

Andy Buck, a leadership consultant and former director at the National College for School Leadership, said London schools found it easier to recruit, while coastal schools would "love to attract more top-flight graduates".

While the percentage of Teach Firsters in London is dropping, its recent growth in trainees (from 1,261 in 2013 to 1,685 in 2015) has ensured that numbers in London are rising.

A total of 553 Teach First teachers were sent to London schools in 2013, compared with 665 last year.

"We don't want to pull out support from schools we've been working with for a long time," Freedman said.

But the charity's expansion meant that it was regularly oversubscribed with requests.

"It's not easy for us to go beyond what we recruit – it's never been our goal to be a huge part of the supply.

"We were always supposed to be a focused route into teaching. There are no plans for huge growth."

A Department for Education spokesperson said they were pleased to hear the organisation was sending "more and more trainees to rural and coastal areas."

Free schools use spare rooms in local schools

New schools are being forced to share buildings next year as the government runs into yet more site problems under its free schools policy, writes John Dickens.

The Ramsgate free school, in Kent, will spend its second year housed temporarily on the site of Chilton primary school.

Pupils joining Ramsgate this September will be taught in what is now a music room at Chilton. Pupils from both schools will have to share a playground and dinner hall.

In London, two new free schools, both set to open this September in Enfield, will also share a home.

Heron Hall secondary academy will offer four spare classrooms on its £40 million site to house 60 reception pupils from One Degree academy, an all-through school, after delays with the permanent site for the latter.

Schools Week has previously revealed how 50 free schools had delayed opening last year, mostly over issues with buying or developing a site.

Schools sharing buildings is relatively rare in England, but is more common in the United States where charter schools – similar to the UK free school model – often share a site with existing state schools.

However, the practice has reportedly caused segregation among pupils, with schools competing for facilities and resources.

Christine Blower, general secretary of the National Union of Teachers, said free schools opening in "such haphazard fashion"

was a "sad indictment" of government policy.

"Parents and carers expect schools to be well run and organised and to open in premises that are fit for purpose and safe for children and staff.

"Instead we are seeing chaotic and ill thought-out arrangements brought about in haste."

But both London schools have spoken positively about sharing.

Phil Sowter, chair of governors at Heron Hall, said it was a "wonderful opportunity" to extend facilities and that the school would use the rent from the four classrooms to fund a new sports pitch.

Heron Hall will open with 240 year 7 pupils and will house more than 1,600 pupils when it is at full capacity.

In Kent, Michaela Lewis, executive head of the Viking Academy Trust that is set to run both Ramsgate free school and Chilton primary from September, said the site share was the "only feasible solution".

She said the Department for Education (DfE) refurbished a music room for the new class. The current year group of Ramsgate pupils were based in mobile classrooms on the school's site.



She told *Kent Online*: "Our duty of care as education professionals is to the children and we are staying in the current location as we believe a move to another temporary site would have been massively detrimental to their education."

Lewis said timetables and outside play time had been tweaked to ensure pupils were affected "as little as possible".

A DfE spokesperson said: "Site decisions are made in the best interests of pupils, and we work closely with all local partners. For some new schools, to make sure everything is in place for pupils, we have agreed for them to share sites temporarily."

HEADTEACHER BOARD MINUTES

Academies and sponsors: the latest applications

FREDDIE WHITTAKER

@FCDWHITTAKER

Investigates

The government has released the decisions made by headteacher boards between January 16 and February 15. The boards are comprised of between four and eight elected and appointed members and chaired by the area's regional schools commissioner (RSC).

Nearly a quarter of requests to convert schools to become academies were deferred, but none was declined.

More than a quarter of all applications to become academy sponsors were either deferred or rejected over the same period.

The east of England and north east London headteacher board, chaired by RSC Tim Coulson, approved 16 academy orders during the period, the highest number, while the lowest number came from north west London and south central England, where Martin Post's board approved just two.

The highest number of deferrals came from the then south west RSC and now national commissioner Sir David Carter, who deferred decisions on six academy orders to be made by his successor, Rebecca Clark.

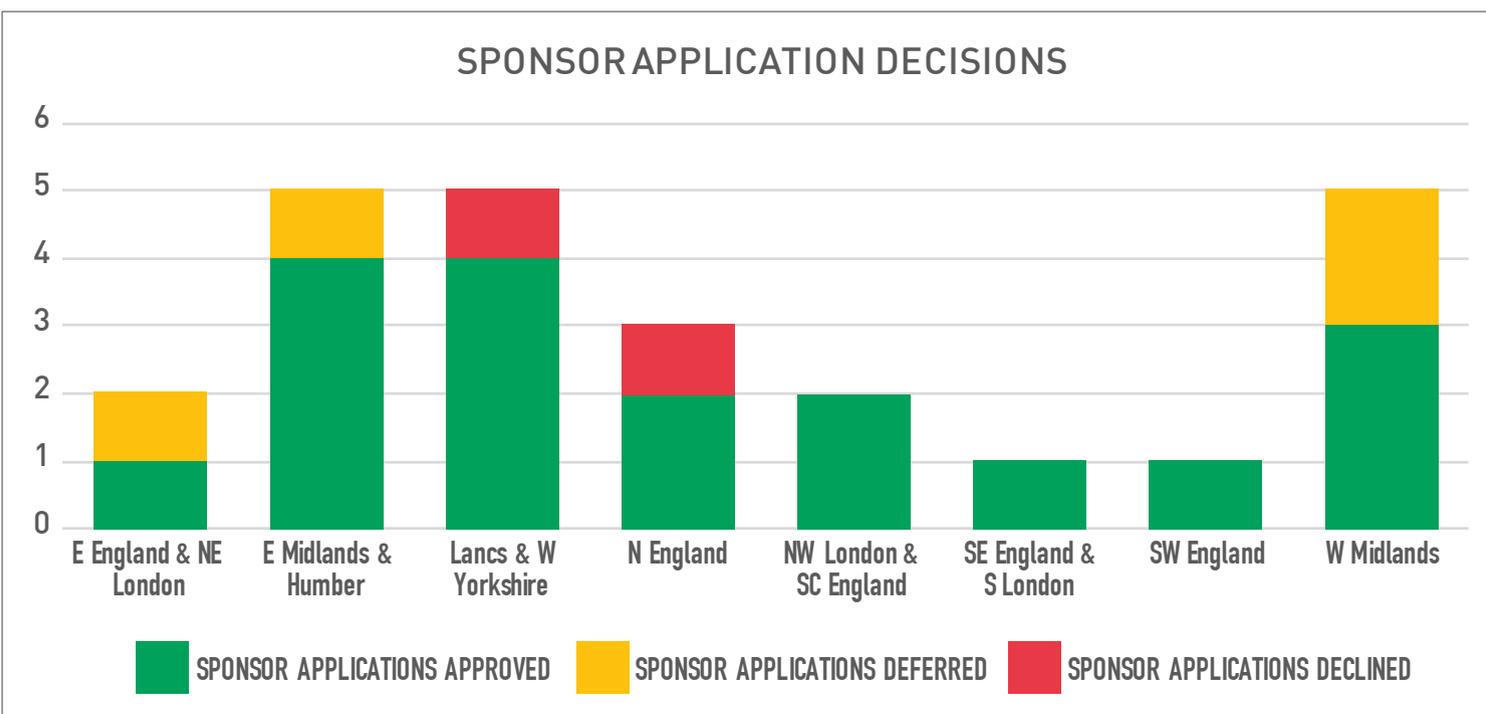
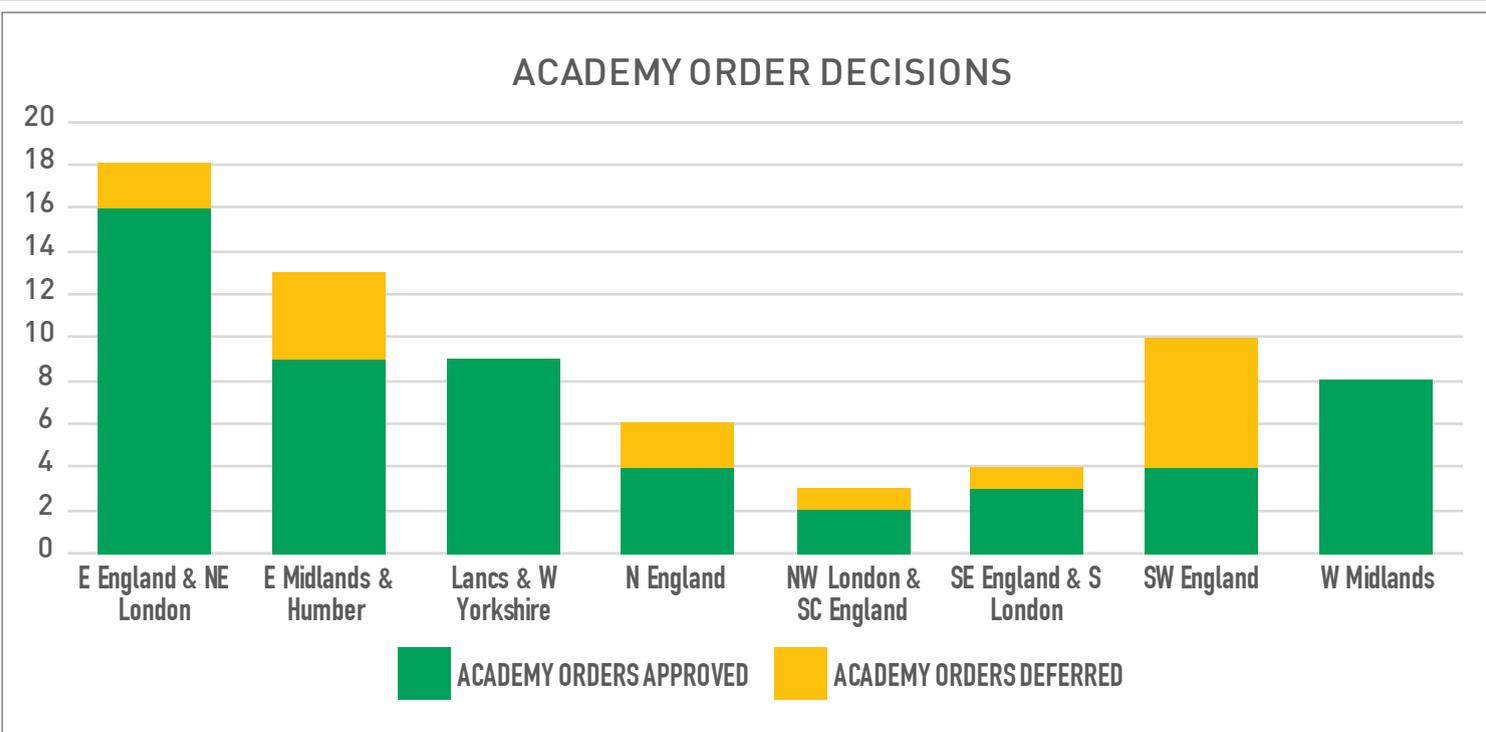
Lancashire and West Yorkshire and the West Midlands, chaired by Vicky Beer and Pank Patel, each approved all their academy order applications – nine and eight respectively.

