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FRIDAY, JULY 1, 2016 | EDITION 73

THE WEEK AFTER THE REFERENDUM

- Two shadow education secretaries resign
- Morgan waylaid by leadership campaign
- The new white paper is a 'goner'
- A time of 'unfathomable uncertainty'



EDITION 73

SCHOOLS WEEK TEAM

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NEWS: BREXIT

The white paper is a 'goner', says policy expert

JOHN DICKENS
@JOHNDICKENSSW

Major reforms such as forced academisation face being kiboshed in the wake of Brexit, Whitehall experts have told *Schools Week*.

Policies unveiled in the government's latest education white paper, published just three months ago, could be sidelined until a new government forms, and could even be dropped, they say.

Those policies include plans to force schools in poor performing or unviable councils to convert into academies, new performance tables for academy trusts and a reform of alternative provision.

An education bill outlining the new legislation is yet to be laid before parliament. Whitehall insiders say its future hinges on the desire of a new education secretary or prime minister to push through the changes.

Schools Week also understands the post-Brexit limbo could push back the implementation of the long-awaited national funding formula by at least a year, to 2018.

The fall-out could also impact on the operational capacity of the department, with fears that experienced civil servants will be moved over to head the government's new Brexit ministry.

It comes just months after Chris Wormald, the department's long-standing permanent secretary, left to join the Department of Health. His successor, Jonathan Slater, has been in post just eight weeks.

The uncertainty now means many schools will be in limbo, especially those facing uncertainty over whether they will have to convert into academies.

Jonathan Simons, head of education at think tank Policy Exchange (pictured), said: "The white paper, as a whole, and the proposed bill, as a whole, is a goner."

"It might be resurrected in a different form. But Educational Excellence

Everywhere is Nicky Morgan's phrase."

He said "in all likelihood" there would be a new education secretary in September who would want to "put their own stamp on the department".

"They will have their own priorities and need time to think, 'is this [bill] what we really need?'"

He said he expected an education bill to be included in the next Queen's Speech, which could follow a possible general election next year.

"The bill may contain large chunks of existing proposals – the policy challenges are still the same – but with a different spin."

Robert Hill, a former government education policy adviser, said he did not think the white paper was "history", but added: "But nor will the agenda proceed as planned – and it wasn't anyway."

He understood the bill would not have been ready until autumn, but said it might get delayed if there were a new secretary of state when a new prime minister was announced.

"Powers they [the government] need for mass academisation could also be delayed."

John Fowler, an education policy consultant, said there was "no plan. It will completely slow down the government legislation machine."

"Lawyers are going to have to be taken off this project to work on Brexit. They can buy in from the private sector – at vast cost, but they will have to."

"It will just bung up the whole legislative decision-making process. I've never seen anything like it in my life."

Hill added that many schools resisting academisation would use the delay to "hold out in hope that an election may change things".

But he said the "drift" towards multi-

academy trusts would continue in many areas.

All three experts agreed that the implementation of the national funding formula, aimed at ending historical inequalities, would be pushed back until 2018.

The government is yet to launch a second consultation on its plans, which would contain much more detail about which schools would lose or gain extra funding.

"At the minute, they would have to do a lot in the next two weeks [so it is ready to go by 2017]," said Simons.

"There just isn't the political will. The minute it [the formula] comes out, every MP whose schools are proposed to lose money will want to meet Morgan."

But he said it was a Conservative manifesto commitment that was politically advantageous to pursue.

Hill said the "lack of political leadership" might now also mean the department "takes its eye off" other issues schools faced, including primary assessment problems, initial teacher training reforms and teacher recruitment.

The Department for Education was recently criticised by both the National Audit Office and Public Accounts Committee for having a lack of "leadership or urgency" and "no plan" to deal with recruitment.

But a government source said it was "business as usual. We are getting on with our manifesto that was agreed, and we were elected on, last year."

"Whoever is prime minister, we still have a vision and a job to do with implementing what was in our manifesto."

Leadership campaign will distract ministers

JOHN DICKENS
@JOHNDICKENSSW

Ministers' ability to run the Department for Education effectively during the Conservative leadership campaign has been questioned, with the rise in academies making the secretary of state directly responsible for about 4,500 schools.

As *Schools Week* went to press, Nicky Morgan confirmed she was canvassing for support in a bid to run for leader of the Conservatives.

On Wednesday, Nick Gibb, schools minister, announced that he would join Michael Gove, the former education secretary, to back Boris Johnson to be the next leader.

With the political jostling now seemingly a main

priority, Russell Hobby, general secretary of the National Association of Head Teachers, said their campaigning could distract them from the day job of running the department.

"They [school leaders] will be worried that time, energy and attention will focus on the

EU at a time when the education system needs attention. The government will be distracted from dealing with the chaotic assessment system, the unfair funding arrangements and the crisis we are seeing in recruitment."

Academy trusts are legally required to seek approval from the education secretary before

making any significant changes to an academy or free school.

While most of these decisions are delegated to regional schools commissioners (RSCs), Morgan still has the final say for decisions that "set a policy precedent or are not fully funded".

She still has to sign off approval for new free schools, as well as deferring or cancelling approved projects. She also has to sign off certain admission changes.

Jonathan Simons, head of education at think tank Policy Exchange, said: "When magnified over several thousand schools, it's definitely a risk – but only if something goes wrong."

But he added that parliament was only sitting for another three weeks and the department "slows down" during the summer anyway, meaning there might not be a huge impact.



Turbulence shakes out Labour's education team

FREDDIE WHITTAKER
@FCDWHITTAKER

The Labour party's education team has become a shadow of its former self after resignations sparked by the EU referendum vote and concerns over Jeremy Corbyn's leadership.

Pat Glass, MP for North West Durham and a former council education officer, was appointed shadow education secretary on Monday morning following the resignation of Lucy Powell, who had held the post since September 2015.

Within 31 hours Glass announced her intention to stand down as an MP at the next election, and on Wednesday afternoon – just 50 hours after her initial appointment – she resigned the post.

Powell began the domino tumble as one of the 11 shadow cabinet members who stepped down on Sunday, calling for stronger leadership of the party in the wake of last week's referendum.

More of the team fell by the end of Monday. Jess Phillips, who served as private secretary to the education team, resigned shortly after 11am. Her tweeted resignation letter accused Corbyn of making recent events about himself and not voters.

Jenny Chapman, shadow early years and childcare minister since January, also stood down at 11.30am.

Nic Dakin, shadow schools minister, and Sharon Hodgson, shadow children's minister, were gone before midnight.

The departures have left an education team of two. It is not known if Gordon

Lucy Powell



Jess Phillips



Pat Glass



Nic Dakin



PA IMAGES

Marsden, shadow skills minister, and Mike Watson, the party's education spokesperson in the Lords, will stay in post.

Glass's appointment was initially widely welcomed, with her experience as an adviser to both government and councils on special educational needs and other education matters seen as positive.

However, as a high-profile Remain

campaigner, Glass was told to stay away from the count in her constituency after she received death threats, which she said she took more seriously in the wake of the death of her colleague Jo Cox.

In a message shared on Twitter, Glass said "it is with a heavy heart that I have today resigned as shadow SoS education. My dream job but the situation is untenable," echoing

the words of Powell three days earlier.

Speaking of her appointment Russell Hobby, general secretary of the National Association of Head Teachers, said he was concerned for Labour's long-term vision on education in the face such turbulence.

"But that is not a problem limited to education, or to Labour for that matter," he added.

Labour's front bench looks a little wobbly

FREDDIE WHITTAKER
@FCDWHITTAKER

Labour's infighting and vacant front bench leave it in a weak position to scrutinise government education policies, say some observers, including Nicky Morgan.

As Schools Week went to press the position of shadow education secretary remained unfilled after the resignation of Pat Glass.

If a candidate can be found, the new minister could face a lonely Monday without junior shadow ministers in tow as he or she takes on their first parliamentary education question session.

Should the position remain vacant only Gordon Marsden, the shadow skills minister, will be in attendance.

At a time of uncertainty over government reforms, including changes to GCSEs and the increased emphasis on academy conversions, the turmoil within Labour has sparked fresh fears over whether the opposition can hold the education secretary and her colleagues to account.

Shortly after Glass's resignation, Morgan wrote on Twitter that she was "looking forward to the third shadow [secretary of state] for education to take up post this week – otherwise I'll be asking questions to

myself on Monday."

Labour leader Jeremy Corbyn is struggling to fill vacancies as he seeks to fend off a coup from within his party, sparked by the resignation of dozens of frontbenchers over the weekend and earlier this week.

A no-confidence vote on his leadership gained the support of 172 MPs. Only 40 said they backed him.

Mary Bousted, general secretary of the Association of Teachers and Lecturers, warned that wanting stability on either front bench was like "wishing for the moon".

"The reality is that the situation is highly volatile on both sides of the political divide, probably the most volatile it has been in my lifetime.

"A consequence of that will be very little policy, education or otherwise, coming out over the next few months. I think the real question is whether there is going to be anything for the Labour front bench to respond to at all."

The opposition frontbench team would normally mirror the government's ministerial line-up, which has Nicky Morgan flanked by schools minister Nick Gibb, children's minister Edward Timpson, skills minister Nick Boles, childcare minister Sam Gyimah and education minister in the House of

Lords, John Nash.

With Labour's current line-up, a newly-selected shadow could face at least five government ministers with just Marsden for support when education question takes place in the Commons on Monday afternoon.

However, the Conservative ministerial line-up is dealing with its own fractures after Gibb publicly backed Boris Johnson as a future prime minister – snubbing his boss Morgan who confirmed on Wednesday morning that she was seeking support to run in the leadership contest. Morgan had to declare by noon on Thursday whether or not she was a contender.

Louise Regan, headteacher at Hillocks primary school in Sutton-in-Ashfield, Nottinghamshire, and a party member, told Schools Week that Labour needed to show more leadership on education issues, and that the latest instability was not helping it to get its message out.

"It's a real shame, because this is all a distraction. There is enough going on that we need to be united against at the moment. We want them to listen to us and ask us what works and how we can implement new things, rather than getting these diktats from above."

Has everything changed since we went to print?

The rate of change in political office this week has been intense and more is on the horizon.

To help you keep the stories fresh we advise using a free text updating device (pencil) with which you can cross out any people who resigned, were appointed or did anything else unprecedented in the 24 hours between us sending the paper to print and you receiving it.

Best wishes,

The Schools Week Team



NEWS

'Hate crime' protection could filter to schools

SOPHIE SCOTT
@SOPH_E_SCOTT

Schools may be able to benefit from extra government funding to protect them from racist attacks after last week's Brexit vote.

In the Commons on Wednesday, David Cameron announced a new action plan to tackle hate crime following an increase in racist incidents over the past few days.

"Vulnerable" institutions could access extra security funding from the Home Office, and *Schools Week* understands that relates mainly to religious sites, to which some faith schools will be attached, although a spokesperson said full details of who qualified would be released in "due course".

Since Friday, the National Police Chiefs' Council said that reports of hate crime had risen by 57 per cent compared with the same period last year, although more people might now be reporting incidents.

Numerous instances of school children being subjected to racist abuse,



Ros McMullen

sometimes from other pupils, have been posted on social media.

In Cambridgeshire, cards saying "Leave the EU, no more Polish vermin" were distributed outside a number of primary schools.

Christopher Bennet, headteacher of one of the schools affected, said the community found such attitudes "abhorrent".

According to the BBC, Andy Somers, head of Hartsdown academy in Margate, Kent, referred to "ugly things" that had been said to pupils at his school after the referendum.

He appealed for calm: "Thursday and Friday were very difficult days. I had groups of students feeling sick and scared and, on Friday, feeling very much not welcome.

"We also had some ugly things said to students over the weekend by people in the community who seemed to think that, because of the vote ... that it's OK to be racist."

In the Commons, Karen Bradley, a junior Home Office minister, said "potentially vulnerable institutions" would be able to bid for funding to help to protect themselves against attacks.

She said the funding could

go towards CCTV cameras or fences.

Ros McMullen, education consultant and a former head, said schools had an "obligation" to "make certain that children have the facts".

She told *Schools Week*: "Most heads will be holding assemblies and reassuring their children that they are not 'going home'. They must be absolutely clear that they will not tolerate this behaviour in school.

"That might mean having to send letters home outlining the same message that children are being given in school."

McMullen said letters could explain policy and, if necessary, bring parents of children "indulging in racist behaviour" into school.

Writing for *Schools Week*, Diane Leedham, a specialist English as an additional language (EAL) teacher, said: "This is an important moment for school leaders and all those who work in school to evaluate how they can

best ensure that EAL and black and minority ethnic children/teenagers feel safe and welcome, supporting them to challenge,



Diane Leedham

not internalise prejudice."

On Wednesday, the Centre for Studies on Inclusive Education published "Equality: Making It Happen", guidance for schools about tackling prejudice and discrimination. It was sponsored by the teachers' union NASUWT.

