



GOVE'S LATEST WEB OF INFLUENCE

Page 8



HIBO WARDERE: WE NEED TO TALK ABOUT FGM

Page 15



STARTER FOR ONE: WHO IN 1963 SAID NO MORE GRAMMARS?

Page 17



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"Segregation, segregation, segregation"

Report from Labour Party conference page 3

Grammar get-out clause confirmed

- Schools for brightest pupils will not need new laws
- All that's needed is parent consent, says government

JOHN DICKENS
@JOHNDICKENSSW

Investigates

The government has confirmed it has a grammar school get-out clause that allows academy trusts to filter their brightest pupils to another site, effectively creating selective schools and dodging the need for new laws to be passed.

The education green paper introduced by Justine Greening a fortnight ago outlined proposals for multi-academy trusts to move their

brightest pupils into a single "centre of excellence" school within their trust, stating the action is already "permissible" under the current system.

In March, *Schools Week* was told in explicit terms by the Department for Education that schools could not select by ability, and said that if trusts were found to be moving their pupils around on this basis they would be investigated as it would be a breach of the school admissions code.

But the department **Continues on page 2**



P12

ADRIAN PACKER
LIFE AT THE HEART OF TROJAN HORSE

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NEWS

Academies can move pupils based on ability

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CONTINUED
FROM FRONT

appears to have abandoned its stance, and said this week that pupils of both low and high ability could be moved between schools in a multi-academy trust.

The disclosure throws open the possibility for existing schools to become grammars and select in the brightest pupils from other schools within their trust.

Becky Allen, director of Education Datalab, speaking at a rally in London last week to oppose grammar schools, said: "I think [the government] could circumvent the need for legislation to go down this route of selection within MATs."

Several other education professionals have expressed the same concerns, including a senior lawyer and policy experts.

Schools Week has been told that providing pupils remain on the roll of the school they were admitted to, and receive some of their education there, schools could share facilities and teach pupils at another school or site.

The DfE said a school move should not be done without parental consent, but would not confirm what action would be taken if parental consent was not granted.

A spokesperson said all proposals in the green paper consultation would require changes to legislation, but would not confirm if this applied to the "centres of

excellence". The green paper states that it does not.

A legal challenge was brought against the Dean trust earlier this year after it proposed to bus pupils with special educational needs to another of its schools because of limited resources.

However, *Schools Week* has been told the trust "backed down" after solicitors Simpson Millar found parents had not given their consent.

The 2002 Education Act says that local authority-maintained schools have the power to require children to be educated off site, but there is no equivalent power for academies.

James Betts, education solicitor at Simpson Millar, said: "This means academy trusts cannot insist on any provision being delivered off site, for example, at a different school in the chain, without agreement from parents.

"Any such proposal in the absence of parent consent is likely to be unlawful and challengeable by way of judicial review."

But it is likely that parents of pupils selected to enter a "centre of excellence" would consent to their child moving, although this would effectively turn the trust's remaining schools into secondary moderns.

At the rally, Allen urged teachers in large MATs to tell their bosses they would apply for jobs elsewhere if they introduced such a form of selection. "The teaching profession

can stop this easily – this is how it ends."

Schools Week has previously revealed multi-academy trust chief executives were uneasy about the potential of selecting within their trusts.

But Sir Dan Moynihan, chief executive of the Harris Federation, last week said he might open a selective school if forced to do so.

It also seems trusts may already be shifting around pupils. The Institute for Public Policy Research (IPPR) published a report earlier this month showing how trusts with a 14-19 vocationally focused school were moving lower-attaining pupils into the institutions at higher rates than other schools.

But Betts said shifting pupils "creates a high degree of uncertainty", highlighting issues over which uniforms pupils should wear.

"Travel between sites during the school day also reduces the time that pupils are actually being educated."

A DfE spokesperson said that the aim of scrapping the ban on new grammar schools would "provide stretching education for the most academically able, regardless of their background and help to eliminate the attainment gap between disadvantaged pupils and their peers".

She added that "there will be strict conditions that grammar schools must make sure they improve the education of pupils in every other part of the system".

Pupil nationality data is safe with us, says government

BILLY CAMDEN

@BILLYCAMDEN

Investigates

The government has reassured parents that pupil nationality data collected by schools will not be passed to immigration officials.

The intervention follows a *Schools Week* investigation that exposed schools were misinterpreting new data collection rules – including asking pupils for passport copies and if they were asylum seekers.

But human rights groups are still urging parents to boycott the data requests over fears it could turn classrooms into border enforcement units and create division in schools.

Schools Week revealed in June that the Department for Education (DfE) had expanded the census details schools must collect to include pupils' nationalities and countries of birth.

The new guidance, which came into effect this month, says that schools should seek birthplace data, although it is not compulsory for parents to provide it.

However, our investigation found the guidance caused confusion in some schools with many parents not told they could opt out of providing the information.

The findings were followed up by national media such as *The Guardian* and the BBC, and at least 20 campaign organisations have now written to education secretary Justine Greening asking her to axe the plans. A spokesperson for the DfE confirmed

this week that the information would not be handed to the Home Office and that the data was for the national pupil database.

"Collecting this data will be used to help us better understand how children with, for example, English as an additional language perform in terms of their broader education, and to assess and monitor the scale and impact immigration may be having on the schools sector.

"Data on pupils' country of birth, nationality and level of English proficiency is collected through the school census in line with the national population census.

"These data items will not be passed to the Home Office. They are solely for internal DfE use for analysis, statistics and research."

But a letter sent to Greening this week from campaigners read: "We have already seen data sharing between the Home Office and other departments increase since the government announced its commitment to creating a 'hostile environment' for undocumented migrants.

"Such measures deter vulnerable children and families from accessing essential services, exercising their human rights, and participating on an equal basis in our communities."

Gracie Mae Bradley from Against Borders for Children, which is leading the campaign to have the policy overturned, urged parents to boycott the scheme.



She told the BBC: "In the context of a 'hostile environment' in which employers, landlords and even healthcare workers are being turned into border guards, we believe this new requirement could be used to add school administrators to the list."

Schools Week last week revealed that De Beauvoir primary school, in Hackney, east London, issued a form to parents that appeared to require staff to check details provided against passports and birth certificates, and asked guardians to specify whether or not their child was a refugee or asylum seeker.

At Garth Hill college in Bracknell, Berkshire, parents received different emails depending on their child's recorded ethnicity.

NEWS: LABOUR PARTY ANNUAL CONFERENCE

FREDDIE WHITTAKER REPORTS FROM LIVERPOOL

'I have a masters in real life', says Rayner

In a passionate speech that included references to how Labour policies had helped her family, shadow education secretary Angela Rayner vowed to fight plans for new grammar schools "with every breath in my body".

It was a defiant Rayner who took to the stage on Tuesday to deliver a speech that sparked speculation about her future in the party.

She also committed Labour to bringing back the education maintenance allowance and announced plans for a childcare taskforce to "transform" early years education.

The Ashton-under-Lyne MP claimed some Conservatives looked "down their noses" at her because she "wasn't born with a plum in my mouth". She also spoke of the "snobbery" from commentators and social media trolls about her lack of a degree.

Drawing on her experience as a "northern, working-class mum" who left school at 16, Rayner praised the policies of the previous Labour government, particularly the Sure Start centres that she had benefited from.

"Some of the Tories say, 'she left school at 16, she doesn't have a university degree, what does she know about education?' I say, I may not have a degree – but I have a masters in real life.

"I left school at 16, pregnant, with no



Angela Rayner and Jeremy Corbyn at the Liverpool conference

qualifications. Some may argue I was not a great role model for today's young people. The direction of my life was set, but something happened. Labour's Sure Start

centres gave me and my friends, and our children, the help and support we needed to grow and to develop.

"They changed the lives of three million

children and their parents.

"The Tories have now closed more than 800 Sure Start centres, with more to come. They are shutting the door in the faces of our children and their parents."

Rayner also renewed her attack on plans for new grammar schools, claiming that selection "entrenches division and increases inequality.

"The new prime minister has talked a lot about meritocracy. It's a pity she hasn't appointed her Cabinet on merit though, isn't it? But if Theresa May is talking about meritocracy, let me tell her that every child has merit.

"Tony Blair talked about education, education, education. Theresa May wants segregation, segregation, segregation. And our Labour party will fight it."

The shadow education secretary also announced that she had appointed Liz Snape, assistant general secretary of Unison, to undertake the party's review of childcare, which will aim to improve access to affordable high-quality childcare and early-years learning.

The announcement follows calls from school leaders and the charities sector for a renewed focus on early years as a solution to disadvantage, with a consensus among many academics that gaps in attainment open up before children start school.

Anti-selection campaign kicks off on Saturday

A sea of placards bearing Labour's new slogan "education not segregation" marked the start of a nationwide campaign against Theresa May's plan to open new grammar schools.

The issue dominated Tuesday's education debate after it topped a poll of members' priorities, beating issues such as Brexit and the NHS.

A motion from the Socialist Educational Association (SEA) calling for opposition to existing selection and its expansion was also passed.

On Wednesday Labour leader Jeremy Corbyn announced £160 million for an "arts pupil premium" in schools, should his party win the next general election.

The cash would help pupils learn to play instruments, study drama and dance and have "regular access" to theatres, galleries or museums, Corbyn said.

He also reaffirmed the commitment made by shadow education secretary Angela Rayner to bringing back the education maintenance allowance, and said his "national education service" reforms would be funded with a tax rise.

He said Labour's proposals could "hardly be more different to the Tory approach to education"; their only plan was a return to "segregation and second-class schooling for the majority".

The proposals follow an announcement by Corbyn that the party would launch its

big campaign against selection this Saturday, with members in every part of England encouraged to organise rallies alongside a national petition and social media presence.

The selection debate is also expected to dominate the campaign for the Witney by-election, which will take place on October 20 following the resignation of David Cameron, the former prime minister.

Duncan Enright, a local councillor and school governor who will fight for the seat for Labour, warned that the reintroduction of grammar schools in Oxfordshire would lower achievement at the county's "excellent comprehensives" and "pit school against school".

Nick Raine, a party member from Nottingham, said the government wanted a return to "segregation and division in communities", while Sarah Williams from the SEA told delegates that Kent and other selective areas "let down thousands of children every year.

"Poor children don't need a grammar school place. They need to stop being poor."

The SEA's motion called on the party to oppose "any expansion to selective education" and a move to a "genuinely comprehensive and inclusive secondary education system in all areas".



Delegates wave placards against selective schools

It does not commit the party to the closure of existing grammar schools, but the SEA has said it wants selection removed from schools.

"Although this motion isn't calling for the closure of existing grammar schools, the SEA champions an entirely inclusive comprehensive school system," Williams told *Schools Week* ahead of the debate.

The National Union of Teachers (NUT) has said it will join the campaign.

Kevin Courtney, the union's recently elected general secretary, told a fringe event: "It was just really welcome when Jeremy said that he wants a big campaign around education and activities on the streets next Saturday."

"I don't want to pry into Labour party issues, but there's possibilities for all the wings of the party being united about something."

POWELL HINTS AT TORY DISCONTENT

As Labour activists prepare to take their fight against grammar schools to the streets, some senior party officials are working with unlikely allies.

Lucy Powell, the former shadow education secretary, told a fringe event that she had spoken to about 30 MPs from the government benches who were against the prime minister's proposals.

The revelation casts further doubt on the ability of the government to pass legislation ending the ban on new grammar schools.

Former education secretary Nicky Morgan and ex-ministers Anna Soubry and Theresa Villiers are among the more high-profile Conservatives who have voiced their concerns about the policy, but many more have indicated in private that they will not support the proposals.

"I have spent a lot of the past few weeks talking to Conservative MPs in parliament as well to try to make sure we have got an alliance across the floor of the house, and I can't see grammar schools happening," Powell said.