A total of 18 sponsor applications were approved across England, although only one sponsor application was received by each of the south west and south east England and south London boards – both of which were approved.

Only two sponsors were declined, including Northumbria Healthcare NHS Trust, whose application was thrown out by the north of England board following discussions about its structure and chief executive appointment.

Lancashire and west Yorkshire also rejected a sponsorship bid from Polaris Academies Trust, after discussing its capacity to improve schools and its track record.

Five Catholic primary schools applied for conversion to join St John the Baptist



multi-academy trust in the east of England, and were all approved.

The north of England deferred only two academy order decisions, but one of these was a joint application from six Catholic primary schools applying to form the South Cumbria Catholic MAT. Board members asked for more financial information.

Another group of six schools in Poole,

Dorset, hoping to form the Harbourside multi-academy trust, were asked to provide further information on leadership structure, recruitment, governance and school improvement to south west England.

Reasons for deferrals of academy orders ranged from requests for further financial information, to administrative failures

with the application, to concerns about the capacity of the trust the schools were applying to join.

In the West Midlands, two sponsor applications were deferred pending questions about areas such as growth, governance and school-to-school support.

See next week for further analysis

Steiner school in list of financial notices to improve

FREDDIE WHITTAKER

@FCDWHITTAKER

A Steiner school that failed to submit its annual accounts and a university technical college and academy trust with mounting debts have been issued with financial notices to improve.

The Education Funding Agency wrote to Steiner Academy Frome, Daventry UTC and the Penketh Academy Trust over

their finances, demanding action and suspending their right to make certain spending decisions.

The academy in Frome, which bases its education model on the philosophy of Rudolf Steiner, was warned that its failure to submit accounts to the agency by December 31 violated the rules of the academies financial handbook.

Daventry UTC, which in February had just 151 pupils on roll despite having a capacity of 600, has been told that despite

the leadership of new chair Professor Nick Petford, the government still has concerns about its "weak financial position and financial management".

The trust must now provide a "robust" deficit recovery plan and produce an action plan to ensure it complies with the financial handbook. It must also attract "sufficient pupils" to ensure future viability.

This is not the first sign of financial troubles at UTCs as a result of low pupil

numbers. Institutions in Hackney and Walsall closed last August, while Central Bedfordshire and Lancashire UTCs will close this year. All have struggled to attract learners.

Penketh Academy Trust, which runs Warrington's Penketh High School, had to ask the agency for financial support to avoid a future deficit.

It will be given funds that it must repay and has until 2019 to demonstrate a sufficient level of financial recovery.

NEWS

Trust staff face 32 job losses

JOHN DICKENS
@JOHNDICKENSSW

An academy trust has told more than 100 staff across its schools they face losing or having to reapply for their jobs as part of a savings drive that a union says “undermines ministers’ claims that headteachers have increased autonomy in academies”.

The Academy Transformation Trust (ATT) will undergo a major restructure across its 21 schools in the Midlands and east of England.

The Unison union said the trust wants to save £500,000. The trust did not confirm the amount, but said support staff roles across some of its 21 academies could be restructured, with up to 32 potential job losses.

The announcement comes as school leaders face increasing pressure on their wages bills.

As *Schools Week* previously reported, heads have said they face an erosion of up £200,000 in their annual budgets once increases in national insurance and pension payment contributions are factored in.

John Tomsett, head of Huntington school in York, last year said that he had already made savings “but nothing impacts like cutting into the costs of your staffing. That’s what it’s going to have to be next.”

However, the ATT’s move to restructure across all its schools raises questions about the autonomy of heads to manage their own staffing budgets.

Jon Richards, Unison’s head of education, said: “Ministers claim academy status gives heads a greater degree of autonomy over the running of their schools.

“But today’s decision has completely pulled the rug from under the feet of the 21 ATT heads, undermining them completely.”

Unison said staff would be asked to reapply for jobs on a lower pay grade, while some faced having to work over larger geographical areas.

He also criticised the trust for paying its two top executives a combined £340,000.

Ian Cleland, chief executive, earns at least £180,000 while Joyce Hodgetts, managing director, earns at least £160,000.

Cleland, in a statement sent to *Schools Week*, said: “The education sector is facing a number of significant financial challenges across the country with all schools, academies and multi-academy trusts being affected.

“As a result, it is essential that we review our costs and consider where savings can be made, without impacting on the quality of education.

“We understand that this is an incredibly difficult time. We are working to minimise job losses wherever possible and we are making every effort to support staff through these changes.”

ATT took over 16 schools between August 2012 and September 2013, but was “paused” from expanding further by the Department for Education a month later. Officials wanted to review exams results before allowing further expansion.

The restriction was lifted in September 2014.

College hopes to take over training standards

SOPHIE SCOTT
@SOPH_E_SCOTT

The proposed College of Teaching wants to be the “gatekeeper of standards for teacher training”, Angela McFarlane (pictured), a founding trustee of the fledgling organisation, has told professionals.

Speaking at a Westminster Education Forum event on Tuesday about the future of teaching, McFarlane said she hoped the organisation would be in a position to take over the regulation of teacher training providers from the government.

Responding to a question from a member of the audience on what the college could take responsibility for from the Department for Education, McFarlane said: “My personal view is that I would love to see the profession in a place where the criteria for entry is actually set by a professional body run by experts in that profession.”

Initial teacher training (ITT) standards and regulation is currently overseen by the National College for Teaching and Leadership (NCTL), a branch of the government’s education department.

The college is a planned voluntary professional organisation that received £5 million from the government last month after its crowdfunding campaign to raise £250,000 was abandoned after receiving just £20,000 during a four-month window.

McFarlane said it would be “madness” for the college to take over teacher training regulation imminently, but said “once it gets to the point where [the college] has proven its value to the profession and policymakers, then I think that would be time for that conversation”.

But Pam Tatlow, chief executive of MillionPlus, the association for modern

universities, said the comment was to “put the cart before the horse”.

“Teachers, schools universities and MPs will need some convincing that a college of teaching, which is a voluntary organisation and yet to prove its worth, would be the right body to do this any time soon or at all.”

McFarlane said that she did not think most teachers were “even aware” of the college at present, but it would be sustainable if it had between 5,000 and 10,000 members after its first three years.

Sam Twiselton, director of Sheffield Hallam’s institute of education, questioned the wisdom of gradual timescales. “I understand about it taking time, and I know other successful professional organisations, and those in other countries for teachers, have taken a long time to develop.

“But having said that, if you can convene a working group in a week then why can’t the College of Teaching do this quickly?”

Currently, ITT providers, in both university and school-led schemes, must be accredited by the NCTL. Providers must show that entrants to their courses meet specific criteria, such as having passed the professional skills test. Providers must also be rated at least good by Ofsted.



James Noble-Rogers, executive director of the Universities Council for the Education of Teachers, said it would be better for a professional body of teachers to have responsibility for “setting teaching standards, and for the accreditation and de-accreditation of teacher education providers”.

He added: “Government should take a step back and allow the profession to regulate itself. That is what happens in other parts of the UK and there is no reason why it should not happen here.”

Numbers for baseline tests begin to thin out

BILLY CAMDEN
@BILLYCAMDEN

Exclusive

The baseline assessment provider chosen by more than half of England’s primary schools last year is expecting its numbers to plummet following the government’s decision to abandon the tests as a progress measure.

Jan Dubiel, Early Excellence’s national development manager, told *Schools Week* that schools were still signing up to his company’s assessment, but he projected that “by the end of May we will be in the low thousands”. Last year the organisation signed up more than 12,000 primary schools.

The Department for Education (DfE) announced last month that the controversial tests will no longer be used to track school performance in official tables.

The decision came in the wake of a comparability study, first received by the department on January 6 but not published until last month, which showed the three approved assessments were not comparable. This confirmed a *Schools Week*’s investigation that also revealed the report was sitting in the department back in February.

Providers of the ditched tests said

they were always aware of the study, but claimed their approaches were never going to be comparable because the approved assessments were not designed to be similar.

The assessments, introduced last autumn, required teachers to test four and five-year-olds in their first weeks in the classroom so their progress could be measured throughout primary school.

Teachers criticised the tests as a distraction and several unions called on school leaders to withdraw while they were still optional.

Primary schools can continue using the tests, which will be funded by the DfE for another year, but there is little incentive now they will not be used to track progress.

Dubiel said Early Excellence’s assessment, a model that involves observations rather than formal tests, was “getting quite a broad response” considering schools did not have to use it now.

“We will wait and see how it goes,” he said.

“What we found last year was that it took a while for schools to start signing up and then as time got to the end, because there was a cut-off date, the numbers generated so that might happen again.”