Dr Patrick Roach, NASUWT deputy general secretary, said: "Now is the right time to be arguing passionately for equality, solidarity, inclusion and human rights to be at the core of our school system in a post-Brexit context."

Schools Week reported earlier this month that the Community Security Trust, which funds security measures for the Jewish community, was granted £13 million from the Home Office to protect schools against antisemitic attacks.

How to make children feel safe post-referendum, page 14



Dr Patrick Roach

Pupils' Brexit statement triggers Twitter gust

JOHN DICKENS

@JOHDICKENSSW

School pupils at last week's Festival of Education have condemned the vote to leave the EU with a passionate Brexit statement that says "Britain has chosen nationalism and exclusivity over unity".

The statement (printed in full, right), posted on Twitter by *Schools Week* from the festival at Wellington College on Friday, was retweeted hundreds of times – with users saying youngsters across the country were echoing the students' sentiments.

The group of 13 to 17-year-olds said the "shocking and deeply disturbing news ... marks the beginning of a time filled with unfathomable uncertainty".

Their statement read: "By leaving the EU, we are losing much of what makes our country 'Great'. So, on behalf of the youth of Britain, we would like to condemn those who have decided our destiny for us.

"Whether it is good, or catastrophically bad, it is us who will be affected by this decision in the long term. It is us who were denied a vote."

Many schools had used the EU referendum to host their own classroom votes.

Eight primary schools took part in a mock vote in parliament last week, organised by First News, a newspaper for seven to 14-year-olds.

Pupils debated topics, including migration, travel and culture, before 73 per

cent of about 100 children in the audience voted in favour of Remain.

Jude Enright, a deputy headteacher and education blogger, said that all the school referendum results she had heard of were "overwhelmingly to remain".

She tweeted: "Schools in different sectors, ages, deprivation areas. Remain, remain, remain."

An age breakdown of the EU referendum polling shows that 75 per cent of 18 to 24-year-olds voted to stay in the EU.

But the figure falls as the age of voters increases; 44 per cent of 50 to 64-year-olds voted to remain, and just 39 per cent of over-65s.

Stephen Tierney, executive director of the Blessed Edward Bamber Catholic multi-academy trust, based in Blackpool, writing on his Leading Learner blog, said: "A younger generation who overwhelmingly supported Remain appear angry; their future has yet again been damaged by an affluent older generation."

The student signatories said it was "highly doubtful that they [over-65s] will feel the full impact of this".

Their letter read: "Of course everyone should have the right to vote. But we, 13 to 17-year-olds, who have our whole lives ahead of us, and who will now have to observe the EU from a distance, were denied a vote."

Julian Thomas, master of Wellington College, said that lowering the voting age

could be something up for consideration on "issues that most affect their future".

"If this were to happen, schools must then accept the responsibility of offering a balanced education over the issues to allow those young voters to make reasoned and thoughtful decisions. For the good of the country, we must find a way of channelling the passion and energy we have seen this week."

However some Twitter users did highlight concerns about the letter, with one stating: "Very annoying that the younger generation think their vote is worth more than the older generation."

Boris Johnson, Vote Leave campaign leader, has also moved to reassure youngsters. He said: "Young people who

Statement from the under-18 students of the Festival of Education

We awoke this morning to the shocking and deeply disturbing news that Britain had chosen to leave the EU; it marks the beginning of a time filled with unfathomable uncertainty.

Britain is refusing to be part of something bigger than itself, and, in turn, has chosen nationalism and exclusivity over unity.

We should be striving for a more inclusive society. Instead, we have chosen to regress.

It soon became apparent to us that, of those who voted (which was only a 72 per cent turnout), 75 per cent of 18 to 25-year-olds had elected to remain part of the EU.

These are the people who this decision will impact most greatly. These are the people, we are the people, who in 10, 20, 30, 40 years will have to be living with whatever implications that may be on the horizon. The majority of people over 65, however, voted out. It is highly doubtful that they will feel the full impact of this.

We, as the students at the Festival of Education, are firm believers in democracy and the freedom of choice. But with that, as we have seen today, comes the tyranny of the majority. Of course everyone should have the right to vote. But we, 13 to 17-year-olds, who have our whole lives ahead of us, and who will now have to observe the EU from a distance, were denied a vote.

How wrong it seems, that our views are being treated so unequally.

By leaving the EU, we are losing much of what makes our country "Great". So, on behalf of the youth of Great Britain, we would like to condemn those who have decided our destiny for us. Whether it is good, or catastrophically bad, it is us who will be affected by this decision in the long term. It is us who were denied a vote.

may feel that this decision in some way involves pulling up a drawbridge or any kind of isolationism, I think the very opposite is true.

NEWS

Did education count in the EU vote?

SOPHIE SCOTT
@SOPH_E_SCOTT

Investigates

In the week following the EU referendum, much discussion has centred around the educational background of the "inners and outers" and whether it affected the poll's result.

Schools Week decided to see if there was a relationship between a local population's education and referendum outcome.

Voters in areas with higher-performing schools were less likely to have voted to leave the European Union (EU) last Thursday.

Schools Week dissected various data sets against the proportion of votes to leave the EU to determine if there was a relationship between a number of factors – including educational attainment.

We found local authorities with better GCSE results (based on the proportion achieving five A*-C grades, including English and maths) had a stronger Remain vote than areas where educational outcomes were not as high.

Our investigation also revealed that areas with a greater proportion of pupils classed as having English as an additional language (EAL) were less likely to have voted to leave the EU.

Local authorities with more pupils in full-time post-16 education were also less likely to have voted to leave.

But we found the level of deprivation in an area was not an indicator of how people voted.

Dr Meenakshi Parameshwaran, from Education Datalab, explained that relationships of 0.7 or more (positive or negative) are considered to be the strongest.

Dr Parameshwaran, who last year discovered that areas with the highest proportion of Ukip voters were from regions with more underperforming schools, said our findings were not conclusive, as the scores fell under the 0.7 barrier, but showed education did have some impact on the way people voted.

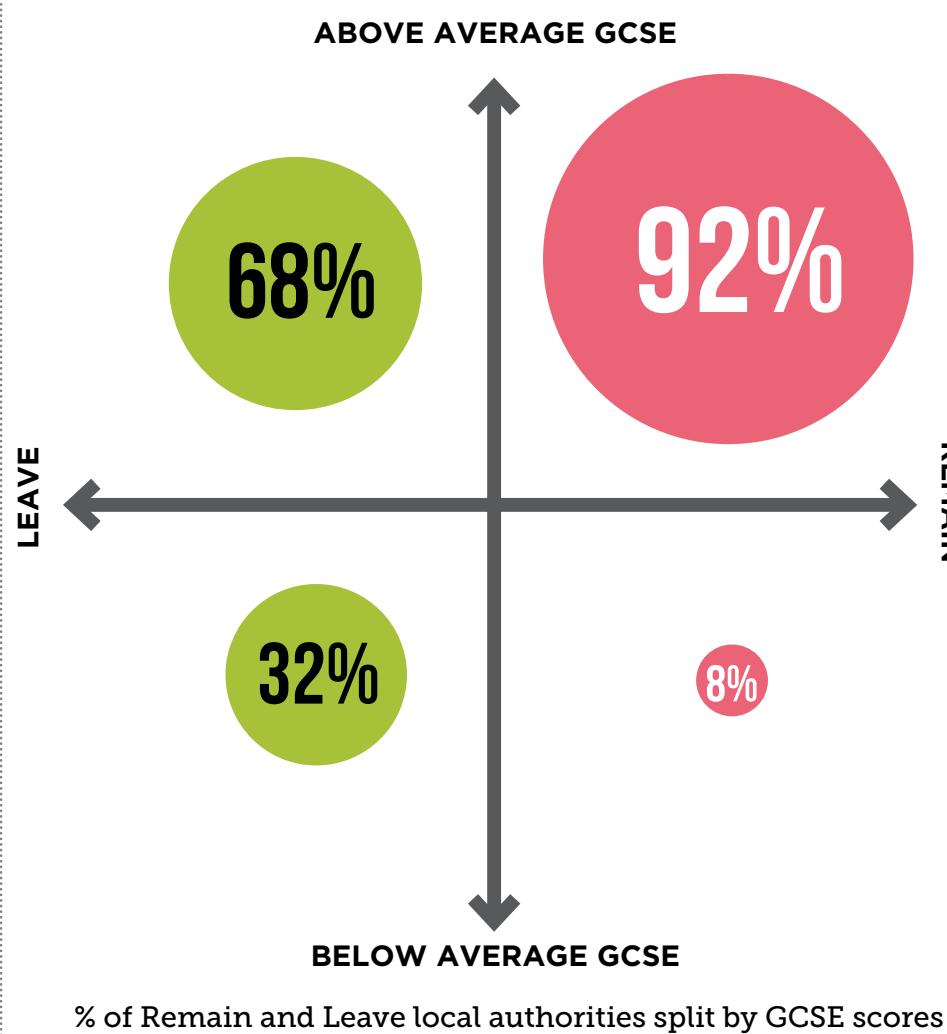
"Ukip is quite clearly connected to disadvantage."

"But with the Brexit vote there are some affluent areas with good school performance that voted to leave so you have a more confusing story; you have affluent Tory areas voting to leave, so the patterns aren't as clear."

"That's why the correlation isn't huge. It's a muddled story."

Our analysis found a moderate, negative correlation (-0.41) between GCSE results by local authority and Leave votes – which means that areas in which schools post better exam results were more likely to have voted Remain. Of the local authorities that voted to remain, 92 per cent had above average GCSE results (see graph, above).

Immigration was a key battleground in the run-up to the referendum, but national figures show areas with higher levels of net migration actually had higher proportions of votes to remain.



And *Schools Week* found that areas with more EAL pupils also had fewer votes to leave the EU. It was the strongest relationships (-0.6) between factors and voting in our analysis, although this is

strongly influenced by London – where immigration rates are at the highest and which had one of the strongest Remain votes in the country.

When London is taken out of the picture,

the correlation between EAL pupils and voting almost disappeared.

Boston, in Lincolnshire, had the highest proportion of votes to leave the EU (75.6 per cent). But just 8.4 per cent of pupils in Lincolnshire are classed as EAL, less than half the national average.

National media have widely reported that degree holders were more likely to have voted to remain in the EU.

Our analysis found post-16 education showed some relationship with votes to leave or remain.

Areas in which more pupils were in full-time education after their GCSEs, rather than any form of further education, had a weak correlation with votes to leave the EU (-0.47). If all post-16 provision was taken into consideration, there was no correlation at all with the way an area voted.

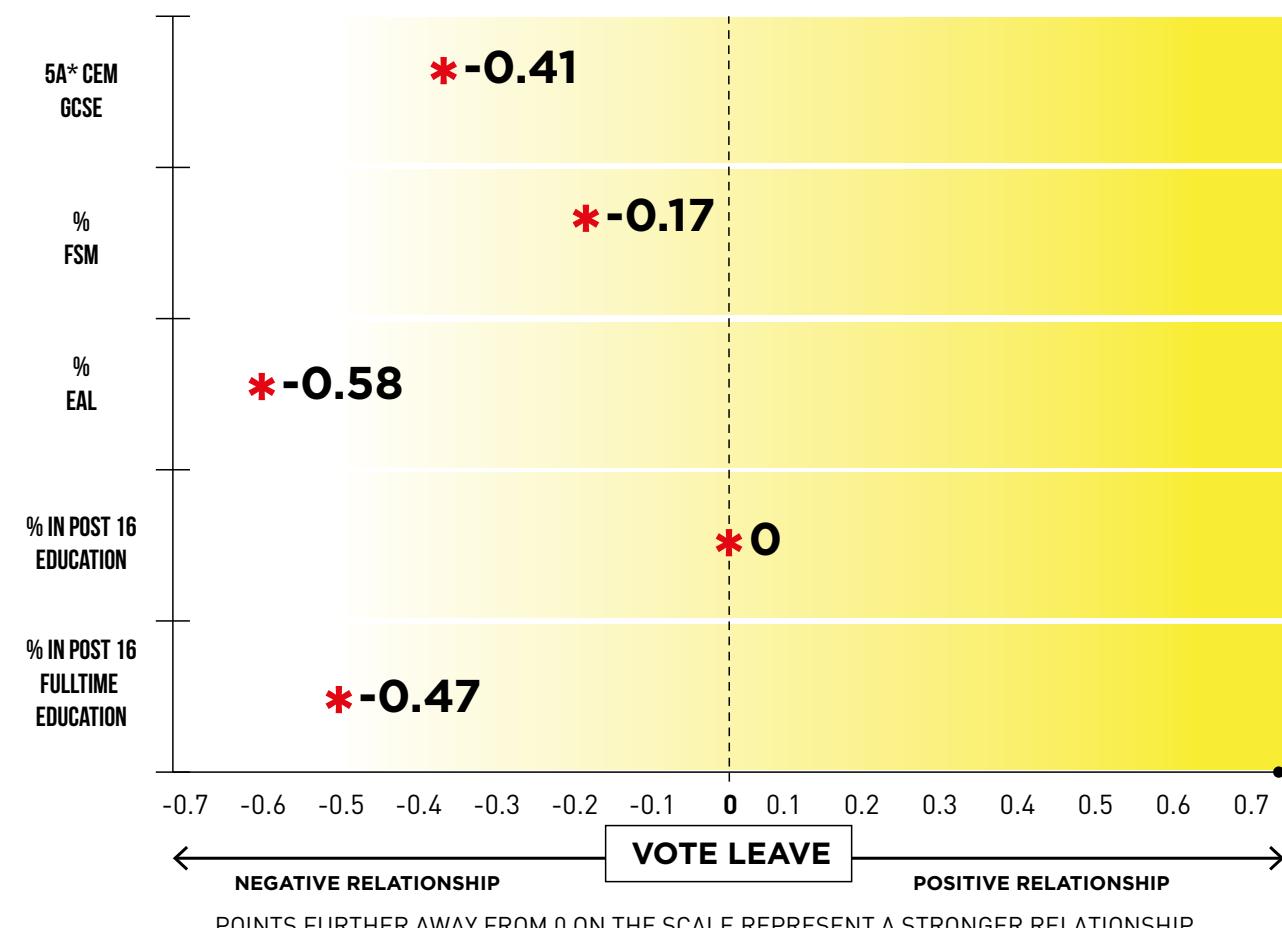
The proportion of disadvantaged pupils in an area showed almost no relationship to a vote to remain or leave; a negative correlation of -0.16 was found between disadvantage and a vote to leave.

