



WHY £16 FOR A CALCULATOR IS A BARGAIN



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NEW COLUMN: THE PAST WILL MAKE YOU SMARTER



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SCHOOLSWEEK.CO.UK

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3. The con doc says we will open new grammars, albeit that they would have to follow various conditions. The SoS's clear position is that this should be presented in the con doc as an option, and only to be pursued once we have worked with existing grammars to show how they can be expanded and reformed in ways which avoid disadvantaging those who don't get in. I simply don't know what the PM thinks of this, but it sounds reasonable to me, and I simply can't see any way of persuading the Lords to vote for selection on any other basis.

Jonathan Slater
Permanent Secretary, Department for Education
permanentsecretary@education.gov.uk

Steve Back (@politicalpics)

Groundhog day for grammars

- Birmingham schools could be used to persuade Lords
- Kent head tells council of 'cheating' in 11-plus tests

BILLY CAMDEN
@BILLYCAMDEN

Grammar schools that prioritise free school meal pupils in their admissions policy could be used to prove that lifting the ban on new grammars will not disadvantage students.

A leaked memo this week revealed the government plans to open new grammars, although education officials say they believe the policy will be blocked in the House of Lords.

The document, written by Department for Education permanent secretary Jonathan Slater, said that in order to help pass the laws the education secretary wanted to work with existing grammar schools to "show how they can be expanded and reformed in ways that avoid disadvantaging pupils".

His memo added: "I simply can't see any way of persuading the Lords to vote for selection on any other basis."

To gather the evidence and statistics apparently



P16

James Townsend:
Our vision for church schools

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EDITION 75

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NEWS

Birmingham grammars prioritise pupils with free schools meals

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CONTINUED
FROM FRONT

needed to lift the ban, the government may turn to schemes introduced by grammar schools that favour pupils eligible for free school meals.

During questions in the Lords following the memo leak, Lord Nash, the minister for the schools system, said that "66 grammar schools do now prioritise free school meal applications".

One school group, The King Edward VI Foundation in Birmingham, which runs five grammars in the city, introduced a similar admissions system in September last year.

It allows for at least 20 per cent of places to be reserved for pupils on free school meals, provided they meet a pre-designated minimum score.

Around 28 per cent of the city's pupils claimed free school meals, according to the latest government data.

Heath Monk, executive director of the foundation, said the policy made entry to the foundation's schools "a level playing field for all children in Birmingham".

Monk said the foundation had not yet been



Heath Monk

approached to share evidence of their practice with the government, but he was "open to those conversations".

Councillor Brigid Jones, cabinet member for schools at Birmingham City Council, said that the policy of grammar schools "bending their admissions criteria" to allow more disadvantaged children showed the "absolute fallacy in the 11-plus system".

She told *Schools Week*: "All King Edwards schools in Birmingham take far below the average number of children with special educational needs and free school meals. The real Birmingham success stories are our comprehensives that achieve great results without having to filter children out."

The city recently reorganised its school structures in a bid to improve outcomes. This could mean results for poorer pupils increase at the same time as the grammars expand their intake, but Jones warned this should not be seen as a reflection that grammars were therefore working for the poorest pupils.

"Our approach to education in Birmingham is that we achieve more together than we do alone. If grammar schools want to make a real difference to life chances, they should abolish their arbitrary exclusion criteria and make their excellent education open to



Lord Nash

all, not just the lucky few."

Russell Hobby, the general secretary of the National Association of Head Teachers, said the plans were a "risky distraction".

He said: "The only thing that really raises standards is getting more great teachers in front of the children who need them most. The expansion of grammar schools would do the exact opposite."

A government spokesperson told *Schools Week* that it was "looking at a range of options to allow more children to access a school that lets them rise as far as their talents will take them" and that proposals will be set out "in due course", with some government insiders claiming plans may even be outlined before the end of the week.

'Bearded' 11-year-olds sit entrance tests

BILLY CAMDEN
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Exclusive

Imposters are taking the 11-plus entrance exam to get children into competitive grammar schools, claims a former headteacher.

The allegation adds fuel to worries over the government's plan to reintroduce grammar schools – with poor test regulation joining statistics that show the schools exacerbate inequality in outcomes.

Andy Williamson, who led Wilmington grammar for boys in Dartford until this month, told a select committee at Kent County Council in February of the "injustice" of students from outside Kent taking the exam. The committee hearing was on grammar schools and social mobility.

Williamson said he received a list of 250 boys' names to sit the test on a Saturday at his school, but there was no identification process to confirm who turned up.

Minutes of the hearing, which have now come to light, state: "He [Williamson] is aware that cheating is taking place and the only way of proving it is to check handwriting against the creative writing test. This needs to change."

David Anderson, headteacher of Queen Elizabeth's grammar in Faversham, who also attended the committee meeting, said he had not experienced this problem but was aware of the situation.

He told *Schools Week*: "I've heard Andy talk in the past about the problems with the children turning up to take the 11-plus. He talks about these supposedly 11-year-olds who turn up with beards and things like this.

"All students have to do is ring up and book a test, give their name, and then they sit it. You never really know 100 per cent who it is who turned up to take the test because there is no validation of identity. Cheating in this manner does not come as a surprise to me."

Edward Wesson, head of The Skinners' School, a grammar that runs the 11-plus exams for out of county pupils in Tunbridge Wells, agreed the system was "at risk of imposters" and "certainly open to abuse".

Anderson said some form of identification process needed to be put in place to stop any cheating. "I can't believe identification checks are not in place. It is very strange."

Responsibility for the validity of the test lies with the local authority.

Kent council told *Schools Week* that cheating allegations were "very rare" but the authority had explored processes to stamp out the issue.

Scott Bagshaw, head of admissions, said that from this year children taking the



test must wear their school uniform and that pupils from the same school would "as far as possible" be tested at the same centre on the same day "which also gives some assurance that a stranger would be spotted".

Bagshaw agreed that checking handwriting had so far been the only way to check a child's identity and it had been "sufficient" in the cases investigated over the past 10 years.

Joanne Bartley, a Kent mother who founded the anti-grammar expansion Kent Education Network, said this was further evidence that selective schools were "not the answer".

She said: "It is just another fault with the 11-plus exams. The whole system isn't proactively regulated and there are no clear rules for how it should be sat."

Schools Week could not contact Williamson for more comment.

NEWS

Teaching apprenticeship nudges closer

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Exclusive

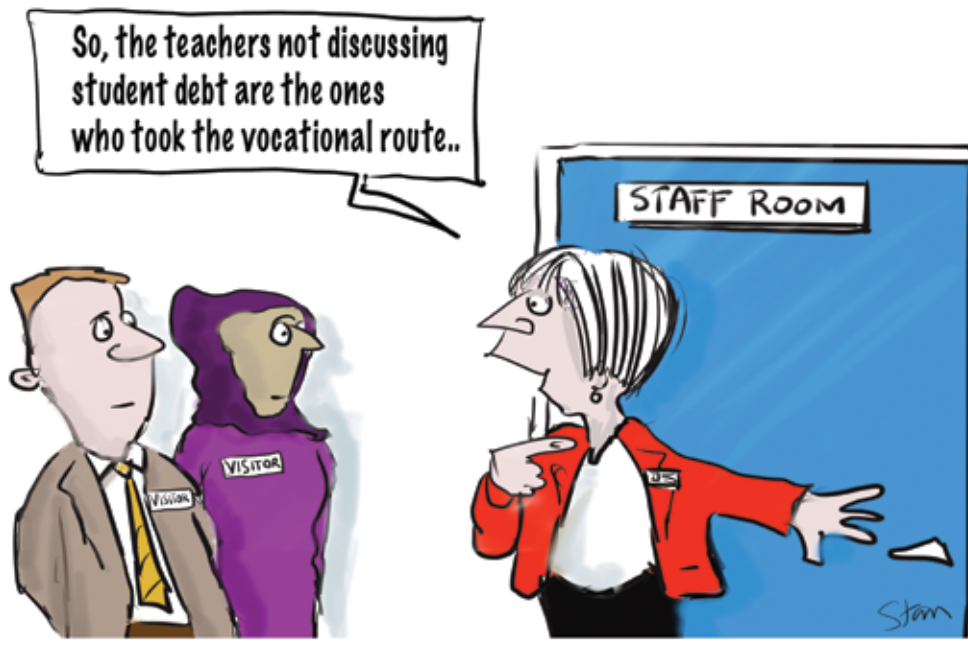
A group of schools hoping to create a fully vocational pathway to qualified teacher status (QTS) has passed its first hurdle after the government approved its plans for a new apprenticeship for teaching assistants.

The framework, drawn up by 11 schools in Buckinghamshire and the West Midlands and first revealed by *Schools Week* in January, will allow apprentice teaching assistants (TAs) to get level 3 qualifications equivalent to A-levels while training on the job.

Although apprenticeships for TAs and similar classroom positions have been available for some time, this is the first bid that has made clear its intention of creating a vocational route to QTS.

Standards for the TA pathway are now being finalised while plans for a "flagship" full apprenticeship for teachers are being drawn up for submission to the Department for Education (DfE). Developers say they are "95 per cent certain" they will be signed off.

The move was prompted partly by a government announcement that schools and academy trusts with more than 250 employees would be subject to new public sector apprenticeship targets, and that those with a payroll bill of more than £3 million would have to contribute to the new



apprenticeship levy.

Jenny Brinkworth, office manager at Buckinghamshire's Hughenden primary school who wrote the TA bid sent to government, told *Schools Week* that the group was "keen to get started" on the apprenticeship and looked forward to "working with a dedicated team of professionals to create a teaching assistant standard, thus securing future apprenticeship opportunities in schools".

She said representatives from City & Guilds, National Schools Training (NST), Walsall College, Buckinghamshire Adult Learning, Profile Development and Training and Hackney Learning Trust had been invited to play "important supporting roles on the creation of the trailblazer standard and assessment plan".

If approved, the full teaching apprenticeship, which is now being designed in partnership with the Teaching

Schools Council, will allow learners to train up to level 7, equivalent to a postgraduate degree, and achieve QTS without having to go to university – all while being paid.

The group believes that the scheme could help to boost the number of trainees entering teaching and meet the government's pledge of generating three million apprenticeship starts by 2020.

Lee Povah, director at apprenticeship provider NST, said he was "95 per cent certain" that the full teaching apprenticeship pathway would be signed off by government.

He told *Schools Week*: "When we first met with the DfE they said 'yes, you're pushing an open door with the teaching apprenticeship pathway'. So they told us to crack on and see how many schools we can engage with.

"We put a call to arms out to the schools in our network and we had more than 350 register to support the pathway, which is unbelievable. This is certainly going to be a flagship scheme within education."

Povah said that schools were eager for the full teaching apprenticeship to be approved because they wanted to use the money they were paying out in the apprenticeship levy on "appropriate frameworks that help us to develop our staff".

ADVERTORIAL

System leadership must come from the profession itself

What leadership is needed in the school-led system; and what lessons might school leaders learn from other sectors? Since 2010, the ambition has been for a fully fledged school-led system, with the promise of greater autonomy and influence for school leaders. We are moving towards an almost fully academised system, with most schools operating within multi-academy trusts. What does this mean for school leaders, and how do we develop the leaders needed to make the English school system world-class?

The picture changes daily. But at the end of the summer term 2016, the Department for Education said that there were 5719 academies – 66% of all secondary schools and 19% of primary schools – and 973 multi-academy trusts (MATs). These MATs vary considerably in size.

In his regional roadshows, national schools commissioner Sir David Carter suggested a growth model of existing MATs taking on an additional 10 schools each and 980 new MATs being set up with five schools per

MAT. This proposed growth strategy would characterise the school-led system by 2022.

Sir David emphasises the importance of collaborative practice: every school should be part of a formal collaboration focused on reducing the performance gap, developing 'next' practice and participating in research. He believes that the MAT is seen as the best structure for improvement; stand-alone academies would have formal and informal agreements with MATs to support the drive for excellence.

I think it is worth noting that Sir David does not state that the overall leader of the MAT has to be a headteacher.

It is too soon to say whether MATs are the best way forward, but we at SSAT would agree that collaboration is essential if England is to have a world-class system of schooling.

What does the drive for multi-academy trusts and academies mean for leading and leadership at all levels of the school system?

These are just some of the questions we will be exploring through membership over the coming year at SSAT, particularly at the SSAT National Conference, taking place at the ICC in Birmingham on 1-2 December 2016. The theme of the conference is Leading: making the impossible possible.

Confirmed speakers include the conductor Dominic Cummings; Baroness Sue Campbell; the entrepreneur Marcus Orlovsky; paralympian Lord Chris Holmes; Sir David Carter; Professor Andrew Hargreaves; Independent Thinking's Ian Gilbert, Dave Harris, Paul Clarke, Hywel Roberts, Debra Kidd and Vic Goddard; Ofsted's Sean Harford, Reform's Amy Finch, LKMco's Will Millard; and our media partner, Schools Week's editor, Laura McInerney – as well as over 20 school-led workshops.

I hope to see many of you in Birmingham in December.

ssat the schools, students and teachers network

NEWS

Costly calculator will save maths A-level from 'dark ages'

BILLY CAMDEN

@BILLYCAMDEN

Investigates

A change in the A-level maths specification that forces students to fork out an extra £10 for an advanced calculator is a "positive step" for the subject, says Charlie Stripp, director of the National Centre for Excellence in the Teaching of Mathematics.

He said that using these calculators "massively outweighs the increase in cost" and that the use of more advanced technology at A-level was a "step towards real-world maths".

New standards for the A-level set out by the Department for Education (DfE) require calculators to include an "iterative function" with the ability to compute summary statistics and "access probabilities from standard statistical distributions".

These features are not available on the calculators typically found in schools, such as the Casio FX83GT Plus, which retails at £7.99.

Advanced calculators such as the Casio FX991ES Plus that can carry out these functions retail at £17.99.

A DfE spokesperson said the A-level content advisory board, which assisted the government on the qualification's reform, recommended the change.

"The new qualifications are intended to ensure that students develop the skills needed for progression to university and employment."

It is believed the specification change was needed because exam candidates will no longer be given tables of values for statistical distributions.

John Jackson, a former maths teacher in London, warned the cost implications could disadvantage students from low income backgrounds.

"The change means many students and schools will have to purchase new calculators for no great improvement in learning."

But Stripp said it was a "red herring" to talk about the added cost because "in the real world" maths used advanced technology "all the time".

"The subject is greatly enhanced by the use of technology and technology needs to be embedded in how it is taught," he said. "To not make technological requirements on the maths A-level would make it eventually become irrelevant. It would be in the dark ages."