Rob Coe, director of Durham University’s

Centre for Evaluation and Monitoring, another approved provider, said his company had also received a “good” response following the DfE announcement last month.

“We were a bit uncertain whether a lot of schools would want to pull out but it doesn’t look that way at the moment,” he said.

“I don’t know what the total numbers will be but it is more positive that I had perhaps worried about.

“It may not be part of accountability now but it is still part of wanting to track where children are at and how they are going.”

A spokesperson for the National Foundation for Educational Research, the third provider, said their recruitment numbers “remain confidential” but that there had been “continued interest” in its assessments although “it is early for schools to order”.

The jettisoning of the tests was just one in a number of troubles for primary testing this year.

The spelling, punctuation and grammar tests for all year 2 pupils were scrapped last month after material had been accidentally released months in advance, and answers to a key stage 2 English test, sat by pupils earlier this week, were also leaked online (see page 3).

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EDITOR'S COMMENT

@miss_mcinemey | laura.mcinemey@schoolsweek.co.uk

THE DAY MORGAN MADE LESS OF A U-TURN AND MORE OF A Z-TURN

Do you remember last Saturday? It was boiling hot and the world was sunny - not least because Nicky Morgan had announced on Friday afternoon she wouldn't be making all schools into academies after all.

Except, it wasn't that straightforward. (It never is).

At 6.30am on Saturday I therefore found myself explaining to listeners of BBC Radio 5 Live that this was less a u-turn, and more a "z-turn" in which Morgan had taken a step forward towards a whole-academy system, then a step back, but there was a crucial third step to which we now had to pay attention.

As our analysis lays bare on page 4, under the new plans two types of areas will have all their schools made into academies: those deemed under-performing, and those whose finances are so low they can't sustain a school improvement service.

The councils deemed under-performing will be blamed for their poor schools and told that academisation is all their own fault. The ones with low finances similarly so,

even though squeezed budgets are not their fault.

The z-turn plan is a clever one because it means Morgan gets to have her own way - an all-academy system - but instead of everyone pointing their pitchforks at her, she can point them at everyone else. "Not my fault your schools are hopeless," she will say. "Not my fault you can't manage your money responsibly."

One positive consequence is that the academy land grab might now quieten a touch. Last month, after Morgan announced her original plan, over 200 schools applied to "voluntarily" convert status. That's the highest number, by far, since 2011 - with the monthly average around 50.

Knowing the DfE's internal processes are not always tip-top (that's not conjecture, by the way, that's based on independent audits and a plethora of performance statistics), I presume the influx of applicants was tough to deal with. Due diligence and careful accounting is vital to avoid the sorts of problems we saw last time many schools converted in 2011. Both take

time and manpower, something lacking in the department and which wasn't adequately increased to take account of the sudden all-academy plan. The z-turn should slow that pace to something more manageable.

What's worse about the new situation, though, is that it raises the uncertainty level for the average classroom teacher. When everyone was expected to convert, heads could take their time, pick a sponsor, discuss with staff, develop things at their own pace. Under the new regime it will feel to teachers as if Morgan has a sniper roving over England looking for the next council she can take out - and if you're in that council, even if you're in an outstanding school, that's tough! You'll be taken out anyway.

This uncertainty

is leading to the sorts of behaviours more akin to political backroom deals than schools: heads promising their schools will go in with each other as long as everyone agrees to keep out a competitor school, over-generous financial offers to primaries with lovely intakes, a shunning of schools with buildings too expensive to maintain.

Among teachers it is also contributing to further concern about pay and conditions. As our story on page 8 shows, academy trusts are starting to look at their budgets and where they don't stack up across schools, redundancies are being made. It's not a folly to believe that if an academy trust takes over the place where you are working you could be caught in a similar situation. Even if you're not, the pay and conditions flexibility of academies mean wages are less protected than they were.

Still, at least the sun was shining last weekend. Even Nicky Morgan couldn't change that.



READERS' REPLY



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Tory shires rebel against plan for academies

 **Joanne Bartley, Kent**

Dear editor,

A commentator mentioned parents protesting against a Kent grammar school forming a multi-academy trust. But she failed to mention that the grammar school hopes to partner with a troubled secondary modern academy. Whatever anyone thinks about academies, the real need here is to bring about improvement at a school where just 17 per cent of children achieved five GCSEs. The loud anti-academy parents seem likely to win this battle, and their victory will not be cheered by any parent at the secondary modern. This school has no interest in white paper politics; it has an urgent need to find new leadership. The campaigners seem to have little concern that their actions will effect children's life chances, and some have arrogantly suggested their school and children deserve better than this partnership.

Gibb digs in on primary tests after day of protests

 **Jo, Brighton**

Everyone agrees children should be literate and numerate but being able to identify modal verbs and fronted adverbials is just not necessary. I wish people could see the actual test papers, then they would realise the absurdity of the task set for these children. It is much more to do with remembering terminology than anything else. Writers have editors to perfect their creative ideas. We are creating editors not writers.

Government u-turns on forced academisation plan

 **John Connor, Devon**

Why would a council be no longer financially viable to run schools? Because this government has starved councils of funding. So let's take their cash away and then penalise them for not being able to run schools. Orwellian.

Toby Young, free school chief executive

 **Bob Jones, Hertfordshire**

I recognise some difficult conflicts of interest and I hold no great love for Toby Young. He wants West London Free School to deliver "an academically rigorous curriculum ... open to all, regardless of income, ability or faith". There IS an element of public service in his initiative and he has followed through on his vision. Despite his shortcomings, I've far more respect for Toby

Young than the masses of politicians who talk about the benefits of state education and then shamefully enrol their own children at private schools.

 **Stephanie Garrett, Brighton**

To quote your profile: "One of the reasons why Young recently suggested a new college for schools leadership training, which Sir Michael Wilshaw has urged the government to find funds for, is that he now realises there is a dearth of people who can make 25 schools suddenly appear and run them effectively." Don't we have a college for schools leadership training? The Future Leaders Trust, which runs the "executive educators programme", promises to "develop the necessary skills to run develop and expand a multi-academy trust". It's reassuring to know that free schools now hope for leaders to have some applicable qualifications, but the qualities and experience described by Mr Young as being suitable for the role are alarming.

School dodges closure by converting to academy

 **Sarah Thurlby, address supplied**

Perhaps a supporter of government education policy can explain how this nonsense is in the best interests of young people and their families. It is difficult enough for parents facing changes to their children's schooling without having two government bodies pulling in opposite directions, undermining each other and creating chaos and confusion where there needs to be strategic joined-up decision-making. Without the powers to reshape educational provision across an area to respond to changing demographic need, local authorities have no realistic ability to meet their statutory duty to ensure sufficient school places. The government must urgently define local authority duties and powers to avoid this sort of clash of bureaucracies, particularly now that full academisation is on a much less definite timescale. At the very least, there must be protocols for how local authorities and regional schools commissioners must work together in children's best interests to avoid these regrettable and embarrassing power struggles that bring government into disrepute.

Mystery of the missing expert reports

 **Ben Ball, Birmingham**

We will never have a satisfactory education system while governments view it as a political weapon and academy trusts view it as a cash cow.

Toby Young, free school chief executive

REPLY OF THE WEEK

 **Cheryl Salmon, Bedfordshire**

Having done it myself (and helped others doing the same), running a school is extraordinarily challenging, stressful and complex but also invigorating and satisfying. You can (and should) change lives.

I have an understanding of what Toby Young thought he could do (it seems so easy – everyone who has been to school knows how it should be done) but it is refreshing to see him acknowledging that it is much tougher than he thought. Maybe that's why we have a headteacher recruitment crisis and his organisation got through three in as many years?



REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!

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THE INTERVIEW

BECKY FRANCIS

LAURA MCINERNEY

@MISS_MCINERNEY

Becky Francis, new director of the Institute of Education

When Becky Francis was announced as the new director of the UCL Institute of Education, the largest education research body in the UK, there was something of a collective cheer across the sector.

Her reputation for being calm and clear was sealed after her appearance a few years ago at what must rate as one of the weirdest ever education committee sessions.

It was December 2013 and the topic of the evidence session was notionally the underachievement of white working-class children. Unfortunately the MPs sitting on the committee couldn't agree on what "working class" meant. Some thought of it as income related, others occupational; David Ward, the Liberal Democrat MP, even claimed that class "is diet, it is social activity, it is politics, it is the dress". That's right, class based on dress.

Francis kept a straight face but even her calm veneer slipped when Professor Robert Plomin, an American scientist specialising in genetics, told the committee that within five years children would have their DNA sequence on a chip that teachers could scan to genetically identify likely under-performers before pushing extra resources their way.

Plomin held court for much of the session, and it was obvious Francis was chomping at the bit. When she eventually jumped in, she made a point so obvious it seemed amazing no one had ever connected it before with working-class underachievement: that parents' own school experiences affected how they communicated with their children about the importance of school.

It felt like a revelation and has stayed with me since, so I ask her more when we meet on a sweltering day in her small room in King's College, London, overlooking the Waterloo roundabout. Her appointment at the institute begins in July. Until then she remains in her post as professor of education and social justice at King's.

She explains: "Diane Wray and Helen Lucy did a very good piece of research back in the beginning of the noughties and late nineties that showed that working-class parents care deeply about their children's education, but many of them have had very poor experiences of education themselves."

She doesn't just mean that the parents got poor results, but says they often had "alienating experiences" in which school was something they felt they had to "get through and survive". Common examples: teachers telling pupils they aren't good enough, or making presumptions based on older siblings, leading the pupil to feel that they can't ever succeed.

Middle-class parents will tell a child who is struggling to keep pushing through, she says, and perhaps offer to buy resources. A parent whose experience of school was negative, however, might go the other way: "So instead they say 'don't worry, don't feel upset, we didn't do well at school either, you'll be fine'. The protection is borne of their own experience, but results in a very different experience for the child."