Lord Watson, Labour's shadow education minister in the House of Lords, also claimed that there was unease about the policy within the Department for Education.

He said Lord Nash, the minister for the school system, was "not at all happy" with the proposal because it "cuts right across" the academies agenda that he had championed.

NEWS

Reforms blamed for 'record backlog' in special needs tribunals

JOHN DICKENS
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Exclusive

The government is facing a huge backlog in special education tribunals after a sharp rise in appeals, which campaigners blame on the government's "landmark" reforms.

Figures published on Friday by the Department for Education (DfE) reveal that the number of special educational needs and disability (SEND) appeals registered from April to June this year were a third higher compared with the same period a year ago.

Campaigners from information website Special Needs Jungle also found only 58 per cent of those cases were cleared within three months, the lowest rate since at least 2009.

Barney Angliss, co-director of Special Needs Jungle, said the shortfall in the tribunal's performance was "unprecedented and leaves them with a record backlog".

The DfE report also revealed only 59.2 per cent of education, health and care (EHC) plans were issued within the 20-week time limit in 2015, compared with 64.3 per cent in 2014.

EHC plans were brought in as part of the government's "once in a generation" reforms in 2014, with local authorities responsible for delivering a single care plan for children with more complex needs.

Tania Tirraoro, founder of Special Needs Jungle, said families faced increasing "uncertainty and stress."

"The reforms are supposed to have cut time, but families are having to wait longer to get the new EHCs, before they can even think about if they want to appeal."

"Parents are having a worse time than they ever had under the old system."

The DfE report says local authorities will "take time" to adjust to the new system. But it appears some have been overawed by the changes.

Cumbria county council said EHC assessment requests from schools have risen 80 per cent in the past two years.

The council said this caused an £8 million overspend. It now wants schools to cut their budgets to make up the shortfall.

A spokesperson for the DfE said about 70,000 more children received EHC plans in 2015 – up from just 4,000 the previous year.

"Almost two thirds of those are still being processed within the 20-week time frame, but we want to make sure that all children have quality plans in place as quickly as possible and we are continuing to support councils to do this."

A new mediation process resulted in the resolution of three quarters of appeals in 2015 without the need for a tribunal.

Schools face action over 'bogus' Ofsted logos

BILLY CAMDEN
@BILLYCAMDEN

Investigates

Hundreds of schools have been alerted to possible legal action by Ofsted after an obscure policy about unauthorised use of its logo to advertise a "good" rating surfaced.

Last week, *Schools Week's* sister paper *FE Week* revealed how an unnamed training provider had been threatened with court action by the education watchdog for using a modified version of an Ofsted "good" logo. The provider was told it was breaking Crown copyright law and that Ofsted only allowed institutions rated as "outstanding" to display such a logo.

But an investigation by *Schools Week* has uncovered hundreds of schools falling foul of the same rules – leaving them open to potential action.

"Good" logos usually are published on websites, but some schools use them on outdoor banners and in prospectuses.

Academies from nine of the ten largest trusts are among those using "bogus logos", although many said they were unaware of the "unknown" policy, which Ofsted insists has been in place since 2000.

A spokesperson for REACh2, which runs 56 schools, said it was a "real shame" that Ofsted was choosing to "focus its resources on pursuing schools and colleges who want to celebrate a 'good' inspection result with their local communities".

The Academies Enterprise Trust – with 66 schools – also said it was unaware of the policy. A spokesperson said it has received no communication from Ofsted about the use of "bogus logos", but has now told its schools to remove any that have been published.

Ormiston Academies Trust said it was



"surprised" to learn about the policy. Schools were "rightly proud of receiving good ratings from Ofsted and it is important they are able to communicate this with parents".

Mary Bousted, general secretary of the Association of Teachers and Lecturers, said: "Every day you go past schools with signs and logos saying they are graded as good. These letters [from Ofsted] are a monumental waste of time and resources."

In one letter recently received by an unnamed FE training provider, which had used a version of the logo on its website, the education watchdog said it would begin legal action if the logo was not removed from its materials within 14 days.

The letter read: "The Ofsted logo is covered by Crown copyright. In addition, the Ofsted name is a registered trademark . . . therefore, the logo cannot be used without Ofsted's express permission."

"Unauthorised use of our logo may give



rise to a civil action against you. To avoid this, please remove the Ofsted logo from your website and any other offending materials with immediate effect."

The education watchdog said it was clamping down on logo misuse and promised to take action against schools, colleges and other training providers found to be inappropriately using its logo. A spokesperson said the inspectorate estimated there had been more than 500 cases in the past four years.

"We have clear guidelines published on our website governing its [the logo's] use which are applied consistently across all remits. We believe it is right that permission to use the logo should be limited to those who have achieved the highest Ofsted grade of outstanding."

"When we find the Ofsted logo has been used inappropriately we approach the provider and request that they remove it."

However, *Schools Week* understands that Ofsted could revisit the policy rules.

A spokesperson said: "The policy is very much as it was last week and there is no formal review but we do look at policies across the board on a regular basis."

NORTHERN TRUST 'REBRANDS' WITH NAME CHANGE

BILLY CAMDEN
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One of England's largest academy chains is changing its name as part of a major rebrand to make a "fresh start" after a turbulent couple of years.

School Partnership Trust Academies (SPTA), which sponsors 44 academies across Yorkshire and the Humber, will become Delta Academies Trust from next month.

The rebrand has been led by Paul Tarn, who took over as trust chief executive in March, and a new board of directors appointed to drive up standards after the chain was criticised for poor performance and for making sweeping redundancies.

Emma Forrest, the lead negotiator for the National Union of Teachers at SPTA, said she was "disappointed" by the move, although she was aware that trust headteachers wanted to distance themselves from the bad publicity.

Last December SPTA was stripped of three schools in Nottinghamshire following concerns they were isolated from the rest of the organisation.

In March chief inspector Sir Michael Wilshaw launched a scathing attack on the academy trust model, warning that some had "manifested the same weaknesses" as the worst-performing local authorities and "offered the same excuses".

In March, SPTA announced a "landmark partnership" to work closely with school improvement gurus at the Outwood Grange academies trust (OGAT).

Tarn, formerly OGAT deputy chief executive, took the top job at SPTA as part of the partnership deal.

He said the rebrand would help the trust to move forward and said "Delta" was chosen because it represented the "symbol for change".

The name change is believed to be the first example of a large multi-academy trust completely rebranding.

Tarn said the trust's academy names would stay the same, making it easy for their performance histories, such as old Ofsted records, to be found. Uniforms would also stay the same.

"We will replace items such as stationery when they run out. The move is part of a fresh start for the trust."

The trust has also changed its auditors to KMPG following a tender process during the summer.

But Forrest questioned the cost of the rebrand, which has come just months after the trust made redundancies, blaming funding cuts.

He said: "At a time of funding cuts and increased accountability in schools, we remain unconvinced that a costly rebranding exercise represents value for money for teachers, pupils or parents."

"Many of our members are still reeling from a recent, major restructure across a number of schools that saw more than 100 staff leave SPTA, along with the removal of a number of creative subjects from the curriculum."

"SPTA maintained funding issues were the driver for job losses and many of our members are now shocked and saddened to discover that there was no mention of a rebranding and its associated costs during those negotiations."

Tarn said costs of the process would be "kept to a minimum", but would not give *Schools Week* a figure.

NEWS

97 independents failed test to set up free schools

JESS STAUFENBERG

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Exclusive

More than 100 independent schools were rebuffed from opening a free school in the first wave of applications in 2010, Schools Week can exclusively reveal, throwing doubt on the government's new proposals to encourage private schools into the state sector.

Figures obtained by Schools Week show that 103 independent schools applied to join the first wave, but only six were deemed suitable enough to get the go-ahead.

But private school heads are now reportedly intent on setting up new grammar schools or may consider converting their own schools.

The Sunday Times reported that a number of leading schools, including Highgate and Brighton College, are planning to hold talks with the government to select locations in deprived areas in which they could create new schools.

Hans van Mourik Broekman, principal of Liverpool College, which converted to academy status in 2013, said the process of moving into the state-funded sector could be risky, as parents often cited concerns about results slipping if the intake was no longer exclusive.

"All of this will be completely altered by

the possibility of becoming a grammar. If it's possible to be selective, I think for a lot of independent schools it's going to be very attractive," he said.

Although large numbers of independent schools applied to convert in 2010, however, just four independent secondary schools – which included the Maharishi free school in Lancashire, Sandbach school in Cheshire and Batley grammar school in Yorkshire – made it through the government's 2011 application process, with the rest failing to meet required standards.

Sandbach and Batley, which had previously been selective, were first rated as "requires improvement" by Ofsted in 2013. Both are now graded "good".

Analysis of GCSEs from the four schools that Schools Week could confirm were selective before they converted to non-selective state schools revealed that results did not dip once the schools opened up their admissions – challenging Theresa May's assertion greater selection is required to drive up school performance.

Queen Elizabeth's grammar school in Blackburn changed from a selective independent to a non-selective free school in 2014. Its GCSE results, for A* to C, two years before converting were 78 per cent and 82 per cent.

The school announced its results for this



year were 82.2 per cent, adding this was "encouraging considering that a significant proportion of the year group joined the school in year 10, after the change to free school status".

At Batley Grammar in West Yorkshire, 76 per cent of pupils achieved five GCSEs at A* to C including English and maths this year with a non-selective non-fee paying intake, compared with 71 per cent the year before.

Broekman added: "I think we've shown you can do this [be non-selective] and get good results. Of course, the most selective schools are going to get strong results, but you can get very creditable results like this too."

Explaining the low number of successful

free school applications from private schools, Sarah Pearson, interim director at the New Schools Network, said: "The application process for independent schools converting to become free schools is rightly a tough one.

"As with any group wanting to set up a new school, they have to set out their education vision and plan, their staffing structure, their proposed budget and their governance structures.

"Only if they are able to demonstrate a high level of competence across each of these are they then invited to an interview with the DfE who will then consider whether to allow the conversion to go ahead."

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NEWS

IN brief

THIRD POST FOR LAUENER

The head of the Education Funding Agency has been announced as the interim chief executive of a new independent body to oversee apprenticeships – meaning he will now split his time between three jobs.

Peter Lauener was appointed to the Institute for Apprenticeships (IfA) on Monday.

He will spend two days a week working in the new role, leaving three days for his duties at the EFA and the Skills Funding Agency, where he is also chief executive.

The new appointment could prove contentious after the EFA – responsible for handing out government cash to schools – was recently criticised by the National Audit Office for how it handles academy trust accounts and capital school projects.

But Jonathan Slater, the Department for Education's permanent secretary, backed the appointment, praising Lauener's "deep knowledge of skills and apprenticeships".

He will stay at the IfA until 2017, when a permanent chief will be appointed.

TRUST SPONSOR 'MUST CLOSE'

An academy trust has been ordered to close its private firm sponsor and "closely monitor" its finances following a second government investigation in three years.

The Education Fellowship Trust (EFT) lists a private company as its principal sponsor. The firm's directors include senior trust staff.

But an Education Funding Agency investigation, published on Friday last week, found although the company was not active, it "could be used to benefit the directors".

Lizzie Rowe, chief operating officer at EFT, said the trust's structure had been approved by the government and questioned the "use of public funds for this investigation".

The trust was also issued with a financial notice to improve after the investigation found its schools had a combined deficit of £344,000.

An EFA investigation in 2014 criticised the trust over governor expenses totalling £45,000 for a fact-finding trip to New York.

CAP ON SEVERANCE PAY

Schools will face more employment tribunals after a government announcement that it will clamp down on generous exit packages, claims a union leader.

The Treasury confirmed this week that it will put a £95,000 cap on severance payments for public sector workers, including teachers and civil servants.

The government will also introduce a ceiling on the number of months' salary that can be paid as redundancy and a taper on the amount of lump sum compensation a worker could get as he or she nears retirement age.