"I see it as only a very positive thing [the upgrade in technology] because being able to use maths in a technological context and being fluent with using technology and maths together to solve problems is what we want people going into technical fields to be able to do."

He added: "In the overall scheme of things that extra cost is not relevant when you compare the advantages of actually embedding technology properly into the way students are learning maths and their experience of using maths being driven by technology."

"I don't think it is disadvantaging poor students. We are talking about tens of pounds rather than hundreds or thousands. It is a step in the right direction."

Trust's accounts show payments to co-founder's wife and children

ANN MCGAURAN

@ANNMCGAURAN

A crisis-hit academy chain failed to declare payments to close family members of its co-founder, including the cost of a computer delivered to one daughter at home.

Details of the payments to the relatives of Lilac Sky Schools Academy Trust co-founder (LSSAT), Trevor Averre-Beeson, emerged in a revised set of accounts for 2014-15. The accounts also include stinging criticisms of the trust's past financial management.

Schools Week revealed during the summer break that LSSAT's nine schools soon will be handed to new sponsors while the trust, which is set to be wound up later this year, faces an ongoing investigation by the Education Funding Agency (EFA) into its governance and finances.

The trust's revised accounts show in a section on related-party transactions that Jane Fielding, Averre-Beeson's wife and trust co-founder, received at least £105,000 in her role as managing director.

Averre-Beeson's daughter, Victoria Rezaie, was also employed by the trust, receiving a salary of £63,298. She is listed on the school's website as principal at Thistle Hill academy in Kent.

Another daughter, Samantha Busch, was employed by LSSAT for £16,593. The trust bought computer equipment worth £390 that was delivered to her home address.

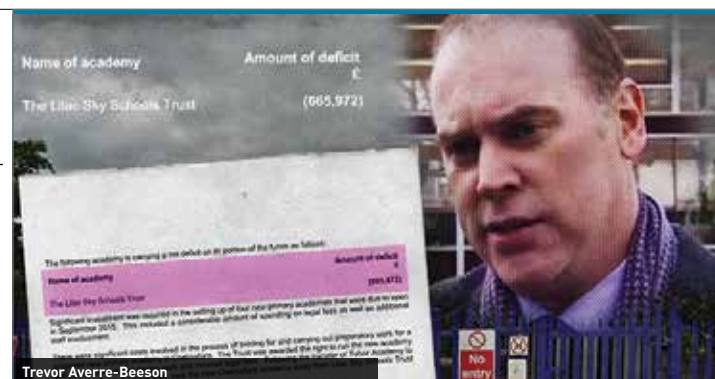
An independent accountant expressed concern in the report that Averre-Beeson was the trust's internal auditor as well as chief executive during 2014-15, and said there was not enough conclusive evidence that compensation payments totalling £249,107 made to 11 employees were in line with EFA regulations.

Schools Week revealed last month that private consultancy firms run by the founders of LSSAT had received more than £1 million in the past two years. The EFA and a regional schools commissioner intervened to block the trust from buying more consultancy services from its founders.

One of the private firms, previously named Lilac Sky Schools Ltd, has now changed its name to Henriette Le Forestier Schools Ltd. The trust purchased more than £800,000 of services from it in 2013-14 and around £30,000 in 2014-15.

The most recent accounts also show Lilac Sky Outstanding Education Services Ltd – another company in which Averre-Beeson has a controlling interest – provided services worth £271,742 to the academy trust.

The company changed its name to Lilac Sky Education Ltd in July and has now been



rebranded as Education 101 Outstanding Education Services.

Averre-Beeson said the companies had been renamed "to avoid any additional confusion" with the Lilac Sky Schools Academy Trust, which he stepped down from the CEO post in March last year and later relinquished his trustee position.

He added: "Lilac Sky Schools Ltd set up LSSAT in 2012. For some time, as was originally envisaged and discussed with the Department for Education, Lilac Sky Schools Ltd and its sister company Lilac Sky Outstanding Education Services Ltd provided central services, training and coaching, and leadership support to LSSAT's schools under contract."

"All services were charged at cost and recorded, publicly documented and reported to the EFA and DfE. We recognised in 2015, however, that some procurement processes should have been more formal and the governance arrangements between trust and companies more independent and robust."

Averre-Beeson said he left the post to ensure there were no further potential conflicts of interest.

Private lives will have to be more public

FREDDIE WHITTAKER

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Exclusive

A landmark court ruling on a headteacher's failure to disclose her relationship with a convicted sex offender could mean school staff will be asked to reveal more about their private lives in future, legal experts have warned.

The Court of Appeal recently quashed the unnamed former headteacher's bid to overturn her dismissal in 2011, when governors learned of her connection with a man convicted of making indecent images of children.

Under current rules on disqualification by association, school staff working with children under the age of eight are legally required to inform their employer if they live with anyone ever convicted of certain crimes, including sexual offences.

In this case, tribunals were told that the pair had bought a property together, but that the head did not live there, though she had holidayed with the man following his conviction in 2010.

The government is currently consulting on scrapping these rules for schools, but Michelle Gray, partner and head of education at Berg Solicitors, told *Schools Week* that the ruling could actually mean greater responsibilities for school staff, even if the rules are axed.

"A Court of Appeal decision is binding



on the lower courts," said Gray, "so if there were another instance of a head who was dismissed for failing to disclose a relationship with someone with a conviction, then the LA or governing body would rely on this judgment".

Gray warned the judgment would now "widen the obligation" on anybody working with younger children to disclose relationships with those convicted of more serious crimes, and urged staff to consult their school's governing body for advice if in doubt.

The headteacher in question, whose identity has not been revealed, was dismissed five years ago after governors discovered her connection with a man subject to a sexual offences prevention order, which prohibits unsupervised

contact with children.

There is no suggestion the man had any contact with pupils, but Gray said the appeal had focused on whether or not the head had a legal duty to report the relationship – even though such a responsibility is not set out in legislation, and was not in her contract.

"The decision was based on the fact that they say there was an implied term in her contract, which they say amounts to a legal duty," Gray told *Schools Week*. "It was that issue which she was suspended, and ultimately dismissed, on."

Gray added that an "implied term of trust and confidence" was common in contracts of school staff, and said the duty became "more onerous" for staff as they became more senior in schools.

NEWS

New special needs funding plan 'unreliable'

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Exclusive

The government's proposed new way of funding early education for children with special educational needs will fail to distribute resources adequately and result in some being "turned away", an expert claims.

A Department for Education (DfE) consultation on changes to how free childcare and early education for three and four-year-olds is funded, including a new national funding formula, concludes on September 22.

It is part of the government's ongoing plan to change funding distributions, but the plans highlight the difficulty of ascertaining the needs of some children.

The proposals use Disability Living Allowance (DLA) claimed by parents and carers of children up to five as part of a basket of indirect "proxy" measures for those with special needs (SEND). Funding for early years in an area will be triggered based on this proxy.

But education consultant Barney Angliss said the proposal was "very unreliable".

Mr Angliss, a SEND consultant and director of the website SpecialNeedsJungle, analysed recent DfE data on SEND provision in primary schools to uncover the number of pupils in an area with an educational need. He then compared it with the rate of DLA claims in each area.

A "poor correlation" suggested the proxy was a poor indicator for levels of SEND in any area.

His research also revealed that inner London would fare worst on the DLA measure. On average, its boroughs ranked 36th for levels of SEND in primary schools out of 149 LAs covered in the data, but 97th using the proposed DLA proxy measure.

In outer London, Hounslow is in the top 10 nationally for levels of SEND during the primary school years, but the new formula would place it 121st.

Angliss said: "The DfE will say the amount of money triggered in the formula for special needs is a tiny proportion of the total allocation to each local authority. But to early years providers and parents, that makes it all the more important that the proxy measure reflects the reality of special needs in each locality."

He was surprised the DfE had not used its own data on SEND in primary schools to develop the new formula. "We know that claiming DLA for a pre-schooler is difficult for most parents as they don't have a lot of professional evidence to guide them. Many are also parents for the first time and know nothing about the process, so these numbers are not representative."

Some children with additional needs would be "turned away because the formula does not distribute resources where they are needed", he added.

LA	LA ranking (% SEND in Primary)	LA ranking (% DLA in EY pop)	Proposed EY Nat Funding Formula rank mismatch
Knowsley	1	11	-10
Blackburn with Darwen	2	82	-80
South Tyneside	3	22	-19
St. Helens	4	1	3
Redcar and Cleveland	5	2	3
Salford	6	60	-54
Southampton	7	20	-13
Devon	8	102	-94
Herefordshire	9	26	-17
Hounslow	10	121	-111

Dr Julian Grenier, head of Sheringham nursery school and children's centre in Newham, east London, called the findings "extremely worrying".

He said research by the All Party Parliamentary Group for Nursery Schools and Classes showed maintained nursery schools had "very high number of children on roll with SEND."

"The new formula already risks endangering the future of those maintained nursery schools, and if the planned method of allocating funds for children with SEND is flawed, that will only worsen the situation."

Kathryn Stinton, an early tears teacher and trainer, said that she shared Angliss's

concerns. "Many parents do not claim DLA because they are not informed of their entitlement and the benefit isn't means-tested."

She said schools had a vested interest in ensuring additional funding was available to early years settings, because with "appropriate local systems, children can start school with education, health and care plans in place as well as interventions and advice from a range of professionals".

A DfE spokesperson said the proposed changes would "transform" the funding and "deliver a better deal."

"We will carefully consider all the responses to this consultation once it has closed."

Ofqual says new formula for top GCSE grades 'fair as possible'

FREDDIE WHITTAKER

@FCDWHITTAKER

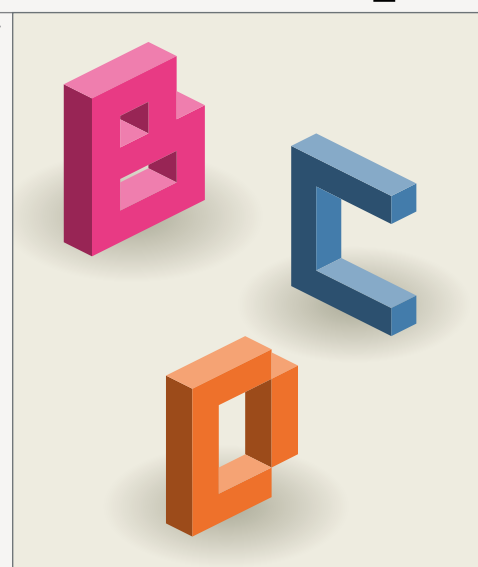
Ofqual has confirmed it will adopt a new "fairer" approach to GCSE top grades after its proposal won the backing of education professionals.

The exams regulator announced today that it will proceed with a proposal set out in April that uses a formula to determine the proportion of pupils receiving grade 9s in each subject. The method takes into account differences in the number of high-achievers sitting each exam, rather than requiring the same percentage of top-performers in every subject.

A new numbered grading system for GCSEs will come into effect for English and maths next summer, and for all subjects in 2018. A grade 7 will be roughly equivalent to a current grade A.

The proposal for grade 9s was drawn up after research by Education Datalab found Ofqual's original plan to simply award the top grade to 20 per cent of those who hit a grade 7 would result in more grade 9s in some subjects than the current proportion of A*s – even though the grade 9 is supposed to be more difficult to achieve.

Under the formula now adopted by Ofqual, which was backed by 74 per cent



of respondents to the consultation, the proportion of pupils getting a grade 7 in a subject will be divided by two, then seven percentage points will be added to reveal the proportion receiving the top grade.

For example, if 22 per cent of pupils achieved a grade 7 in music, the number would be divided by two to give 11 per cent. Seven percentage points would then be added, to give a final figure of 18 per cent. This would mean 18 per cent of top scorers among the grade 7 achievers would receive a grade 9.

Sally Collier, Ofqual's chief regulator, said: "The aim of the new formula for awarding grade 9 is to be as fair as possible."

"The proportion of students achieving A* varies from subject to subject, and it will be the same with the new grade 9. Those who rely on GCSEs will know that those students achieving the top grade have performed exceptionally."

Julie Swan, the watchdog's executive director for general qualifications, added: "We know that relatively more As are now awarded in some subjects than others."

"If we had applied our original approach, some subjects would have had many more grade 9s than they currently have As and some would have had many fewer. This would have been particularly harsh on some subjects."

"The approach we are announcing today will allow for the natural variations that we currently see across subjects to continue, while providing clarity about the value of a grade 9."

Ofqual intends to award grade 8s in such a way that there will be an equal space between grades 7 and 9.

The rule will only be applied in the first year of the new GCSEs, after which the boundaries will be based on a "mixture of statistics and examiner judgment".

Complaints triple

The Department for Education (DfE) has been hit with an alarming rise in complaints made against schools, with the figure more than tripling over the past three years.

There were more than 4,500 complaints made to the department in the period between August 2014 and July 2015, a dramatic rise on the previous 12 months, during which 1,900 complaints were made.

There were only around 1,500 complaints between 2012 and 2013, meaning that reported grievances have surged by more than 300 per cent in 36 months.

It's possible that this sudden rise could be a side-effect of the growing number of schools converting to academy status. The DfE is directly responsible for handling issues with academies, while complaints about local authority-maintained schools are sent to councils.

According to an annual survey of customers complaints published by the DfE, most complainants are parents with concerns over the treatment of their children, though issues including bullying, special educational needs and perceived school misconduct were all represented.

The DfE has a number of school-complaint case managers who deal with individual cases, but the customer satisfaction survey from this year revealed that just under two thirds of complainants were "dissatisfied overall" with how they were treated.

Respondents to the survey said "a better level of communication" was needed, and that cases should be handled more "thoroughly".

Other participants in the survey said they wanted their complaints to be taken more seriously, and for the department to show more transparency.

NEWS

Booming private tuition stretches attainment gap

BILLY CAMDEN
@BILLYCAMDEN

The burgeoning private tuition market, now worth up to £2 billion a year, is stretching the attainment gap between rich and poor pupils, says the Sutton Trust.

In its Shadow Schooling report, out on Thursday, the trust polled more than 1,500 teachers to show that more than four of ten in the state sector have been paid to tutor outside their main role at some point in their career.

Dr Philip Kirby, a research fellow at the trust, also analysed annual surveys of young people and found the private tuition market has grown by more than a third in the past decade – reaching the £2 billion mark this year.

But the report found that students from independent schools were twice as likely to have received private tuition as their state school peers. Just 17 per cent of secondary pupils eligible for free school meals have received private tuition at some point in their schooling, compared with 26 per cent of students who do not receive free meals.