In response to being told their academic career is unimportant, Francis argues that children find other ways to develop their self-esteem, perhaps by becoming the funniest or naughtiest child in the class.

"What infuriates me is that we talk about those kids as though they've got no resilience, when actually their strategy for resilience is just out of kilter with high educational attainment."



There is a sense that the "we" could mean "the government" which has ploughed cash into "character education" and lauded "resilience" as a vital characteristic for reducing exam stress - though Francis is far too diplomatic to make such criticism outright.

Her own childhood was a mixture of working and middle class. She grew up in a village near Bath where she attended the local comprehensive, just doing well enough to stay on for A-levels. A feminist, left-winger, she was involved in student politics.

She is fascinated by the way that researchers and policymakers talk about working-class families, but rarely to them: "That causes a whole load of problems because middle-class people are constantly projecting their values, assumptions or ideas about what working-class people might be like, on to the actual working-class people."

In response, much of her research has involved talking to parents and pupils, leading to her suggestion to the 2013 committee that working-class parents be given vouchers for purchasing extracurricular activities for their children - not just to give a financial boost but to empower them to make active positive decisions for their children, rather than going into self-protection mode.

She also wonders why researchers don't look more

at the brands that sell to communities. "We know how great the commercial sector is at marketing to working-class communities - why on earth don't the government commission Asda or Lidl to find out what information working-class parents want from schools?"

Now, however, her attention is on setting. Despite children across England regularly being placed in classes based on their prior attainment, there is little clear evidence about its impact. Is it good or bad? For whom? And why?

Hence, using funds from the Education Endowment Foundation, she is part of a group running a large-scale randomised control trial, in which some schools will place pupils into classes by ability, while others will not.

Pupils in the schools involved must be set by ability, not behaviour (past research suggests working-class kids are often in lower sets because of their perceived attitudes rather than low ability), and schools must allow frequent movement between sets based on assessment data.

But some aspects she wanted to test have been a bridge too far. Almost no schools would allow the researchers to randomise which teachers are given each set - potentially showing an inbuilt bias for giving certain groupings to certain types of teacher.

Many schools were also unhappy about having to switch

“Why couldn’t Asda or Lidl find out what info working-class parents want from schools?”

children’s sets mid-year.

“I find it very ironic,” Francis says. “We are talking about attainment grouping, right? It’s meant to be based on attainment, right? Nevertheless the response has frequently been... but if we move some kids up, we can’t move too many, because the set will be too big. We say that of course they have to move some kids down: the ones that are not highly achieving. ‘But we can’t move kids down out of a set! What will the parents say?’ they ask. But they’re meant to be doing attainment grouping!”

Just back from a trip to Finland, Francis points out that schools there don’t set at all, for anything (it’s not allowed

under equalities law).

“People say all the time that there is a particular issue with maths, where you must set, so this was something I pressed the Finnish teachers on, asking ‘Is there anything around maths that is really difficult in mixed attainment classes?’ I kept asking, but they really didn’t know where I was coming from or what I was on about.”

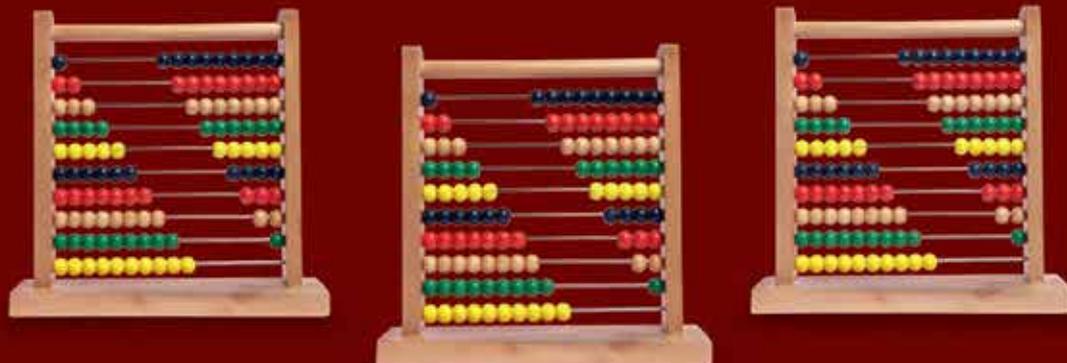
For her, the Finnish example is important because it shows the difference in a country where equality gaps are so much smaller than in Britain. It also reinforces her point that culture is vital to the concept of class and about more than money, even though both are important.

Given the tricky political situation for teacher training, she is likely to find herself more constrained once taking the role at the institute, and less able to speak outwardly about inequalities and government policy. But she seems excited about the role. It is a huge opportunity and safeguarding the institution as a major university training provider will be vital as the system moves towards more school-led provision.

But no doubt in the background these thoughts about class will still be burning away and, as she proved back in 2013, even amid the madness she can still present the clearest ideas.

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OPINION



LUCY POWELL

Shadow education secretary

The real challenge awaits for Cameron and Morgan

The government may have made a u-turn on forced academisation, says Lucy Powell, but its misguided fixation with school structures remains

David Cameron and Nicky Morgan have been forced into a humiliating climbdown. However they try to spin it, they have made a major concession by dropping their target to force all schools to become academies by 2022.

Everyone who was part of the alliance to oppose this self-evidently flawed idea – parents, headteachers, local government, Labour and some Conservative MPs and councillors – should be proud of the role that they played in forcing the government into “reverse gear”. The proposal would have significantly disrupted thousands of good and outstanding schools, without bringing about the lift in standards that education so badly needs. The Conservative leadership should now apologise for the chaos and headache it has caused for heads, who have been forced to turn their focus from gearing up pupils for upcoming exams and assessments, to whether they should jump into a multi-academy chain before they are pushed.

As the dust clears following the u-turn, however, it is clear that the government’s misguided fixation with school structures remains. Essentially, it is now committed to the end goal of “every school an academy”, without the legislation to achieve it. As a result, it will continue to spend time, money and energy on forcing or coaxing schools to change their legal status, at the expense of focusing on raising standards.

The sustained commitment to forcing good and outstanding schools to become academies against their wishes, in areas where there is underperformance in other schools, demonstrates that the government has again missed the point. In many of the areas singled out by Ofsted for poor standards, most secondary schools are already academies. The government still has not given any consideration as to how to drive up standards in those schools where academisation has not brought about any improvement. All the while, far too many children are being left to fall behind.

While Cameron and Morgan seem determined not to learn the lessons for why there was no support for this policy, their colossal failure to make the case has let

the genie out of the bottle. By putting the debate over forced academisation on the agenda, they have brought the issue to a whole new audience. And ever since they announced their policy seven weeks ago, they have singularly failed to articulate to this audience why an all-academy school system is needed.

Instead, the media is now rightly asking questions about the performance of those academy chains with poor or middling results. New research by PwC published last weekend reveals that only three of the biggest academy chains has a positive value-added rating, whilst just one of the 26 biggest primary sponsors achieves results above the national average. The government urgently needs to explain why there is such a disparity in standards between academy chains and their capacity to expand, and what it is going to do about it.

The genie is now out of the bottle

There is no evidence that forcing all schools to become academies will bring about the improvements we need. School budgets are currently facing the first real cuts for 20 years. Already the denigration of the teaching profession over the past six years and botched reforms to recruitment, have led to chronic shortages of teachers up and down the country. The Tories’ approach to planning for school places and removal of local input when opening and expanding schools, has resulted in the highest number of infants in class sizes for 15 years and a quarter of primary schools are now full or over capacity. Primary assessment is in chaos and new GCSE and A-level specifications are behind schedule.

To date, the obsession with school structures has allowed the focus in education policy to move away from tackling failure and the long tail of underachievement, setting our schools system back immeasurably. They should learn from their failure to push through this plan, and turn their attention to the big challenges facing education over the next five years.



CRAIG SMAILES

Head of business development for education at Kajima Partnerships, a property and project finance investment company

Be functional, not faddish, and keep it simple

New school buildings are a difficult brief: they must be flexible, functional, welcoming and poised for change. Educators can meet that challenge if they start with a checklist of do’s and don’ts, says Craig Smailes

Schools are, by their nature, subject to changing needs. Populations change, educational methods evolve and technology continues to alter the way in which education is delivered. Perhaps most pressingly, schools must accommodate the increasing demand for places.

The pressure is currently strongest in the primary sector, but this will inevitably feed through into secondary schools. London boroughs alone are facing a shortage of 118,000 primary and secondary school places up until 2016-17.

The challenge is now clear: developers and educators must create school spaces that are flexible, functional, welcoming and, above all, poised for change.

So how should the school leaders charged with creating a new school building go about designing one? Research in this area can sometimes seem complex, but there are some known issues and questions that should be approached from the outset. Do this, and the end product is likely to be much better.

1. Be functional, not faddish Keep it simple. Far from being boring, a standardised design can enhance the flexibility of space within a school, opening up possibilities for different configurations and settings. Although bespoke designs can be eye-catching – a theatrical staircase entering a central atrium – ultimately it can restrict the way in which valuable space is used. Design for learning environments should be functional, not faddish, so you should be wary of reflecting the tastes of individuals within the school.

2. Make it mobile The integration of technology in school buildings has evolved from isolated desktops, to networked desktops, and now to wireless devices, freeing schools from the need to hard-wire equipment. As mobile technology becomes a pervasive learning tool, designers should ensure that wi-fi is available in all areas. Furniture should be mobile, too. Long

gone are the days of static desks, nailed to the floor. New teaching methods require dynamic spaces that can be easily adapted on a day-to-day basis depending on the learning requirements. A “classroom” can be a theatre for one lesson or debating hall for the next.

3. Build in centrally controlled systems Well-managed environmental conditions such as temperature, humidity and light are critical to optimal learning. As such they should be managed as part of a centralised building management function. Not only does this create a sense of a cohesive school environment, facilitating pupil and teacher movement throughout the school without the need to “reacclimatise”, it can ultimately help to manage and reduce operational costs.