Loic Menzies, of think tank LKMco, said it was not for schools to "decide which way they want to push people to vote".

But he added: "What this really shows is that when there are big decisions like this ... young people need to be equipped with the skills to deliberate and question the evidence that is being put forward to them, and make the right decision on their own values set and belief."

"That raises questions about how we teach citizenship and how we create schools that promote young people's ability to look at big questions in a critical way."

THE RELATIONSHIP BETWEEN VOTING LEAVE AND EDUCATIONAL BACKGROUND



NEWS

Mistakes will still happen, says new Ofqual head

FREDDIE WHITTAKER

@FCDWHITTAKER

Ofqual needs to do more to stop "simple errors" in how schools deliver exams — although mistakes, security breaches and malpractice will continue, says new chief regulator Sally Collier.

In her first speech since she took up office eight weeks ago, Collier admitted the workings of the watchdog and the wider testing system were "much, much more complicated and interconnected" than she had thought.

Collier's stewardship has started at a critical time for exam regulation, with a consultation on marking appeals just completed, new GCSEs on the horizon and widespread concerns about Ofqual's handling of problems in previous years.

The former Cabinet Office civil servant, who replaced Dame Glenys Stacey in early May, said the "whole system", and Ofqual in particular, could do more to prevent errors at school level, adding that mistakes such as the opening of incorrect exam packs or the issuing of the wrong papers could have a "profound impact".

"We can do more to help schools and centres understand how to eliminate, as far as we can, those errors," she said, despite accepting that within the wider system, "mistakes will happen, security breaches will happen and in rare cases, malpractice will happen".

Speaking at the Institute of Education on Wednesday, where she has been receiving training from academics on assessment, Collier also admitted she had been learning about how the prevalence of social media was affecting the exams system, with pupil complaints on public sites such as Twitter becoming the norm.

"In my day — showing my age — you didn't come out of your exam and tweet about it, you went home and moaned at your parents and got on with your revision for the next day," she said. "We live in a different world, regulators live in different worlds, and we have to move with those different worlds."

"It is our job, in the midst of all that commentary, and the exam boards to determine where there is a genuine problem that needs to be looked at and needs to be investigated, and we need to look at awarding patterns, and where the exams are just hard. That's been a real lesson for me."

She heralded the beginning of a new "slicker" accreditation programme for qualifications that will be first taught in 2017, but said standards for new frameworks would not be lowered.

It follows criticism over the speed Ofqual has accredited new qualifications for this year, with the watchdog still due to sign off on some GCSEs and A-levels that will be taught from September.

"I make no apologies that the bar for accrediting a subject is high," she said. "If we get the assessment standard wrong in the beginning it will come back to haunt us at the end."

"Everybody has learned a lot from the process of accreditation in the first two rounds. I'm pleased to say that the timetable for first teaching in 2017 has started and is on-track. The process is definitely slicker, everybody has learned but we will not lower those standards for getting subjects accredited."

Collier also announced that new rules for marking appeals would be firmed up next week following a recent consultation.

NUT strike goes ahead despite low ballot

FREDDIE WHITTAKER

@FCDWHITTAKER

The National Union of Teachers (NUT) is planning to go ahead with its strike next week unless the government meets its demands for increased funding for schools, guaranteed terms and conditions for staff in all institutions, including academies, and "meaningful talks" about teacher workload and performance-related pay.

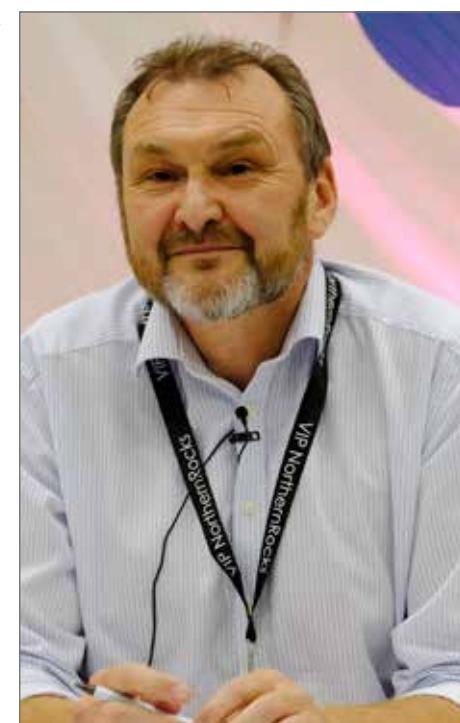
In a letter to the education secretary, the union's acting general secretary Kevin Courtney (pictured) expressed regret that there was no resolution on the horizon for Tuesday's strike — and made a final appeal for the concessions to stop the walk-out.

But it has been criticised for going ahead after a ballot in which less than a quarter of its 210,000 members voted.

Of those who did vote, 91.7 per cent backed action.

Courtney, who is leading the union on an interim basis as he campaigns to become its leader, said the government should fund schools sufficiently "to cover the increased staff costs imposed on them."

"No teacher finds taking strike action easy but the situation in our schools needs to be urgently addressed," he said. "Budgets are being cut to the bone. The effect on children's education is clear."



"Teachers' terms and conditions are being deregulated and worsened through the academy programme. Headteachers are spending time on school negotiations that should be spent on education. This is unnecessary, time-wasting and ineffective."

The Department for Education has urged the union "not to proceed" with the strike and asked that it "resolve pay disputes at the

negotiating table rather than playing politics with children's futures".

A spokesperson said it was "disappointing" that the union had "chosen to take unnecessary and damaging strike action, which less than a quarter of its members voted for.

"It is even more disappointing when we have offered and committed to formal talks between ministers and the unions to address their concerns about pay," she added.

Courtney said last week's EU referendum had "thrown the country into a period of uncertainty" but unions wanted debates about education and to see it "at the forefront of candidates' campaigns" in the upcoming Conservative leadership race.

"Now more than ever in these uncertain times we need a properly funded and staffed education system," he said. "I have written to Nicky Morgan asking her to take actions that would protect our children's education. Our country's pupils and teachers deserve a positive response."

Jonathan Simons, head of education at the think tank Policy Exchange, said the union's demands were "very odd". He said "sufficient funding" was "impossible" for the government to meet while the other two conditions — talks and asking academies to take into account standard pay conditions in academies — were relatively easy.

"This means if Morgan wants to, she can show willingness on two out of the three, and make NUT look odd for striking only on one demand."

The strike was still expected to take place as Schools Week went to press.

'Outstanding' could go, says new Ofsted chief

FREDDIE WHITTAKER

@FCDWHITTAKER

Ofsted will consider scrapping its controversial "outstanding" grade, says the new chief inspector.

In her first public appearance since being approved to succeed Sir Michael Wilshaw, Amanda Spielman (pictured) told the education select committee on Wednesday that she wanted to have "discussions" about scrapping the grade when she starts her new job in January.

Asked by committee chair Neil Carmichael for her personal view on the top grade, the current Ofqual chair admitted she was "quite uncomfortable" about "some of the effects I see it having in the system".

When pressed on whether she would like to see the grade scrapped, Spielman said: "It's something I would like to see fully discussed."

The outstanding grade has long been a divisive element of Ofsted's current inspection regime, and is seen by some as giving a false impression of schools, as well as putting unnecessary pressure on improving schools which should instead focus on a "good" grade 2 result.

School leaders also say the rating favours schools in less disadvantaged communities, with those working with more disadvantaged youngsters often struggling to reach the benchmarks needed to get a grade 1.

During the hearing, a statutory part of the recruitment process, Spielman also indicated her desire for Ofsted to move towards directly inspecting multi-academy trusts, claiming it was "highly likely that we will end up with a multi-level inspection model".

She also warned that the independence of the inspection system would be lost if Ofsted's powers were transferred to the schools commissioners, but said she aimed to develop a good relationship, between herself and national commissioner Sir David Carter, and between counterparts lower down in the two organisations.

She also responded to criticism of her lack of teaching experience, after committee members discussed the concerns of teachers who had written to them.

She accused some teaching unions of being "opposed in principle to the existence of a chief inspector" and said there had been a "huge amount of positive reaction" to her selection, including from the Association of School and College Leaders and National Association of Head Teachers.

"That I haven't been a teacher is something that will always be there," said Spielman, who



insisted that the inspectorate had "moved away from telling teachers how to do their jobs", and that the role of chief inspector was "not about being a superhead" — a term often used to describe her predecessor.

She also sought to draw a line between her and Wilshaw on leadership style, claiming that she would not be afraid to criticise government policy, provided that what she said was "grounded in evidence" held by Ofsted.

She was asked whether she would be a "crusader for high standards" in schools, but urged caution about using such terms.

Instead she saw the role as being "dogged and relentless" when needed, rather than "shouting at people".

MPs will now report back and make a recommendation to the government on whether or not she should be appointed.

NEWS

Fewer pupils claim free school meals

FREDDIE WHITTAKER

@FCDWHITTAKER

Investigates

The proportion of pupils claiming free school meals (FSM) is now at 14.3 per cent, the lowest since the collection of pupil information began.

The government said "entitlement is determined by the receipt of income related benefits and that "as the number of benefits claimants decreases, the proportion of pupils eligible for free school meals also falls".

Early estimate data from the Department for Work and Pensions shows 24,000 fewer people received employment support or incapacity payments in April this year compared with November 2015.

But the introduction of free meals for all children under 7 means parents often fail to register their eligibility for means-tested meals as their children

automatically receive free food.

Since 2013, the dip in primary pupils registering for free school meals is twice that for secondary pupils, pointing towards universal free school meals as a factor in the change.

Parents who fail to register their child for free meals also pose a problem for school budgets, as the pupil premium – a cash bonus paid to schools – is based on the number of FSM-eligible pupils.

In December, Frank Field, the veteran Labour MP, asked parliament to consider automatically registering eligible pupils for free school meals using cross-linked taxation or housing benefits data.

The law had cross-party support but it ran out of time after its second reading was continuously delayed by parliament's outstanding bills and limited days for debates in its last session.