Nearly 18 per cent of pupils who received tutoring did so for the 11-plus needed to enter grammar schools.

Sir Peter Lampl, chair of the Sutton Trust and the Education Endowment Foundation, said the cost and growth of the private tuition market were “further exacerbating educational inequalities”.

Private tutoring costs about £24 an hour nationally and £27 an hour in London.

The trust has now called on the government to introduce a “means-tested voucher scheme” to enable lower income families to access additional educational support.

The Tutor Trust, a charity that provides extra tuition via schools, uses pupil premium money to cover the costs.

Abigail Shapiro, co-founder and director, said: “The private tuition market is obviously one reason why the educational attainment gap is there, but I do not think for one moment that tuition shouldn’t be available to all.”

Shapiro believes that organisations such as hers, which works with schools to support pupils from low-income families, can help to ensure “no pupils [are] being left behind as a result of private tuition”.

Shadow Schooling also found that teachers in the north east (49 per cent) were the most likely to do paid tutoring, those in the north west and Merseyside the least (34 per cent).

Analysis by private tuition agency Tutorfair suggests that pupils are most likely to be privately tutored in maths, English, sciences and modern languages.

Ready for the Of: hunt on for new chairs

BILLY CAMDEN
@BILLYCAMDEN

Ofsted and Ofqual have begun their quests to fill empty chairmanships as both face unsteady times as new chief executives settle in.

Amanda Spielman leaves as Ofqual chair after five years to take the top spot at Ofsted when Sir Michael Wilshaw, the chief inspector, departs in December.

Spielman briefly acted as interim chief regulator in March when Glenys Stacey, who was at the helm for five years, stepped down at the end of February.

The new chair will support Sally Collier who became chief regulator in March, but then admitted to needing “months” to understand a qualifications and assessment system that was part-way through significant reform.

Ofqual has now officially launched its search for Spielman’s replacement.

A job advertisement says the expected salary is £43,400 a year for about two days a week. The appointment was for an initial three-year term with a maximum ten in the role.

The exams regulator said it would only accept applications of “the highest calibre” and that the new chair would be responsible for representing the

organisation in parliament and encouraging “high standards of propriety”.

Education secretary Justine Greening will have the final choice of a replacement who must also have a “high level of personal impact” with the ability to “manage the media with confidence and diplomacy”.

Next August will be the first year that GCSE grades in some subjects will switch from letters to numbers – a move that has proven controversial and difficult for the public to understand – making media confidence a vital aspect of the role.

Meanwhile, Ofsted is yet to formally kick-start its search for a chair after David Hoare’s stepped down month after provoking outrage by reportedly describing the Isle of Wight as a white “ghetto” of “inbreeding”.

He is also understood to have upset senior Ofsted colleagues after making it clear he “did not want a teacher” to take over as chief of Ofsted after Wilshaw’s retirement.

James Kempton, a non-executive board member, has taken on interim chairmanship while Greening searches for a permanent successor, but the Department for Education was reluctant to disclose any details about whom they want in the position.



No job advertisement has yet been put out and the department has refused to comment on the day-to-day duties the chair will take on and the credentials applicants should have.

Mary Bousted, general secretary of the Association of Teachers and Lecturers, predicts a difficult period for both organisations considering the high-profile changes in leadership.

She said: “To have a new chair and new chief inspector at an organisation already under a lot of pressure to prove it inspects schools fairly with reliable judgments, the change in leadership will certainly be interesting at Ofsted.”

“Ofqual will perhaps be in an extremely difficult situation as the grading systems change and the introduction of the national reference tests.

“Both organisations have got an awful lot to do to prove their competence.”

Teach First ditches PGCE for new diploma

FREDDIE WHITTAKER
@FCDWHITTAKER

Teach First is to replace its current programme with a two-year postgraduate diploma (PGDE), giving its paid participants two thirds of a master’s degree and leaving them more qualified than those who fork out up to £9,000 to do a university-based Postgraduate Certificate of Education (PGCE).

Graduates with the charity currently spend a year doing a PGCE, which is worth 60 points towards a master’s degree, and then spend their second year developing leadership skills.

But from 2017, all trainees will complete a two-year PGDE, leaving them with 120 points towards a master’s, a move that Teach First claims will make it easy to “top up” to the higher degree.

The new scheme will be officially unveiled at the ResearchEd conference tomorrow by Sam Freedman (pictured), Teach First’s executive director, who told *Schools Week* the changes were the culmination of “years studying the research and listening to feedback from participants, schools and universities.”

“We know the first two years are the most critical to career and leadership development. Ultimately we wanted to ensure our participants are equipped not only with the practical skills they’ll need in



the classroom to make a real impact, but are also supported to develop as leaders who can tackle educational inequality . . .”

Teach First, the UK’s largest recruiter of graduates, placed 1,685 trainees into schools in 2015. Participants are paid throughout their two-year course during which they commit to teaching in schools with a high number of deprived pupils.

The plan has been cautiously welcomed by James Noble-Rogers, executive director of the Universities Council for the Education of Teachers, who said he wanted teaching to become “a fully master’s-verified profession.”

“In principle I fully endorse linking teacher education programmes to master’s level qualifications. Moving towards a PGCE over a two-year period could be a positive development.”

Founded in 2002, Teach First is now responsible for about 6 per cent of all new teachers in England each year, but has faced criticism over the relatively high cost per trainee compared with other initial teacher training (ITT) routes.

A study by the Institute for Fiscal Studies released in July found the average cost of ITT for a Teach First trainee was about £38,000 compared with £17,000 for an undergraduate primary degree. The average of all routes was about £23,000.

The charity’s name and ethos have also been controversial, and the organisation has sought to debunk myths such as “the idea that it’s for career-hungry people who do this for two years and then see it as a stepping stone to a different life”, as Freedman told *The Guardian* in 2014.

The new scheme will be the first two-year PGDE course in England, and contrasts with other pioneering routes to qualified teacher status.

Schools Week revealed in July that academy chain heavyweights, including Ark and Oasis, were exploring a “unique partnership” to found a new higher education institute that would train expert teachers.

And an investigation in January revealed a group of schools in Buckinghamshire and the West Midlands working on plans for an apprenticeship route to QTS, which will be submitted this month for further government approval.

NEWS: TUC CONFERENCE PREVIEW

Union head warns of pre-Christmas strike

FREDDIE WHITTAKER

@FCDWHITTAKER

The leader of the National Union of Teachers has said he "can envisage" further walk-outs by teachers this term as he warned school budget pressures could exceed the 8 per cent cuts predicted by financial experts.

Kevin Courtney, who was recently elected as general secretary of the 300,000-member union, said teachers could strike again before Christmas without the need for another ballot if concerns about finances are not addressed by the government.

Thousands of teachers walked out on July 5 in protest over workload, terms and conditions and funding, and Courtney told *Schools Week* that union bosses would not need to seek

another mandate for further action.

"Realistically, I can envisage further strikes this term," he said, "but the union is making decisions as we go on that.

"We have a mandate for strike action from the summer, and we have to see what the government is saying about the consultation on the national funding formula and in the autumn statement."

Courtney said he believed there was a "campaign to be fought" over school funding, which the government claims to have protected on a per-pupil basis, but unions claim is threatened by rising costs.

"I am hearing from headteachers about other costs rising faster than inflation, especially to do with teacher recruitment difficulties," he said, adding that schools were being forced to spend more on advertising and agency fees, while new starters were able to demand higher starting salaries because of a shortage of candidates.

An investigation by *Schools Week* last year found schools paying tens of thousands of pounds to recruitment agencies to access newly qualified teachers.

The NUT will seek the backing of other unions for further strikes at the Trades Union Congress annual meet later this month, but it will be up to each organisation to ballot their members on industrial action.

Chris Keates



The National Association of Head Teachers (NAHT), Association of Teachers and Lecturers (ATL) and National Association of Schoolmasters and Union of Women Teachers (NASUWT) will also submit motions for debate at the event in Brighton, and are likely to work together to get them passed.

The NAHT will use one of its motions to focus on testing. General secretary Russell Hobby said assessment and exam reform was the "biggest issue" for many of his members, adding: "This year has been chaotic, and our members have made it clear that they cannot take another year of the current mess."

Chris Keates, the general secretary of

the NASUWT, said her union was seeking support for demands that schools and other employers provide mental health first aid courses and give greater support to refugee children.

Adrian Prandle, director of economic strategy and negotiations at the ATL, told *Schools Week* it would be usual for a union like his to support another's right to strike, but said the ATL was in a different position, having voted at its annual conference in the spring to attempt to lobby government before balloting for industrial action.

"We are about to enter a new term of negotiations," he said. "We are due to find out soon what Justine Greening plans to do with the white paper."



Kevin Courtney

Going through the motions – highlights from the TUC agenda for next week's conference

Motion 33: Funding crisis – National Union of Teachers

In this motion, the NUT is calling for the TUC's agreement that government policies are "creating a crisis in education" including "severe shortages of funding, school places and teachers".

If passed, it means the TUC is officially condemning the "break-up of school teachers' national pay and conditions". The NUT believes the shift in conditions affects teachers in locally-maintained schools and academies.

The motion could pave the way for unions to work jointly in campaigns against government policy as it calls on the TUC to "bring together" affiliated unions with the aim of "jointly declaring their opposition to and intention to campaign against" government policies.

If passed each individual union will still be required to ballot for industrial action.

Motion 34: Schools must not be exam factories – National Union of Teachers

This motion decries a "crisis" in England's school assessment and examination system which it says is "deeply harmful" to all involved in education. It calls on the TUC to support fundamental change.

High-stakes primary schools tests in English and maths are picked out

as examples of harm, as is the "narrow range of study" at secondary level forced by the EBacc.

Motion 35: Assessment (primary education) – National Association of Head Teachers

Continuing the testing theme, the NAHT has branded the chaos and confusion in the school assessment system as "unacceptable", and called on the TUC to lament the "mistakes, delays and confusion" regarding this year's key stage 1 SATs, including the accidental leak and subsequent cancellation of the spelling and grammar test.

The union wants the TUC to publicly call on the government not to publish 2016 league tables based on this year's SATs results and abandon primary schools floor standards.

They also want to see year 7 SATS re-sits abandoned and a public rejection of Sir Michael Wilshaw's suggestion of a return to SATs for 14-year-olds.

Motion 36: Undermining education professionals hurts pupils – Association of Teachers and Lecturers

This motion calls on the congress to acknowledge the intention to replace Qualified Teacher Status (QTS) with a new system of 'accreditation' is "among

the most damaging aspects [of government policy] set to undermine the public service ethos".

As *Schools Week* revealed in January, there is a plan to move towards an apprenticeship route for teachers.

If passed, the TUC will call on the government to withdraw plans to replace QTS, re-affirm its commitment to teaching as a graduate profession and demand it works with unions to "improve pay, conditions and teacher qualifications to address the recruitment crisis".

Motion 40: Mental health and wellbeing- NASUWT

In this motion, the NASUWT is calling on the TUC to "campaign vigorously" for increased support for all staff in relation to mental health and wellbeing, including access to "effective occupational health services".

Motion 74: Facilities time - National Association of Head Teachers

The NAHT wants a guarantee from government that it will guarantee "facilities time" – the time off schools give to union representatives – throughout council-maintained and academy schools.

There is some doubt over the future of the time in academies, given staff will be subject to local terms and conditions, and the NAHT wants the TUC to lobby government to retain it within all schools.



Russell Hobby

NEWS

While you we

Leaked report: Small schools needed extra cash for free meals – yet government still ended it

BILLY CAMDEN

@BILLYCAMDEN

Exclusive

After months of waiting, *Schools Week* finally revealed a report suppressed by the Department for Education which showed that thousands of small schools are struggling to meet the costs of providing free school meals.

Under the government's free meals for infants policy, schools are given £2.30 for each pupil under the age of seven, a figure designed to reflect the "average" cost of serving a lunch.

But economies of scale mean smaller schools struggle to supply food at this price.

Sharon Hodgson, chair of the all-party parliamentary group for school food, accused the government of "burying" the report and pushing ahead with a "short-sighted cut" after a leak finally brought the report's conclusions to the fore.

Schools Week revealed in January that the Small Schools Taskforce – first set up in 2014 – had investigated the viability of the free meals policy and reported their findings to the government, but the DfE was

refusing to release its conclusions, claiming it did not have access to a "final draft" of the report.

A leaked version of the report, seen by *Schools Week*, with a publication date of "May 2015", reveals the authors recommended for schools serving less than 100 meals a day.

Without extra funding, the report states schools face annual losses of around £4,000.

Moreover, the report appears to have been written before the government scrapped a £2,300 subsidy given to small infant schools.



Without this grant, the total shortfall could now edge towards £6,500 per school.

The government defended its decision to stop the funding, insisting that an additional £32.5 million had been "invested" in schools "to help them put their meals service on a sustainable footing".

"We were always clear that this was not long term funding," said a DfE spokesperson.

But Hodgson warned the funding deficit risked the future of the policy, saying: "Schools are already facing financial pressures to deliver high-quality education with rising costs and shrinking budgets; now when they return from the summer holidays, they

will face an estimated financial black hole of nearly £4,000 to ensure UIFSM remains viable."

Neil Short, chair of the National Association for Small Schools, said the scrapping of the grant was another example of the "low regard the 2,500 small schools in England are held in".

The report also raises important questions about the DfE's commitment to transparency with the schools community.

In December 2015, the department told Andy Jolley, an education blogger, that a final version of the report had "not been received", after he asked to see it.

The leaked report however lists a completion date of May 2015 – supporting the former taskforce chair James Mill, who told *Schools Week* the final report had been sent to the government a year and a half ago.

The DfE refused to comment on the report's secrecy.

Jolley said that people will "have to make up their own minds" about the DfE's reasons for fighting its release but said "it looks suspiciously like the DfE were concealing this report to prevent embarrassment."

Good news on clearing calls

A-level pupils claiming a university place through the clearing system were this year less likely to face considerable phone charges, following a *Schools Week* campaign which persuaded many universities to invest in freephone numbers.

Last summer, *Schools Week* highlighted the often high costs to young people forced to call multiple universities in order to secure a place on a course through clearing.

For instance, Kingston university in south-west London last year only provided an 0844 number for its clearing hotline. Mobile providers were found to be charging up to 44p per minute to call these lines, on top of a 7p-a-minute charge from the university, which meant that the average call time of 30 minutes would have cost a desperate teenager more than £10.