4. Raise a glass The orientation of a school should always be used as a starting point for a building’s redevelopment as this makes possible passive environmental control rather than relying on mechanical and electrical systems. As well as being a visually inspiring material, glass in school buildings can help to maximise natural daylight, creating a sense of openness and transparency, and bringing together the outdoor and indoor environments. Glass is also energy efficient; specially treated low-emissivity glass can reduce heat loss and enhance acoustic control.

5. The big question: to be or not to be, modular Off-site construction could provide the answer to easing the current pressure for school places. While many school estates are creaking at the seams, modular construction can provide a functional, flexible and cost-effective solution to ease that pressure and accommodate future demand.

6. Make it fit for life Once they have handed the school building over, developers can provide facilities management that will ensure that it remains well maintained and operational for years to come.

Ultimately you need a facility that is a joy to occupy and that enriches pupil learning while contributing to improving academic results and attendance levels.

With the government increasingly asking for evidence that initiatives have had "impact", Stuart Kime writes a step-by-step guide for creating those documents

Professor John Hattie's entreaty for teachers to "know thy impact" is a laudable and important one. But knowing is hard. How can a teacher or school leader know what impact their choices had on valued student outcomes?

For most people working in education – from teachers to policymakers – the impact on valued outcomes of the decisions and actions we take is, frankly, unknown. To make a statement about impact is to draw a causal relationship between an input and an output. But in only the minority of instances is any of us able to make this statement honestly.

That's why we created the Education Endowment Foundation's DIY Evaluation Guide, a free resource that enables you to find how the impact of any initiative can be measured.

For speed, here are the steps we take you through in the pack:

Step 1: Ask your question

There are three components to a good evaluation question: the choice (to be evaluated); the outcome (what will be measured); and context (the people whose outcomes will be measured). Even when we think there is no choice (for example, giving feedback is not optional), there



STUART KIME

Director of Evidencebased.education

How you can evaluate the impact of your decisions

often is a choice (there are multiple ways of giving feedback). Robust evaluation is therefore more plausible than often we first think. Thinking through these parts of the question, you would hopefully end up with something like this: "What impact does using comment-only marking have on students' reading comprehension over one year?"

Step 2: Decide what measure you will use

Good evaluation is dependent on good measurement. Having a reliable, valid assessment of the outcome you're interested in is crucial: like healthy eating, this really is a case of getting out what you put in. Generally, you won't need to add in extra tests; you can often use ones currently in use, but it's important to remember that the higher the quality of your assessment, the greater the likelihood that you'll generate

more reliable, useful findings from your evaluation. National assessments (past papers), standardised tests (from the likes of GL, Hodder, Pearson or CEM) or home-grown tests can all be used, though there are trade-offs with them all.

Step 3: Give a pre-test

The pre-test helps to ensure that you know where everyone is starting from in terms of the outcomes you're interested in. It's important to do this before you go on to step 4, as it helps to reduce bias in your results.

Step 4: Create a comparison group

You need to be able to compare what happens to those students who receive the intervention with students who don't. In reality, the only way that we can get close to drawing a causal link (and being able to say that X caused Y) is to randomly allocate students to either a treatment

group (they get the intervention) or a control group (business as usual). This is the point at which most people have a sharp intake of breath. Surely, I'm asked, it's unethical to give the intervention to some children and not to others? My answer? Well, the rationale for evaluation is that we don't know the impact of the intervention, so surely it's unethical to give it to everyone without evaluating its impact?

Step 5: Implement the intervention

With the students involved pre-tested and then randomised either to receive the intervention or not, it's time to deliver the thing you're evaluating. Importantly, though, you should keep a close eye on what is actually delivered and how, so that your conclusions are as accurate as possible.

Step 6: Give a post test

Giving a valid, reliable test that measures the outcome of interest is the next step. If the intervention has had an impact, this is the tool which should highlight that.

Step 7: Analyse

The final step! By looking at group averages for the two groups and doing an effect size calculation (the DIY Guide has an Excel sheet you can use for this), you get a measure of the impact the intervention has had.

educationendowmentfoundation.org.uk

Institute of Ideas

UNIVERSITY IN ONE DAY

A DAY OF LIBERAL ARTS AND PHILOSOPHY FOR 16 TO 19-YEAR-OLDS PRODUCED BY THE INSTITUTE OF IDEAS

The aim of this event is to open up the spirit of liberal humanist self-education to those on the cusp of university – whether in sixth form, FE college or on a gap year - to give them a taste of 'university as it should be'.

This year's theme is The Enlightenment, with lectures covering the philosophical, political and scientific legacy of the era and a panel debate with leading educationalists on the lessons of the Enlightenment for education today. Speakers include Professors AC Grayling, Michael Young and Alan Hudson, Dr Joanna Williams and Dr Vanessa Pupavac. This will be an inspiring event for pupils and teachers alike.



The Telegraph
FESTIVAL OF
EDUCATION
WELLINGTON COLLEGE

THURSDAY 23 JUNE | 10:00 - 17:30

THE TELEGRAPH FESTIVAL OF EDUCATION
WELLINGTON COLLEGE, BERKSHIRE

An event at the Telegraph Festival of Education 2016

For full details, including the programme and how to book places, visit: www.instituteofideas.com/u1d_2016

REVIEWS

TOP BLOGS
OF THE WEEK

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



Our blog reviewer of the week is Emma Mattinson-Hardy, former primary school teacher and union organiser @emmaannhardy

After a weekend of alleged u-turns that prove that you should always read the small print, and a week of teachers reporting on the continuing farce that are this year's SATs, it feels good to remember what and who matters in education. Have we reached the tipping point of what we will sacrifice for good results? Have our politicians ever been so out of touch with what the profession wants and needs?

When is a u-turn not a u-turn

@disidealist

The sounds of teachers' heads being banged repeatedly against the wall echoed across Twitter as it dawned upon teachers that the u-turn was only a mirage. "At a time when the DfE seems barely able to successfully navigate a revolving door, and both financial and recruitment crises are descending upon our schools, they are nevertheless willing to expend remarkable political capital to transfer all schools to private hands."

Dis Idealist ridicules the idea that the government has made a "u-turn" and instead presents the case for it being viewed as a tactical retreat. "In other words, the DfE will no longer force 20,000 schools to individually convert to academy status, but will instead force their conversions an LEA-sized block at a time."

S**t sandwiches – school leadership today (otherwise known as SLT)

@oldprimaryhead

Brian Walton reveals the desolation and despair he feels being on the receiving end of it all.

"There is little joy in the role of headteacher right now. I cannot remember a time in my career (20 years) where I have felt so disillusioned, so angry or so disappointed. I have never spent so much time on issues that are not directly about teaching and learning (but are so destructive to a school ethos and the hope that is central to

running a good school community). I have never felt so isolated (even when surrounded by so many good people)."

The fear factor

@JordyJax

Every Child Matters has never felt as distant as it has this week. A week ago I tweeted "if all schools are academies, what happens to the children no chain wants?"; immediately it prompted more than 57 retweets. This blog by Jordy Jax articulates that growing sense of unease as principles are stretched and different teachers, governors and politicians whisper their discomfort.

"Which children do we 'include' in this category? Children with autism, who have sensory issues and often lash out when they are 'overloaded'? Children with Down's syndrome who on occasion display challenging behaviour? Children with medical conditions such as ADHD who struggle with a chemical imbalance? Children with mental health issues? Children with severe attachment who have often been removed from their parents by social care? Children who have PTSD after witnessing domestic violence in the home? Children who are/have been sexually abused? The list goes on!! And guess what?? Children in most of these categories are sitting in our PRU! Permanently excluded! Headteachers are under pressure as never before to deliver 'results' and children with poor behaviour disrupt this process."

What price "progress"?

@emmabishton

As teachers vented their anger on Twitter and parents shared pictures of anxious children on Facebook, there was no escaping that this year's SATs felt more pressurised.

Here Bishton reports the impact on her child and whether there is a link between increased pressure on schools to get results and children's mental health. "It is tempting to accuse the government of caring only about exam results and not about the wellbeing of the pupils concerned – that is, to have no capacity or interest in assessing the impact of the processes used to achieve that goal on pupils' emotional and psychological health. But it could be more accident than design.

"Some schools have pupil wellbeing firmly on their agenda, provide support in-house and make such links as far as is possible given the constraints on services ... But other schools don't, because they are too fearful of failing to comply with the government requirement that test results go up ... Schools with results above the required level have a bit of breathing space. Schools with falling results – or even results which stay fairly constant – have no room whatsoever. And the consequence? Often, sadly, a relentless focus on tests and testing at the exclusion of creative arts, sporting activities – and crucially, support services for pupils who are struggling."

BOOK REVIEW

High Challenge, Low Threat: finding the balance

Author Mary Myatt

Publisher John Catt

ISBN-10 190971786X

ISBN-13 978-1909717862

Reviewer Iesha Small, assistant headteacher Kings Langley school, Hertfordshire



I was interested to read *High Challenge, Low Threat* as I have followed Mary Myatt for some time on social media and been impressed by her positive take on school leadership. Having started my own leadership journey in an environment of high threat and fear, and subsequently discovering how counterproductive it was, I'm always eager to help to improve conditions for staff so they can do the best for students.

The central premise here is that leaders who create environments where staff feel safe and able to take risks – the low threat of the title – will tap into intrinsic motivators and ultimately get great returns from employees. A key theme is the importance of building relationships and seeing staff as real people before what their jobs are. This may sound touchy-feely, but Myatt doesn't shy away from accountability. She just argues that it can be achieved in a humane way that, ultimately, staff will welcome if leaders make the conditions right. The following encapsulates Myatt's style and approach:

"In high functioning settings people want to be held accountable for their work, but they don't want to feel like a muppet. Nobody wants to be made to feel like a muppet."