But Russell Hobby, general secretary of the National Association of Head Teachers, said fewer teachers would now opt for voluntary redundancy – thereby increasing costs for schools and academy trusts through compulsory redundancy payments and possibly more employment tribunals.

The Treasury said the new framework would ensure a "fair and appropriate level of compensation is provided for employees who are required to leave public sector jobs".

Complaints about RSCs mount up

JOHN DICKENS

@JOHNDICKENSSW

Investigates

The government has been warned that it is vulnerable to further legal action over a lack of "structure and consistency" in decisions by schools commissioners.

The Department for Education (DfE) is facing a landmark judicial review after claims that one of its regional schools commissioners (RSCs) granted approval for a new sixth form that flouted the government's own guidelines.

The disclosure comes in the same month as a complaint from Norfolk County Council that it launched a free school sponsor consultation for a new primary school – only to find out just days later that the government had already appointed a sponsor.

Earlier this month an RSC decision to allow a Birmingham school facing financial difficulties to consult on closure was reversed, despite parents being told to send their pupils elsewhere.

Mary Bousted, general secretary of the Association of Teachers and Lecturers (ATL), told *Schools Week*: "There is no consistency in the way RSCs work.

There is no transparency and there appears to be an increase in decisions not

supported by the local community."

She said the "lack of proper structure" meant the DfE risked "leaving itself open to more [legal] challenge".

The department faces a high court challenge in November after Dr Tim Coulson, RSC for the East of England and North-East London, approved funding for a new sixth form at Abbs Cross academy and arts college, in Hornchurch, Essex.

The Association of Colleges joined with Havering sixth form college to challenge the decision, claiming that the new sixth form failed to meet new government guidance – including that schools should have 200 pupils or more and offer a full programme of 15 A-levels.

Norfolk launched a four-month consultation to decide who should run a new primary school in Sprowston, only to be told that education secretary Justine Greening had already appointed REAch2 to take over the school.

A council spokesperson said: "This isn't what we were expecting. We're surprised it wasn't a competitive process and are seeking further clarification from the RSC."

The spokesperson would not confirm if the

council would take further action.

Earlier this month, a decision to allow Baverstock academy in Birmingham to start a consultation over closure was reversed.

Pank Patel (pictured), former RSC for the Midlands, had told the Leap academy trust in July that it could start the closure process after a government investigation found "financial irregularity" and "significant weaknesses" in financial oversight.

Parents were advised they could submit late applications to get their child a place at a new school.

But the decision was reversed after a campaign to keep the school open was backed by parents, the council and Steve McCabe, the Labour MP for Birmingham Selly Oak.

McCabe criticised the closure as "punishing the parents and pupils for the [supervision] failure of the RSC".

Parents have now been told that "renewed efforts to identify a new sponsor ... had progressed positively over the summer".

But McCabe said pupil numbers had fallen about 35 per cent. The government would have to stump up extra funding for the new sponsor to make up for the reduced roll.

The DfE said Christine Quinn, the new RSC for the Midlands, would provide an update on Baverstock by October half term.

The department did not respond to questions about the whether it was looking at ways to strengthen the RSC decision-making process.



TRUSTEES FEAR TRUST TAKEOVER WILL SULLY CHRISTIAN ETHOS

JESS STAUFENBERG

@STAUFENBERGJ

The founders of a Christian-ethos free school have resigned as trustees, citing anger at the government's "lack of protection" for the institution's religious character.

Elizabeth Gray and John Burn have stepped away from the Grindon Hall Christian school in Sunderland as a lengthy takeover by the Bright Tribe academy trust nears its conclusion.

The pair say they had no choice but to resign because Grindon Hall, which Gray founded as an independent school nearly 30 years ago, before it converted into a free school in 2012, will lose its Christian ethos.

Burn, a former headteacher and member of the National Curriculum Council, told *Schools Week*: "Bright Tribe is not a Christian body, it's a secular body, and it's ridiculous to expect a secular body to manage a Christian school."

He said the school did not have the same government protection given to those that formally belonged to the Church of England or Catholic church.

"The Anglican schools are protected," Burn said. "We're a non-denominational Christian school, and we think we should be in the same position as the Anglican and Roman Catholic schools."

In the government's education white paper, a memorandum of understanding



(MOU) was established between the Department for Education (DfE) and the Church of England and Catholic church.

It promised the churches could "expect their academies to remain part of a diocesan family of schools" and the "religious character and ethos of church and faith schools be protected" should they be taken over by a new trust.

The MOU also states that church academies must demonstrate a "broad and balanced curriculum that prepares pupils for life in modern Britain" – the strongest area of criticism against Grindon Hall in Ofsted's 2014 report.

The free school was put in special measures after the inspection, which found students showed "a lack of respect and

tolerance towards those of different faiths, cultures or communities", while safeguarding procedures, recruitment processes and academic progress in writing skills were also insufficient. Inspectors have since told the school that it is making good progress.

Bright Tribe is still to take over the school, with the lengthy delay calling into question the government's claim that academisation allows ministers to remove schools quickly from under-performing providers.

However, the trust this month put out an advert for a new principal at Grindon that said the new head would "lead the successful development and implementation of the school's Christian ethos".

Bright Tribe, which runs 12 schools, is also at the centre of a financial storm after *Schools Week* revealed that the government was refusing to publish an investigation into payments it made to companies connected to its founder Michael Dwan, despite the regular publication of similar investigations into other trusts.

A spokesperson for Bright Tribe said: "The school is designated as having a faith character and the trust is committed to ensuring that the Christian ethos is maintained."

Meanwhile in the north east, the Church of England is set to take over four non-religious schools – a move humanist organisations have called a "deeply anti-secular development".

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CONSERVATIVES

Gove keeps a place at the centre of things

JOHN DICKENS

@JOHNDICKENSSW

Former education secretary Michael Gove may have been ousted from the top table of government, but his influence has been resurrected in a new education battle.

The Parents and Teachers for Excellence (PTE) campaign group was launched last week to highlight the achievements of academies and free schools, and to make the case for education reform.

The launch followed Theresa May's

controversial announcement to allow new grammar schools to open, and to entice private schools to work in the state sector.

While PTE has not publicly set out its opposition to grammar schools, the group aims to shift the education narrative back to Gove's reforms – and a closer look at some of the campaign's key figures reveals a web of links that all lead back to the former Conservative high-flyer.

Schools Week looks at the eight highest-profile names involved with PTE (below), including its two political

masterminds Rachel Wolf and James Frayne, both former Gove advisers.

The group's two directors also share links with the former education secretary. Jon Moynihan was on the board of Vote Leave, a Brexit campaign group headed by Gove, and Rachel de Souza was given "superhead" status under Gove's tenure at the Department for Education.

He once said his ideal education policy would be to "clone Rachel 23,000 times".

The former education and justice secretary has also praised several

members of the PTE advisory council. In a speech to the National College for Teaching and Leadership in 2013, he name-checked Dan Moynihan, Mark Lehain, John Blake and Tom Bennett.

Five members of the advisory council also signed a letter of support, published in *The Sunday Times*, after Gove was sacked as education secretary in 2014.

The letter called him a "man of great conviction" and praised his reforms. Those who signed the letter were Dan Moynihan, de Souza, Lehain, James O'Shaughnessy and Hywel Jones.



JAMES FRAYNE

Frayne was Gove's director of communications at the DfE from 2011 to 2012. He later worked as director of policy and strategy at think tank Policy Exchange, which Gove helped to found in 2002.



DAN MOYNIHAN

Gove has praised the "inspirational" Moynihan, chief executive of the Harris Federation, several times in speeches or articles. He also calls Lord Harris, who founded the Harris Federation chain of schools, his "hero".



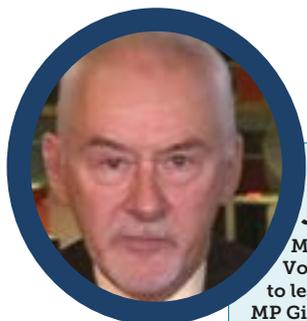
TOM BENNETT

Bennett has been singled out for praise in several Gove speeches made when he was education secretary. In 2013 he declared that he "hugely enjoys the always provocative work of Tom Bennett, the behaviour guru".



RACHEL WOLF

Wolf worked as a special adviser to Gove while he was shadow education secretary and founded the New Schools Network, a charity founded to help to set up free schools. Gove gave it a £500,000 grant when he became education secretary, without the contract going out to tender.



JON MOYNIHAN

Moynihan was on the board of Vote Leave, the official campaign to leave the EU. Gove, with Labour MP Gisela Stuart, headed the Vote Leave campaign, which was set up by Dominic Cummings, Gove's former special adviser.



RACHEL DE SOUZA

Gove championed de Souza as a superhead, and once said his ideal education policy would be to "clone Rachel 23,000 times". De Souza is chief executive of the Inspiration Trust, which was set up by Tory donor Theodore Agnew, who advised Gove before the 2010 general election and joined the DfE board when Gove took office. Agnew was also a Policy Exchange trustee.



JAMES O'SHAUGHNESSY

Worked as deputy director from 2004 to 2007 at Policy Exchange. He also reportedly worked on education policy while Gove was education secretary.



JONATHAN SIMONS

Simons is head of education at Policy Exchange.

BAKER'S CALL FOR 'LEAVING DIPLOMA' HAS HINTS OF EARLIER LABOUR PLAN

BILLY CAMDEN

@BILLYCAMDEN

The architect of the university technical college (UTC) model has launched a scathing attack on the government's "narrow" English Baccalaureate (EBacc), calling it a "missed opportunity" to fulfil the prime minister's vision for social mobility.

Lord Kenneth Baker, a former Conservative education secretary, has

called for a new "leaving diploma" instead, with the EBacc expanded to include vocational qualifications from the age of 16.

Baker said programmes could be delivered in "cities and large towns by clusters of mainstream schools and colleges and specialist institutions modelled on UTC, career colleges and studio schools".

He also called for "dual enrolment" in rural areas, with students spending the bulk of their time in their local school, and

travelling one or two days a week to a college or specialist institution.

His "vision" appears to mirror the old diploma for 14 to 19-year-olds, introduced under the previous Labour government. It was scrapped when the coalition came to power in 2010 over concerns that it was too complex.

Under the scheme, students studied one of five practical subjects – construction, media, engineering, information technology

and health – and had to pass "functional skills" tests in English, maths and ICT to gain the overall diploma.

A Department for Education spokesperson said the EBacc was part of a "broad curriculum" and provided "a strong academic foundation, while allowing students to study additional subjects that reflect their individual strengths and interests".

LORD BAKER'S VIEW, PAGE 15

NEWS

Academies? Not sure what we'll do, says Labour

FREDDIE WHITTAKER

@FCDWHITTAKER

Exclusive

Labour does not have a policy on the future of the academies programme, a member of the party's frontbench team has admitted.

Lord Watson, the shadow education minister in the House of Lords, told a fringe event at the Labour party conference that the party was in the "early stages" of policy development.

Party leader Jeremy Corbyn has previously said that he wants local authorities to play a bigger role in the oversight of schools, but steady academisation makes it look less likely that Labour could turn back the clock on the programme.

The government has backtracked on its goal to convert all schools into academies by 2022. But following last year's education act, ministers are still expected to force schools deemed failing or coasting to convert.

"We don't have a policy on what would happen to academies if we were to win the next election," Lord Watson told the event, sponsored by *Schools Week* and the Education Policy Institute. "We are in the early stages of developing education policy, and we haven't actually got to academies, believe it or not.

"Obviously, Labour started academies

for a different purpose, to help schools that were in difficulties, but it's gone beyond that now."

Watson said he was worried that if Labour did not win in 2020 almost all schools would have become academies by the next election in 2025.

He said the party needed to prioritise preventing academies from selling land and misusing related-party transactions, while also trying to halt the programme's growth.