But this year the university switched to a freephone number. Dr Andy Homer, director of admissions at Kingston, said: "Following feedback from students, we have revised arrangements and worked with our phone provider to deliver a freephone number for our clearing hotline this year."

According to new analysis by *Schools Week*, Kingston is one of 24 universities now offering a freephone number – up from 14 last year.

Pam Tatlow, from Million Plus, the association for modern universities, said the shift was good news.

"If students, or their parents, are worried about the cost at all," she said, "they should mention that to the university when they call, and the university will undoubtedly call them back. They want to help."

Obesity strategy includes half-hour compulsory 'run-around'

JOHN DICKENS

@JOHNDICKENSSW

Investigates

Primary schools will be asked to provide at least 30 minutes of physical activity a day for every pupil as part of a government move to tackle child obesity.

The Department of Health's "Childhood obesity: a plan for action" document, released last month, lays out a raft of implications for schools, including a new Ofsted criteria.

It states primaries should deliver 30 minutes of "moderate to vigorous" activity for pupils every day through active break times, extra-curricular physical education (PE) clubs and active lessons – with parents responsible for providing another daily 30 minutes.

The government expects schools to pay for this using cash from a sugar tax levy that will double the primary school physical education premium, including £10 million to fund breakfast clubs. Ofsted will assess how school leaders use the money.

A new voluntary "healthy schools rating scheme" will also be introduced from September next year.

The government's strategy has been criticised for not going far enough, with some commentators saying the burden for tackling obesity has been dumped on schools.



Concerns about facilities have also been raised after *Schools Week* reported how the government changed guidelines so that new free schools do not need playing fields or playgrounds.

Schools Week has also previously revealed how one school every two weeks has government approval to be sold off.

Mary Bousted, general secretary of the Association of Teachers and Lecturers, said the strategy showed the lack of "joined-up" thinking in the government.

"If it wants children to do more exercise it should stop allowing free schools to open in buildings without any outside space for children to run around, and not allow schools to sell off their playing fields."

She also said the new healthy schools ratings must not be used as "yet another inspection criteria with which to beat

schools". The government strategy also says that Ofsted will assess how effectively school leaders are using their extra PE cash and measure the impact on pupils.

Schools will continue to have freedom to spend the cash on specific interventions, but will be helped to understand what works via a Public Health England advice pack for the 2017-18 year.

Russell Hobby, general secretary of the National Association of Head Teachers, said most schools already provided 30 minutes of physical activity a day.

But he added: "More funding to set up new schemes for active break times or additional clubs is needed to ensure all primary children are learning the physical skills and habits required for healthy lifestyles."

The strategy acknowledges that many schools already offer an average of two hours of PE per week, but adds: "We need to do more to encourage children to be active every day."

The government strategy reads: "With nearly a third of children aged 2-15 overweight or obese, tackling childhood obesity requires us all to take action."

"Government, industry, schools and the public sector all have a part to play in making food and drink healthier, and supporting healthier choices for children. The benefits for reducing obesity are clear – it will save lives and reduce inequalities."

re a way ...



Doomed spelling and grammar test cost government £1 million

FREDDIE WHITTAKER

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Exclusive

The government spent almost £1m developing this year's doomed Key Stage 1 spelling and grammar test, *Schools Week* has exclusively revealed.

According to internal documents seen by *Schools Week*, the Department for Education spent £952,602 developing the spelling, punctuation and grammar (SPAG) test for seven-year-olds, only to abandon the tests after the exam was prematurely leaked online.

Primary schools were told in April that they would not have to administer the controversial test due to be sat a month later, while ministers ordered an investigation after *Schools Week* revealed that the paper had been available to download from a government website for several months.

It is not yet known how much of the work, if any, can be carried over into next year.

Angela Rayner (pictured), the shadow education secretary, said: "I am appalled at this shocking waste of public money.

"If a teacher or a school had been responsible for such a monumental security blunder, heads would have rolled. Now thanks to *Schools Week*, we have found out the full cost, yet the schools minister Nick Gibb is still in his job."

The information shows the majority of the spending covered a trial of the test, with £468,114 paid to the National Foundation for Educational Research (NFER) and the Scottish Qualifications Authority (SQA) for the project.

The government also shelled out £156,709 to Granby Marketing for "collation", while £145,285 was spent on print and production with the communications firm Communisis.

Other costs included £80,000 paid to schools, councils and education experts for "quality assurance and review", £35,000 to printing solutions company Pia for "modification" and £28,520 for "item writing" conducted by NFER and the University of New South Wales in Australia.

But the total amount spent is likely to be even larger, because the figures do not account for the time costs to central

government staff.

Mary Bousted, general secretary of the Association of Teachers and Lecturers, said teachers and parents would be "horrified" that the government had "wasted nearly £1m due to its incompetent implementation of its rushed SATs reform", particularly when school budgets are under "intense pressure".

"The department needs to learn lessons from the shambles of this year's SATs," she said.

The leak of the test paper, which was blamed on "human error", has been just one of a series of blunders for the government's assessment reform programme.

In April, the government was forced to abandon the new primary baseline tests after a study revealed problems with comparability, while in May the answers to a Key Stage 2 English test were uploaded onto a password-protected site accessible to exam markers the night before pupils were due to sit it.

A government spokesperson insisted that Key Stage 1 tests had an "important part to play" in its drive to raise standards, as

they "help teachers assess pupils' progress and identify early where extra help may be needed".

He added: "The costs involved in developing this year's KS1 grammar, punctuation and spelling test will be offset against the cost of developing and trialling of future KS1 assessments.

"The KS1 grammar, punctuation and spelling test breach was clearly regrettable, and a root and branch review is underway to ensure it doesn't happen again. Schools were still free to administer the test this year, and to use it to help pupils master essential skills."



Gibb backs Shanghai maths 'but no extra time to prepare'

Teachers will not share the "luxury" of more time for lesson planning, unlike their peers in south Asia, despite the government's major £41 million scheme to adopt their "mastery" maths model, says Nick Gibb.

Speaking at the Advisory Committee on Mathematics Education conference, the schools minister announced that half of England's primary schools will receive funding over the next four years to introduce the whole-class teaching method.

So far, 140 teachers have been trained in the mastery approach, also known as "Shanghai maths". The model is claimed to have influenced Shanghai pupils' high achievements in international maths tests.

The funding will train an additional 700 teachers, who will share their knowledge across the system, as well as cover the cost of textbooks.

The schools minister will not, however, implement the extra planning time that teachers in the Shanghai system receive to ensure its success.

In south Asia, primary maths teachers deliver just two 40-minute lessons per day and use the rest of the time for professional development and planning.

Speaking to *Schools Week*, Gibb said teachers in England could not share in this luxury.

But he said schools "can learn" from what happens in Shanghai classrooms and the resources available from the government will enable teachers to "adapt to our own situation".

"But obviously we can't take the whole package."

James Bowen, director of the National Association of Head Teachers Edge, said the extra time was a critical part of China's maths success. "If the government wanted to import these practices, too, we wouldn't object," he said.

Bruno Reddy, blogger and former head of maths at King Solomon Academy in London, told *Schools Week* he would like to see primary schools create "maths specialists", who solely taught maths to ensure quality.

"It is absolutely true that we do not have as much planning time here as Shanghai teachers, but there are systems and structures that we could adopt that would make our planning time more fruitful."

He said specialist maths teachers should start teaching in year 1 or, if that was "unfeasible", from year 3 onward.

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NEWS

Results round-up: Primary

The 6 key trends in the KS2 primary test results

Provisional results of the primary school key stage 2 SATs tests broken down at local authority and regional level were released by the Department for Education last week.

This is the first year that scaled scores replace "levels". To meet government expectations, pupils must achieve 100 in their scaled scores, as opposed to the old expected standard of level 4.

We learned in July that just half (53 per cent) of year 6 pupils met the new expected standard. The DfE has today confirmed those results and again stressed that this figure is not comparable to last year – when 80 per cent of pupils achieved a level 4 – because of changes in the national curriculum and accountability framework. But what were the key trends?

1. Local authority data shows big differences in performance across the country

London continues to dominate the top spots for pupils who achieved the expected standard of 100 or above in reading, writing and maths this year. The following two tables show the authorities with the highest (left) and lowest (right) scores.

2016 ASCENDING

Kensington and Chelsea	67
Richmond upon Thames	67
Bromley	66
Sutton	64
Trafford	63
Hackney	63
Greenwich	63
Havering	62
Gateshead	61
Wokingham	61

2016 DESCENDING

Peterborough	39
Bedford	42
Luton	43
Dorset	43
Liverpool	44
West Sussex	44
Swindon	44
Oldham	45
Birmingham	45
Stoke-on-Trent	45

2. Some local authorities show big dips in their scores

Although the results are not directly comparable, we can identify whether authorities have moved up or down as a result of the new scaled scores system. Kensington & Chelsea and Richmond Upon Thames kept their top spots but have dropped more than 20 percentage points of pupils achieving the expected standard under the new system. This is less than the national drop, which saw the overall percentage of pupils achieving the expected rate move from 80 per cent to 52 per cent.

Redcar and Cleveland, which had a pass rate of 86 per cent last year, dropped to 59 per cent – falling out of the top 10.

The below two tables show the highest performing authorities for 2015 (left) and 2016 (right).

2015 ASCENDING

Kensington and Chelsea	90
Richmond upon Thames	88
Sutton	87
Redcar and Cleveland	86
Trafford	86
Greenwich	86
Camden	85
Lambeth	85
Bromley	85
Havering	85

2016 ASCENDING

Kensington and Chelsea	67
Richmond upon Thames	67
Bromley	66
Sutton	64
Trafford	63
Hackney	63
Greenwich	63
Havering	62
Gateshead	61
Wokingham	61

Medway, the authority with the lowest pass rate last year, has performed much better under the new system and has moved 32 places higher with 48 per cent of pupils now achieving 100 or above.

Dorset, Liverpool, West Sussex, Swindon, Oldham and Stoke-on-Trent, all authorities that did not feature in the lowest scoring table last year, have dropped into the bottom 10 under the new system.

The below two tables show the lowest performing authorities for 2015 (left) and 2016 (right).

2015 DESCENDING

Medway	73
Poole	73
Luton	73
Doncaster	73
Bedford	73
Bradford	74
Peterborough	74
Walsall	75
Norfolk	75
Leicester	75

2016 DESCENDING

Peterborough	39
Bedford	42
Luton	43
Dorset	43
Liverpool	44
West Sussex	44
Swindon	44
Oldham	45
Birmingham	45
Stoke-on-Trent	45

4. Academies performed similarly to local authority schools

There are minimal differences in outcomes at academies compared to local authority maintained schools – although, overall, local authority maintained schools performed slightly better – by 1 per cent across almost all areas. Converter academies – those rated good or outstanding by Ofsted at the time of conversion to academy status – have a higher percentage of pupils achieving the expected standard than the average for all mainstream schools.

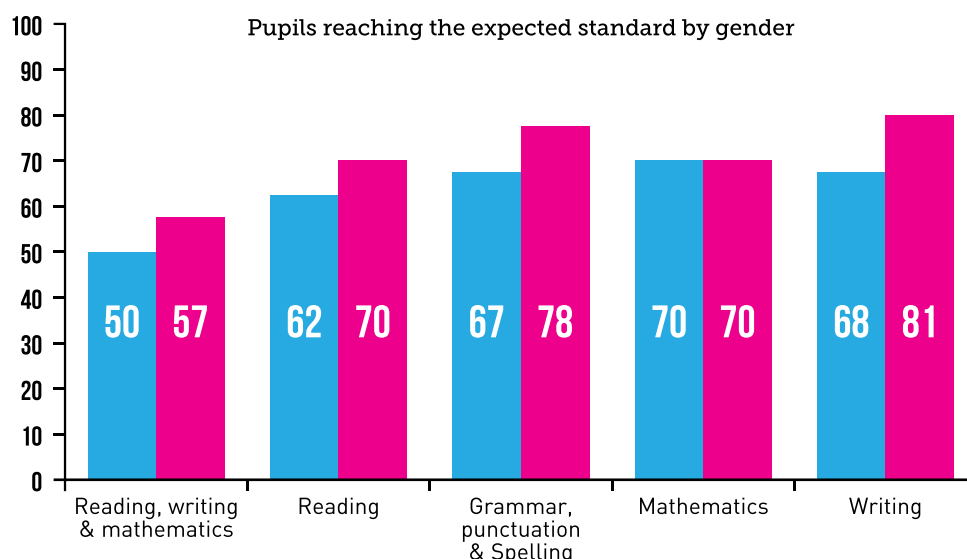
Table D: Attainment at age 11 by type of school England, 2016 (mainstream schools)

Type of school	Attainment in reading, writing and mathematics			Reaching the expected standard in:		
	Reaching the expected standard	Reaching a higher standard	Reading	Writing teacher assessment	mathematics	Grammar, punctuation & spelling
LA Maintained schools	54%	5%	67%	75%	71%	74%
Academies and free schools	53%	5%	65%	75%	70%	72%
Of which:						
Sponsored academies	43%	3%	54%	71%	62%	63%
Converter academies	57%	6%	70%	77%	73%	76%
Free Schools	48%	4%	66%	71%	68%	71%

Source: Provisional 2016 KS2 Assessment data

5. Girls outperform boys in all areas.

For reading, writing and maths, girls achieved 57 per cent compared to 50 per cent of boys. The gap is largest in writing.



■ Boys ■ Girls

Source: Provisional 2016 KS2 assessment data

6. The schools minister Nick Gibb said the results show schools are meeting "high standards"

Schools minister Nick Gibb said that thanks to the country's new focus on "raising standards", the majority of pupils have performed "well" in this year's tests.

He added: "These figures show that many schools and local authorities have risen to the challenge and have delivered high standards but we want that success to be the standard everywhere. We have made great strides with over 1.4million more pupils in good or outstanding schools than in 2010 but the government's objective is to extend that opportunity so every child has the excellent education they deserve."

Councils investigate moderation differences

FREDDIE WHITTAKER

@FCDWHITTAKER

Councils are teaming up to investigate large gaps between their pupils' key stage 2 writing and reading results amid claims inconsistent moderation could be to blame.

Government figures released yesterday showed regional differences in the performance of pupils in primary tests.

Some areas had unusually high discrepancies between the proportion of pupils achieving the expected standard in reading, which is examined, and writing, which involves externally-moderated teacher assessments. In three cases the difference was 15 percentage points.

In Cheshire East, 78 per cent of pupils reached the standard in reading, while just 63 per cent achieved it in writing.

In West Sussex, the scores were 75 per cent and 60 per cent, and in Swindon they were 73 per cent and 58 per cent respectively.