The book is dripping with humanity and common sense, and nicely summarises the good practice (actual good, not Ofsted good) that Myatt has seen in many schools in different settings as an adviser and inspector. It combines her personal views about how to create a high-performing environment with anecdotes and observations. I found myself underlining at least three or four key points in most chapters.

If you regularly read general business books, you'll find some familiar concepts here. The theme of treating staff as humans first and professionals second references Stephen Covey's classic, *The 7 Habits of Highly Effective People*, while the chapters related to

motivation are reminiscent of Daniel Pink's *Drive*. I found myself nodding along to the chapters centred on doing fewer things better, where Myatt explores ideas from one of my favourite books, *Essentialism* by Greg McKeown.

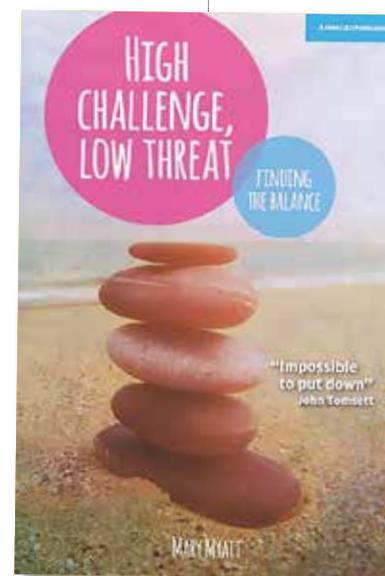
Don't misinterpret me, though; *High Challenge, Low Threat* is not derivative. Myatt takes these big ideas from the wider business world and applies them directly to an educational setting, giving them a relevant and specific take that school leaders of all levels can apply to their own situations.

As a senior leader, I found snippets in many chapters that made me think about current situations. For example, in "Doing the core business" Myatt speaks of the importance of school leaders walking in their employees' shoes, specifically teaching. I scrawled a note asking myself: "Should school leaders make a point to shadow or try every single role in the school over time?"

The chapter "What would happen if we didn't do this?" stood out for me. For somebody who loves to ask questions of myself and colleagues, it was good to have a chapter dedicated to exploring how leaders can give staff permission to think about what can be stripped away if it's not influencing the core business of teaching and learning. As Myatt writes: "Considering what would happen if an activity was abolished completely can lead to some interesting results." I immediately thought of a few things that

could go in my own setting, and I'm sure I won't be alone.

High Challenge, Low Threat has fewer than 150 pages and is very easy to read. The chapters are short, generally three or four pages – almost the length of a blog post – making them easy to digest if you are short of time. However, my only criticism is the book's organisation. Such a short book doesn't need 45 chapters. There are some key themes that could have been grouped together to make longer chapters with subheadings, allowing a more in-depth exploration and making it easier to navigate. That is, however, a small gripe. *High Challenge, Low Threat* is a welcome addition to my leadership book collection, and I know I shall return to the ideas in it repeatedly.



NEXT WEEK
Gender Diversity and Inclusion in Early Years Education
By Kath Tayler and Deborah Price
Reviewed by Gill Medhurst

What's your research about?

The factors that underpin young people's food and drink purchases in and around schools.

The study, which was funded by Food Standards Scotland, looked at seven state secondary schools in Scotland, where pupils were allowed to leave the grounds at lunchtime. The schools were in five local education authority areas with varying degrees of relative deprivation.

What did you find?

Our research showed that for young people, the environment in which they spend their lunchtime is important, and school cafeterias often do not meet their needs for a "dining experience".

It's not really about the food – it's also about how pleasant the place is and whether they can hang out with their friends. Young people are drawn towards food outlets in their school's neighbourhood that treat them as valued consumers.

Specifically, we found that more than three quarters of 13 to 15-year-olds bought food or drink outside school at least twice a week, and often favoured cheap, fast, less healthy options than were available in school. Two thirds of those studied purchased food and drink from the cafeteria either only once a week or never at all.

RESEARCH CORNER**Q&A****DR WENDY WILLS**

Professor of food and public health,
University of Hertfordshire

HOW CAN WE GET YOUNG PEOPLE EATING HEALTHY FOOD AT LUNCHTIME?**What specific steps could schools take?**

We really need to concentrate on the food and drink offered in schools, and the dining environment itself. Simply banning fast-food outlets near schools won't be enough to bring about change. School cafeterias need to provide a better dining experience, and that involves consulting with young people.

A lot of schools still haven't found the right way to ask young people how they want the dining areas developed. Some schools do it really well, and in those schools they have found ways of engaging young people.

When you get beyond the surface, they don't actually want McDonalds – they want a break from the curriculum part of the day and to spend some

time with their friends.

Often the dining rooms don't meet the needs of the young people who want to eat there. If they get kicked out the minute they've eaten, it doesn't help them want to stay in there.

School caterers can learn from retailers, to adjust their services to attract young people to school canteens in an attempt to encourage them to purchase healthier food and drink.

In our focus groups, they're all sitting there crunching apples and eating grapes, and I say to them, "Why don't you buy fruit at school?" and they say, "Because it's manky, horrible fruit, it's not nice fresh crunchy apples that aren't bruised." It's just little things. As adults, you wouldn't buy

fruit that wasn't very nice.

It's tough, though, as our findings show that teenagers are cynical when marketing "gimmicks" similar to those used on the high street are employed by schools.

One aspect of the retailer-pupil dynamic that may translate well would be for schools to build better relationships between teachers, catering staff and pupils so that young people are valued and listened to, as they are by retailers. Unlike the retailer-pupil relationship, however, such improvements in schools could be driven by a genuine desire to improve young people's health and well-being.

While structural changes and investment are perhaps inevitable, the findings also suggest that pupils themselves can be mobilised to push for change regarding the food and drink sold to them at school.

How can people find out more?

Our full report, *Food and drink purchasing by secondary school pupils: Beyond the school gate*, can be downloaded from the Food Standards Scotland website. We've also made a short film, *In or Out – A Slice of What we Eat*, to share the key findings of the research, which is on the University of Hertfordshire's YouTube channel.



A week in Westminster

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

FRIDAY:

As Week in Westminster began to look forward to a relaxing weekend in the sun, Nicky Morgan decided to blow our thoughts of parks, picnics and prosecco out of the water.

At 3pm, the education secretary said she would no longer force all schools to convert into academies.

Reporters were briefed this was not a u-turn. So, to differentiate between the long list of previous apparent u-turns over white paper policies, WiW has decided to call the latest concession a Z-turn.

Her new plans mean the government will now only intervene when local authorities are underperforming or don't have enough council-run schools left to be viable (see page 4).

Conveniently, she announced this just after the results of local elections had come in. Indeed, our sources tell us that the intention was to try to slip it out during the BBC's election coverage but she never got a chance and was instead forced to try to do it quietly the next day.

Our investigation shows that most councils that could be affected are run by... Labour! Quelle surprise!

SATURDAY:

Amid the coverage of the u-turn and elections, the *Schools Week* profile of free school founder Toby Young prompted a flurry of national press coverage – mainly to do with Young's new-found redemption over his previous boisterous claims about the state of the country's state schools.

Things spiralled to the point that he was even asked on Channel 4 news if the reason for Morgan's reversal was his stepdown as chief executive of his west London school.

On Saturday evening, he struck back in a blog, accusing the papers of twisting his comments. Its title: "Yesterday was one of the worst days of my life".

Worst day? Really? Seems a tad dramatic to WiW...

MONDAY:

After Morgan's Friday fun, today she was in parliament to explain the non u-turn.

She said her change of heart was because she no longer needed blanket powers after applications from schools choosing to convert were at a "record high"; 227 in March alone.

She didn't, however, point out that this influx may have been brought on by a sudden, and dramatic, policy announcement that all schools better hurry up and convert or face being forced into it (which she has now most definitely not reneged on).

TUESDAY:

Another day, another education minister in the Commons trying to explain the latest shenanigans (see cartoon).

This time it was Nick Gibb, the schools minister, ushered in to talk about the latest SATs fiasco after the day's key stage 2 English test was uploaded early on to its secure website for markers (see page 3).

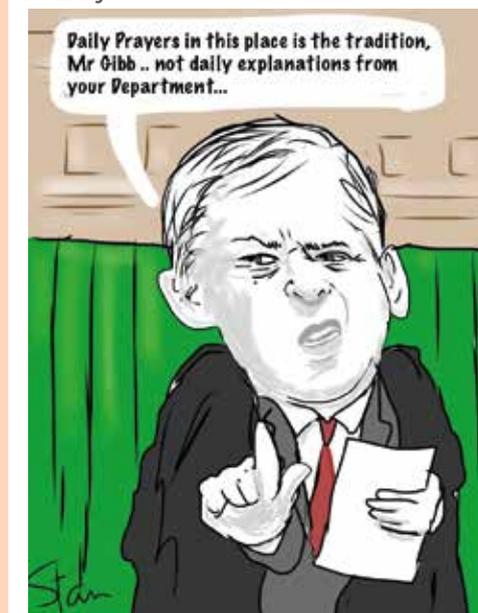
It turned out about 93 markers saw the test – not enough for the DfE to cancel the tests (unlike last month's leak for a key stage 1 SPAG test) and Pearson, the exam board, duly apologised.

But Gibb was not happy. He said there was a "rogue marker" who leaked the exam

paper to the *Guardian* (who he thanked in parliament for not publishing its contents).

He's now ordered an investigation to find the culprit.

In the meantime, the obligatory spoof Twitter account has been created for this "rogue marker". A *Schools Week* mug to anyone who can reveal his or her true identity.



CHECK OUT @SCHOOLSWEET FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Josh Cave prepares to scale the 418ft Northampton Lift Tower



Rushden pupils reach new heights

A group of Rushden Academy students in Northamptonshire recently scaled the tallest permanent abseil tower in the world in memory of a fellow pupil's uncle and for charity.

The five year 11 adrenaline junkies tackled the 418ft Northampton Lift Tower last month and raised more than £5,000 for Cancer Research and Melanoma UK in memory of Lee Cave, the uncle of student Josh Cave.