"There's no way that schools should be able to take any services whatsoever from somebody who's related to the trust or a governor," he said.

"We should get back to the position where

academies are for their original purpose."

Aside from a commitment to oppose the expansion of selection in English schools, the Labour conference has been light on education policy, and although Corbyn has renewed a commitment to the idea of a national education service, there have been few details about the policy first mooted during his leadership campaign last year.

Mary Bousted, the general secretary of the Association of Teachers and Lecturers and president of the Trades Union Congress, told Wednesday's fringe event that responsibility for admissions had to be taken back from academies as additional powers given to them under the reforms

could be open to abuse.

Bousted also called for an end to the "war on local authorities" and warned that government reforms meant that too much of teaching was about "bureaucratic nonsense".



CONSERVATIVE PARTY CONFERENCE FRINGE EVENT

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Academisation and Grammar Schools - Solution, or a distraction?

Time: 18:00 - 19:00

Venue: Hyatt Regency, Sonata Room

Neil Carmichael MP, Chair, Education Select Committee

Rt Hon. David Laws, Executive Chairman, EPI

Dr Mary Bousted, General Secretary, ATL & TUC President

Russell Hobby, General Secretary, NAHT

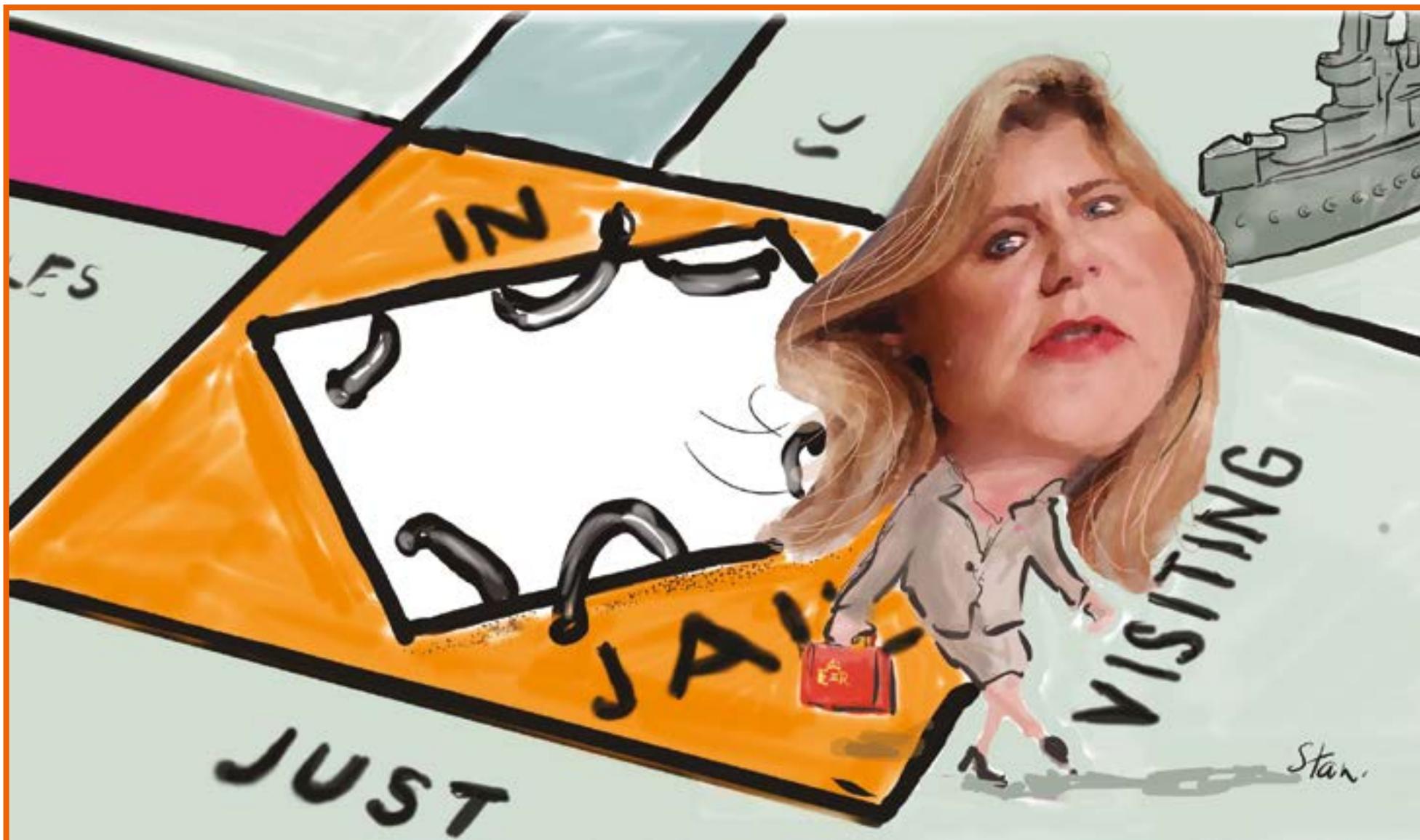
Dame Rachel de Souza, Chief Executive, Inspiration Trust

Chaired by Laura McInerney Editor, Schools Week

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EDITOR'S COMMENT

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

How selection could – and probably will – seep back in

"There is no way they will get this grammar school thing through." That's what former shadow education secretary Lucy Powell said at a debate on Sunday. It's a comforting thought, but I'm not buying.

Governments tend to do what they want, regardless of the administrative hurdles placed in their way. Michael Gove used the Terrorism Act to force academy laws through parliament in five days. He also lost a judicial review into the legality of cancelling new school buildings. But the schools still didn't get built.

Brutal experience tells that in education, as in all of politics, any instrument of democracy you think will hold a ridiculous policy at bay is likely to let you down.

Hence, anyone thinking an alliance of MPs will be enough to stop the re-introduction of selective schools has another think coming.

The government has not hidden its intention. Right there, in the green paper, it says that multi-academy trusts, which run several schools, "can already establish a single centre in which to educate their 'most able'". Such centres don't breach rules saying there cannot be more schools that select its pupils on

ability because the decision would be made after pupils enter the school.

I don't know who has given Justine Greening this advice, but it contradicts the Department for Education's own view on this matter just six months ago.

Earlier this year, when the government said it wanted a technical school in each multi-academy trust, we asked if this meant children identified as less able could be streamed into the schools from others in the academy trust.

The government wasn't only explicit that this would not be acceptable. It was so insistent that I received a personal phone call from the press office asking that I confirm the reporter had understood this point and that it was definitely going to be put across in the story. They wanted it to be made clear that children could not be moved without their and their parents' permission, and that ability could not be the selection criteria. "We will investigate any school suspected of doing this," I was told.

Yet, here we are, a few short months and a switcheroo of prime minister later, and the rules have apparently changed.

Now the green paper is saying that if children are identified as highly able they can move school sites. As, presumably,

can low ability children.

The only backstop is parental consent. One can imagine that a parent told their child had been selected to attend a grammar might well say yes. What there won't be is an opportunity for the parents of children who are not selected. It will be parent "choice" for preferred parents only.

Not only does this shift in emphasis speed the sector towards the reintroduction of grammars, it also means the initial issue Schools Week raised – of low-ability children being tracked into technical schools – wobbles back to life.

If the cleverest kids are siphoned off to "centres of excellence", what is to stop a school from sloughing off its strugglers to, erm, "centres of not-so-excellence"? The Labour party has launched a "day of action" against the government's grammar plans, though we must all wait with bated breath to see if it is capable of organising such a day given its current state.

Shouting too loudly could cause problems, however.

It is currently believed that around 30 Conservative MPs will vote against grammars if proposals make it to the

Commons. If Labour goes in for an all guns blazing opposition it will make it much harder for the Conservative MPs to vote with them. Theresa May will tell her backbenchers that supporting Labour's view is tantamount to supporting the hard left-wing views of Jeremy Corbyn. Moderate Conservatives will likely find that difficult.

Do nothing, however, and selection will seep back in around the edges. A "centre for excellence" here, a new selective free school there, a grammar "expansion" 50 miles from the original site – and soon the country will be back to a fully-fledged two, three, maybe multiple-tier system before we know it.

As a newspaper, we cannot do much to stop the headwinds. But we can point out that when the DfE said something could not happen back in March, and then

changes its tune by October, either it was fudging then or it is fudging now.

There has been no law change, yet. There may not be one at all. But don't believe that won't mean a return of selective schools.



READERS' REPLY



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Schools demand pupils' passports



Farouk Patel

There seems to be this mindset prevailing through left of centre society that anybody and everybody should be allowed to live in the UK. But where do we draw the line?

TEJ

We lived in New Zealand for a few years and this was necessary there – had to show passports (and immunisation documentation) to schools to provide evidence of our residence status.

Duncan Rothwell

Headteachers will photocopy the passports and put the copies into a folder "just in case Ofsted asks for it"...

Make schools commissioners independent, demands think tank



Sarah Thurlby

It would be really good if the government could publish information about the level of top slice in each local authority and multi-academy trust to allow individual governing bodies to do proper due diligence before they take decisions about conversion. This sort of transparency is sorely lacking in the current system.

Academies Enterprise Trust relocates HQ to London so staff have better train access



Education state

Relocating AET's offices from Essex to London takes 30 full-time salaries out of the local economy, creates further distance between parents and those responsible for their local schools and proves yet again that

academisation is creating rather than reducing unnecessary costs.

£70m careers company insists it has 'achieved a lot'



Janet Downs, Bourne

Michael Gove had a visceral hatred of careers advisers, David Laws said in his book Coalition. In 2013, Gove told the education select committee that careers advisers were "self-interested" parties who spouted "garbage". His attitude contributed to the destruction of impartial careers advice. Instead, we have a quango that apparently believes the best careers advice comes from employers. But no employer can be expected to know about the full range of careers, higher education, vocational training, etc.

Free school meals are still the best measure of deprivation



@ajjolley

Wonder if this will still be true if/when universal credit kicks in? Also it's easy to remove stigma of applying; automate FSM eligibility.



@parkali

Good piece on pros & cons of using free school meals as a measure of deprivation

All addresses supplied

Payment by performance – how we can learn from the past



@ded6ajd

"If education is not cheap it should be efficient: if it is not efficient it should be cheap." Robert Lowe

Schools demand pupils' passports

REPLY OF THE WEEK

Stuart Lock, address supplied



My first reaction is "of course this is wrong".

And then I consider that this week I had to show my three-year-old's birth certificate at the nursery that is run as a charity. Otherwise the nursery, of which my partner is a trustee or equivalent (though I presume doing this predates her joining its board), can't claim the 15 hours that is funded by the government. I suppose we could bash the nursery for this, but I don't think it's the nursery's fault. It's the most expedient way of finding out if it's entitled to funding. I'm not sure what else I'd suggest.

Then I consider that when I worked in schools in London, we'd have regular examples of pupils, often from war-torn countries, entering school clearly above age 11. In many cases there were significant safeguarding risks to other pupils. In some it was more marginal. A pupil might look 13, but that might mean he or she is 15. Or maybe he or she is 11. In one school we had more than 20 pupils with birthdates of January 1, when a normal sample would have had two or three.

I think we regularly asked for birth certificates or passports to verify age. We had a duty of care to do so. I suppose one could bash schools for this, or hint that they are racist, based on one or two anecdotes. Or one could consider what they could reasonably do to protect the safety of the hundreds of kids there, and be measured about it.

**REPLY OF THE WEEK RECEIVES
A SCHOOLS WEEK MUG!**



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PROFILE

JOHN DICKENS
@JOHNDICKENSSW

Adrian Packer, chief executive, CORE education trust

Adrian Packer is the man you call in a crisis. It's a reputation he earned after setting up the first free school sponsored by a Premier League football club (Everton free school) in just three months.