Several councils said their poor writing scores were due to schools adjusting to the new, harder tests, but City of York Council – which has a gap of 10 points between its scores – said it was looking closely at test samples with other councils after revealing

its writing results were subject to further moderation by the Standards and Testing Agency.

Maxine Squire assistant head of education and skills at the council, said: "We are currently undertaking a more detailed analysis to understand why there is a gap between the percentages of children achieving the expected standard in reading and writing on teacher assessments in York.

"This will include work with our schools when term starts next week and also comparisons with schools in other local authorities. With other Local Authorities we will be looking at moderated samples."

The gap has sparked speculation about the moderation process.

This year, writing tests were moderated by local councils.

Dr Rebecca Allen, from Education Datalab, blogged that there is "some concern that standards [of moderation] were not consistent across the country".

Allen wrote that areas with low writing scores such as Swindon, West Sussex and Calderdale could have been too harsh in their moderations.

Areas with higher scores, like Hackney, Havering and North East Lincolnshire,

might not have been harsh enough.

Swindon Borough Council admitted it may have moderated its own results more "firmly" than other areas, and said its results in non-teacher-assessed areas such as reading, spelling and grammar and maths were "largely in line with national averages".

A spokesperson said the council believed its below-average reading score was "partly down to the newness of the assessment, a lack of clarity in how to judge pupils' work against the criteria and the moderating process judging pupils' work firmly against specific criteria, which may not have been the case elsewhere".

Calderdale Council is also investigating its scores after 70 per cent of pupils met the expected standard in reading, but just 58 per cent met the threshold in writing.

Megan Swift, Calderdale Council's cabinet member for children and young people's services, said: "We are looking into the reasons for the gap between reading and writing, and will continue to work with schools in the new term to address any issues.

She claimed pupils had had "little time to get to grips with the new curriculum and more demanding assessments", adding: "we know that Calderdale needs to improve on writing, and plans are already being developed."



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NEWS

Results round-up: GCSE

GCSE results 2016: Trends and stats from the national data

1. The proportion of 16 year-olds getting A*s and As is down 0.6 percentage points

For 16 year olds, the proportion of A*s is down 0.1 percentage points, and A*/A grades declined by 0.6 percentage points.

This year 21.7 per cent of grades were an A or A*, compared to 22.3 per cent last year.

Overall, the proportion of students get a grade (A*-G) remained stable at 98.7 per cent.

2. The A*-C pass rate for 16 year-olds also dropped by 1.3 percentage points

Across all entrants, the A*-C pass rate dropped by 2.1 percentage points but this was affected by the number of 17 year olds forced to resit GCSE maths and English.

Looking just at 16 year olds, the A*-C rate dropped by a lower percentage – 1.3 points – dropping from 70.8 per cent last year to 69.5 per cent this year.

4. Computing, Engineering and Construction had highest increases in entry

Computing increased its entry numbers by 76.4 per cent, increasing from around 35,500 entrants last year to around 62,500 this year.

Engineering had the second largest increase (11.7 per cent increase) and construction closely after (8.8 per cent).

5. Design Technology, French and Art & Design tumbled in popularity

Design & Technology had 9.5 per cent fewer entrants this year – dropping from around 20,500 entrants to 18,500.

French also continued decreasing for the third year in a row, with entrants falling by 8.1 per cent.

English literature also continued decreasing, with a 5.1 per cent slump in entrants.

6. Maths is the only subject in which boys outperformed girls

Female entrants had an A*-A rate 7.3 percentage points higher than male entrants, and an A*-C rate 8.9 percentage points higher.

Maths was the only subject in which boys received a higher proportion of the grades –

outperforming girls by 0.7 percentage points at A*-A and 0.5 percentage points at A*-C.

Girls pulled away most significantly in Art & Design where the A*-C rate was 18.6 percentage points higher than boys.

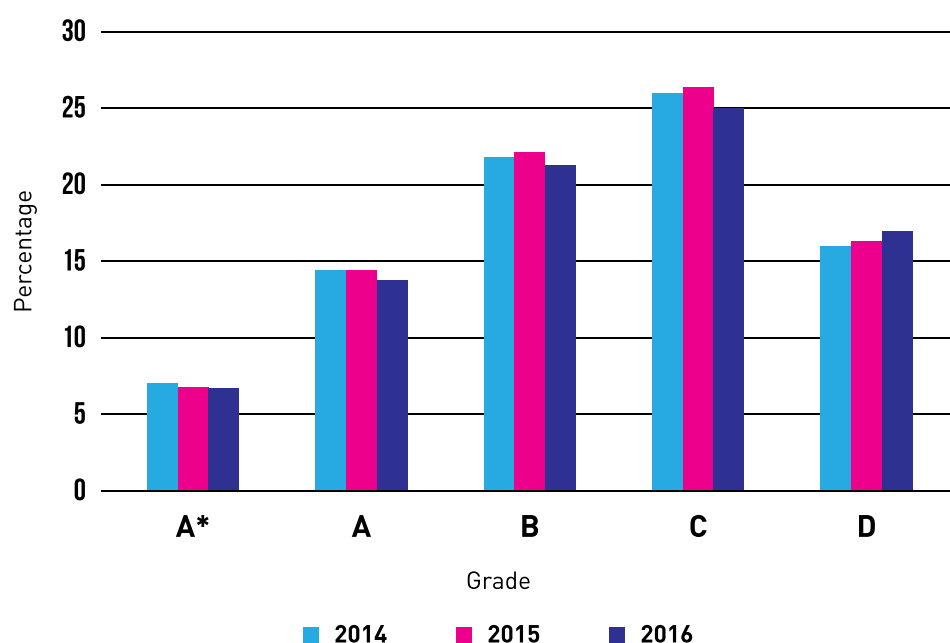
7. Boys study computing at four times the rate of girls

The most gender imbalanced subjects this year were art and computing.

Art was most heavily skewed toward female entry – with 2 girls taking art for every 1 boy.

Computing, however, was even more heavily skewed toward male entry – with 4 boys taking the subject for every 1 girl who signed up.

Proportion of pupils getting A-E grades at gcse from 2014-16



Science GCSE pass rate drops as pupils shift from other courses

Science results dropped 3.8 per cent in the A*-C rate for science, resulting from significant changes to student entry patterns.

The A*-C grades for additional science also fell by 3.5 percentage points.

At A*-A only, overall science results dipped by 0.7 percentage points, and additional science by 1.4 percentage points.

This striking decline has been put down to the trends in entry for science, which reveal an increase in students who had previously been entered for other qualifications and are now being taught GCSEs but are performing less well.

The change in entry patterns is likely to have been motivated by the introduction of the Progress 8 measure this year.

Science is an integral part of the new system by which schools are judged this year, and alternative science qualifications, such as BTECs, no longer count towards final results.

The number of 16 year olds entered for science GCSEs this year saw 22.5 per cent growth to a total of 254,964, reflecting this trend for drawing students into science GCSEs rather than other qualifications.

Entries for all age groups in combined science ballooned, with additional science increasing by 10.5 per cent to 368,033.

The number of entries from all age groups in biology, chemistry and physics also rose by 3.6, 5.7 and 4.6 percentage points respectively.

In contrast, there was a large decline in entries for further additional sciences, as higher ability candidates opted to take separate sciences instead.

Students who chose to move from combined science to study the subjects separately appear to be among

the most able from the combined science group, but they are lower ability than those previously taking biology, chemistry and physics.

For A*-C grades, this meant that physics results dropped 1.1 percentage points, chemistry by 0.9 percentage points, and biology by 0.4 percentage points.



Watchdog orders change in maths grade boundaries

Exam board Pearson was ordered to increase its grade boundaries by one mark this year to prevent pupils being "unfairly advantaged" in their maths GCSE.

This year more than 320,000 teenagers sat maths exams set by Pearson, and in July, the board is understood to have told Ofqual that pupils found one of its papers more accessible

than previous years.

Sally Collier, Ofqual's chief regulator said the exams system should be "fair for all" and if exam boards' grade standards did not align with other boards they would compel them to bring it "into line".

Sally Collier added: "We did this in the case of Pearson's GCSE maths award this

summer, requiring it to move one higher tier grade C boundary up by one mark.

"The change means that no student was advantaged over any other that was awarded a GCSE maths qualification this summer, securing fairness for all."

Correspondence between the regulator and Pearson show the exam board was reluctant to make the change.

Across the UK, 61 per cent of pupils achieved at least a C grade in maths this year, compared with 63.3 per cent. However, when re-sits for 17-year-olds are taken out this increased to 70.5 per cent compared with 69.1 per cent in 2015.

A spokesperson for Pearson said it was confident in its "rigorous process" for setting grade boundaries.

They added: "Our subject and technical experts review the evidence and recommend where the grade boundaries should sit.

"These recommendations are then reviewed by Ofqual, alongside research and statistics from the other exam boards. We accepted the regulator's judgement for GCSE Maths, made with the additional evidence available to them."

NEWS

Results round-up: A-level

Four things you need to know about A-level results 2016

1. Overall Performance was the same but top grades decreased a smidge

The proportion of A* and As grade has decreased a tiny amount. This year 25.8 per cent of grades were an A or A*, compared to 25.9 per cent last year.

The overall performance figure is unchanged – with 98.1 per cent of entries receiving at least an E grade. (Meaning 1.9 per cent received U grades).

2. Arts are decreasing in popularity – quickly

The most 10 popular A-level subjects are exactly the same as last year.

The top 5 subjects are maths, English, Biology, Psychology and History. Not a change in place for any of them.

BUT, it looks as if art subjects are seeing a decrease in A-level. Performing/expressive arts A-level entries dropped by 15.3 per cent since 2015. Music also dropped by 8.8 per cent and Drama by 6.5 per cent.

This will be a worry for teachers of the subjects and is likely to resurrect arguments that the exam system is damaging pupil's chances to study the arts.

3. Boys fail to do performing and expressive arts (and yes, computing still has a gender gap too)

Computing continues to have the highest gender gap in entry. Things have improved, with girls creeping up to become 9.8 per cent of entries (last year they were just 9 per cent). But it is still a pretty big difference.

For reference, ICT – the subject precursor of computing, which is being reduced by the government – had more than a third of its entries among female candidates.

Boys fare worst in performing and expressive arts, where they make up just 10.23 per cent of candidates. However, they continue to outnumber girls in music where they are 55 per cent of entrants.

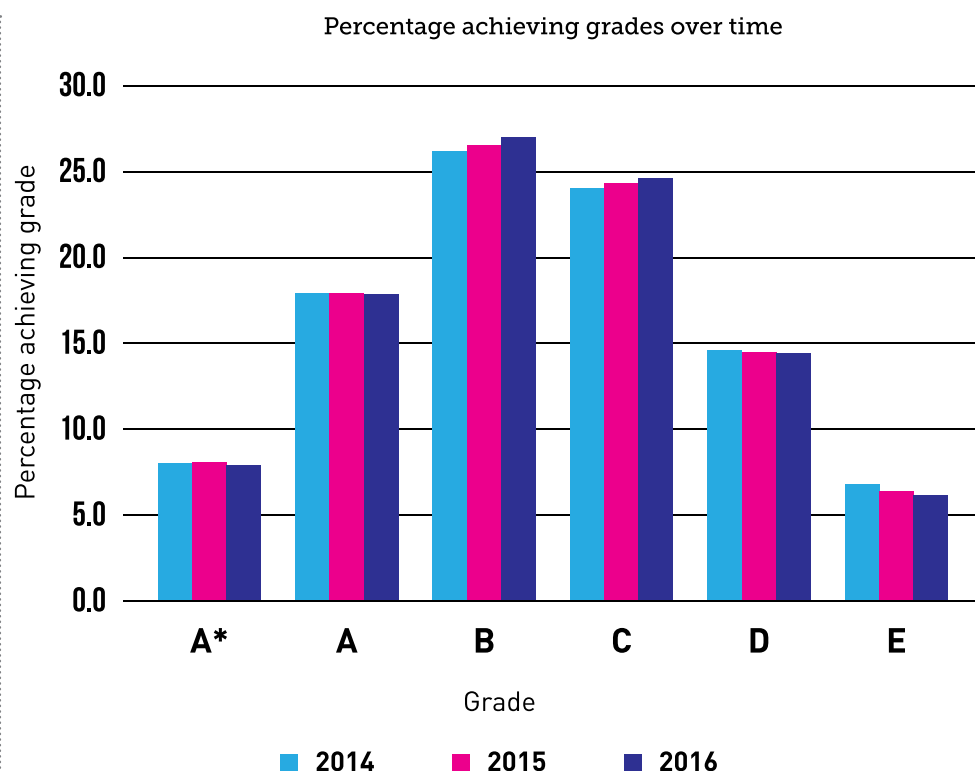
4. Boys get more A*s than girls

Male candidates perform better at the top end, gaining substantially more A*s than female candidates (8.5 per cent of male A-level entries gain an A*s, compared to just 7.7 per cent for female entrants).

However, female candidates get a higher proportion of As, Bs and Cs.

Male candidates received higher numbers of A and A*s than female candidates in: German (+3.4%), French (+2.9%), Maths (+2%) and Chemistry (+1.7%).

Female candidates did significantly better than their male peers in: PE (+12.5%) and Geography (+9.6%)



New AS-levels are not "more rigorous"

The A-level pass rate has remained stable this year, but figures released today show a huge drop in students taking arts-based subjects and pose questions for the government's "more rigorous" reforms.

Provisional figures released by the Joint Council for Qualifications (JCQ) released this morning show the proportion of A*-E grades at A-level are unchanged, with a 0.1 percentage point drop in the number of A* and A levels (8.2 per cent to 8.1 per cent). The slight decline is the fifth year top grades have fallen.

The number of entries for A-levels declined by 1.7 per cent, but that was in comparison to an overall 3.1 per cent decline in the number of 18 year olds in the UK.

The total entries for AS qualifications has dropped by 13.7 per cent compared with last year, although this varies widely per subject.

The proportion of A grades in AS subjects has increased by 1.1 percentage points to 21.3 per cent, and the total A-E grades has increased by 0.7 percentage points to 90.1 per cent.

There has also been stability for students taking the first sitting of reformed AS subjects. JCQ figures show there is no

change at A grade (16.8 per cent) and a small increase of 0.2 percentage points at A-E (88.3 per cent).

JCQ compared results from this year's reformed AS qualifications with the performance of 17-year-olds taking the legacy specification in 2015. JCQ described it as a "reasonable comparator".