Josh says: "My uncle was a truly inspirational man who always brought out the

best in people without them even realising."

Josh was joined by Sam Burke, James Dunn, Gaby Steele and Ethan Trafford who pushed themselves over the edge, literally, at the event organised by the National Abseil Team.

Jay Davenport, Rushden's principal, says: "We are extremely proud of our students, led by Josh, who took on this amazing challenge – and especially James who overcame his fear of heights to take part. Congratulations to them all."

Dr Ranj goes live into schools

Paediatrician and TV doctor, Dr Ranj Singh, will deliver a live first-aid lesson next month to teach lifesaving skills to schoolchildren around the country.

The Big First Aid Lesson Live, which was presented by Claudia Winkleman last year, will deliver two lessons – one for primary and one for secondary schools.

It will cover topics including choking, chest pains, seizures and insect bites. Dr Ranj (pictured) will also give live demos and allow students to ask him questions about first-aid techniques.

Dr Ranj, who is presenting the lesson on behalf of St John Ambulance, says: "As a doctor, I know only too well how important first-aid can be in an emergency. Being able to immediately help someone – a family member, school mate, a neighbour, or even a stranger – can be lifesaving. But you don't have to be a medic like me to learn or use it."

The free lesson, for pupils aged between 7 and 16, will take place on June 17.

Schools can sign up by visiting www.sja.org.uk/bigfirstaidlesson



Team keeps control to take top prize

FEATURED

A team of young engineers from the Royal Grammar School, Worcester, will now compete in a world final after they scooped the top prize of a national STEM (science, technology, engineering and maths) competition.

In the final of the Land Rover 4x4 in Schools Technology Challenge, Team Ascent, a team of 16-year-olds from Royal Grammar, competed against 25 other teams from across the UK.

The challenge involved designing and building a radio-controlled 4-wheel drive vehicle that could negotiate a test track designed to emulate real life and what a full-scale 4x4 could do.

Team Ascent narrowly beat 2FAST from Richard Hale school, Hertford, and third-placed Sector, from Clyst Vale community college in Exeter.

It was the first time in the competition for the new champions, Jack Beet, George Mann, Faiz Ibrar, Edward Lawson, Harry Smith and Alec Berry.

Alec, team manager and electronics engineer, says: "We've been working on our vehicle since last October, but we'd never done it before, so we really didn't expect to win. We think we impressed the judges with our engineering, as our car had a unique double-wishbone suspension system."

"The biggest challenge was keeping to a time plan and making sure we had made everything in time. We learned so much,

especially with CAD/CAM software and electronics. The challenge has been a really good experience and we definitely all want to be engineers, some of us in automotive engineering and others in aerospace."

Team Ascent will now compete in Coventry against teams from 15 countries in the Land Rover 4x4 in Schools world final in July.

Alec says the team needs to do "a bit of work" on their care for the world final. "It's quite heavy and it's on the limits for the dimensions, so we'll try to cut it down as it was quite tight for the track test. But we're looking forward to taking it to the next level."

During the national final, Team Ascent also took honours in the best rookie team award and the best engineered vehicle award.

As well as competing in the world final, one member of the team will be awarded an Arkwright scholarship, sponsored by Land Rover, to support their A-level



Team Ascent celebrate their victory



Finalists of the Land Rover 4X4 in Schools Technology Challenge

studies.

A £1,000 scholarship to attend Harper Adams University in Shropshire is also on offer to one member from the winning team.

The recipients will be chosen closer to university choice time.



Denbigh pupils share their computer knowledge with a member of a local over-60s group

OVER-60S GO BACK TO SCHOOL

Computer whizzes from a school in Milton Keynes shared their skills last week when a local over-60s group attended a technology drop-in session.

Working in small groups, the guests received a masterclass on how to use and get the most out of their laptops, tablets and smartphones from year 9 computing and business students at Denbigh school.

Dave Hall, the over-60s club organiser, says: "The group all said they had learned from the experience and not only about IT. It was great to turn things on their head and have the youngsters teaching the 'oldies'."

Simon Goodall, Denbigh's assistant headteacher, says: "The drop-in proved to be a great success, not only with members of the over-60s group, who will now be able to make better use of their devices, but with our talented students who have a great deal of technical knowhow and skills to offer the local community."

MOVERS & SHAKERS

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

Richard Gill, the current headteacher of the Arthur Terry secondary school, Birmingham, will step up to chief executive of the Arthur Terry Learning Partnership from September.

He will run the multi-academy trust's seven schools in Birmingham and north Warwickshire, taking over from interim chief executive Sally Taylor.

Gill says one of his main priorities is to address the impacts of the recent education white paper and increasing academisation, which, he says, give people in his position a "real opportunity to be the architects of our own destiny in securing the best possible education for our young people".

Although schools will no longer be compelled to convert, new powers will trigger conversion of all schools in an area if a council is underperforming or if it is no longer financially viable for it to run schools.

Gill says that he predicts his trust will grow in the coming years.

"In the present climate growth is inevitable. But I do think there is a difference between growth and empire building, and I am certainly of the former, not the latter."

Gill, who first joined Arthur Terry in 2010 as deputy head, is the newly elected Teaching Schools Council member for the West Midlands, and was made a national leader of



Richard Gill



Katie Scarnell



Dr Hilary Macaulay

education by Nicky Morgan last year.

Before he started teaching, he was a freelance musician following his degree in the subject at Huddersfield.

Katie Scarnell will take over as principal of Greensward academy, Essex, when Debbie Stokes retires in the summer.

At present she is deputy headteacher of All Saints Catholic school in Dagenham, where she has worked for 15 years.

The daughter and granddaughter of primary school heads, Scarnell says she felt "destined to become a leader in education".

Between now and taking charge of Greensward, she will spend time in the school to get to know colleagues and students.

"I want to meet as many staff as I can before September so I can learn and pick up on everything I need to do. I want to meet students and parents, too, so I can hit the ground running. For the meantime, it's about managing the transition before making a plan or any changes."

Scarnell studied social and political sciences and her PGCE at the University of Cambridge.

Dr Hilary Macaulay has been appointed executive principal of the new Merchants' Academy Trust. It has two schools: Merchants' Academy in Bristol, and nearby Venturers' Academy, due to open in September, for children with autism from age 4 to 16.

Macaulay, previously principal of Harris City Academy Crystal Palace, south London, had a brief spell in the army before becoming a teacher.

She has also worked as a consultant for SSAT, the schools network, mentoring newly-appointed academy principals, and for the Department for Education as a seconded executive principal.

Macaulay says she has a specific interest in curriculum design and creating high performing teams.

"As Merchants' Academy Trust grows in size and reputation, I plan to work closely with staff . . . to ensure that every student and member of staff achieves more than they ever thought possible."

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

SSAT ACHIEVEMENT SHOW 2016

23 JUNE • EMIRATES STADIUM, LONDON

Join the largest teacher-led event, showcasing the very best practice from secondary schools across the country

Whether a senior leader, head of department or classroom teacher, you will have the unique opportunity to hear from over 100 outstanding practitioners and inspirational leaders with both practical and innovative ideas you can take back to your classroom.

Build your own agenda – with 10 learning zones covering **school leadership, teaching and learning, subjects** and much more, you can plan a day that will provide inspiration and practical support.

Who should attend?

Headteachers, senior leaders, department heads, classroom teachers and advanced skills teachers.

PARMITER'S SCHOOL

founded 1681

Co-educational Academy

Roll: 1360, 370 in academic Sixth Form



TEACHER OF SCIENCE

Full time

Salary: Main Pay Scale (or UPS) plus London Fringe Allowance

Closing Date: Tuesday 17 May.

Required for September 2016, a well-qualified, enthusiastic teacher of Science. The Science department comprises an innovative and highly successful specialist team and public examination results are outstanding.

The successful candidate will be able to teach all of the science disciplines (Biology, Chemistry and Physics) at KS3. Ability to teach one of the sciences at A level would be preferable.

TEACHER OF MATHEMATICS

Part time (0.5 or 0.6fte preferred)

Salary: MPS/UPS plus London Fringe Allowance

Closing Date: Monday 23 May, but early applications would be welcome.

Required for September 2016, to join an experienced and extremely successful team in this popular school. This post offers an excellent opportunity for an ambitious, well qualified teacher committed to achieving high standards. Ability to teach A Level Mathematics and Further Mathematics would be an advantage.

Examination results in Mathematics are outstanding: 93% A*-C at GCSE and 74% A*/A at A Level in 2015. Of the 22 Further Mathematics students, 13 gained an A* grade. Currently there are 55 students studying Further Mathematics and 164 studying A Level Mathematics in Years 12 and 13.

Parmiter's is an exceptional school in which to teach, with highly positive and supportive relationships between the staff and students. Academic achievements are very high and extra-curricular activities are varied and exciting. Our last Ofsted inspection found Parmiter's to be "an outstanding school with an outstanding Sixth Form".

Applications are equally welcome from experienced and newly qualified teachers. NQTs are offered the option of a 1st July start date and we have an active NQT programme to support and develop new teachers.

Application forms, available from the school website, should be returned with a covering letter to the Headmaster, Mr N Daymond, Parmiter's School, High Elms Lane, Garston, Nr Watford, Herts WD25 0UU or by email to the address below.

Telephone: 01923 671424

Email: admin@parmiters.herts.sch.uk

Website: www.parmiters.herts.sch.uk

Parmiter's School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.



Salary: MPS

Full Time

Closing Date: Thursday 19th May 2016 3:00pm

Interview Date: Thursday 26th May 2016

Are you looking for a supportive environment to begin or develop your teaching career?

We have two posts available to start in September 2016: One teacher will be based at Coppice in KS2, and one at Roundthorn in KS1. The two schools work closely together, sharing a senior leadership team and governing body committee and we therefore expect that staff will be willing to work in either academy as required, to suit the needs of the children and the academies. We welcome applications from NQTs and more experienced teachers.