He's also taken over two Birmingham schools enveloped in the so-called Trojan Horse scandal and, following a financial scandal earlier this year, is now overseeing schools in the city run by the Perry Beeches academy trust.

"It's the idea of stepping up, stepping forward. Probably, on reflection, there's also a lot of ego involved."

It's also, he says, the romance of a fairytale ending.

Packer puts this down to his father Brian Packer, a "humble and unassuming" boxer from Kent, and it's a story he recalls with a sparkle in his eyes and the giddiness of an excited child.

It goes like this: Packer Snr was knocked out on a split points decision in the first round of the 1964 Tokyo Olympics to the home favourite Takao Sakurai, who went on to win gold.

"My dad never got over that, he's only just been able to watch the Olympics again. Everything for him as a professional boxer was to line up a situation where he could fight the same boxer for the world title, and win."

But the Hollywood ending proved elusive. Packer Snr suffered a career-ending injury just a few fights away from a rematch.

He went back to welding, but his business went bust. The family home was repossessed and, aged 14, Adrian saw his father suffer from depression and later sectioned.

Confronting the mental illness of his father built a steely resolve. "In the middle of insanity you're forced into finding a form of sense... reason in madness."

It stood him in good stead.

In the summer of 2014, Rockwood academy in Birmingham – formerly known as Park View – had been put into special measures, the school's full board of trustees had stood down; and everyone from the council to the Department for Education (DfE) were investigating a supposed plot by Muslim hardliners to gain control of schools in the city. It was branded "Trojan Horse" and Rockwood was said to be at the heart of it.

"It was mad. What was happening there [at Rockwood] was mad. It was introspective."

Packer took over as interim principal in September of that year. "I said 'I'll do it for a year'. It was crazy, really. Career suicide. But the more I heard, the more I felt compelled to do something."

His father's story again comes to the fore. "It's what happens when things go wrong, and wanting to put yourself in the middle of that to find a way forward, to make sense of it."

The school had no governors, no leader and was subject to unrelenting media scrutiny. "There was some really horrible stuff."

Packer highlights what he called the "caricaturing of Islamic ethos", giving an example of a local television reporter standing outside the school to deliver a story about a new terrorism bill. "I think that's really dangerous."

His health deteriorated to the point where his family begged him to reassess. "It was like watching your career go down the pan. But I was so bloody stubborn, nothing was going to stop me. The more difficult, the more I wanted to do it."

While the fall-out continued to make national news, Packer built a team that shared his determination and resilience.

In April last year Ofsted rated the school good, with inspectors praising Packer and his leadership team

"IT WAS CRAZY, REALLY. CAREER SUICIDE"

for their "passion and determination".

Packer is also much less cautious of journalists now and says his experience taught him about openness.

After one national newspaper story left him incandescent, he invited the journalist into school. "I said 'what do you want to know? Look around. We're not making bombs'.

"[The story] was favourable. Actually, I learned a lesson there about openness. I absolutely didn't need to do this job. But I wanted to. And the fact that I wanted to isn't something that I should apologise for."

Life had been a lot easier for Packer. He spent 12 years as senior artistic director at the Brit School, a selective state school in south London for the country's finest young performers and where he did his teacher training.

It's apt we meet at the Birmingham Repertory Theatre, where he talks with an infectious smile and the dramatic hand movements that give away his connections to the stage.

"I was in my element. I was directing plays, I spent most my time in the theatre, and I taught some fantastic people."

Notable alumni include Amy Winehouse and Jessie J. "When you're caught up in the romance of it all [what you forget], is that actually its 100 per cent selective. The kids that go there are pretty talented... What did we do really?"

"Had I lost my grounding of what I really believed in, in terms of providing these opportunities to all kids, and kids from areas of deprivation?"

Kids like Packer. Struggling with his father's illness and "a lack of pastoral care" in the 80s, Packer became disaffected at school.

But taking part in one of his sister's ballet classes, which he admits was purely "so he could look at girls", offered an opportunity to express himself.

He saw an opening – a chance to become an actor and complete his father's story (if he couldn't be a boxer he would learn how to act and play his dad in a Hollywood film).

He saw an advert in the local paper to gain an Equity card, but the job was for a dancer in Mexico.

Aged 18, he left the country, and ended up working in the circus and performing for tourists in hotels.

"I wasn't good at dancing, so they made me the magic boy."

It was at one of the hotels where Packer met his wife.

They settled down and Packer started his own business in Mexico running adult education schools, but moved

ADRIA

back to the UK after their first child, George, was born.

Work was thin on the ground, so Packer took up volunteering at St Margaret's primary school, in Rochester, Kent, under an "earn your dole money" scheme.

Most of the school's pupils came from Asian backgrounds and Packer mentored pupils with behavioural difficulties. "Again, I was romanticising and I thought 'we're going to do Shakespeare with these kids'."

He started running workshops and wrote "how to" guides for other teachers, before the Brit School came calling.

In 2008, he helped to set up the Birmingham Ormiston academy, a new school sponsored by the Brit School to become the fame academy of the Midlands, before becoming principal designate in 2012 of the Everton free school, an alternative provision sponsored by the premier league club.

"I needed to get away from that world of going to Brit



IT'S A PERSONAL THING

What would be your one tip for any teachers taking on a school in trouble?

You have to listen to as many people, as quickly as possible, and be clear about what the priorities are. And you really do have to have an open mind.

If you were invisible, what would you do?

Do an assembly about standing out from the crowd.

Great piece of advice you've received?

On his 16th birthday, my eldest son received a card from his younger brother saying "Happy birthday George. Don't mess up your life." Good, simple advice for anyone.

If you could live in any time in history, when would it be and why?

Tokyo Olympics 1964. My dad is frustrated to this day that he didn't perform at his best out there but I burst with pride when I announce (often) that my father was an Olympian. I would love to have shared that with him at the time and been there to console him when he lost narrowly to the eventual gold medallist.

What's your morning routine?

Shout at rubbish television, then take my tablets and deliberate over the complexity of hair product choices.

Family and pets aside, what item would you save if your house was on fire?

My tennis racket. My sons call me Packer the Hacker because of my very unattractive style of play. They bought me the racket (it's a good one) for my 40th birthday and it has allowed me to finesse my hack to the very highest standard.



Adrian Packer and Jessie J, an alumni of the Brit School where he spent 12 years



Packer, aged 7, and (below) aged 12



N PACKER

awards and hanging out with the world of the arts, to basically connect with what I believe in as an educationist."

He got the job in the June of 2012. "There were blank pieces of paper everywhere. There was no staff, no buildings and no curriculum. It was terrifying."

Packer said his stubbornness helped the Everton free school to open on time just three months later, averting a "high-profile disaster". "It wasn't brilliant. It took time and it's still developing."

His close work with Colin Diamond at the DfE prompted the Trojan Horse call. And, after setting up the CORE trust to run Rockwood and later Nansen primary school, his ear was twisted for another high-profile challenge.

Packer was approached to become a member of the Perry Beeches trust in July this year, parachuted in after financial

irregularities uncovered by a government investigation sparked the resignation of superhead Liam Nolan.

He said the team is still "open minded" about the future and won't commit to any plan until "we're absolutely sure it is the right solution for each of the schools and that everything we do is sound from a financial and legal perspective".

It's clear Packer can't keep still. "I get bored and I get twitchy and I like to be busy."

He is also a member of the Liverpool Institute for Performing Arts (LIPA) Council, after helping to co-found the LIPA primary free school in 2014, and has just helped

the LIPA sixth form to open this month.

He makes the most of his connections, with sport and arts playing a big role in his schools.

In the intervening months between our interview and writing up this profile, I received a press release revealing Packer's newest role. He's been appointed a non-executive director of ukactive.

The group, headed by Paralympian Baroness Tanni Grey-Thompson, aims to increase access to sport for youngsters. He still hasn't given up the gold medal dream.

OPINION



ED CADWALLADER

Consultant, Roots School Improvement

Grammar schools are a symptom not a cure

The design of the schools system requires that failure exists somewhere. Ed Cadwallader says the only fix is a broader curriculum that gives every child a chance to succeed and when knowledge itself is seen as more important than grades

It has been heartening to see educators usually at odds with one another unite in opposition to the government's proposed expansion of academic selection in England. Beyond our professional bubble, however, polling shows that many people are in favour of more grammar schools. The evidence shows unambiguously that comprehensive areas outperform selective ones and high-performing academies, many of them in London, are held up as examples of how all the best features of grammar schools can be replicated without cherry-picking bright pupils.

Selection and separation are brutal

But parental preferences are not based on hypothetical, ideal comprehensives, they are based on the actual comprehensives near where they live. The Arks and King Solomons of the world are lauded because of how they contrast with those schools, where parents know there are behaviours and attitudes to learning from which they would prefer to insulate their children.

It is comforting to blame those attitudes and behaviours on factors beyond the school gates, but the reality is they are driven by our choices over how the school system operates. They are concentrated among those we term "the lower end of the ability spectrum" and therein lies the problem. A low grade signifies to a child that they are worth less than their peers and will go on to do worse jobs for less money. When your pitch to a child is "you're stupid and you're going to be poor", you shouldn't be surprised when that child turns round and tells you where you can shove your lesson plan. In theory our exams are criteria not norm-

referenced – that is, if every child reached the requisite standard they would all receive a "good pass". But this theory is at odds with political reality. Let's say we could magically make every school as good as King Solomon academy, so nationally we had an A*-C pass rate of 90-100 per cent. Would a C still be considered a "good pass"? It's at odds with stated policy too. Ofqual will use "statistical predictions" to inform the numbers at each grade of the new GCSE, which is to say it has been decided in advance that tens of thousands of pupils' work and study will be considered as less than good.

Individual schools can and do improve their results by tackling bad behaviour and attitudes. But they are helped by a feedback loop, whereby increasing numbers of pupils in receipt of "good" grades, reduces the failure that was driving the bad behaviour. This effect cannot be replicated in all schools, because all pupils cannot be above average. The system design requires that failure exists somewhere and wherever it is, humiliation and disaffection will be found with it.

For some, the existence of winners or losers is natural and desirable, so long as the link between those states and family circumstance can be broken. Though with stakes so high, do we really think we can prevent those with financial and cultural capital from using it to purchase winner status for their children? We have so little time to address the self-fulfilling prophecies of these divergent school experiences. A boy in a Hackney primary once said to my friend: "Miss, when George grows up he's going to live in a house." Puzzled, she asked "Aren't you going to live in a house too?" "No," he replied, "I'm going to live in a flat." "Why's that?" "Because George is good at English and maths." That child had come to school and learned he was going to stay poor for the rest of his life. He was 5.

There are no slight fixes to this problem. Only a broader curriculum giving every child a chance to succeed, and the redefinition of learning's reward from grades to knowledge itself will do. For while selection and separation are brutal, comprehensives divide our children into winners and losers as well. As long as they do that, wealthy winners will seek to isolate their children from the anger and frustration of poor losers.



JONATHAN BOOTH

Teach First primary teacher, Newcastle upon Tyne

Leave the bright lights of London and head north

Successful trusts need to leave their cosy London bubble if education in the north is to improve, says Jonathan Booth

The difference between deprived secondary schools in the north and south is stark.

Ofsted called this a "postcode lottery" in its annual report for 2014-15, adding: "What we are seeing is nothing short of a divided nation after the age of 11."

But it is not surprising that London still has the best schools in even the most disadvantaged areas – hugely successful multi-academy trusts (MATs) and pioneering free schools are ever-increasing their stranglehold on the best teaching talent in times of stuttering retention and morale. Who wouldn't want to work alongside the best teachers, often implementing pioneering pedagogy, with fast promotion and cross-industry prestige?

The National Teaching Service (NTS), designed to entice aspirational teachers to swap the bright lights of London for the likes of Blackpool, is supposed to go some way to solving the problem. But we have a "school-led system", one where changes come from the schools themselves, and parachuting in a few southerners is arguably not the most sustainable policy initiative. Instead, what's required is for the best MATs to make their way up north, and to take their best teachers (and their ever-successful recruitment drives) with them. We need to get schools up there first, before we get the teachers to go alongside them.