Figure C: Rates of eligibility for free school meals have declined
Percentage of pupils eligible for and claiming free school meals, 2001-2016 (excludes universal infant free school meals – see note)

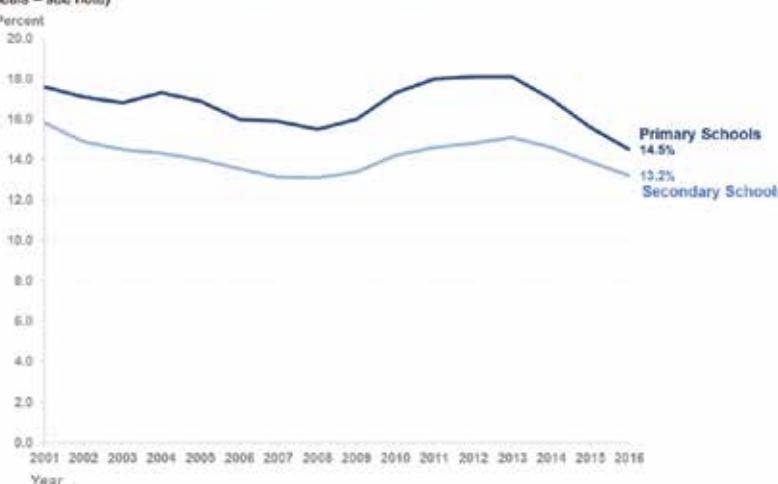
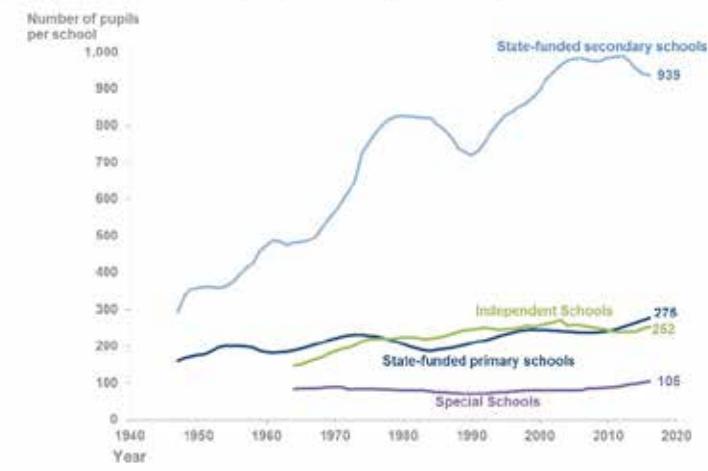


Figure B: The average size of a state-funded secondary school has recently declined but historically grew more quickly than other school types

Average pupil numbers in state-funded primary and secondary schools in England, 1947-2016.



Source: School Census

Record high in primary numbers

Primary schools now have more pupils than at any time since records began – with the average roll hitting 275.

Fears that class sizes would grow to cope with increased demand for primary places have proved unfounded, however, with the latest government figures showing a fall in the number of classes with more than 30 pupils.

Statistics collected from January and released this week show an extra 121,000 pupils are now in schools across the country – with most (104,900) in the primary sector.

The influx has pushed the average primary school roll to 275, the highest number since 1947 when the average was closer to 150.

Special schools have also increased their

numbers, averaging 105 pupils per school – another historic high.

However, primary class sizes have not expanded as feared. The average class size is 26.4, exactly the same as the past two years.

And the proportion of children in classes of more than 30 has actually fallen to 5.4 per cent – the lowest since 2014.

Many primary schools prepared for increased numbers by building temporary classrooms and the government released £5 billion of capital funding between 2011 and 2015 for additional buildings.

Speaking with *Schools Week* in May, Neil Short, chair of the National Small Schools Association, said squeezed budgets could force small schools to close, increasing the size of other schools even further.

IN brief

New RSC for West Midlands

An academy trust chief executive has been appointed as the new regional schools commissioner for the West Midlands.

Christine Quinn, the executive principal and chief executive of Ninestiles academy trust in Birmingham, will take up the role on October 3.

She replaces Pank Patel who quit last month to become headteacher of the George Salter academy in West Bromwich, after saying that he "missed being a head".

Quinn said: "The richness and diversity of the West Midlands region makes the role of the regional schools commissioner in this area a particularly attractive one."

"I look forward to working with schools and academies, with their leaders and governors, to secure the best possible experience for students and pupils in our region."

Quinn will work with more than 700 academies and free schools in areas that include Birmingham, Stoke-on-Trent and Shropshire.

Ninestiles was the first "converter" academy in Birmingham in January 2011, before it set up as an academy trust.

It now has four primary and two secondary schools, with another secondary due to join soon.

Quinn, a national leader of education, started her career in Leeds as an English teacher and has been headteacher of Birmingham's Waverly School and The International School.

Sir David Carter, the national schools commissioner, said the region would benefit from her "vast knowledge and skills".

Ofsted acts on exam gaming

Ofsted has written to inspectors urging them to look out for schools entering pupils for qualifications to boost league table standings.

The move follows a string of investigations by *Schools Week* that revealed how schools were entering pupils for obscure qualifications to boost their performance.

A year-long investigation revealed how schools that used this strategy appeared to be taking a gamble with their whole school results.

Figures from the exams watchdog Ofqual showed how moving large numbers into different exams each year was more likely to lead to unpredictable results.

Sean Harford, Ofsted's national director for schools, has already pledged inspectors will take a closer look at this practice.

That has now been formally communicated to inspectors published this week.

In it, Ofsted said an analysis of 2015 results "indicates some schools may have entered pupils for qualifications specifically to improve overall school results, although this may not have been in the best interests of the pupils".

One example given was pupils being entered for multiple qualifications with overlapping subject content.

Ofsted said high entry for overlapping qualifications may affect schools' scores in accountability measures, including five GCSEs A* to C and Progress 8.

Inspectors were told to consider whether the curriculum met the needs of pupils and whether governors had evaluated leaders' rationale for entry changes.

46 independent schools shut

At least 46 independent schools have closed in the past year. The January school census, published in July every year, shows the number fell from 2,357 last year, to 2,311 this year.

The number of pupil referral units also dropped by nine.

Despite a rise in the number of state-funded schools (12 primaries and 20 secondaries), overall there has been a net decrease of 29 schools in 12 months.

The Department for Education said it was unable to comment further about independent school closures as they were ultimately "private businesses".

Various regional newspapers have reported that a number have closed following financial pressures, or because of poor Ofsted ratings.

Independent Schools Council (ISC) figures published in May last year revealed that private schools had a 5.4 per cent yearly increase in management and administration costs.

Private school teachers' salaries also rose by less than 1 per cent, despite record number of pupils taking up places.

However, the ISC, which about 50 per cent of independent schools belong to, said its membership went up by 13 schools this year.

The decline in the number of schools has put pressures on the system, with an extra 121,000 pupils starting school in the same time period.

The report found the average size of primary schools has increased, as has the number of schools that teach both primary and secondary year groups.

NEWS

SEND Reform: Past, present and future

The Children and Families Act came into effect in September 2014, with a revised special educational needs and disability (SEND) code of practice and a programme of implementation until April 2018.

But half way through the reform, it has divided opinion to such an extent that two parallel Westminster reviews are underway.

So what's happened so far, and what might the future hold?

CATH MURRAY
@CATHMURRAY_NEWS

KEY POINTS OF THE REFORMS**FAMILIES AT THE CENTRE**

The views, wishes and feelings of young people with SEND and their parents, to be at the heart of the decision-making process. They are to be seen as equal partners, and involved in discussions and decisions about their individual support and local provision.

INTEGRATION WITH HEALTH

Education and training to be integrated with health and social care provision, with "joint commissioning" of these services with the NHS, through local clinical commissioning groups.

LOCAL OFFER

Councils to consult with local families and service providers to publish a "local offer" detailing the SEND services families should expect across education, health and social care, from birth to age 25. The code states that schools must work with the local authority in developing the offer, which can include services commissioned by schools to support pupils.

EHCP

For those with the most complex needs, a single education, health and care plan (EHCP) has replaced statements of special educational needs and learning difficulty assessments. Councils have up to April 2018 to transition everyone to EHCPs.

The new plan should place more emphasis

on personal goals and clearly describe the support a child will receive across different services, including school, to achieve these ambitions.

While the creation and delivery of these plans is led by the council, schools, colleges and other educational settings should be involved in developing, delivering and reviewing these plans, working closely with parents.

REVIEW

The code says councils should review EHCPs at least every 12 months, with the cooperation of schools.

INCREASED SCHOOL CHOICE

The reforms aim to support increased independence by giving young people with SEN a greater say over school preference. Eligible institutions were expanded to include academies, further education colleges, sixth-form colleges, non-maintained special schools, independent special schools and approved independent specialist colleges.

SEN INFORMATION REPORT

Each school must publish on their website clear and detailed information about their SEN policy, answering 14 questions about provision on offer.

ALL SEN TEACHERS

The new code places responsibility for the progress of pupils with SEND with each class teacher, to provide high-quality, differentiated teaching. It also calls for appropriate training of teachers to identify and support vulnerable pupils.

The philosophy is that "every teacher is a teacher of children with special educational needs" and the code states that special needs co-ordinators (SENCOs) should be qualified to support other teachers in meeting pupils' needs.

"PLANS" BUT NOT IEP

There is no mention that schools must maintain individual education plans (IEPs), although the code does recommend that schools draw up plans. These should take into account the desired outcomes for the child, and their views and have a clear date for review. Related staff development needs also should be identified and addressed.

SEN SUPPORT

School Action and School Action Plus were replaced by a single, "graduated" approach called SEN Support. This is based on four stages: Assess, plan, do, review, and should be led and co-ordinated by the school's SENCO.

If the child does not make "expected progress", despite the school having taken "relevant and purposeful action" to identify, assess and meet the SEN, the school should consider an EHCP assessment.

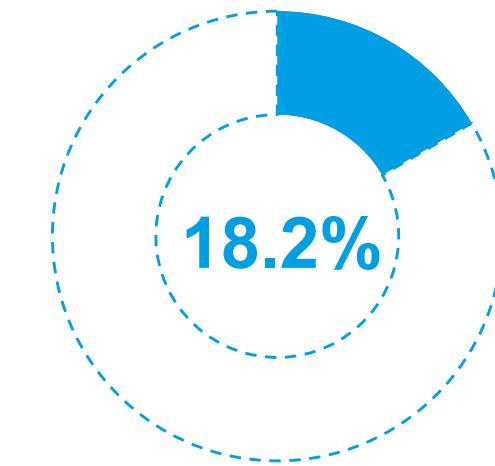
PARENT FEEDBACK

Schools must meet with parents of pupils receiving SEN support at least three times a year, and provide a report at least annually.

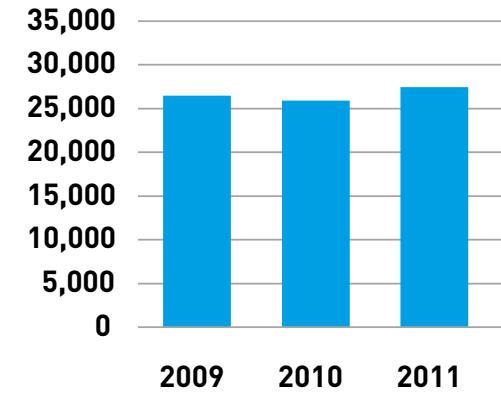
PUPIL INTEGRATION

Schools have a duty to ensure that pupils with SEN engage in school activities with other pupils.

STATEMENTS TO TRANSFER COUNT



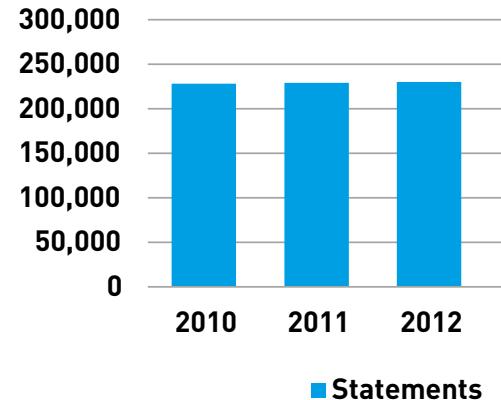
How many EHCPs were issued?

New statements

■ Statements

There were 24,655 new EHCPs and 3,270 new statements in 2009, 25,000 in 2010 and 27,925 in 2011, giving a combined total of 27,925.

How many statements were issued?

Statements and EHCPs

■ Statements

There were 74,210 statutory EHCPs and 182,105 statements issued in 2010, 74,210 in 2011 and 182,105 in January 2012.

WHO'S REVIEWING THE REFORMS?

DFE INFORMAL REVIEW

Commissioned by: Nicky Morgan
Conducted by: Lee Scott, Former Conservative MP for Ilford North

Launched: May 2016

Due date: "Summer" 2016

Structure: Talk to parents and young people, visit schools and colleges and hear directly from organisations supporting them.

Purpose: To develop greater understanding of how parents and young people with special education needs and disabilities experience the education system.

**LABOUR PARTY REVIEW**

Run by: Shadow Minister for Children and Families, Sharon Hodgson, MP

Launched: May 2016

Due date: September 2016

Structure: 2 roundtables, plus call for evidence

Purpose: To inform Labour policy

The review will consider: the impact of academisation on SEND admissions and provision; EHCP drafting; transition from Statements to EHCPs; variability in the "local offer"; the Code of Practice; provision of SEND in Initial Teacher Training; accessing specialist services in schools.



Present and future

EHCP DOWN

TRANSITION TIMELINE September 2014 - April 2018

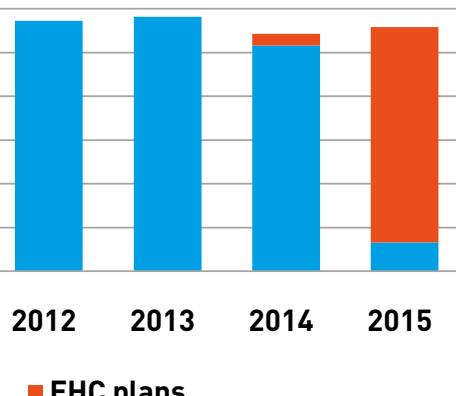
Between January 2015 and January 2016, there were 42,005 (18.2%) of statements to EHCPs.