The findings come despite the government claiming its reformed subjects were "more challenging so pupils are better prepared for further academic or vocational study, or for work" – and raises questions about whether the reforms are "more rigorous".

But Sharon Hague, senior vice president at Pearson, told *Schools Week*: "There is a popular misconception that the reforms were about making things harder than the current qualifications.

"You need to bear in mind that some of the qualifications were more than a decade old so the drivers around reform was about refreshing the content and making sure the specifications that people were following really reflected employers and higher education needed from young people.

"The idea wasn't so much about upping the level of demand, it was about really

making those qualifications up to date and I think a really good example of that is the sciences."

Subjects such as computing, economics and sociology had the biggest increases.

But the figures have also revealed a large drop in students taking some arts-based subjects.

There has been a 15.3 per cent drop in the number of pupils taking performing or expressive arts at A-level, an 8.8 per cent drop in music and a 6.5 per cent drop in drama.

It follows concerns at GCSE level that the government's EBacc policy is squeezing arts subjects out of the curriculum.

Michael Turner, director general of JCQ, said the drop in AS-subjects is down to the decoupling of AS and A-level qualifications in England.

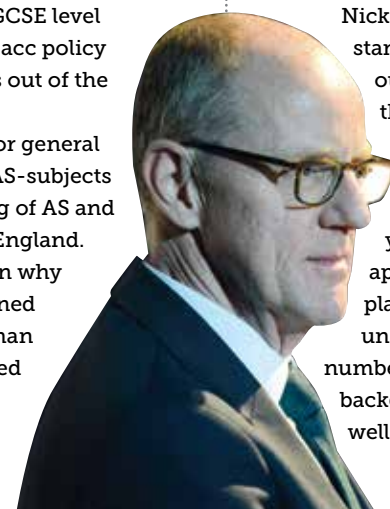
But he said: "The reason why some subjects have declined by a greater proportion than others cannot be explained fully by the data, but whether students have prior experience of a subject from having

studied it at GCSE may be a factor.

"It may also be influenced by the extent of emphasis that key stakeholders such as the higher education sector place on AS results. We will need data from future series to see what trends emerge."

He added: "Overall, outcomes are relatively unchanged. However, the shift in entry patterns and the introduction of new specifications in reformed subjects could lead to greater volatility in year-on-year results in some schools and colleges than is experience in a typical year."

Nick Gibb, minister for schools standards, said: "We want to make our country a place where there is no limit on anyone's ambition or what they can achieve. It is hugely encouraging that this year sees a record 424,000 applicants already securing a place at one of our world-class universities, with increasing numbers from disadvantaged backgrounds gaining a place as well."





EDITOR'S COMMENT

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THERE'S MORE TO WORRY ABOUT THAN GRAMMARS

Spending the summer worrying about the return of grammar schools is like worrying the NHS is about to reintroduce frontal lobotomies.

Lobotomies, like grammars, were a miracle cure of the 1940s. At their peak more than 1,000 people a year had metal spikes pushed into their skulls, swished around, and withdrawn, in the belief that severing the front of the brain from the back would solve mental ills.

The gruesome procedure was popular because it was quick, easy and no one could think of anything better. Also, no one bothered to find out the consequences. Only in retrospect do we know that about a third of patients did not improve and a third suffered serious impairment. Even those who seemed better afterwards were "totally ruined as social human beings", according to neurosurgeon Henry Marsh.

Grammar schools are not harmful to those who enter them. And no one in a grammar school is trying to do a bad thing.

But the evidence is that they make inequality worse. From 1959 when the Crowther report showed the

number of poor children shut out of grammars, right through to the most recent statistics from journalist Chris Cook, who has unequivocally shown that poor kids in grammar areas do worse than in non-grammar areas, the evidence is hard to deny.

As with lobotomised patients, the one or two who are ludicrously happy as a result of the policy does not mean that it is a good policy.

Still, as this column predicted before Brexit, we find ourselves yet again facing the grammar debate.

It'd be funny if it wasn't such a dispiriting waste of time.

No one believes the House of Lords will pass laws allowing new grammars to open. Which means the only way to even attempt it is a massive kerfuffle to pass the laws, endlessly moving newly negotiated rules, back and forth through parliament for years.

The alternative, put forward by the new head of the education department Jonathan Slater, is waiting for grammar schools to prove they don't cause damage. That's a good idea, because it means the law probably won't happen. But it also means a huge amount of tracking and monitoring

just to prove something already known.

Here's an idea. How about we don't do that? How about the politicians, and the civil service, use their time and resources dealing with the following:

The new national funding formula

Schools have been waiting for fairer funding since 2010. An entire secondary school cohort has come and gone since then. They are still waiting.

Sort out the Standards and Teaching Agency

The new primary tests are not working. A lot of the reasons for that track back to the STA. Endless fiddles with guidance, the leaked papers, the baseline assessment botch-up and now the primary school moderation process look patchy – at best. Tests don't will themselves into existence, though. Politicians need to figure out why these things are going wrong and stop them.

Teacher recruitment

As revealed back in June, the government has

delayed the new National Teaching Service. Universities are struggling to fill courses. School Direct is still unattractive. Teacher pay is falling behind graduate pay in other sectors. At the same time, the baby boom is working its way through primary and isn't about to stop. There will be an extra 750,000 children in schools by 2025, according to official government forecasts, but there's no coherent plan for who will teach them.

Fiddling about with grammar schools is the policy equivalent of stressing about which kids should be placed in a punctured lifeboat as everyone else goes down on a sinking ship.

Politicians in the 1940s had an excuse for their policy mistakes. They didn't know better. This time, they don't have that excuse.



INTRODUCING THE TEAM



LAURA MCINERNEY EDITOR @MISS_MCINERNEY

There have been several changes at *Schools Week* towers over the summer.

Sophie Scott, the intrepid senior reporter who helped start the paper in 2014, has made a Brexit of her own and moved to France to join her family's business - and is even contemplating taking up a part-time teaching position after our readers got to her with their enthusiasm for the job..

Meanwhile Billy Camden has been promoted to

reporter, moving on to the news pages full-time after spending two years on the *Bulletin and Movers & Shakers* beat. His seat will now be occupied by latest addition Samatha King, whose first week saw her writing the GCSE result live blog - a feat which has sealed her legendary status within the office.

A new senior reporter is joining us next week to take Sophie's place but, to borrow a government phrase, "all will be revealed in due course".



CATH MURRAY FEATURES EDITOR @CATHMURRAY_NEWS

Cath has worked her way around the globe, initially running a translation and editing business in Spain, specialising in international development and submissions to academic journals. She then spent several years designing and teaching study-abroad programmes in Central America, through Monteverde Institute, Costa Rica.

On returning to the UK, Cath retrained in journalism and joined parenting website

Netmums, where she worked her way up to Managing Editor. She joined *Schools Week* in March 2016 as Deputy Editor but was soon moved into a new role as Features Editor and Head of Digital across *Schools Week* and our sister publication, *FE Week*.

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JOHN DICKENS CHIEF REPORTER @JOHNDICKENSSW

John started out journalism life at the Slough Observer, where he discovered a love for investigative reporting.

His scoops have been highly commended at the London and South of England Media Awards and freelance investigations have been published in the Mail on Sunday, Sunday Mirror and Private Eye.

Last year he won the Most Outstanding

Newcomer at the CIPR Education Journalism Awards and is most happy when investigating complex academy trust deals, and anything involving cricket.

He can regularly be seen in luminous-Lycra cycling between Chiswick to Greenwich.

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FREDDIE WHITTAKER POLITICAL REPORTER @FCDWHITTAKER

Freddie has been writing about politics and public policy for most of his career, initially as a senior reporter for the Gloucester Citizen and Gloucestershire Echo, and then as the Oxford Mail's political and local government reporter.

He joined our sister paper *FE Week* in January 2014 and became a full-time *Schools Week* reporter in August 2015. He has also written for the *New Statesman*

and a number of other online publications, and was once described as "annoyingly thorough".

Freddie lives in south east London but retains strong ties with his home town of Stroud, Gloucestershire, where he still helps organise the annual Stroud Fringe

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BILLY CAMDEN REPORTER @BILLYCAMDEN

Billy completed a degree in journalism Anglia Ruskin University alongside his NCTJ Diploma at Harlow College.

He spent two weeks as an intern at *FE Week* newspaper in February 2014, which led him to the role at *Schools Week*.

He has been the top reporter of the baseline assessment fiasco over the past year and was the first person to report on its likely

demise - several months before official word got out.

Billy lives with his parents, four brothers and one sister in Romford, Essex. He is a diehard Arsenal fan.

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JILL CRAVEN SUB EDITOR

Jill spent nearly 20 years on *The Times Educational Supplement*, lastly as deputy editor of *Friday* magazine. For the past nine years she has been a freelance sub-editor, mainly for *The Times'* features section, where she still works, and for *Schools Week* two days a week.

She is a New Zealander who has lived in London for the past 35 years (and still wonders why during wet summers), a

tennis fan and a former school governor.

She is also a determined dog and cat owner, although her bank balance would rather she wasn't, and spends some time volunteering at Battersea dogs and cats home.

SAM KING JUNIOR REPORTER @KINGSAMANTHA_

Samantha recently graduated with a first class journalism degree from the University of Central Lancashire.

She has always had a passion for journalism, and used to make magazines about school life when she was a pupil.

Before joining the *Schools* and *FE Week* team she spent time interning at *Woman's Weekly*, *Sky News*, *Business Insider* and a

number of local papers and radio stations.

Samantha is a keen musician and was once a magician's assistant.

Now in charge of the *Bulletin and Movers & Shakers* section, she is the best point of contact for anyone with good news.

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PROFILE

LAURA MCINERNEY

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James Townsend, director of the Church of England Educational Foundation for Leadership

James Townsend is the very model of a modern religious millennial. White, male, under-30, posh-sounding with a fancy job title, he has the stereotypical trappings of privilege and the wide-eyed enthusiasm of youth.

He also hates being portrayed like this. He calls it the "That Guy" problem. "I just detest being that guy . . . the sort of white middle-class person who is always taking the stage and doing stuff."

In his defence, however, his zeal for life and ability to talk about religion in a non-preachy way has made him the only person in the past decade who has made me wish I were religious – or at least, has made working at a religious school sound genuinely appealing.

We meet at Church House, the Church of England's offices directly opposite the Department for Education. For those who believe the church's influence in education is too great, the location could raise eyebrows – but the place opened in 1940, years before the government created an education department. In English history, it is not so much the church that encroached on the government's plan for education as the other way round.

Townsend introduces me to everyone in his team before marching me to a bust of his hero, Joshua Watson, the wine merchant who in 1811 created the National Society for the Education of the Poor and who made a commitment to open a school in every one of England's 19,000 parishes serving all classes: rich or poor. Some 60 years later, the government caught up and tried muscling in on the act. Schools, church and government have been enmeshed since.

Townsend is driven by the same sense of possibility that Watson saw 200 years ago. For him, the 4,700 schools overseen by the Church of England and the one million children educated in them each day are a legacy to be proud of. But he wants them to do more.

"When I was first thinking about a project I thought 'I know, let's do an initial teacher education programme across the church! It's going to be great. We've got 135,000 teachers in our schools so we must! No brainer!'"

"And then, when we started looking, we thought, 'Actually, the challenge here is to make sure that the schools are being properly led in line with our vision in a way that is dynamic and sustainable.'"

Like all schools, there is an issue of recruitment. Recent figures estimate that about 22,000 school leaders will be needed by 2022, and while finding them in cities such as London might be easy, the rural villages often served by church schools are struggling.

Furthermore, Townsend doesn't believe that the church should store up its resources and only use those to serve people already in on the act. He passionately believes in reaching beyond its faith borders.

But how to make church school leadership attractive in an increasingly secular society?

"We think of it as a vision," Townsend says, eyes twinkling, as we turn to a document the foundation has produced to promote its new leadership development programme, the Church of England Professional Qualification for Headteachers, as well as other programmes that schools signed up to the foundation can use.

The vision lays out principles on which the schools work. But, to me, it's not religious. It looks like a protestant work ethic, but without the God.

Townsend grimaces when I say this. He has another take: "What the vision does for us is say, 'This is the kind of education that we think people want, need, that we want to

"IT ISN'T CREATING
A SORT OF MUDDY
COMPROMISE WHERE
EVERYONE LOSES
THEIR IDENTITY"

JAMES TOWNSEN

offer them, and whether or not you're a church school, if this sets you on fire, if this is what you want for kids in your school, we want to help."

The programme is also supported by a variety of conferences that get leaders in church schools to work together, plus an online platform designed to help the many rural schools in the group.

"Some of our schools are two-form. Not two-form entry, just two forms. Taking somebody out for an afternoon of CPD is really problematic, and you're probably a good two hours away from where the CPD is, so it's going to be a whole day." Building a digital platform, he says, helps get around the problem.

Given the amount of money major academy trusts are now throwing at marketing, promotion and leadership development, it is unsurprising that the church is fighting back. A developing trend in the new world of multi-academy trusts is a need to differentiate the employee offer and show why teachers should work for you rather than others.

But with the Church of England, this sort of approach leaves it facing criticism that it is encroaching on secular schools – especially as they are able to sign up to the vision and package of support.

"There are safeguards both ways on that . . . that's not our style, that's not our way. Joshua Watson didn't have that approach! The key to how Anglicanism thrives is be able to take on different points of view and make an asset out of diversity."

Indeed, an oddity of the Church of England is that it doesn't consider its schools to be "faith schools", it considers them "church schools" – that is, schools overseen by the church rather than being about one faith. Hence, a church school in Manchester has a Jewish head serving a 90 per cent Muslim pupil body.

"It isn't creating a sort of muddy compromise where everyone loses their identity. It's building a confident space that says, 'Yes, we take faith seriously here and we want you to thrive,'" he explains.

Townsend's own interest in religion developed as a

teenager. Raised on a farm in Painswick, Gloucestershire, his parents were not particularly religious. But having got his hands on *The Church Times* he asked his grandmother for a subscription as a present.

He thought of it as "countercultural dialogue", different to the mainstream media that focused on economics and global affairs, and instead looked at small acts of kindness and the way local communities worked together.

After attending Croft School in Painswick, Hopelands in Stonehouse, and Dean Close in Cheltenham, he studied history at York University, before deciding to join the TeachFirst programme in 2009.

Sent to teach in Stalybridge, Manchester, he worked at Copley School, now Copley Academy, as it transitioned under a new headteacher, Matt Jennings.

"He was a great guy, and very supportive. He was going out, looking people in the eye and saying: 'What do I need to give you in order to thrive?'"