With the death knell for local authorities ringing long ago, MATs now have not just a local responsibility, but a national one. Hugely successful chains that still will not go further than the Midlands, such as Ark and Harris, must consider that their monopoly on teaching talent is cannibalising the relatively small pool of top practitioners, and that the "cultural shift" harked by Ofsted in its last national report must come from these trusts. They need to venture up the M1, rather than further consolidate a part of the country that is already storming ahead of the rest.

Perhaps, more cynically, MATs must consider the possibility that another chain could "get there first", with the north a ripe fruit waiting to be picked. Alongside this, MATs must investigate why the north-south divide does not seem to exist in the primary sector; if

forced academisation ever happens, swathes of good and outstanding primaries in the north will need to be swooped up; fantastic practice, expertise, and cross-collaboration links are there for the taking. Arguably the work going on in northern primaries, often in even more disadvantaged circumstances than down south (but too often squandered by failing secondaries) would alone be worthy of MAT investigation for their own research and development.

Trusts must consider the north a ripe fruit waiting to be picked

MATs must encourage ambitious leaders to move through internal, targeted secondments and fast-track leadership schemes, perhaps with the help of the NTS's relocation funds. In a school-led system, such organisations must lead the development of good teaching through national research and multi-sector collaboration. Most importantly, these MATs must leave their cosy London bubble and become national institutions; local needs in the north are not being served by local interests, and it is up to the leading MATs to expand northwards.

If MATs make their way north, it might also help to end the deafening silence from northern schools and teachers in policy discussions. Anecdotally, I spent a week working at the Department for Education alongside some talented teachers who put my limited credentials to shame; what was more worrying, though, was that amongst this pool of the best and brightest Teach First had to offer, I was the only one teaching north of Birmingham, and one of two teaching north of London. In policy debates at the likes of Teach First's Impact Conference, around Whitehall tables and amongst civil servants, northern voices, accents, and experiences are few and far between.

Perhaps if MATs take their best up north, there might well be an educational "northern powerhouse" – and an easy victory for MATs, civil servants, and the government.

OPINION

Every school leader should be aware of the issues of female genital mutilation, says Hibo Wardere

Female genital mutilation (FGM) is a subject many adults feel uncomfortable discussing, but it doesn't have to be that way. The young people I speak to don't share the same reticence.

I spend most of my week talking with children and young people who are thirsty for information and understand that knowledge is power. This only reinforces my belief that we must do more to demystify the topic of FGM.

School leaders can be the most reticent to address the issue. I recently suggested a training session with governors after one leadership team didn't want me to speak to students. I explained to them not only what FGM was, but why young people need to be educated about it. By the end of the session, the governors had completely changed their minds.

What adults fear, children are not afraid of. You always see this from what they produce during a workshop. In one hour, they understand everything and you can see not only what they feel, but how they want to set about tackling FGM.

In primary schools, the main aim is to make children body aware. We watch a video about a beautiful hand-stitched doll, whose body parts are gradually cut. All of a sudden, the nose is cut, the ear is cut. Then the children



HIBO WARDERE

FGM campaigner

FGM is child abuse and it needs to be talked about

talk about how it made them feel, asking poignant questions, such as: "She was so beautiful – why did they need to cut this doll?" They react to the video with drawings and writing, and we discuss ideas about privacy and body image.

There are no euphemisms with secondary pupils, however, and I don't hold back. They see pictures of FGM, and we talk about the physical and emotional effects of mutilation.

Often students go home and say to their parents, "What is this?" They want to talk about it, and some even find out that their parents have themselves experienced FGM.

It's natural that some people feel reticent

or removed from the subject of FGM.

However, while there is no shame in a lack of knowledge, there is no excuse for those in charge of our young people to remain ignorant. Education is their right – they need to be told, to be protected. And while headteachers have a huge responsibility, they can also alter life chances for these pupils, simply by exposing them to the issues.

School leaders are increasingly willing to address the issue and rightly so. FGM is a safeguarding issue that affected 5,700 women and girls in England last year. However, these are only the cases that doctors and nurses recorded; the true extent of the problem is

much larger, with the government estimating that about 65,000 girls under the age of 13 are at risk of FGM.

And it's not just a problem of girls going abroad. A recent NHS report revealed that 18 cases of FGM were done inside the UK, even though it's illegal and carries a 14-year jail sentence.

It is our duty to safeguard our youth. FGM is child abuse and needs to be talked about in the same way society would tackle any other child abuse. FGM is a life sentence for girls and women, inflicting pain and despair forever. It's also a cause of domestic violence, depression and divorce, affecting every aspect of family life.

FGM is a life sentence for girls and women

Talking about FGM is no longer taboo. These days, it's even discussed on our breakfast radio shows. Every school leader should be aware of the issues. The simplest way to do this is to make sure all teachers in the school are trained, and all pupils have been educated and given the space to discuss FGM.



LORD BAKER

Former education secretary; chair of the Edge Foundation

My EBacc will develop skills employers need

Lord Baker puts the case for a broader EBacc that he believes will give young people the chance to develop the creative and technical skills demanded by the digital age – and which employers are crying out for

The focus on grammar schools and selection puts us in danger of overlooking an equally, if not more important, determinant in how education can act as a driver for social mobility.

There is a correlation between affluence and academic success. I wish it were not so, but wishful thinking will not solve the problems of deprivation, and nor will the government's narrow EBacc.

The current EBacc – which the government wants 90 per cent of children to study – includes a set of academic GCSEs: two English, maths, two sciences (with computer

science not included), a foreign language and a humanity (either history or geography).

As students are generally entered for 8.1 GCSEs, this leaves little room for them to include a creative or technical subject. For students with low attainment – the group most likely to become disengaged – the EBacc is even more restrictive. Typically entered for 6.9 subjects, this narrow academic diet becomes their entire curriculum. Evidence from Germany, however, shows that a more academic curriculum can result in an increase in disengagement and a decrease in attendance.

Bizarrely this mirrors the curriculum of 1904 that prescribed English, maths, science, a foreign language, geography, history and drawing. How can this same mix of subjects be appropriate for the 21st century and a digital age?

The government argues that all young

people should sit the combination of GCSEs taken by those in the most privileged schools. While no one would contend there shouldn't be equality of opportunity, one size does not fit all. What works for children in the most privileged schools will not work for everyone.

Edge believes that the EBacc needs to be broader to allow for creative and technical subjects such as design and technology, computing, art or music. The view that "technical" and "vocational" education has less value or is for those who fail academically has persisted for too long in the UK.

The EBacc mirrors the curriculum of 1904

We are very much in the minority in Europe; many of our economic competitors combine practical learning with the necessary academic disciplines. In Germany, Austria, Switzerland and the Netherlands between 70 to 80 per cent of students have experienced technical education; in Britain it is only 30 per cent. No wonder that all these countries have lower youth unemployment than us.

Edge has published a proposal for a new baccalaureate that consists of English, maths, two sciences, one of which could be computer science, a humanity subject – history or geography or a foreign language

– a technical subject, such as design and technology or a BTEC, and a creative option, such as a GCSE in art, design, music, dance or drama.

While commentators perennially bemoan the widening skills gap, employers consistently cite lack of technical or vocational knowledge or practical experience as lacking in graduates and young recruits.

We believe this broader EBacc will offer all young people the opportunity to develop the creative and technical skills our digital age demands, alongside the core academic curriculum. It doesn't proscribe young people from pursuing academic subjects if they wish, but it does create opportunity for those whose aptitude and aspirations may lie in other areas. Compelling young people to study a subject does not make them pass the exam. Only 31 per cent of boys get an A*-C in a foreign language, and only one in ten who study a language at GCSE goes on to take one at A-level. To meet the government's 90 per cent EBacc target, 225,000 children would have to drop a subject and take a foreign language instead.

The impact of the EBacc is already being felt; entries for design and technology have dropped 27 per cent over the past five years. Equally disappointing is the decline in entries this year in business studies, drama, art and design and music. We are in danger of losing these subjects from the curriculum altogether.

We cannot educate our young people as if it is 1904. As robotics and artificial intelligence take off, creativity, engineering, problem-solving and digital skills will be in demand. We must ensure that we give every young person the opportunity to develop them.

REVIEWS

TOP BLOGS
OF THE WEEK

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



Our reviewer of the week is
Andrew Old, teacher and blogger
[@oldandrewuk](https://twitter.com/oldandrewuk)

It's not me, it's them

By [@nowMrsBeattie](https://twitter.com/nowMrsBeattie)

In this post, a teacher discusses how the profession is often blamed for student behaviour that is beyond their control. She argues that students choose whether to behave or not on the basis of what the school allows them to get away with, not as a response to the quality of the lesson they happen to be in.

What causes the gender gap in education?

By [@LearningSpy](https://twitter.com/LearningSpy)

David Didau discusses our habit of grasping at convenient explanations to explain data without considering other possibilities. He focuses on schools' preoccupation with gender gaps, even where they can be explained by other factors. "The 'pattern' of boys' underachievement is compelling because of the way we think about gender: girls are quiet, hard-working and sensible; boys are immature, unruly and easily bored. But ..these are stereotypes – a shorthand that saves us from having to think about reality."

Education in Sweden: comparisons with England, conclusions, suggestions

By [@HFletcherWood](https://twitter.com/HFletcherWood)

In the conclusion to a series of posts, Harry Fletcher Wood looks at a number of explanations for Swedish educational decline and whether they might also affect England. He notes ideological trends that lower expectations for learning and behaviour, and suggests that Swedish decline shows why an organisation such as Ofsted can be necessary, and why it is important that changes in education be supported by the evidence.

We urgently need to raise expectations in MFL

By [@athefish64](https://twitter.com/athefish64)

This blogger considers why students in this country fail to attain the proficiency with languages he's seen from young people overseas. He suggests that we need clearer aims and more ambition in language teaching and recommends that schools provide more time for languages – and stick to teaching one language at a time.

How can supporters of grammar schools win the debate?

By [@amfordhamhistory](https://twitter.com/amfordhamhistory)

Despite the title, the author of this post is against plans for more grammars schools. However, he wishes to consider the stronger arguments in favour of those plans, rather than the often anecdotal accounts of their benefits. He also identifies other arguments, such as the claim they provide choice, which he considers unpersuasive.

Engagement is a poor proxy for learning

By [@greg_ashman](https://twitter.com/greg_ashman)

We should not judge the effectiveness of the lesson by the level of engagement, but by the learning, Greg Ashman says. "We can imagine students busily and enthusiastically doing stuff but learning little; or at least learning little of what is intended. For instance, a Macbeth diorama could engage students for hours without improving their ability to analyse the play."

Why fads and gimmicks should be resisted in the classroom

By [@C_Hendrick](https://twitter.com/AC_Hendrick)

This post argues that we should not be using Pokemon Go to teach history, or emoticons to teach Shakespeare just because we think children might be interested in those things. "...Using fads and gimmicks to interest children reveals a more troubling belief that you somehow need to 'trick' kids into being interested in things; that they couldn't possibly be captivated by Shakespeare, Henry VIII or Newtonian physics without first having it go through the filter of their own immediate interests."

Critical mass

By [@HeatherBellaF](https://twitter.com/HeatherBellaF)

Heather Fearn discusses the appeal of grammar schools, arguing that people will support schools that provide a genuine academic ethos. She feels that such an ethos should be available to more than those who go to grammars, while fearing that it is currently rare in non-selective schools.

Big Ideas in Education

Author Russell Grigg

Publisher Crown House

ISBN-10 1785830279

ISBN-13 978-1785830273

Reviewer Michael Slavinsky, education development director, The Brilliant Club



Russell Grigg has set himself the challenge of discussing 12 general ideas in education "presented in a largely objective manner, free from ideological positioning".