The successful candidate will have a clear vision of what constitutes excellent provision within a Primary School setting and will be committed to achieving the highest standards.

The majority of our children have English as an additional language.

WE ARE LOOKING FOR SOMEONE WHO:

- Has recent experience of teaching within a primary setting
- Can demonstrate excellent knowledge of the primary curriculum as appropriate
- Has a passion for working with children and is kind, caring and flexible
- Has high expectations and demonstrates a commitment to raising standards and achieving the best for all children academically and personally

IN RETURN WE CAN OFFER:

- A caring, warm and friendly academy set-up
- Happy, well-behaved children who have a love of learning
- Supportive and enthusiastic Governors, staff and parents
- A commitment to on-going professional development whatever your career stage

If you are interested in applying and would like to visit, or have an informal chat, please call and ask for an appointment with Mr. Taylor regarding the teaching vacancies. (0161 770 3543).
Please specify on your application which post you are interested in.

Please visit our websites at www.coppiceprimaryacademy.co.uk and www.roundthornprimaryacademy.co.uk for further information about the academies.

Coppice and Roundthorn Primary Academies, as part of the Focus Trust, are committed to safeguarding and promoting the well-being of children and expect all staff and volunteers to share this commitment. If you are offered a post you will be required to provide references and undertake an enhanced Disclosed Barring Service check before the post is confirmed.



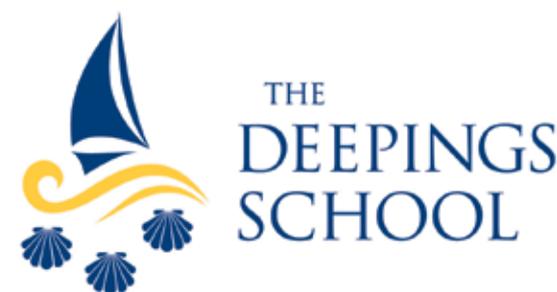
Application forms can be returned either by post or by email for the attention of the Business Manager Mrs. K Smith, to:

Roundthorn Primary Academy
Roundthorn Road
Oldham
Greater Manchester
OL4 5LN
Roundthorn@focus-trust.co.uk

Coppice Primary Academy
Kennedy Street
Oldham
OL8 1BD
coppice@focus-trust.co.uk

HEADTEACHER AT THE DEEPINGS SCHOOL

CLOSING DATE: 20TH MAY, 2016
 REQUIRED FROM SEPTEMBER 2016 OR JANUARY 2017
 COMPETITIVE SALARY
 LOCATION: DEEPING ST JAMES, PETERBOROUGH
 CONTRACT TYPE: FULL TIME
 CONTRACT TERM: PERMANENT



This is a brilliant opportunity to lead an established 11-18 co-educational academy of 1600 students, and be part of an ambitious, collaborative multi-academy trust.

CfBT Schools Trust (CST) is a family of schools sponsored by Education Development Trust, a not-for-profit international education company committed to transforming lives by improving education around the world.

We are looking to appoint a Headteacher with a proven track record at either Deputy Head or Headteacher level. The post holder will deliver inspirational and motivational leadership across the academy to raise aspirations and drive performance as it enters the next phase of its journey to consolidate standards.

WE WOULD LIKE FROM YOU:

- substantial leadership experience and a track record of improvement and impact
- the determination and confidence to strive for and achieve great outcomes for CST
- the interpersonal skills to bring out the best in students and all stakeholders
- a real understanding of what effective teaching and learning look like.

WE CAN OFFER YOU:

- competitive salary based on experience
- the opportunity to lead highly committed staff and fantastic students in a state-of-the-art environment
- a strong commitment to your training and development
- support and challenge from a Regional Director and family of Trust schools
- the chance to benefit from being part of a multi-academy trust.

To discover more about this exciting opportunity, and for an information pack, please email pwoods@cfbt.com

Interested candidates are encouraged to arrange an informal conversation with CST Chief Executive Chris Tweedale to find out more about the post.

To arrange a conversation, please contact Perri Woods on 0118 902 1158, or via the email address above.

CfBT Schools Trust is committed to safeguarding and promoting the welfare of children. All applicants must undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.



**CROSSHALL INFANT SCHOOL
 ACADEMY TRUST**
 Tel: 01480 475980
www.crosshallinfant.co.uk

Key Stage 1 Class Teacher

We are looking to appoint an excellent, enthusiastic and committed teacher, with high expectations, who wants to become part of an excellent, hardworking and friendly team, in an outstanding school.

The vacancy has arisen in our Key Stage 1 unit and is for September 2016. The post is a full time permanent contract and open to experienced and newly qualified teachers.

The closing date is **8.30am on Friday 11th March, 2016**
 Interviews to be held on **Thursday 17th March, 2016**

Visits to the school are encouraged.

**Application packs are available from the school:
 01480 475980 or djames@crosshallinfant.co.uk**

The Governors of Crosshall Infant School Academy Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

The post is subject to enhanced DBS clearance.

JOBS



Teacher of Mathematics at LeAF Studio

We are seeking to appoint a teacher of Mathematics at LeAF Studio, part of our Multi-Academy Federation based in North Bournemouth. The LeAF Multi-Academy Trust includes Oak Academy, LeAF Studio and Elm Academy. A shared campus with common aims, creating a joint vision for achievement and attainment.

If you are forward thinking, creative, open to new ideas and dynamic then you could be the teacher to join our highly successful team.

You should have a record of high quality teaching plus the ability to motivate and inspire students. A commitment to raising attainment and achievement is essential, as are excellent ICT capabilities and a strong commitment to teaching and learning. You should be able to teach to at least GCSE, preferably to A Level. The possibility of a TLR will be dependent on experience.

Safeguarding and protecting our children and young people from harm is central to the Federation's ethos. We want to make sure that children and young people feel safe and secure. This post is subject to an enhanced DBS check.

Informal visits are encouraged, please contact Nadine Lapskas: NLapskas@leaf.bournemouth.sch.uk – Principal. For further information.

For full details and how to apply see our website www.leaf.bournemouth.sch.uk

Closing date is 12pm 18th May 2016

studioschool.leaf.bournemouth.sch.uk

SENIOR THERAPISTS 0.8 f.t.e - Over 40 working weeks

Location: London and Cambridgeshire (6 roles in total)

SALARY: Band7 - Scale 26 - 30: £31,383 - £36,250 p.a. Depending on experience.

(pro rata) - London weighting 4,158 Applies only for London candidates.



TBAP Trust Benefits package includes:

- Benenden Health Care Membership
- Interest Free Season Ticket Loan Scheme
- Employers - Childcare Vouchers Scheme

Required: September 2016 or (Summer term start preferable if possible)

Do you have what it takes to be a therapist at TBAP Multi Academy Trust, and be a part of the highest performing AP academy chain in the country led by Seamus Oates, an Executive Head Teacher of national standing?

TBAP Multi-Academy Trust includes The Bridge and Courtyard AP Academies, which have both been judged 'outstanding' in all areas by Ofsted. We deliver excellent Alternative Provision Education across four London Boroughs and in Cambridgeshire, as well as via our innovative educational Residence in Crawley and a new 16-19 Academic AP Academy in Fulham. Through our Teaching School Alliance we are also able to deliver exciting CPD and research programs at all levels.

We are excited to advertise a range of Band 7 therapy roles situated in our AP academies across London and Cambridgeshire. You will be qualified to masters level or equivalent in your

discipline and have substantial experience of engaging challenging young people with complex social, emotional, behavioral and mental health needs in 1:1 and group therapy. You will be able to plan, co-ordinate and deliver innovative goal orientated interventions from assessment through to discharge and will have worked previously in a school environment. You will be aware of current government agendas around Young People's Mental Health and have some experience of leadership. Ideally you will have previously supervised trainees on placement and more junior staff. Excellent communication skills are essential. Working closely with the Therapy Lead and school staff you will help to develop and embed therapy within the provision both through delivery of clinical sessions, staff consultation and training and through contributing to the evaluation of the service.

We are keen to interview candidates who are resilient, show initiative and believe they have the potential to deliver outstanding outcomes. If you think this is you please contact us.

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

Closing date: to be confirmed

Interview date: week commencing 23rd May 2016



The Connect 2 Colour Art Competition 2016

COMMUNICATION • HARMONY • ACHIEVEMENT • TEAMWORK • SELF-ESTEEM

Connect 2 Colour, in partnership with The Telegraph Festival of Education 2016, are bringing together schools and students to celebrate the power of **'Connectivity and Collaboration'** which is at the heart of this inspirational 2 day event.

The Connect 2 Colour Arts Competition 2016 aims to spotlight schools and their students' creativity by challenging them to explore the concept of **'Connectivity and Collaboration'** through 2D artwork, photography or a piece of creative writing. This easily adaptable theme is open to all pupils individually or in groups aged 7-18, attending full-time education in the United Kingdom.

The winning school in each age category will receive £250 prize money sponsored by Connect 2 Colour
8 finalists in each category will receive complementary festival tickets for 2 adult and 6 students per school for Friday 24th June.
The finalists' work will be displayed for the duration of the festival in the V&A Café Gallery at Wellington College

To enter your work, please email your creative writing or submit up to 4 photographs of your art work, with the following details: name(s) of students, age category, school, title of work, accompanied by a name and contact email for the supervising member of staff to fest16@connect2colour.com

The finalists will be notified by Tuesday 7th June 2016. Judging will take place at The Telegraph Festival of Education on Friday 24th June.
For more details and further guidelines visit connect2colour.com | Closing date for all entries is 17:30 on Friday 3rd June 2016

www.connect2colour.com Telephone: 03301 241824
 Facebook: Connect2Colour Twitter: @Connect2Colour



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

Spot the difference to WIN a Schools Week mug



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

Difficulty: **EASY**

Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

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

Difficulty: **MEDIUM**



What's the caption? tweet a caption @schoolsweek



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