"And if you look at the foundation here, and I am the director of this thing, and, well, what do I know about school leadership? Very little! But, ultimately, it's the same conversation. I'm going out to our teachers and saying: 'What do you need to thrive? It's my job to ensure that you have that.' That's how you transform the education sector."

He admits that he didn't think education was where he would end up. At one point during his degree he thought about law; at another, consulting; at several, going into politics.

But in the five years since he left teaching, first to become participant president of Teach First and then in various policy roles at the Church of England, he changed his mind.



James Townsend with a bust of Joshua Watson

IT'S A PERSONAL THING

What is your favourite book?

The Catcher in the Rye. I just love it. Does everyone say that?

What would you do if you were invisible for the day?

I always enjoy putting absurd things into the fridge . . . when you have something in your shopping bag that clearly doesn't go into the fridge, so you leave it there and then see the slightly surreal response to it. So I think I would be a practical joker.

If you could live in any historical period, which would you choose?

Well there's the Obama response that now is clearly the best time . . . The 19th century was grim, but very exciting, and the early 20th century was pretty good. You've got quite a lot of radical shifts in technology.

What's your spirit animal?

My less generous acquaintances would say an Afghan hound because I'm clumsy with long legs and arms. I'm a big fan of dogs. We used to have a bull mastiff who was great. That's quite a dull answer, isn't it?

What slogan would you pick for a bus?

I am a big West Wing fan and there's a great quote in there that someone tweeted about a little while ago: "The reason I persevere with stuff is that that there was once a time that it didn't work." I look at all the things that work now and used to not work, and so we ought to have a go.

Curriculum Vitae

July 2009 – July 2011 Maths teacher, Copley high school, Manchester

August 2011 – September 2012 Participant president, Teach First

October 2010 – July 2013 Member of General Synod

August 2013 – January 2015 National schools policy officer, Church of England

January 2015 – present Project development manager (education), Church of England

May 2016 – present Director, The Church of England Foundation for Educational Leadership

"Who are the people building the new Jerusalem? It's teachers, doctors, nurses, doing fantastic stuff. And so I think my teenage excitement with the world of Westminster has shifted into a slightly more grounded approach to how we change."

He laughs gently. "I really don't want to be That Guy," he says, "but I think I probably am."

RUSSELL HOBBY

General secretary, NAHT



TOBY SALT

Chief executive,
Ormiston Academies Trust

Russell Hobby and Professor Toby Salt explore what more the government can do about teacher workload and what practical steps teachers and senior leaders can take to lessen the load

Making workload less of a challenge

Despite good intentions and warm words, teacher workload is not under control. Agencies such as Ofsted do their best to tackle myths about expectations, like marking, yet still the profession is buckling.

We need teachers to work hard at school. But they need to recover and recharge so that they can face an emotionally, intellectually and physically demanding job again the next day. Teachers must be confident their efforts are doing good, rather than jumping through hoops for the sake of some external authority. It is time spent on and for teaching that matters most (which includes planning and professional development).

There is much that lies in the hands of school leaders. As Toby explains opposite, it is part of their role to clear obstacles for their team so that they can focus on what counts. But school leaders are also trapped by government policy.

It is not that the three workload reports published in the past few months were wrong – they contain many sensible recommendations – but they don't tackle the root causes of overwork at a policy level: compliance, fear, focus and change. What are the key drivers of workload?

The need to comply with external accountability creates work not directly related to teaching. Schools are held accountable for too many things to too many people. A simple, streamlined accountability framework would reduce this burden. It is one thing to have a good knowledge about each student and where he or she is going. It is another to make detailed data reports about performance in an exam system that doesn't yet exist.

The burden of complex accountability is amplified by a culture of fear. The stakes are so high that too many schools "gold plate" their procedures to protect against any eventuality. This is accentuated when accountability can be capricious. If you are not sure what someone is looking for, you have to cover every base. The shadow cast by floor standards and interventions is always bigger than the reality. Schools that should have no business worrying about failure, spend too much time thinking about it. The government needs to think carefully not only about the schools they target, but

Teachers must be confident their efforts are doing good, rather than jumping through hoops for some external authority

how they can reassure other schools that are not targeted.

There is a lack of focus in our education system. From gang culture, to teenage pregnancy to swimming lessons and healthy eating – if we can't figure out what to do about it, we put it on the curriculum. This is exacerbated by the decline of local authority services, with schools having to step in to provide welfare and social care. We simply ask too much of schools.

Schools can be complicit in this dissipation of focus. It is all too easy to jump on each passing fad. Schools need to fight for a sustained commitment to doing a few things well. Schools leaders should select with a critical if not cynical eye amongst the many external possibilities. The art of strategic procrastination is a key skill of the experienced leader.

The final challenge is constant change. It unsettles schools, it destroys the value of past work, it creates new work and adds to uncertainty. Managing change absorbs attention that could be devoted to improving practice – Inset days, for example, are increasingly occupied by briefings about new policies rather than true professional development.

It is up to schools to build sensible policies on marking, planning and data. There are not many levers that the government can pull. Instead, the government can create the space for schools to exercise their natural common sense by streamlining their demands, building justified confidence, focusing ruthlessly on what really matters and committing to a period of stability.

Leadership teams should start the new term by ensuring we take what responsibility we can, and make workload as manageable as possible for ourselves and colleagues.

I have worked as a teacher and in school leadership for more than 30 years and there have always been moans about our workload. It impacts on recruitment and retention. Young teachers are voting with their feet, with almost a quarter leaving within the first three years. It matters to me because I know that the academies in our family that serve challenging communities need the best leaders and teachers. We can't afford for workload to deter great candidates from staying and seeking promotion.

So, some leadership resolutions:

Establish clear lines of delegation and set expectations from the outset. Teachers say that it is not always the quantity of work that frustrates them, but a feeling that some of the work required is overly administrative, rather than something that has a positive impact on learning. It is certainly our role as senior leaders to provide guidance as to what is and what isn't a priority, and to ensure that precious time is not wasted on the latter. Additionally, in academy trusts, we benefit from being able to delegate responsibilities to the wider leadership team too, not just those with a teaching commitment. So share fairly and delegate well – and do check out Andy Buck's advice on delegation at honk.org.uk.

Don't be afraid to be a magpie. There is no harm in mimicking best practice that you have seen elsewhere – schools in multi-academy trusts have the benefit of a breadth of experience and knowledge within their networks. Before you draft a policy, write a risk assessment or develop a project plan, look to see if a model already exists within the wider trust that you can draw from. There are also some excellent online sources, such as TheSchoolBus, where you can subscribe to compliant and current policy templates that can be tailored (other products are on the market too!).

Maximise the potential in IT. As a sector we're not exploiting IT for data,

Senior leaders must provide guidance as to what is and what isn't a priority, and ensure that time isn't wasted

assessment, marking, communication and management as much as we can. We use IT a lot but the old cliché of data rich, information poor is often the case. IT could save us a lot of time and work, and again we should share what works generously.

Manage accountability. As leaders (and I am so bad at this) let's only prepare what we really need to. I am not pretending that I don't worry about Ofsted calling and want to be sure to be ready, but it is worth reminding ourselves of the Ofsted myths and trying not to do more than we should. Like others, I want a reliable, independent, proportionate and supportive accountability system – that's one area, with the phasing of curriculum and assessment changes, which our new education secretary could help us with.

Timetable not only for the classroom but also for the leadership team. Make sure that reducing the workload for school staff doesn't tip the scales too far in the other direction and over-burden those carrying the leadership mantle. It is important senior leaders are supported to find time to rest. This means staggered leave across the leadership team and good, on-call rotas that share duties out fairly.

Sian Carr, the Association of School and College Leaders president for 2016-17, highlights that the national education agenda has never been more challenging, something that requires "mature" leadership and able to attract and inspire the next generation of leaders. I agree and making workload manageable is a part of this – there is some good advice for leaders in ASCL's 10-point plan.

OPINION

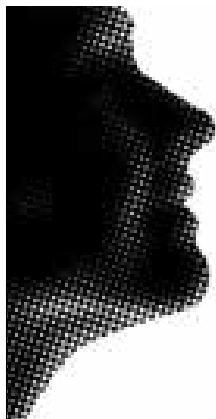
After a leaked report revealed the DfE knew small schools needed extra funds to provide free meals – yet still ended their subsidy – Barbara Taylor issues a fair-funding challenge to government

Following a successful initiative giving free fruit to infants, the concept of free infant school meals, providing healthy, nourishing food at lunchtime, was a welcome move. For large schools, which already had halls and kitchens, implementation was no problem – and with an allocation of £2.30 per free meal, profits could reasonably be made.

Not so for small schools: without these facilities, they faced more of a challenge. As one headteacher put it, wryly responding to a recent survey conducted by the National Association of Small Schools (NASS): “As it is always the way with small schools everyone has stepped up and gone the extra mile to make sure we fulfil our obligation.”

The NASS investigated the implementation of this initiative at the end of its first term in operation, to find out how our schools were faring. We received a range of responses; one school in Cornwall said: “No problem here, as we already had a kitchen and a cook – with small numbers – so easy to accommodate”, but it wasn’t all good. A head in Cumbria reported: “Both schools were packed-lunch schools before so we have had to set up everything from scratch”.

The NASS found that coping strategies used by schools showed initiative, flexibility and commitment from the staff. One school persuaded “the care home across the road” to provide its meals, adding: “the only classroom assistant helps in the care home with the



BARBARA TAYLOR

Chair of governors of a small school, member of National Association for Small Schools committee, retired headteacher

The difficult reality of free infant meals provision in small schools

preparation of the meals for 30 minutes every day. Teachers take it in turns to help serve the lunch and mums come in to wash up.”

“We buy from a school in a neighbouring town and rely on parent volunteers driving there (20 minutes) to collect,” said another.

“We have the simplest structure we could,” wrote a third. “We have hot boxes delivered in the morning, we set up tables in the village hall, food is served, the boxes and dishes are collected to be washed. I have added to my daily duties. One of them is mopping the hall floor – not quite what I foresaw when taking up headship”.

“No kitchen in the school,” lamented one head. “Small numbers make it unattractive to an outside caterer, as they are tied to the middle of the day, every day of the school year, producing small numbers of meals for a small profit. In our area we do have a lot of

catering outlets, but many of them close for a month or two in January and February.”

As time progressed it became obvious that the allowance provided by the government is not enough. Headteachers reported that the money received per pupil entitled to a free meal, along with the £2,300 allocation for schools with 150 or fewer pupils, was insufficient to cover the total cost of provision. Small numbers meant that there was no opportunity for economies of scale; contractors’ management fees were proportionately greater, so it became necessary to use money from school budgets.

This situation has continued. As chair of governors of a small school, I know that the additional contribution from our budget in the last academic year was well over £4,000. The removal of the annual subsidy will put further pressure on the school, which is

in one of poorest funded shire counties, a member of the f40 group*, where most small schools, usually rural, tend to be found.

Back in Autumn 2015, then-chancellor George Osborne made a commitment to introduce a new, fairer national funding system. The government said it would phase out the existing, arbitrary process, where some authorities in the poorest areas receive as much as £2,000 less per pupil in total.

The implementation of this commitment, originally set for 2017-18, has now been moved to 2018-2019. Yet the school meals

Mopping the hall floor is not quite what I foresaw when taking up headship

subsidy has still been removed. Wouldn’t it be more equitable, while this inequality exists, for small schools to still receive the £2,300 subsidy they so desperately need?

*The f40 group represents a group of the lowest-funded education authorities in England where government-set cash allocations for primary and secondary pupils are among the worst. These authorities have 41 per cent of the schools in England, catering for nearly 36 per cent of all England’s pupils.



FRANK NORRIS

Director, Co-operative Academies Trust

Teacher transfer window: Why can’t we fill our vacancies 365-days-a-year?

The idiosyncratic “teacher transfer windows” model is failing schools and teachers. Notice periods for teachers should come into line with those of the private sector, says Frank Norris

The football transfer window, an agreed period of time when players can transfer from one club to another, has closed for another four months. These two artificial periods of activity, in the summer and in January, feed the nation’s obsession

with speculation around the beautiful game. Manchester United spent a reported £89m buying back a player whom they sold only four years ago, for £1.8m – decisions that were forced upon them by the abrupt nature of the window. The team which bought Paul Pogba four years ago made a very healthy £87.2m profit; in every transfer window there are both winners and losers.

Schools have similar transfer windows – namely the ends of February, May and October. These are the dates defined in the

Burgundy Book, when teachers are obliged to inform their current school that they intend on leaving by the end of the term. If a teacher finds a new position in late May, no other teacher already in a post will be able to join their old school as a replacement until the following January, unless special agreement is reached. It rarely is.

This seems to me to be a similarly contrived situation: it’s wholly unnecessary and often causes more problems for the education system than it solves. Like many football managers, headteachers often get a little anxious in the lead-up to resignation dates, because they know that their chances of securing a teacher already in post elsewhere are negligible. Conversations between headteachers and teachers going for interview during the run-up to the deadline are sometimes a little fraught as they ask them to consider the impact on their current school.

It has been known for teachers to have up to three or four interviews crammed into the last few days prior to the resignation date, with one school offering the post to a candidate who keeps them waiting to discover whether they have been successful in another interview the following day. And even more disgraceful is the tactic whereby a teacher secures a secretive deal on the understanding they do not inform their school of their resignation until the resignation date has been reached.

In 2015 FIFPro, the worldwide football players’ union, said that the current transfer

window is “failing football and its players”. Is it fair to say the same of teaching?

In business, unlike teaching, employees are generally free to inform their managers that they wish to terminate their contract providing they give an agreed period of

I cannot understand why teaching would not benefit from an agreed period of notice

notice. This can be as long as six months but is often one or three. I cannot understand why teaching would not benefit from taking this approach. It would ensure that a steady flow of posts were available, and would prevent the sudden rush to meet the various deadlines. At a time when teacher recruitment is an issue anyway, I just don’t understand why we maintain hurdles that make the selection and appointment of new staff so difficult. Surely we should encourage teachers to provide a reasonable period of notice and allow schools to fill those vacancies as quickly as possible.

REVIEWS

TOP BLOGS
OF THE WEEK

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



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

How was it for you? Even after 11 years as a teacher I never slept before my first day back. My feelings were a mixture of impatience to meet my new class and begin all of the things I had planned, and nervousness about the latest initiative/hoop/change. As we face the year with increasing funding cuts and staff shortages, scares from chaotically planned assessment changes, and the possibility of further boycotts and industrial action, try to stay positive and remember that together we are stronger.