Although the book aims to serve as a reference guide and practical manual, the choices Grigg makes about what to include or emphasise demonstrate his biases as a historian of teacher education. Ideology is useful to clarify reasoning, justify editorial choices and critique other opinions, which this book lacks.

The ideas are: education (perhaps tautological, though handy to question some very basic assumptions), childhood, knowledge, skills, dispositions, ethics, instruction, curriculum, feedback, reflective practice, research, and professional leadership. Each chapter summarises the idea, considers its importance, suggests how it can link to what teachers do, and identifies points of reflection. New teachers will find it a useful first step towards further reading, but should be wary of the lack of criticism.

The text is clearly aimed at a British readership, as Grigg's language is very particular to the UK, from references to Karl Pilkington (in the chapter on dispositions), to the use of phrases such as "behaviour for learning" and a discussion of Ofsted without any gloss. Although he argues that "both knowledge and skills are necessary for a well-rounded education", this dichotomy is promoted by the book's structure, which includes both qualities/approaches as two separate chapters.

Grigg does mention some of the concepts that are currently transforming teaching and learning in schools in novel ways (teaching as performance, learning as mastery, or limits of working memory, for example), but these ideas are not his focus. In this sense he reflects categories of "big idea" that most teachers would feel familiar with.

Educational theories that are perceived as diametrically opposed to each other, and that have unequal evidence bases behind them, are presented with equal attention. The chapter on instruction draws heavily

on Siegfried Englemann and the large *Project Follow Through* study from the USA; the chapter on skills explores different approaches to problem-based learning, citing Guy Claxton.

Grigg is careful not to be too directive with his own opinions. He appeals to Robin Alexander's authority to explain that this is a deliberate approach to avoid an unhelpful "discourse of dichotomy". For a teacher new to such discussions, however, this softens the much-needed critique of certain research. Rigorous analysis and criticism can clarify the very myths held by many teachers that Grigg himself says it

is important to debunk.

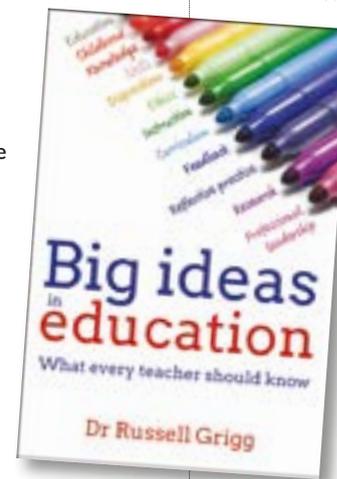
The research chapter focuses mostly on the history and value of action research, and would benefit from a lucid summary of how different academic disciplines such as psychology, philosophy, history and social sciences pose different questions and take different approaches.

The book's strengths lie in its accessibility. It is simply written and the author intersperses descriptions of the ideas with case studies from research and news stories.

Each chapter takes us on a whistlestop tour of each idea – they don't aim to do so with any depth – although this does mean that the text can read like a list of one-sentence summaries of a bibliography.

Without a strong argument about education for us to get our teeth into, the most interesting parts are the sections in which Grigg elaborates on the history of some of the ideas. Each chapter also contains a section called "points for reflection and action". If the book is to be used as a teacher training manual, it serves its purpose as a starting point for further inquiry, but it lacks the depth to cover any idea or practice alone.

Some of the exercises are very specific and give trainees useful pointers, such as when they are urged to practise giving feedback in different tones of voice to see how it is received. Here Grigg's voice and ideas came through most strongly and demonstrate his own approach to teacher training.



Next week

Grow by Jackie Beere

Reviewed by Jonathan Rice

The common belief is that it was Labour education secretary Anthony Crosland. He sent out a circular in 1965 to local authorities urging them to end selective schools in their area. (Note "urge" not "order" as many people think.)

But there is a part of the story missing. Because it was actually the Conservative education secretary before him who made the first move.

Edward Boyle was a quiet, ferociously intelligent, Eton-educated but surprisingly moderate Conservative MP who in 1963 wrote in the foreword to a report on secondary school reorganisation that "all children should have an equal opportunity of acquiring intelligence and developing their talents and abilities to the full". At a leading education conference that year he said that separating children at 11 would no longer be regarded as "the norm".

As his junior minister Christopher Chataway later wrote: the decision cost Boyle his career. "If he had been bent upon political advancement there is no question as to which side he would have thrown his weight. The grammar schools were very popular in the Conservative party."

So why did this smart and young minister not do what his party wanted? At just 39 he is still the second youngest to have moved into the education secretary seat. Then, he was the youngest. It takes courage at any age to

THE PAST WILL MAKE YOU SMARTER



WHO WAS THE FIRST POLITICIAN TO ANNOUNCE THE END OF GRAMMARS?

go against your party. It takes guts of steel when still a political whippersnapper.

Writing in a collection of essays about Boyle after his death, Chataway says the evidence against selection was simply too overwhelming.

"The research evidence from a number of countries was accumulating to show that it was a very uncertain method of allocating benefits. Intelligence was a much more complicated commodity than people had once thought."

Boyle also considered the system wasteful. "He could see the injustice and waste caused by a system that tried to divide children at the age of ten into two types, which for all the tactful circumlocution might just as well be called for the clever and the stupid."

Given his party's positive view of grammars, Boyle was cautious in his approach. He knew if he was too outrageous, there would be a kick-back: his own party would make moves to

entrench the system once and for all. He also believed that if the move was dictated unilaterally it would push grammar schools into the private sector. It was a belief that was later borne out, when Labour's furious demands for instant change caused many grammar heads to shrug, cash in their state chips, and start charging parents.

One of Boyle's preferred options was said to be moving the 11-plus to age 13 or 14, and then gradually moving grammars to become academic sixth forms – not a million miles from some sixth forms today.

Maurice Kogan, who also worked with Boyle at the department, describes his approach as undogmatic and always built on what came before. He tells the story of Boyle telling the Conservative conference in 1968: "I will join with you in the fight against socialist dogmatism wherever it rears its head. But do not ask me to oppose it with an equal or opposite Conservative dogma, because in education it is the dogmatism itself which is wrong."

The current education secretary, Justine Greening, has said that she believes opposition to grammars is dogmatic – that's why she wants a consultation on their return. One can imagine that Boyle may have gently nudged her towards the evidence, and suggested she take time for a rethink.

Laura McInerney



A week in Westminster

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

THURSDAY:

Last year, around this time, the Department for Education said it was no longer going to write an annual analysis of pupils with special educational needs and disabilities, but would instead collate data from other sources, which it would point people to at regular intervals.

Schools Week reported concerns about this trend and hoped the department might change its mind.

Lo! This week, right on its end-of-September cue, an updated "analysis" of special educational needs arrives, although it also has "and summary of data sources" added to its title.

We're chalking this one up as a win for journalism.

FRIDAY:

Another day, another academy trust is slapped for coming up with a byzantine company structure that "could be used" to benefit directors, although the Education

Funding Agency says it hasn't found any evidence this has yet happened (see page 6). It's good to see the agency clamping down before there are major issues in a trust, but it's still a worry that the education select committee found such issues are typically only coming to prominence via whistleblowers. Maybe this will be the start of a new, more proactive approach.

In the afternoon we learn that Lord Jim O'Neill, a Conservative minister, has resigned his post at the Treasury. He wasn't happy about a few things under May's leadership, but grammar schools came up as a particular sore point. Nice, if unusual, to see a politician sticking to his principles.

SUNDAY:

The Labour conference begins and *Schools Week* editor Laura McInerney finds herself feeling old when she runs into a former pupil at a media event. Turns out he is now an organiser for the Labour breakaway group, Momentum. McInerney is disapproving. As a former citizenship teacher we can only believe that she is

nevertheless responsible.

In other news, at a fringe event, the party's edu-spokesperson in the Lords, Mike Watson, dubs in his opposite number, schools minister Lord Nash, for not really agreeing with the grammar school proposals. He said Nash was "not at all happy" about the plan, and later said "his shoulders visibly go downwards every time it is mentioned". Luckily for Nash, the way the government is going it looks like they might not need to spend any parliamentary time at all on grammar schools (see cover story and editorial, page 10).

MONDAY:

A lot of grammar anger at the Labour conference. (A little bit of academy anger too, just for old time's sake.)

TUESDAY:

Angela Rayner gives her first speech at party conference as shadow education secretary. One of the slightly odd parts is her claim that there will be no more "self-appointed

bureaucrats" in the education system. *Week in Westminster* thinks she was referring to the system by which ministers and DfE bods with academy chains have appointed regional schools commissioners to hold themselves to account. But it wasn't the best phrase. Let's hope it doesn't catch on.

WEDNESDAY:

The day of the big speech by the Messiah Corbyn and we get an actual education policy. Woo!

Having left Rayner holding the baby with the new childcare taskforce, Jez pledged an "arts pupil premium" of £160 million into schools (if he wins the next election) to ensure all children go to the theatre, galleries or museums. Given that it works out at about £6.5k per school it's a fairly small sum. But at least it's a baby step for a party that so far has avoided saying anything concrete about its education plans.

CHECK OUT @SCHOOLSWEKLIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin *with Sam King*



Students, employees and special guests celebrate the launch of the Airbus Foundation Challenge in the UK

Stellar opportunity for Bristol students

An Olympian and an astronaut walk into a school... It sounds like the start of a bad joke, but it was a reality for Bristol Metropolitan academy students who were joined by Olympian Kriss Akabusi and astronaut Claudie Haigneré for the launch of a programme from aviation giant Airbus. Flying Challenge will offer 13 and 14-year-olds at the academy the chance to gain valuable insights into the aviation world through a year-long scheme. They will learn about aviation design – and have a flying lesson.

Upon completion, students will have experienced all aspects of the aerospace industry, with a practical skills portfolio and work experience to show for it.

Phillipa Evans, design and technology teacher at the academy, said: "Our students are looking forward to this huge challenge. They were also inspired to hear from Kriss Akabusi and Claudie Haigneré about the effort that took them to the top."

Since the start of the Airbus Flying Challenge in 2012, about 1,460 students across France, Spain and the USA have completed the programme.

Seal of approval for business course



Margaret Mountford talks to students

A new course dedicated to teaching girls essential workplace skills has been given the seal of approval by Margaret Mountford, a former star of *The Apprentice*.

Benenden school in Kent, an independent boarding school for girls aged 11-18, is one of the first schools in the UK to offer the course, which covers developing business plans to understanding finances.

Dr Mountford, once one of Lord Sugar's advisers on the BBC show, gave her support for the course during a talk to some of the school's sixth formers.

"I congratulate Benenden on launching

this programme and hope that other schools will follow suit.

"This country's economy thrives on the dynamism and ideas of the next generation of businesspeople so it is essential that we are equipping them with the skills they need to maximise this potential."

The programme has been launched partly in response to comments from business leaders about the lack of practical business skills in UK graduates.

Sixteen-year-old Zara Hussain, a Benenden pupil, said: "I'm hoping to be an engineer, and am looking forward to being taught skills on this programme that will stay with me for life."

Testing is killing the joy of reading, says Morpurgo

FEATURED

Author and former children's laureate Michael Morpurgo says schools should allow 30 minutes of story time every day to boost children's enjoyment of reading.

In the inaugural annual lecture hosted by the charity BookTrust, the author of *War Horse* and *Kensuke's Kingdom* claimed that a focus on testing had killed the pleasure children got from books.

He said that teachers no longer allowed their pupils to enjoy a story, instead forcing analysis and critical thinking of every page.

Research by the BookTrust suggests that by the time children reach school, their enjoyment of reading lessens and, by the age of 10, reading as a pastime is overtaken in popularity by social media and screen time.

Morpurgo argued that the teaching of reading in schools often took the wonder out of stories and turned them into a subject for comprehension, handwriting and grammar tests in which at least as many children failed as succeeded, leading children to give up.