Continuing to work at this rate, the transfers will take 5½ years and be completed by March 2020.



Created in 2015?

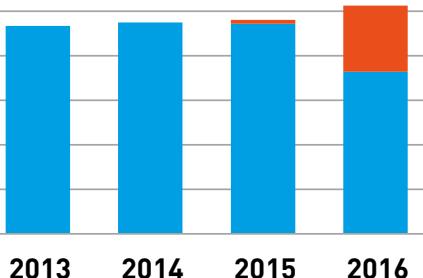
Plans and EHC plans



statements made during 2015, giving a com-

and EHCPs are there?

HC plans in place



statements maintained by local authorities at

Source: DfE [SFR 17/2016]

Where are we now with special needs?

MALCOLM REEVE

EXECUTIVE DIRECTOR, SEND AND INCLUSION AT ACADEMIES ENTERPRISE TRUST

Schools in England are half way through the implementation of the biggest special educational needs and disability (SEND) reforms in a generation. The start of the process saw every school implement three immediate reforms to the way SEND is addressed: SEN information reports, SEN support, and education, health and care plans (EHCPs). Malcolm Reeve looks at progress so far

Reform SEN information report on school website

Result These are generally not particularly user-friendly with few having been co-constructed with parents/carers of children with SEND or with the students themselves. The rush to complete these reports was largely a compliance issue. In many schools there is work to be done on ensuring every member of staff is aware of the content of the report and their role in its implementation.

Recommendation All SEN information reports should be embedded in school practice and understood by all staff and reviewed by parents and carers.

Reform School Action and School Action Plus replaced by SEN Support

Result A significant fall in the numbers of children identified with SEN in schools. The overall percentage in schools in England fell from 17.9 per cent in 2014 to 15.4 per cent in 2015, with the

biggest drops in the mainstream sector, especially in secondary schools. How did this happen? Large numbers of children identified as having a special need sat incorrectly on school SEN registers before 2014. The reforms forced every school to reassess its "list" and make it more accurate. Having said that, the twin issues of over-identification and more importantly, misidentification, of SEN remain.

Recommendation The new system is working but we should keep developing screening and assessment systems to identify who the children are and how they can be supported.

Reform EHCPs – designed to unite all agencies around a single plan for children with more complex needs

Result The EHCP process is more effective than the previous statementing and has led to more joined-up working. However, a postcode lottery of effective EHCP

implementation remains. Parents are generally less favourable in their views of implementation than local authorities, and, as long as this remains, we have a major problem. After all, it is the parents and children that the plans are designed to serve.

Recommendation Keep driving forward joined-up working between the agencies and work



closely with clinical commissioning groups. The best tool for bringing about change for schools is knowing the law.

Lack of leadership

Overall, the biggest issue affecting SEND provision in schools and academies right now is leadership – or lack of it. We have a cadre of teachers who are insufficiently trained in SEN and we have leaders at all levels who have never been trained. Yet we are expecting better outcomes for children by driving forward legislation and statutory guidance. In a recent straw poll I conducted at an education assessment event, less than 10 per cent of the audience felt that headteachers in this country knew the four broad areas of SEN. It is not enough to rely upon the hard-working and often hard-pushed special needs co-ordinator in these matters. Leadership of SEN starts at the top of any school and of the education system.

There is undoubtedly a tension between academisation and the legal role and capacity of local authorities in meeting the needs of children with SEN. As academisation rolls out, there will need to be a strong inclusive focus running through developments at all levels. The government needs to ensure that in addressing this, leaders have the tools of SEN leadership. This starts with a deeper understanding of what we mean by SEN and, at the very least, knowing the four broad areas and their implications.

We talk about "every teacher being a teacher of SEN" but this won't happen until "every leader is a leader of SEN".

For a prediction of what the future might hold for SEND, see Barney Angliss on p. 17

THE FOUR "BROAD AREAS" OF SPECIAL EDUCATIONAL NEED

COMMUNICATION AND INTERACTION

INCLUDES: Speech, language and communication needs and autistic spectrum disorders

1

COGNITION AND LEARNING

INCLUDES: Moderate, severe, profound and multiple learning difficulties, and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

2

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

INCLUDES: Anxiety, depression, self-harming and eating disorders

3

SENSORY AND/OR PHYSICAL NEEDS

INCLUDES: Vision or hearing impairment, multi-sensory impairment and physical disabilities

4

NEWS



EDITOR'S COMMENT

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

SCHOOLS MUST HOLD TOGETHER EVEN IF EVERYTHING ELSE TEARS APART

It's an odd week to go for a positive start. But I can't do any more negativity. So here it is.

The best thing about schools is that they are packed with humans. Funny, challenging, stroppy, coquettish, amazing humans.

But the most extraordinary thing about humans is our ability for utter kindness and complete cruelty.

You see it in children all the time. That same child who you have seen tear shreds off a teacher and terrorise classmates will also be the one you see, on some random Tuesday afternoon, talking gently to a crying year 7 and getting them to a lost maths classroom.

Our ability to be both bad, and brilliant, is what makes schools into stadiums of redemption. It is within the walls of a classroom that a child can tantrum over a maths problem at 2.15pm but be answering complex ones as 3pm rolls around. Where children who barely whisper in a playground get the strength to read a speech in front of their classmates. Where teachers who make mistakes every bit as often as the pupils, learn to handle themselves with grace, reflecting as a bad lesson flows out the door and picking themselves up as a new one enters.

As a PSHE teacher I would do a group exercise with pupils where they drew

around one of their peers on wafer thin wrapping paper. The outline became a new member of a classroom. They would decorate the paper person – eyes, nose, clothes. They gave it a name. They introduced the person to the whole room explaining their hobbies, and dislikes, and how they were feeling about being new in our class. ("Nervous" was the common answer.)

After introducing their person to the whole room I would pick on one – the most exquisitely drawn one – and tear it in half. Gasps would fill the room. I'd explain that when people are hurt through insults or bad actions or even by themselves, they often feel torn. Our new person is vulnerable to this I would explain. And then I would invite the pupils to tear up their person.

After a beat – in which the pupils wondered if I was serious – they would often carry out their destruction gleefully. They would egg each other on, tearing away violently. A few sensitive souls would look uncertain as they ripped a thing they had lovingly created a few moments ago, but most got lost in the fun of it all.

After 30 seconds or so I would reveal a stack of Sellotape and hold it in my hands. They would notice. And then shriek: "Noooooo". They knew what

was coming; they knew they would have to scramble together the paper shrapnel beneath their feet and in their palms and stick it back together.

It takes a long time to Sellotape back together a torn person. The figure that emerges never looks quite the same. Fingers are missing. Knees wonky. The person is caked in plastic. But, with enough time and care, they are stronger now. They can't easily be ripped again unless you go for a weak spot.

At this point a kid always asks the same question. "Miss, isn't this teaching us we should rip people apart so they get Sellotaped up and are tougher in future?"

And I smile and explain they've missed the point.

"Why don't we just Sellotape the people in the first place?" I would ask. "If we had Sellotaped them beforehand, you couldn't have ripped them up – at least, not so badly."

And they would look at their fingerless, shapeless, marred creations – which they had created with love and destroyed with abandon – and get the point. Kids are smart that way.

Right now we are in savage tearing times. Insults, uncertainty, lack of empathy,

accusation, unjust blame, a void of leadership, panic. All of us are feeling some of that, some of us are feeling all of it, depending on circumstance. And children feel it just as much as adults. Watching adults worry is worrisome for the young.

But remember: the greatest thing about schools is that they are full of humans and that we can choose to be utterly kind.

School leaders who in these fragmented times model empathy, and understanding, and eschew political histrionics in favour of showing students that the school grounds in which they learn are calm places where all pupils are accepted – regardless of ethnicity or language or disability or whatever – and who implore that even if the rest of the world falls apart the one thing their charges can rely on is

that when they get to school they will feel safe, and welcome, and can learn, then schools will be the Sellotape. Schools are the community that can hold together. We are the stadiums of redemption.



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PROFILE

LAURA MCINERNEY
@MISS_MCINERNEY



ANDREW SABISKY

Andrew Sabisky, political forecaster

In a week in which two shadow education secretaries resigned, the incumbent secretary angled to run the country, and no one seemed to know if the education white paper was binned or on ice, it was reassuring to meet Andrew Sabisky, a 24-year-old polymath who is edging his way to becoming a "super forecaster" – one of a cadre of people whose ability to predict the outcome of political events puts them close to omniscience.

A livewire on the education conference scene, Sabisky

first came to prominence with a talk at ResearchEd 2014 in which he asked why educators never talked about genetics. When we meet, he even uses the E word.

"Eugenics are about selecting 'for' good things," he says. "Intelligence is largely inherited and it correlates with better outcomes: physical health, income, lower mental illness. There is no downside to having IQ except shortsightedness."

He poses a question. If I were having IVF I might have nine embryos available. If I could choose to be impregnated with the smartest embryo, would I? (I say no).

"OK, but if you could choose the one that's most likely to be healthiest, or have less propensity towards schizophrenia or depression, would you do it?"

I sigh. If I say yes then I'm effectively agreeing to sorting by intelligence. Which is why Sabisky, despite his youth and lack of experience in schools (he has studied full-time so far), is hard to ignore. His questions are penetrating and he needles at long-held ideas in education that many are too squeamish to address.

His core belief is that intelligence is mostly hereditary. There is an opportunity for shift – about 20 per cent of

"THE NEXT EDUCATION SECRETARY? ANOTHER BLAND NICKY MORGAN CHARACTER"

intelligence is down to environment, and he thinks that's enormously important – but, for him, there's no getting around the fact that people who score low on IQ tests tend to earn less and have worse health.

"Sure, it is not IQ itself that is causal but there is a lot of shared overlap with the genes involved in physical and mental health. You can view IQ like a general indicator for the functioning of the brain, which impacts on a lot of other things."

So it's the mental equivalent of taking someone's heart rate to check their physical health? "Yes! That's exactly it!"

In the two years since he first emailed the ResearchEd conference organisers to ask for a speaking slot, he has undertaken postgraduate study in educational psychology and become a "forecaster".

Started in the US by IARPA, who complete research for the CIA, the first forecasting projects asked university-based experts to run tournaments in which they bet on political outcomes. "Will Britain vote to leave the EU?" would be a classic example. Forecasters say how certain they are the event will happen, and they accumulate a score based on how well they predict the outcome – known as a Brier score.

Sabiskys explains that a score of 0 equals perfect foresight – "god level" whereas a "random dart-throwing chimp" would get around 0.5. The worst possible score is 2 – "maximum failure".

His highest score is 0.22, "which is pretty good", but he is at 0.3 after failing to predict Brexit. He is working hard to get back towards the 0.2. In the US, top scorers are starting to make money from their predictive powers, working as consultants and intelligence officers.

So, in this week of turmoil what does his crystal ball show for schools?

He wants a more specific question.

Given Boris Johnson and Theresa May are forerunners to be the next prime minister, and both are grammar school advocates, will grammar schools return within two years?

"If it's Boris, and I do think it will be Boris, my gut answer is no."

Sabiskys instead believes Gove will have power over education regardless of who controls the PM's office. Given his focus on academies over the past few years Sabiskys feels grammars will therefore be irrelevant. It will be a steaming forward for Project Academy.

As for the next education secretary, he doesn't have a clue – "it would make for a very good forecasting tournament" – but he believes that it will be someone "non-descript and fairly bland".

"If you're a new administration dealing with difficult situations you want as few disasters as possible. It will be another bland Nicky Morgan character, not a fiery loose cannon such as Gove."

The Good Judgment platform where Sabiskys spends his time making predictions is open to the public. Teachers can get pupils to sign up as learning experience for politics A-level students. But they shouldn't expect to do well. When a cohort of first-year undergraduate students at the University of Austin, Texas, signed up they were, in Sabiskys words, "dreadful".

"They made us all look like complete geniuses! There's a lot to be learned from the wisdom of age," says a man who is 24.

Given he is a member of the generation that most voted to remain in Europe, what are his thoughts on the current anger among his cohort over the result?

He is nonchalant: "How many people who voted for Leave this time were Remain voters in 1975? A lot, I would imagine. A huge amount. People get older, their minds change, they have more life experience, and they become more conservative."

But he becomes more animated when asked if the large number of baby boomers versus a historically tiny number of 16 to 25-year-olds is a problem.

"Yes! It's disastrous! It shows itself in funding allocation. It is an absolute scandal that education, especially FE, has been cut while doctors get pay rises. This is democratic fraud! We live in a gerontocracy. And where do you turn to get that voice heard?"

That said, his schooling was quite cheap. Like many of his five siblings, he was mostly home-educated by his mother (punctuated only by two spells at private schools). His father is the finance director of Unite, the trade union.

"You can just have a lot more fun at home," he says, "Your time is so much more productive, we would do four hours in the morning and then play tennis or do ballet or go to a museum."