"To give up on books is to give up on education, and if you give up on education, then you can so easily give up on hope".

To combat this, he said primary schools should have 30 minutes of story



Michael Morpurgo speaking at the inaugural BookTrust lecture (photo credit: Joanne O'Brien)

time at the end of the day, without any focus on an upcoming test.

He read an extract of one of his own stories to the audience – allowing them to relive the feeling of being read a bedtime story.

"Let children go home dreaming of the story, reliving it, wondering. All that matters at that early age is that they learn to love it, that

they want to listen to more stories.

All the rest will come later, the literacy side of things, once that seed is sown."

Morpurgo has gained numerous literary accolades throughout his career, with five of his books made into films, and two others – *My Friend Walter* and *Out of the Ashes* adapted for television.

US AMBASSADOR VISITS ACADEMY

US ambassador Matthew Barzun invited students at Weston Favell academy in Northampton to discuss world affairs when he visited recently.

Such visits are usually restricted to a small number of schools, including the likes of Harrow and Eton, but 200 of the academy's sixth formers and a selection of year 11 pupils joined the ambassador for a discussion on the role of the UK and US in world relations.

Barzun invited students to discuss what frustrated, concerned and confused them about the UK, as well as what inspired them or gave them hope.

Rachel Steele, principal of the academy, which is run by the Greenwood Dale trust, said: "This was a unique opportunity for our students to engage with the ambassador and discuss their views about issues pertinent to them.

"It was a great privilege for our students at the start of this academic year, which was both motivating and thought-provoking."

MOVERS & SHAKERS

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

Madeline Dunckley has been appointed principal of Thorplands academy in Northampton. She was deputy headteacher of St Gregory's Catholic primary, also in Northampton.

Thorplands became an academy in April 2013, and is one of 12 primary academies across Northamptonshire within the Education Fellowship Trust.

Dunckley, who has a BEd from the University of Hertfordshire, has worked in a range of primary schools throughout her career, working with children from a wide variety of faiths as well as pupils from difficult backgrounds.

She said of her appointment: "I've come back to where my heart lies with this job. Working with kids in difficult situations is what I want to do. Growing up where I did, that's where I was – and I want to give them the same opportunity."

Bright Tribe has made two new appointments in Suffolk schools.

Cassandra Williams has been appointed chief executive principal for the multi-academy trust's Cliff Lane primary, Castle Hill infants and Castle Hill junior schools.

She was headteacher of Thurton Church of England primary in Norfolk for



Madeline Dunckley



Cassandra Williams



Jeremy Rowe

just over six years.

Under her guidance, the school gained an outstanding rating from Ofsted, and was chosen as a case study for primary schools in the chief inspector's 2015 annual report.

Williams, a lead Ofsted inspector, has spoken at many national and regional conferences about how children learn.

Her new role is to challenge and support the leaders and to ensure a strong leadership team across the schools, with an emphasis on joint working, taking an innovative

approach and maintaining the high standards expected at each of the schools within the trust.

She said that she was most looking forward to "helping heads to be the best that they can be" and "seeing teachers blossom" as she embarks on her role, which involves liaising and guiding senior members of the primary academies.

She has already begun implementing a

"can-do" ethos within the school to raise the aspirations of pupils.

Jeremy Rowe has been appointed executive principal of the trust's Alde Valley secondary academy.

He was appointed in June on an interim basis, but his position was made permanent this month.

Rowe was head of Sir John Leman high school in Suffolk for eight years. The school is in the top 3 per cent in the country for its GCSE improvement, as well as having earned a national reputation for behaviour.

In 2015, he undertook a two-term headship at a school in Norwich, playing a pivotal role in improving GCSE results. Under his leadership, it became the third most improved school in the county.

Speaking of his move to Alde Valley, Rowe said: "I'd worked up the road for eight years, and I knew the school. I'd been really worried about its decline and so it was a great time to go there and do something about it."

Rowe plans to develop the ethos, behaviour and morale at the school through a strategy he has developed throughout his career.

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

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Business Development Officer

(School Traded Services)

Location: Working from Home

Salary: Competitive

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www.judiciumeducation.co.uk

We aim to deliver a high quality of service; one that enhances the performance of the school and allows school leaders to feel confident that they can focus on other aspects of their extremely demanding roles.

We are currently looking for a Business Development Officer in the Midlands area to source, develop and close sales opportunities. Whilst you will be reporting to the London office, the role will be largely home based. There will also be a significant amount of travel visiting schools.

The ideal applicant will likely have a background in a local authority education team, or school leadership, and have previous experience in selling to schools both at the local authority level as well as single schools, MATs and Federations.

However, please note that experience in sales is not essential. We value a good background in education more than a background in sales. Our business development team has a deep understanding of the education sector and the complex demands placed on school leaders. Team members operate with a consultative, solutions-driven approach rather than high volume sales tactics.



Successful candidate will be responsible for:

- Sourcing commercial, selling opportunities within the education sector
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In order to apply for this role, please forward your CV and short covering note for the attention of Leon: recruitment@judicium.com

The Royal High School, Bath. Reprographics Coordinator



Salary: Starting Salary from £20,000

Location: Bath

Full Time- 36 hours per week

We are seeking to appoint a Reprographics Coordinator to join our fast-paced and innovative Marketing team at our prestigious independent school in Bath. This is a full time, full year post.

We are looking for someone who is passionate about reprographics and has the ability to work well under pressure in order to provide a high quality customer focused and efficient service to our school staff. This role will also include providing design and print support to the Marketing Manager to help deliver the School's marketing, pupil recruitment and communication strategies.

Your duties will include:

- Prepare, produce and distribute documentation in accordance with required timescales for teaching staff, including letters, teaching materials, reports, exam papers and other similar material, liaising with external printers as necessary.
- Co-ordinate whole school reprographic requirements to ensure that work is prioritised, deadlines are met, is cost-effective and is of the quality required.
- Work with colleagues in the Marketing Team to design and deliver a wide range of marketing collateral (both digital and conventional) in support of the School's marketing and pupil recruitment aims and objectives.
- Ensure that printing, reprographics and audio-visual equipment is operational and properly maintained; be the first line contact for problems and instigate engineer call-out, as necessary.

The ideal candidate will have significant experience in digital and conventional printing, experience of using printing and finishing equipment and the ability to plan up jobs in a cost effective way. Experience in using InDesign is essential.

The successful candidate will be an extremely well organised individual who has the ability to work methodically, prioritise and meeting deadlines. An eye for detail and high levels of accuracy are key to this role and knowledge of desktop publishing software is highly desirable.

The Royal High School is an academically selective independent day and boarding school for girls aged 3-18. We offer excellent facilities and resources and a warm, friendly and supportive working environment.

Closing Date: noon on Tuesday 4th October 2016

For further information and an application form please visit our website at

www.royalhighbath.gdst.net or contact us at hr@rhsb.gdst.net or on **01225 731052**.

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FINANCE & HR MANAGER (MATERNITY COVER)



Required to start December 2016, the post of Finance & HR Manager (Maternity Cover) at Failsworth School is responsible for the management, administration and control of the Finances, optimizing the financial performance of the school. The post is also responsible for the administration of all HR & Recruitment processes within the school. The successful candidate will have a strong track record in financial management, as well as excellent communication, administrative and analytical skills.

Location:

Failsworth, Manchester

Salary:

Grade 9, point 42 – 46 (£36,937 - £40,619)

Hours:

36.40 hours per week, full-time, full year

Contract basis:

Maternity Cover

Closing date:

Friday 7th October 2016 - 10:00am

Shortlisting:

Tuesday 11th October 2016

Interviews:

Thursday 20th October 2016

Application forms and further details are available from our website www.failsworthlg.co.uk and returnable to The Recruitment Department, Headteacher, Failsworth School, Brierley Avenue, Failsworth, Manchester, M35 9HA.

Email: recruitment@failsworthlg.co.uk

Telephone: 0161 688 3900.





Director for Inclusion

Leadership Point 6-10

Start date: January 2017 or earlier

Do you want to be part of our journey of transformation to become an outstanding growing Junior School? We are looking for an experienced and dynamic leader to join us and become a member of our newly-formed, highly-driven leadership team.

The Full Time Director for Inclusion will have responsibility for developing an inspiring vision using the new SEND Framework and Code of Practice to support children with SEND to make outstanding progress. They will develop the newly-formed Inclusion team to meet the needs of all children and our community.

For full details contact **Angela Watts**, Principal or **Brenda Stuart**, School Business Manager on 01933 381600 | head@ruskinjunior.net or visit www.educationfellowship.net

Visits to the school are welcomed.

Closing date for applications: Friday 7th October

Interviews: Wednesday 19th October

Ruskin Academy is an Education Fellowship academy.



Ruskin Academy and The Education Fellowship are committed to the safeguarding of children and adopt safer recruitment procedures. Posts are subject to enhanced DBS clearance. We have an Equal Opportunities Policy which aims to make sure that we treat everyone fairly.



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THE ALTIUS TRUST - MEA CENTRAL

HEAD OF SCHOOL



Location: Manchester

Contract type: Full Time

Contract term: Permanent

Required from January, or as soon as possible thereafter

The role will be offered at a highly competitive salary based on experience.

Are you a school leader who has yearned to lead a school from its inception - without inheriting a legacy? If so, you will recognise this tremendous opportunity to join an excellent Trust at a key time in our development.

The Head of School for MEA Central is a wonderful and unique role for an exceptionally talented and ambitious leader to work with the Trust CEO to lead a brand new Academy: MEA Central.

In partnership with Manchester City Council, the Altius Trust is excited to be opening this Academy and proudly serving the Manchester communities of Rusholme, Withington, Fallowfield and Levenshulme. The state-of-the-art building will open for Y7 only in 2017-18. Our vision is 'a fantastic future for all', to ensure every one of our students develops the skills and qualifications necessary to succeed in a rapidly changing world. Our principles, which we call "The MEA Way", will be adapted as we meet and work with the new community; but we will be bringing our high expectations and business partners too, offering MEA Central's students a fantastic future. The purpose built Academy has been designed to facilitate excellent teaching and learning and also provide fantastic facilities in the arts, sport and digital learning.

We are seeking to appoint a Head of School with the creative skills to maximise the potential of a brand new Academy, enhancing MEA's national reputation for excellence. The new Head of School will have the confidence and ambition to take responsibility for driving the development of our new Academy, while working closely with the CEO of the Altius Trust to ensure the highest standards of education are offered across our Academies. There is a dedicated and determined Trust leadership team with whom the new Head of School will work collaboratively to move MEA Central forward.

So if you are innovative, a team player, a great leader and you are driven by a strong sense of moral purpose to improve the life chances of young people, then we are the Trust that you are looking for.

We want to recruit to this post as soon as possible so that the successful candidate can begin the process of communicating the vision, values, aims and ethos of the new school to the

communities it will serve. This will also allow the development and implementation of a curriculum rationale, design and structures to meet the needs of the all the young people. The successful candidate will also lead and manage associated school staffing structures, ensuring that these are progressed and recruited to prior to the opening of the new Academy.

Equally important during this period of transition will be the development of effective working relationships with all staff in the existing academies, and with all the young people, their families, partners and agencies in the communities around MEA Central.

If you believe that you possess the necessary drive, determination, outstanding leadership skills to match our mission to raise aspirations, inspire ambition and improve outcomes for young people, we would be pleased to receive your application.

Please contact Rina Hughes, our HR Leader, at: r.hughes@meacad.org.uk for an application pack.

Closing date for applications is 5.00pm on Friday 7th October 2016.

Interviews will be held in mid-October with a view to the successful candidate starting in January, or as soon as possible thereafter.



SCHOOLS WEEK 

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SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN a *Schools Week* mug



What's the caption? tweet a caption @schoolsweek



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