Given his views, then, would he think it acceptable for children with a low IQ to be educated by low IQ parents? "The benefits and productivity of a class size of one or two means mean it's still worth it," he shrugs.

We next turn to his latest talk-circuit topic of mind-enhancing drugs. In particular he is interested in modafinil, a drug that stops narcoleptics from sleeping, but which also cuts the need for sleep in healthy people by two-thirds and appears to improve brain functioning.

The down side? In children there is evidence of a slightly elevated risk of Stevens-Johnson syndrome, a life-threatening condition in which skin rashes. Hence the US drugs agency has not approved its use for juveniles.

But, Sabiskys points out, evidence is building that more hours spent in quality classrooms increases pupil outcomes and life chances, particularly for poorer children.

"From a societal perspective the benefits of giving everyone modafinil once a week are probably worth a dead kid once a year," he says, matter-of-factly.

I am aghast. But he reminds me there is a difference between the ideological and factual. He is personally uneasy about the ethics of many of the things he talks about and as a Christian – he married in church last year – he has moral views on the topics that may not be what people expect.

"But you have to separate yourself from what you feel and from what are the facts of the matter," he says.

Before we finish, I ask if there's one thing he'd like to say to the people who often take him for being nothing more than a trumped-up 24-year-old who had well-off parents.

"Come see me talk! People always say I am much more reasonable in person."

"I also want people to know that demography is not destiny. Social background is not even as important as people think it is. But it has a real effect and we should not have a single-minded focus on an achievement gap that the evidence says is impossible to erase."

"What we should do is make every child into the best person they can be. That's it."



At his wedding in August 2015



The Rewley Road Swing Bridge in Oxford, Summer 2014

IT'S A PERSONAL THING

If you could give every 16-year-old a free book what would it be?

Resurrection by Leo Tolstoy. It's readable, it's not a gazillion pages long, and it taps into the same themes of Crime and Punishment but in a more religious way. The themes are of moral decline, degeneracy and the rebirth of a person's moral character through suffering.

When in history would you have liked to have lived?

England in the 18th century, in about 1720. We had the best music. We had new Handel operas written at the rate of a couple of a year, and it was one of the most extraordinary, traumatic and exciting periods there has been.

If you could put a slogan on a bus that would drive around the country for two weeks, what would it say?

Stop being idiots and go to Mass. Lol.

If you could be invisible for a day what would you do?

I'd need the powers of being able to go to Korea and speak Korean too. But then I would follow Kim Jong-un around for the day. Or I'd follow Donald Trump. I'd find that interesting.

What is the animal that best represents who you are?

An oyster catcher. It's a wading bird with a really long red beak prodding, prodding, prodding into the sand for shells. I've always found it very evocative. It's like an endless quest for wisdom.

OPINION: LIFE AFTER BREXIT



DI LEEDHAM

Education consultant,
trainer and writer @DiLeed

It will be an anxious and scary time for EAL pupils

A deluge of xenophobic and racist incidents, many aimed at children, has followed last week's vote. The abuse is nothing new, says Di Leedham, but schools need to be more aware of pupils' fears

"Bye bye, you're going home" **Playground banter**

"Leave the EU/No more Polish vermin"
Anonymous leaflets left outside a primary school

"Why are there only 10 white faces in this class? Why are you not educating the English?"

Street harassment reported by a key stage 1 teacher

On Friday June 24 at 5 am I tweeted what turned out to be a prescient message: #EAL kids in your schools will feel unsure of their futures today. Uncomfortable. Maybe scared. Please be mindful.

I did not knowingly predict then what turned out to be a deluge of xenophobic and racist incidents across the country, many aimed at children. My tweet was fuelled by the knowledge that many English as an additional language (EAL) and black and minority ethnic (BME) children and young people already felt anxious. Media headlines about immigration have assaulted them on their way to school almost every day.

Inclusion is “about more than multilingual signs in reception”

The attitudes expressed and language used about migrants have cut deep – and teachers are not immune. To describe young people at your school as "an influx" is not welcoming, whether or not the real target is government funding. References to EAL children, as having "no language" or speaking "poor" and "broken" English are reductive. Children are adept at reading adult subtext.

Of course, teachers have a right to political views, including on immigration. However, there is a professional duty of care for young people in school, whatever their heritage and however they come into the community.

This is an important moment for school

leaders and all those who work in school to evaluate how they can best ensure that EAL and BME children/teenagers feel safe and welcome, supporting them to challenge, not internalise prejudice. Inclusion requires more than some multilingual signs in reception and a statement about celebrating diversity in the school handbook.

There is no research showing that EAL children have any negative impact on educational outcomes and considerable qualitative evidence that monolingual learners in diverse, multilingual schools have an advantage (even though not all EAL/BME pupil groups benefit individually). How do you share this message with colleagues, parents and the local community and establish good relations?

Leaders and governors must demonstrate in practical ways, such as assemblies, displays and imaginative activities, that all our pupils are welcome and everyone belongs to the school and local community. You can ensure your school makes visible the global contribution to our shared history and includes global languages and literature, community narratives/history and multilingual creativity.

Bear in mind that a child who has just been abused in the street may baulk at "tolerance" presented as a fundamental British value. However, they may be fearful about saying anything in case it shows them to be "radicalised". There has never been a better opportunity to embed critical thinking approaches.

Police advice is that the xenophobic/racist incidents in the community involving children are hate crimes and should be reported. Families and children may need information and reassurance to disclose and report.

Leaders should also carefully monitor any spike in prejudice-related incidents in school, including "banter", and make sure there are clear systems in place for reporting and responding. These systems also must be understood by all staff and children.

New Department for Education census requirements to report place of birth and nationality will need sensitive mediation in the current context.

And whatever the future may bring, children and families should be reassured that at present we are still in the EU and there will be no immediate changes to their status. The proactive provision of reliable sources of information and help with translation, if necessary, will be crucial.



ANAND MENON

Professor of European politics
and foreign affairs,
King's College London

Teachers must tell pupils the importance of voter turnout

The economics of Brexit will be crucial for everyone, says Anand Menon. A smaller economy means more difficult choices – and perhaps a smaller education budget

In a recent online piece for Schools Week, Russell Hobby made the sensible point that one outcome of the recent referendum will be "distraction and delay". He is dead right. We have, after all, barely had a government since December because of the referendum – initiatives have been shelved, the Queen's speech was devoid of content and ministers were too busy fighting with each other to, well, govern.

This situation will persist, while we get a new prime minister, maybe get a new opposition leader, figure out what we want from the EU, and set about trying to negotiate it.

And there is, of course, the real possibility of another election, and even another referendum on the outcome of our negotiations with our partners.

So there might not be much time for education policy – or, indeed, anything else – which might come as a relief to teachers increasingly fed up with the seemingly unending series of reforms and reorganisations that have, for years, passed as our government's way of helping to educate our young people.

Above and beyond the distractions that the EU issue will provide, however, other possible implications may not be quite so sanguine. First and foremost are the possible economic costs. There is no clear consensus, so let's assume that Brexit causes a 2 per cent shrinking of the British economy – an assumption about half way between the best and worst case analyses. That is equivalent to about £450 billion, or just shy of a quarter of the education budget. That kind of money would buy 15 new secondary schools, give or take. The economics of Brexit, therefore, will be crucial for everyone. A smaller economy means more difficult choices, and the

potential of a smaller education budget.

Brexit has also meant significant worry about the status of EU nationals in this country, a category that involves teachers, parents and kids. Immigration, of course, was at the heart of the referendum debate. And it is understandable, given the tone of much of the campaign, that non-UK nationals should feel a little nervous. That said, there is no indication that any conceivable future government would place the status of those already here in doubt. And as for teachers from other member states, it is simply too early as yet to know what arrangements for migration will be put in place, but it is inconceivable that a new government would not make provision for

There might not be much time for education policy

our schools to hire the staff they need.

Finally, in a noisy and often bad-tempered campaign, several things have become obvious. First, we need to educate people more effectively about the European Union. Second, given the number of people who claimed to be confused, or to have suffered buyers' remorse immediately after the vote, the importance of what might be called a good "civic education" has become more apparent than ever.

Clearly, this is not the responsibility of schools alone. But they have their part to play, not least in convincing their students of the importance of participation in the political process. Turnout amongst the young was lower than for any other age group. And the young, as they were ceaselessly told, will be more profoundly affected and for longer than anyone else. This is a lesson they need to learn. Politics matter, and our schools should play a greater role of explaining this to those in their charge.

Gerald Haigh is not surprised that a government committee reckons millions of adults lack basic knowledge about computers. And he suspects things won't get better until a 2014 curriculum change is looked at again

A recent report from the science and technology select committee says that millions of UK adults lack the basic digital skills required in almost every job. Blimey! Who would have thought it?

Forgive me if I veer towards irony, but it seems clear that what we have here is the best example of chickens coming home to roost since my dad's Rhode Island Reds retreated in the face of that memorable winter of 1947. The chickens in this case are clucking the slogan, "Computer science rules! Every child a coder!" and they all set out to cross the road back in September 2014, when the national curriculum subject called ICT was replaced, under the heavy influence of the British Computer Society (BCS), by "computing". The intention was to produce more school-leavers able to write computer code, a skill crucial to national growth. What impact the change might have on the general level of basic digital skills – also economically important and in serious need of attention – was always much less clear.

The sorry state of affairs reported by the select committee includes 12.6 million adults lacking basic computer skills, 5.8 million who have never been on the internet, 72 per cent of employers unwilling to interview candidates without basic IT skills, and billions a year in lost revenue. Much, probably most,



GERALD HAIGH

Retired primary head

Bring back core digital skills

of that is down to an inability to use devices and software productively, understand the internet, and keep safe online. The ability to write code is something else, a specialism within computer science. While it's vital for technological innovation, most school-leavers and job seekers need that broader digital competence learned from good ICT teachers.

Professor Peter Twining, of the Open University, recognised this in February 2013 when he blogged about the final draft of the new curriculum: "I am dismayed... Most workers do not need to be able to program computers. They don't even need to have a deep understanding of how computers work (though this can be helpful in some circumstances). However, all members of our society need to be 'digitally competent', something that appears to be a minor consideration in this computing programme of study."

Twining's anxiety was shared by the many teachers, academics and others who had persistently advised that the revised

curriculum should not exclude core digital skills, and that with too few teachers qualified in computer science, ICT teachers would be diverted into struggling with it. Both of these caveats were underestimated or ignored by a government bent on creating a nation of computer programmers.

Twining's blog, from which my quote is taken, covers in detail just how attempts to retain balance in the computing curriculum were blocked at Department for Education level. As a result we now have a subject called computing, which is, to all intents and purposes, computer science. It represents a narrowing of options, which is surely the opposite of what the government intended.

I discussed the select committee report's findings with educational technology consultant Bob Harrison, a member of the advisory group UK Forum for Computing Education, who called it a "very sad and sorry situation, especially for ICT teachers and pupils who deserved better.

"It was entirely predictable, was predicted,

and could and should have been avoided."

In many respects, the report is a wake-up call, with numerous action points, and well worth reading in full. There is praise for schools that embed technology across the curriculum, and a corresponding criticism: "The government seems to treat computer science as a separate subject rather than a mechanism to enhance learning across other subject disciplines."

The new curriculum has Gove's 'rigour' written all over it

What I would say, and what the select committee may have avoided or missed, is that this is surely deliberate, and has Michael Gove's favourite word, "rigour", written all over it. He always intended computing to be a strongly academic standalone subject.

So although the report is required reading, you may have to look between the lines to find any real acknowledgment of the failure of the national curriculum to address the issues that the committee highlights. I see in it little attempt to distinguish "digital literacy" from "computer science", and to recognise that each needs its own kind of urgent attention.

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REVIEWS

TOP BLOGS OF THE WEEK

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



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

My blog choices this week all relate to motivation and priorities, including: why we teach, how we teach, why we take on leadership roles, and how we decide what kind of teacher/leader we hope to be.

It was him

@davewhitaker246



Dave Whitaker, now executive principal of a special school, reflects on a formative experience from early in his career when, as a NQT on duty in his first term, he was involved in breaking up a playground fight. His description of the fight is masterful and will certainly bring back to many of us memories of similar experiences. "I will never know how a fight manages to communicate itself so quickly across a whole secondary school" – even before mobile phones.

What made this experience particularly memorable was the response of his duty colleague. As a new teacher, Whitaker felt he "could bow to his greater experience and professionalism". However, watching how this teacher dealt with the fight, and seeing what happened in consequence, taught him something quite different. We learn a huge amount from the best teachers and leaders we meet. I would contest that we learn even more from negative examples. In Whitaker's case, this "career-defining moment", he believes, helped to take his career in a certain direction.

More

@hayleyearl



Still on the subject of learning and motivation, Hayley Earl, a new acting deputy head, reflects on what made her decide to move into school leadership. She explains

how she loves teaching, a job she has been doing for 16 years, but that a desire for a fresh challenge encouraged her to venture beyond her comfort zone.

She writes about how taking this step is simultaneously thrilling and nerve-racking, how preparing for senior leadership has stretched her and ensured that she keeps thinking and learning. She considers the particular challenges of being internally promoted.

Earl fully understands this is a journey and that she still has some way to go, but her excited anticipation comes through clearly, underpinned by a quiet confidence in her own ability and her capacity to adapt and grow. "Maybe, in time, I may find I have more than I bargained for. I don't know. I'm pretty sure I'll cope." I'm rooting for her...

Take the weather with you

@HelenaMarsh81



In similarly reflective mode, Helena Marsh considers her first term of headship, what she has achieved and what she has learnt. I love the positivity of this post, balanced as it is against a grounded and realistic appreciation of the challenges of new headship.

She, too, was internally promoted, which brings opportunities and challenges as she negotiates the move from deputy head to head within a school community where she was already seen (and saw herself) in a certain way. But she appreciates the differences between the roles, with her current need, as head, "to steer school improvement, rather than get embroiled too much in operational detail". She discusses the importance of deciding on priorities, the need to resist the "superhero" model of leadership, and how incoming heads can establish the most positive school culture, building on what went before.

She concludes: "There are days when as school leaders we need to hold up the metaphorical umbrella for our staff and ourselves, but modelling the ability to dance in the rain has its place too."

Making sense of school improvement on a shoestring

@TheLitRoom



Finally, a new blog, and a new blogger, for me. Sarah Safraz, an assistant principal, writes about school improvement in the challenging context of a school in special measures, reflecting on the importance of what matters most: "It's not about stuff. It can't only be about stuff. It's about people, people who can build relationships... A real ethos, a sense of a collective moral purpose built on genuine relationships in a climate of trust and respect, costs nothing." She goes on to suggest 11 practical strategies on how this can be done. Excellent stuff.

BOOK REVIEW

The Confident Teacher

Author Alex Quigley

Publisher Routledge

ISBN-10 1138832332

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Reviewer Gwen Nelson, FE lecturer at Warwickshire college group



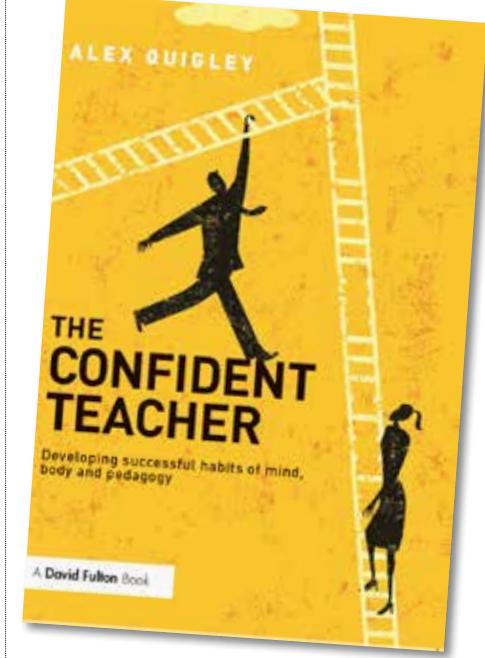
Being asked to review Alex Quigley's new book is serendipitous – and daunting. He is a Twitter teacher of some repute; an assistant head at Huntington school in York; a fellow English teacher, and has already been published in the *How to Teach* series. Not only that, a couple of years ago I applied for a job at Huntington and got an interview which, for numerous reasons, could best be described as an unmitigated disaster. Despite that, I left Huntington with encouragement and sound advice ringing in my exhausted ears.

Here Quigley aims to answer some self-posed questions such as: What does it mean to be a "confident" teacher? How does one achieve "confidence" (as opposed to over-confidence)? How can you convey confidence through your body language, your manner in the classroom? Last, how can you be confident in your pedagogy and instil confidence in your learners? All these are asked from a position of humility, not arrogance, which is clear when Quigley narrates his anecdotes of crippling anxiety and epic failure in the classroom when he was a green-around-the-gills new teacher.

Pleasingly, the book can be squeezed into your work satchel (and schedule) without too much bother. Plus, it is neatly divided into small sub-sections, which enabled me to read in 15-30 minute slots. As one of the target audiences is full-time classroom teachers, this time-friendly division of the text is very useful.

It is clear that this book has been thoroughly researched, which one would hope from the head of research at Huntington, and is also superbly referenced – so much so, I may use this with my A-level classes as a model for good referencing in their non-examined assessment ("coursework", in "old money").

To tell the story of how to grow confidence in teachers, Quigley references some well-known education writers such as Ron Berger, John Hattie and Doug Lemov, with newer edu-Twitter-voices such as Sean Allison and Andy Tharby. He has also distilled the most pertinent cognitive and behavioural psychology research to provide a sound evidence base for his methods. The academic element is combined with recognisable



scenarios, which show how the principles of confidence can be applied in realistic settings.

The audience is evident in who he implicitly, and explicitly addresses. School leaders feature heavily, as he constantly reminds them of their role in growing confident teachers in their own setting. This pleased me as too often, school leaders are the root of diminishing confidence in their teacher colleagues.

He also addresses new and experienced classroom teachers. NQTs will gain much from the pragmatic, sensible approach; experienced teachers will gain a sense of relief that often, day in, day out, most of what they do is right, while at the same time learning ways of making marginal – but not burdensome – gains in pedagogy.

Any niggles are relatively minor. For example, I wish it had been more tightly copy-edited so that Quigley's fondness for "shine a light" was used less often.

I wonder, too whether the text's three audiences limit the book's effectiveness. Although I value the constant messages to school leaders, this could and perhaps should, be a book in its own right. Last, and this is important for a bibliophile, when I got to the middle and needed to crack the spine (I was making annotations, after all), at least three pages sprung out of their binding – which is clearly an issue with the publisher's choice of binding rather than Alex's text.

Would I recommend this to classroom teachers? Happily. In fact, I will pass it on to my colleague at college who is new to teaching GCSE maths to resitters, and Lord knows that's a role that could knock the confidence of even the most experienced of us – never mind if you are new to teaching.



BARNEY ANGLISS

SENCO at Rydens enterprise school, Surrey, and autism strategy adviser to Surrey County Council

SEND CORNER

Thinking the unthinkable

Poor choices for parents and pupils; funding cuts; academisation; dwindling local authority budgets: dark clouds are hanging over SEND reform, says Barney Angliss

David Cameron teased up last autumn's spending review, thus: "...with a smarter state, we can spend less and deliver more."

Reform of special education needs and disabilities (SEND) has not been particularly smart, as it turns out: delivery has fallen way behind schedule and cost nearly £0.5 billion. When, in a recent piece for specialneedsjungle.com, I analysed local authorities' turnaround of the new education, health and care plans (EHCPs) that replace statements, there was dismay but little surprise. Parents complained the assessments were out-of-date and short on commitments, reminding me of Woody Allen's joke about the two elderly

women at a resort:

"Boy, the food at this place is really terrible."

"Yeah, I know, and such... small portions."

Nine leading charities have just highlighted huge disparities in parents' and professionals' views of where, why and what the problems are. Almost half the parents surveyed said they could not work because they did not get enough support to help look after their disabled child (on average, child disability trebles the cost of care and support).

A brilliant study of SEND funding, conducted for the Department for Education by ISOS LLP, went to public consultation earlier this year. The responses are in but they're likely to languish in Nicky Morgan's tray; the secretary of state ordered a review of SEND, less than two years after the reforms were legislated, to be chaired by former Conservative MP Lee Scott. Morgan has reasons to be concerned:

- parents continue to find solid support from the SEND tribunal, fuelling fears that the new system – as litigious as the old – is exposing a poor range of educational choices available to parents in many areas;

- academisation raises complex questions about rights and responsibilities within the school sector: local authorities (LAs) retain responsibility for the costs of SEND but are losing their traditional power to orchestrate provision. As a result, multi-academy trust policies are coming under scrutiny, only three months after the white paper;

- funding for most pupils with SEND (those who don't have an EHCP) is not ring-fenced, at a time when schools are reeling from the "flat-cash" squeeze. If their concerns are not resolved, parents have no power other than to request an EHCP, shifting the pressure back on to the LA in a spiral of "demand failure";

- LAs' dwindling resources mean they are unlikely ever to be able to deliver on some of the promises contained in the Children and Families Act (notably, the much-hyped personal budgets for children with disabilities).

So a dark shadow of uncertainty hangs over SEND reform, before it's fully rolled out. Another report by ISOS, on 16-19 funding for students with additional needs, underscores a trend that is increasingly true across sectors:

"...it was difficult to differentiate the support given to students with additional needs from provision that was offered

to all students."

Many school leaders and even SEND staff see this as a positive; it certainly offers a lifeline to the secretary of state. If all pupils can access effective teaching matched to their needs, runs the logic, few will need something "additional to, or different

Funding for most pupils with SEND is not ring-fenced

from, that made generally for others of the same age" (the legal definition of special educational provision).

A recent NCB/Catch 22 report, not about SEND but about social work, concludes: "local authorities face a range of resource and capacity issues in meeting the statutory duties".

The Children & Social Work Bill will allow both high-performing and struggling councils to apply for "academy-style freedoms" for up to six years to "test different ways of working", to achieve better outcomes or the "same outcomes more efficiently..."

It's a template I fully expect Nicky Morgan to draw upon at the end of her deliberations on the failure of SEND reform, with the eventual aim of removing the requirement to classify pupils as having special needs while those needs can be met in mainstream schools. Contentious? You bet.



A week in Westminster

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

WHAT A WEEK (in Westminster). We are not even sure where to begin. We'll start with

THURSDAY:

The calm before the storm.

Most of the Schools Week team was at the Festival of Education (see supplement). Editor Laura McInerney was told off by outgoing chief inspector Sir Michael Wilshaw for having a coffee stain on her clothes and made to change before she interviewed him on stage. Once a headteacher, always a headteacher it seems.

Though she was in attendance, Wilshaw's replacement, Amanda Spielman, stayed away from his session. When asked his opinions on his successor he merely said "Yes. Good luck." We are not sure if he meant to her, or to us.

FRIDAY:

So it begins. A descent into chaos.

We are leaving. David Cameron resigns. Boris Johnson is the frontrunner to become the new PM, with former education secretary Michael Gove at his side. Nicky

Morgan's name is put into the hat, but her team tell Schools Week it's not something she is considering.

Questions are immediately raised about the future of education policy – the national funding formula, the entire white paper.

NiMo's team says the education secretary still has "a lot" she wants to get done this summer.

SATURDAY:

Was it all a dream?

SUNDAY:

Nope. It's all still real. And the resignations start rolling in.

Lucy Powell, shadow edu sec, joins a host of other ministers and resigns from Jeremy Corbyn's shadow cabinet. She says his "position is untenable". He appointed her in September.

A message from her team says they are sad to be out of jobs but "that's a tiny thing given the future of the party and the country." One of her advisors had only been appointed on Thursday. Think they can get their old

job back?

MONDAY:

Pat Glass is appointed as Powell's replacement and gets a positive reception.

The rest of the junior ministers in the shadow education team also resign.

TUESDAY:

Just keep breathing...

Pat Glass announces she will step down as an MP at the next general election. She has had enough of the "divisive" environment that is Labour politics and found the last six months "bruising".

She has been in post for about 30 hours. There are still no junior ministers. The next election could be in October.

The Labour party passes a vote of no confidence in Corbyn.

WEDNESDAY:

PANIC STATIONS!!!

It all started out fine. A new regional school commissioner was announced: Christine

Quinn, head of Ninestiles academy in Birmingham, to replace Pank Patel in the West Midlands.

New Ofsted chief Amanda Spielman also had her hearing with the select committee, which seemed to go well.

Then... PAT GLASS RESIGNS FROM THE POSITION SHE WAS PROMOTED TO 50 HOURS BEFORE 50 HOURS!

That is the shortest tenure of a shadow edu sec in the history of the role. (Before that Gillian Shephard held the record at 41 days).

Morgan tweeted that she didn't know who would be taking part in education questions next week.

Schools Week offered a reporter to quiz her if no education secretary can be found. We await DfE confirmation.

What else will have happened by the time you read this? We don't know. So, please delete as necessary.

NiMo has [confirmed/still not confirmed she will/won't] stand for leader and the country [does/does not] have a shadow education secretary.

What a week to be alive!

CHECK OUT @SCHOOLSCHOOL FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Pupils take on TeenTech challenge



South London pupils building the city of tomorrow at the University of Roehampton

Sport week gets off the starting blocks

Double Paralympic champion Hannah Cockcroft and former Pussycat Doll Kimberly Wyatt kicked off National School Sport Week last Monday by leading a sport and dance session for Chobham academy pupils at London's Olympic Park.

The pair, both Youth Sport Trust ambassadors, the charity that runs the week, joined the year 9 east London students for a specially designed dance session led by Wyatt before joining in a series of Paralympic challenges linked to the sports of boccia, goalball, sitting volleyball and athletics.

Wyatt, who is now a dancer and

choreographer, says it was "really exciting" to work with Cockcroft to show that "there is something for everyone."

"I struggled at school and wasn't into mainstream sport but I found my love and passion for physical activity through dance and want to share that."

"The event with Chobham gave students a range of activities to try out so they can each find what they love. I loved trying out some inclusive sports too."

More than 4,500 schools took part in this year's sport week, which aims to build up excitement ahead of the Olympic and Paralympic Games in Rio later this summer.

Pupils from four south London schools came together earlier this month to build a city from recyclable materials.

More than 70 nine to eleven-year-olds took part in the TeenTech's City of Tomorrow project at the University of Roehampton to get them thinking about careers in science, technology and engineering.

The students – from Tolworth girls in Surbiton, St Cecilia's in Southfields, Raynes Park high in Merton and Heathmere primary in Roehampton – spent a day mind-mapping, developing ideas and

constructing their buildings at the university.

They then all met again for a two-day event when they brought their work together to develop the cohesive city of tomorrow.

Ruth Seabrook, principal lecturer education at Roehampton, says: "TeenTech is a creative way to help with the transition into secondary education for year 6 children, helping to build their confidence and dispel worries they might have."

"It also helps to build team working skills, all the while encouraging them to consider science, technology, engineering and mathematics careers in the future."

Taking the rap to learn how to spell

FEATURED

Ideas for memorable science resources and a spelling project in which students become DJs won the day for two teachers in the Let Teachers SHINE competition.

Michelle Lockwood of St Bernard's Catholic high school in Rotherham, and Peter Scutt of Isambard community school in Swindon, were two of ten teachers recognised at the Capita SIMS annual conference, held in Staffordshire.

This year, 125 teachers entered the awards to bid for grants of up to £15,000 to develop their ideas to support disadvantaged students in English, maths or science.

Lockwood was awarded £15,000 for a "fantastic" spelling project that encourages students to learn the rules of spelling through rap and rhyme.

She says the funding will help pupils across the country to "get to grips" with spelling and improve literacy by "giving spellings stickability and making the more boring rules of language fun".

Scutt also won £15,000 to develop video resources to make science accessible, "memorable and inspiring".

"I was inspired by Colin Hegarty of Hegarty Maths, a previous winner, to enter the competition. I hope now to bring free science resources to every pupil in the UK. By having the information they need at their fingertips, it will help them to achieve their full



Ten teachers celebrate winning this year's Let Teacher's SHINE competition at Capita SIMS annual conference

potential in science, no matter what their background."

Charlotte Mellor from Littleton junior, infant and nursery school in Liversedge, West Yorkshire, was given £5,000 for her Now That's What I Call Grammar! programme that combines music with lyrics to help students to memorise grammar terminology.

Phil Neal, director at Capita SIMS, says that choosing the ten finalists was a "tough decision".

Paul Carbury, chief executive of SHINE, added: "Our finalists go on to make a real difference to the lives of children up and down the country. This competition continues to discover inspirational teachers

and their truly amazing ideas to help level the playing field for every child. We look forward to working closely with all ten winners."

Last year Jackie Flaherty, a teacher at Chipping Campden school, won more than £12,000 for her SHINE in science idea. She says the money allowed her A-level students to develop their teamwork, organisation and communication skills.

"It also inspired GCSE students to consider science careers with a series of enrichment activities that included lunch with a science, technology, engineering and maths ambassador from Abbey Road Studios."



CHICAGO BECKONS FOR PRIMARY STAFF

Eight teachers from primary schools across the UK will fly to Chicago this summer after being recognised for their work as "digital pioneers" in the classroom.

The teachers — from schools in the Midlands, Hertfordshire, London and Devon — will attend the Discovery Education summer institute, a week-long professional development and networking event this July.

The selected eight had to submit a two-minute video and written application explaining how they use Discovery Education resources to "transform" teaching and learning.

Judges said the winners impressed with their "enthusiasm for using digital technology to boost pupil learning and achievement".

Gemma Clarke, assistant headteacher of Grangehurst primary school in Coventry who is one of the chosen eight, says the conference will be a "fantastic" opportunity to meet with teachers from around the world, and learn about the very latest digital technologies.

"I can't wait to bring all that I've learned back to the staff and children at my school."

MOVERS & SHAKERS



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

Katrina Axford is moving across the world to lead the Admiralty school in Dorset, one of three "schools within schools" at the Isle of Portland Aldridge community academy.

She was previously coordinator of project-based learning at Mark Oliphant college in South Australia.

The "schools within schools" model at Admiralty splits a large academy into three, with children belonging to one until they start their GCSEs.

Axford aims to bring project-based learning, which she describes as "creating relevant learning opportunities that develop passion and allows all learners to achieve", to her new school.

"I want all the students to truly love learning and continue that love throughout their life. It is our responsibility to give them that skill set."

Axford, who has degrees in visual arts and education, says she would have called anyone "crazy" if they told her in high school that she would be a teacher.

"I didn't like school and really struggled, but that is why I do what I do now."

Before becoming a teacher, she worked as a swimming instructor, screen printer's assistant and video graphic artist.



Katrina Axford



Lynsey Prewett



Nick Short

Lynsey Prewett has been appointed headteacher of Bannerman Road community academy in Bristol.

She has worked at the school for eight years and previously taught at Widcombe junior school in Bath.

Prewett says she leads a "strong" staff team supporting children and families in a "diverse inner-city community", with an aim to "enable students from all backgrounds to become lifelong learners and to follow their aspirations".

She says she wants to continue the school's range of "exciting experiences" to inspire pupils' curiosity, such as whole-school trips to the pantomime and the beach, and on-site forest school sessions for all year groups.

"We try to nurture every child and foster their self-belief. There should be no ceiling on what they can achieve," she said.

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

Nick Short has taken over as principal of Merchants' academy in south Bristol.

He was head of secondary and has been a member of the academy's leadership team since it opened in 2008.

He plans to bring a "strategic vision" to his new role that will "ensure that the educational journey for students is seamless.

"Investment in infrastructure, attracting and retaining the best calibre of teaching staff, and harnessing the expertise and support of the trust will take Merchants from 'good' to 'outstanding'.

"Inspiring our youngest students to raise their expectations and celebrate their achievements will result in a greater number of children progressing on to A-level study."

He also aims to continue to drive up the school's sixth form, which is currently "seeing the highest ever number of students going on to secure places at universities".

Before joining Merchants, Short spent five years teaching at Haberdashers' Aske's Knight's academy in London.



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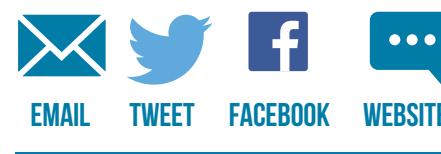
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READERS' REPLY



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ONLINE STORY: Reports delayed by the referendum could be published soon

Lorraine Petersen, Bromsgrove

There is also the second phase of the Rochford review about the future of p-scales. How are we going to assess pupils working below national standard if these are delayed? They need to get their skates on if schools are to start using them in September!

ONLINE STORY: Brexit will lead to delay in policy – but frustrations should be channelled into positive action.

Comment by Russell Hobby, NAHT

Frederick Sandall, address supplied

I am afraid I am less optimistic. I grieve today for the young and I urge a conservative profession to revolt for once. Stand up for the young people who have been denied so much of their future by the older generation.

Revolt, revolt before you lose so much more!

Ian Taylor, Bristol

In a democracy the people vote. If a right-wing government takes control it is because it has won the arguments or people have chosen choose the least worse option. If we move rightwards it will be because the Labour party is shambolic and has had no decent policies for the last 6-plus years.

Bobby Waring, address supplied

Everything in education will continue to work only because colleagues will hold it together and make it work!

I wonder whether they should stop making it work and let the wheels fall off.

Contact the team

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

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

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

Swedish-inspired Learning Schools Trust can't keep up

John Connor, Devon

Hard not to say I told you so. The entire model is flawed and open to this sort of ineptitude. Has anyone asked what is happening to the children?

'Multiple-choice exams plus portfolios – a proposal for a new assessment system'.

Comment by Debra Kidd

Paul Jenkins, Lincolnshire

This is spot on, and hits on what I have felt for many years.

There is only really one binary subject, mathematics, where you can positively ascertain whether someone is "right" or "wrong". Just look at the disastrous SPAG test for year 6. Even the linguists, authors, ministers and the teachers couldn't agree on the correct answers and definitions. When you throw into the mix essay-based subjects that require the testing of opinion, reliable marking becomes intangible.

Debra is right, we need a varied approach to assess learning and that in turn will give more reliable and constructive feedback to pupils as to how they are engaging with the tasks.

Online: Schools must collect data on immigrant children from autumn

Penny Busby

Yes, it makes me feel uncomfortable, but then the whole concept of the National Pupil Database does, as does the fact that outside organisations, including media companies can ask for access to it. The database already includes pupils' names, addresses, ethnicity, religion, disabilities, etc.

Lorena Arikamedoshika Woodfine

Doesn't make me uncomfortable. Why should it?

How is it a problem to know whether the children are naturalised Brits or immigrants? We, as teachers, know it about our students anyway. So what if we write it down? We write everything else down!

Correction

A news article in last week's edition of *Schools Week* "Resignations leave AET board 'struggling'" made references to Jack Boyer's business roles – some of which were incorrect.

The article said he was chair of Ilika plc and a non-executive director of Laird plc. These roles are no longer current.

The article should have included the fact that Mr Boyer has, in addition to becoming a new AET trustee, also become the new chair.

ONLINE STORY: Brexit: Vote to leave the EU will delay education policies

REPLY OF THE WEEK

Julie Cordiner, Hartlepool

I was a member of the Department for Education's group looking at school funding when the national (fair – as it was then) funding formula was attempted and then pulled because it was too difficult politically. We are closer now and although it will still be difficult when some Conservative MPs realise their areas will lose funding, the only commitment is an extra £500 million over the remainder of this parliament. Everyone is expecting a redistribution so it could be achievable even with the EU issues.

Just as David Cameron rushed to reassure the markets, he and Nicky Morgan will want to demonstrate the government's determination to follow through on manifesto commitments. If the consultation doesn't appear soon, they will miss the timetable for decisions.

REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!



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

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Knightsfield School

A specialist school for deaf children

Headteacher

Salary: between £62,694 and £72,447 - **Pay details:** L20-L26

Location: Welwyn Garden City, Hertfordshire

Start date: 1st January 2017

Employment type: Full time, Permanent



Due to the forthcoming retirement of our longstanding headteacher, the trustees of Knightsfield School are seeking to appoint an inspirational, dynamic and enthusiastic successor to lead our outstanding academy for secondary aged deaf pupils where communication is based on auditory/oral methods. We are seeking to appoint a headteacher with the skills and vision to build on our current successes and achievements: someone who will share and take forward the School's vision and ethos and aspirations for our pupils. We are looking for someone who is a passionate and creative person who will maintain our high quality provision, working with the whole school community to lead us forward and continue our growth and excellence.

Knightsfield shares a campus with a large mainstream secondary school. Knightsfield School was purpose built and situated on the outskirts of the very attractive town of Welwyn Garden City, which has good road and rail networks to both London and the north. The school is well designed and benefits from high quality resources.

Our new head teacher will:

- Be an experienced teacher and a confident and positive leader.
- Have high expectations of pupils' learning and behaviour and a clear vision for the future of the school.
- Build solid relationships working in partnership with staff, pupils, parents and trustees.
- Be committed to working in partnership with mainstream and further education provision giving our pupils wider opportunities for development.
- Be able to effectively manage staff and monitor the quality of teaching and learning.
- Be committed to promoting and marketing our school.

In return we can offer:

- The opportunity to play a key strategic role in driving the school forward
- Strong support for your further professional development.
- Well behaved and motivated pupils.
- Highly committed staff and fully supportive trustees.
- A friendly and happy learning environment in a modern building.

Visits to the school are warmly welcomed.

For further information and to visit the school please contact on **01707 376874** or email: **lpoole@knightsfield.herts.sch.uk**

If you think you are the right person to lead Knightsfield into the future we look forward to hearing from you.

Application Closing Date: Noon on 10th July 2016

Interview Date: 15th July 2016

Please complete and return the application to: **las.governors@hertsforlearning.co.uk** or apply online via **www.teachinherts.com**

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SCHOOLS WEEK Sudoku challenge

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| | 8 | | 3 | | | | 5 | |
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| | | | 1 | 6 | 3 | | | 2 |
| | 6 | | | 9 | | | | 1 |
| 7 | 5 | | | | | | | |
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Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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Difficulty:
MEDIUM

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

Solutions:
Next week

Difficulty:
MEDIUM

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to WIN a Schools Week mug



What's the caption? tweet a caption @schoolsweek



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