Tea, smiles and running away – advice for NQTs

Relational education

Teachers don't seem to mix anymore. Many schools don't have a staffroom, and if they do, it is remote and often doubles up as an "intervention room" for students. In every school there will be supportive and kind colleagues, you just need to find them.

"There will be so much going on and the to-do list will be long, but it is worth taking the 10 minutes or so at the end of the day to have a drink with someone. This is an amazing way to get to know those you're working with, share funny stories of student interactions or share thoughts on your favourite Strictly contestant – it doesn't particularly matter, just build those relationships. School life is hard, especially as you first adapt to it, and taking the time for laughter with one another can prove invaluable to getting through the next deluge of tasks."

GCSE results – "you are not alone"

@thosethatcan

Most teachers will recognise the pre-exam results, stomach-churning anxiety described in this blog. "With the approach of GCSE results, every year, a sort of atavistic nausea

grows in my stomach, catching me during a moment on the beach, in a nightmare or whilst playing with my kids," this blogger says. She argues that we must make sure that teachers, pupils and parents never feel alone during this stressful time. Every year the same questions are asked about who is responsible for the results that children receive. Some say that teachers are just the "icing on the cake" and make little difference; others that teachers are the single most important factor. Whatever we think is the correct interpretation, it does nothing to change who is held responsible, and that is always the teacher.

Prevent duty created "suspicion" towards Muslims, UN says. And divisive Brexit rhetoric led to increase in hatred

Local Schools Network

Whether you supported or opposed Brexit, one thing is certain: the impact will be felt in schools. In many ways schools are a microclimate for the society they are in; perhaps that is why some people support selection/private schooling, which is ultimately social segregation. This blog argues that Prevent has failed. "The Prevent duty which requires public authorities such as schools to have 'due regard to the need to prevent people from being drawn into terrorism' has created 'an atmosphere of suspicion towards members of Muslim communities,'" says the United Nations Committee on the Elimination of Racial Discrimination.

Never has it been more important to emphasise #moreincommon The committee was "seriously concerned" about the "sharp increase" in reported incidents of racist hate crimes and speech before and after the referendum. It was also "deeply concerned" by the "divisive, anti-immigrant and xenophobic rhetoric" that many politicians used to whip up prejudice and fear.

10 ways emotions influence learning (and vice versa)

@PsychologyMarc

All too often the argument appears about whether teachers should make their lessons interesting. "Boredom can result in a sensation resembling physical pain or depression, impacting behaviour and attention, but can also enhance creativity," says this blog.

"Being happy doesn't necessarily lead to higher academic achievement, and can actually inhibit certain cognitive functions.

"We understand more about how emotions impact learning and cognition than ever, yet we often retain a very narrow understanding of what we mean by emotions, especially in learning environments."

BOOK REVIEW

Quiet Leadership – Winning hearts, minds and matches

Author Carlo Ancelotti

Publisher Portfolio Penguin

Reviewer Chris Pyle, head, Lancaster Royal Grammar School



Schools know all about pressure: we may have a thousand teenagers, books to mark, Ofsted prowling and parents at the door.

In football the crowds are larger and the salaries a little higher, though if you think it's just a game then this may not be the book for you. But for those looking for leadership lessons from a fascinating, high-stakes world, this is a thoughtful and intriguing read.

The book is an unusual hybrid. Both by Carlo Ancelotti and about Carlo Ancelotti, it is not a conventional sports biography. It isn't a kick-and-tell tale of football gossip, but consists of the Italian legend's reflections on leading talented teams in one of the most competitive environments imaginable, interspersed with interviews with players and colleagues, and summaries of his famed "quiet way" by the book's co-authors.

Ancelotti came from poor rural roots to become one of the most respected members of the small cadre of global football's elite managers. He has won the Champion's League five times – twice as a player and three times as a manager. His CV includes AC Milan (winning everything), Juventus (less enjoyable), Paris St-Germain (winning Ligue 1), Real Madrid (winning the décima – the club's elusive tenth European championship) and Chelsea (winning the Premier League and FA Cup double).

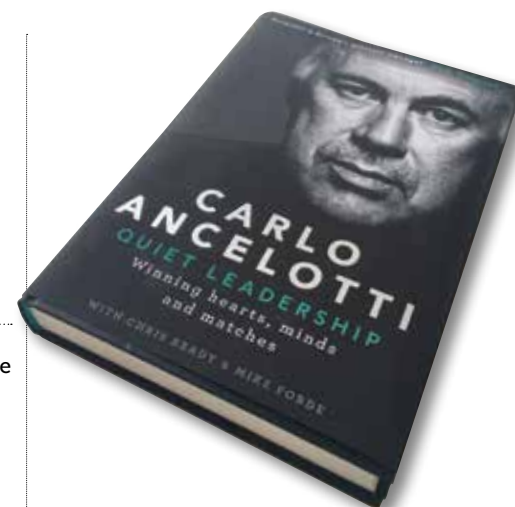
No-one knows more than Carlo Ancelotti about what he calls "managing the madness".

On one hand, he has dealt with the monstrous expectations of billionaire owners, from Silvio Berlusconi to Roman Abramovich. On the other, he's fielded super-sized egos of star players, like one who reacted to news that he would be a substitute for the next match by saying "Rivaldo has never been on the bench. No, no. Rivaldo doesn't go on the bench."

What would the school equivalent be? "Rivaldo will only teach top sets. Rivaldo does not teach Year 3."

He covers the fans, the media and the agents. One Barcelona player even employed his persuasive ex-wife to negotiate his salary, asking "how can you offer him so little money – he has to feed his wife and children and me?"

Even schools seem sane in comparison, while Ancelotti comes across as remarkably philosophical and open-minded in this crazy world. His approach? Protect the players, build relationships, share meals and create a family.



His quiet way is in truth less of a developed leadership doctrine, and more a description of his instinctive personality. "Carlo will take care of you," David Beckham was told when considering a move to Milan, and that more or less sums it up: calm, thoughtful, authoritative and caring.

The authors have gained access to a remarkable rollcall of galácticos. As well as Beckham, others include Zlatan Ibrahimovic ("I say Carlo is the best and I have worked with the best"), Cristiano Ronaldo ("with Carlo you become part of his family") and Sir Alex Ferguson ("He's a gentleman, but a gentleman with a purpose").

But not everything is quiet in the Ancelotti playbook.

Poor attitude is the one thing that drives him mad. Even during a training ground kickabout, he is shocked when he sees the first team laugh about losing. When roused, the multilingual manager produced a furious outburst in his native Italian. "They didn't have a clue what he was on about," recalls one player – but the emotion spoke clearly enough, and was all the more powerful for its rarity.

The other madness is the short-termism. Managers last an average of just 2.36 years in the English Premiership. In Italy and Spain, most are sacked after 16 months. Ancelotti claims to have made his peace with this highly compressed leadership arc.

In fact, he links it to his style. He is usually brought in to calm troubled waters; the team enjoys success, but over the next couple of seasons, that same perceived strength – his calmness – can often be blamed for failures. He's too patient, too kind, an owner will say. Move him on.

For school administrators, the book asks questions like these: Is your school a family? How do you protect your team from the madness? Is your greatest strength your greatest weakness? Why can't you speak five languages?

And as Ancelotti moves to yet another mega-club with Bayern Munich – what will he win this season?

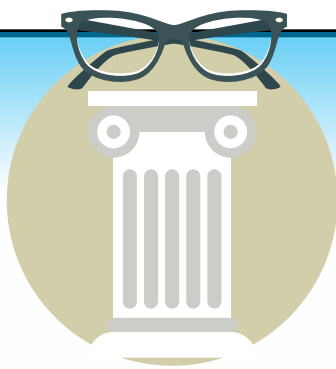
The first in a weekly series of columns looking into the archives of education and using the past to make our readers smarter

History is not useful. Whatever else the past is, it's gone. Actually, that's a lie. It's the sort of thing I like to say to rile up historians, and watch as their heads explode while they insist that in order to understand anything I have to understand everything that has happened before. Which is also not true.

So, let me be straighter: history is sometimes useful. It gives new perspectives, illuminates facts, even helps a history-neanderthal like me to understand my own evolution.

But history can also be misleading. In the month since Theresa May's spokesperson floated a return to grammar schools, MPs have regaled us with their schooling histories as if we should weigh their personal tales before coming to a national policy conclusion. Michael Portillo's memory of grand swimming pools are pitted against those, like John Prescott, who lost out.

History is also tricky. First, because it's huge, it's hard even to know it well. And second, because it's full of pedantry. That neanderthal joke I made earlier? I'm already expecting at least a few people to write in telling me how it doesn't possibly work because some obscure piece of research proves that people with the name McInerney can't possibly be related



THE PAST WILL MAKE YOU SMARTER

to an extinct species of human.

Still, this doesn't mean history can't be useful, or fun. So this is going to become a weekly column uncovering and exploring a fresh nugget from the history of education, written from my own layperson, non-historian perspective. And should the pedants write in and say lots of useful things, then they will contribute to my own education – and might even make for another column.

But where to begin? Perhaps the 1944 Education Act – the greatest piece of education legislation known to British-kind? Or perhaps the rules governing a parliamentary grant, made in 1833, which sent the first inspectors into schools? Or am I about to uncover the oldest school in England?

Nope. We're actually going to start with

the extracurricular timetable of school activities for Locleaze School in Bristol, in 1967.

The chart is a thing of beauty, spread on a double-page across Robin Pedley's 1969 edition of *The Comprehensive School*. Written to describe how a newly envisaged comprehensive school system could overtake grammars and secondary moderns, it is a work of breath-taking optimism.

Pedley explains how the public is being told that comprehensives will need 2,000 pupils to work, and claims that smaller numbers are possible (he was right, as it turned out). He shows how the trappings of "elitism" bound up in grammar schools – in particular, prefects, who seem to him the perfect example of exalting the few above the masses – are becoming less

popular in comprehensives. He believes they will disappear altogether (he was wrong on that one).

But it is the "school evening activities" of Lockleaze, a large comprehensive in Bristol, which brings home how utopian these new schools seemed. Each day there were at least five after-school clubs for pupils, ranging from "Train Your Dog" on Tuesdays, to "Play Reading & Theatre Visits" on Mondays and "Solve Your Problems (Maths)" on Thursdays. Friday only had one club: "Latin, 4pm".

After 7pm the school expanded its offering to adults. Pottery, dressmaking, football, motor-engineering, typing.

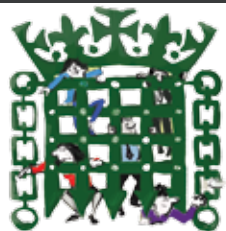
From the perspective of the 1960s, this was super-exciting. Lockleaze served a huge housing estate and gave its residents access to a library, education and work experience. In this light, comprehensives were not fudged grammar schools; they were a whole new way of learning.

I looked up Lockleaze School to see if it still had such a comprehensive offer. Sadly, it closed in 2001. Reports from the time describe 350 pupils left in a failing school. Pictures show its 1960s buildings as a crumbling mess.

Another school, Lawrence Weston, just up the road from Lockleaze, also closed in 2001. The report reads: "It was classed as too expensive to run."

Utopia costs more than dreams.

Laura McInerney



A week in Westminster

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

THURSDAY:

Thirty per cent more pupils than last year were told they'd failed to reach the expected standard at key stage 2. "Who on earth could anyone get excited about that?" I hear you ask.

Nick Gibb could, for one.

The new minister for school standards was characteristically chipper: "These figures show that many schools and local authorities have risen to the challenge and have delivered high standards," he beamed, ignoring all the ones which, you know, were told they hadn't.

FRIDAY:

Dunno. We were buying school uniforms.

MONDAY:

Just when we were all thinking there was a big Michael Wilshaw-shaped hole in the

grammar schools debate, Ofsted's demob-happy leader joined the fray.

Wilshaw used his speech at the London Councils conference to aim cannons at Downing Street, claiming a return to selection would be a "profoundly retrograde step" and dismissing the notion the poor stood to benefit from the return of grammars as "palpable tosh and nonsense".

Twitter was immediately flooded with education professionals, including the leader of the National Union of Teachers, wondering if there was something wrong with them because they had all just agreed with SIR MICHAEL WILSHAW.

In other demob happy news, Nicky Morgan, of former shadow education secretary fame, appeared on LBC for one of her first interviews since her sacking in July, and suggested she and other colleagues could become an obstacle for the new government.

She urged the new prime minister to "be mindful" that her party only had a small majority, and said she was "going to have people like me and others who are going to be asking questions from the back benches". When quizzed on whether she would

vote against the government, Morgan was initially non-committal, claiming she did not know what issues would come up, but eventually admitted that if it affected her constituency, she "would stand up for them in parliament".

Week in Westminster wonders if the small matter of grammar schools could bring out the rebel in her.

TUESDAY:

If you thought gender stereotypes such as "boys like cars and getting dirty" were a thing of the past, think again, because that's a real-life quote from a Conservative MP in 2016.

Karl McCartney blamed a lack of male teachers and schools not knowing "what makes boys tick" for the gender attainment gap.

The MP for Lincoln, who made headlines in 2012 when he claimed that allowing gay marriage would lead to child marriages, courted controversy again this week after

claiming in a Politics Home article that schools should be more "positive about masculinity" and not try to "make boys something they are not".

McCartney was duly taken to task by the Association of Teachers and Lecturers' Anne Heavey, who accused him of "entrenching very stereotypical gender norms".

WEDNESDAY:

First Prime Minister Questions of the year and Labour leader Jeremy Corbyn failed to ask a single one about the leaked grammar school plans (see front page). A total surprise, as it's the easiest policy to shoot down and banning them is one of Labour's proudest legacies.

Could it be because Corbs and his son went to grammar school? Guess that just leaves *Schools Week* as the last defence of asking hard questions

CHECK OUT @SCHOOLSWEETLIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin



Student's sheer bravery raises almost £2,000



Maisie and her teacher Jim Strachan (pre and post shave)

A student-and-teacher duo from Plympton Academy in Devon have raised £1,700 after shaving off their hair for charity.

Maisie Smith, 14, initially took the decision to raise money for Cancer Research, as she and several of her friends had lost family members to the disease.

Inspired by her fundraising plans, Maisie's teacher Jim Strachan offered his support, pledging to shave off his own hair and beard if she managed to raise £500.

Through school events such as cake sales and non-uniform days, the £500 target was smashed – and Strachan's facial hair was history.

Strachan, who is also head of academic progress for Years 8 and 9 at the academy, said: "Everyone in school helped us raise the money and we are so pleased to have raised so much for such a worthwhile charity."

Maisie said of her teacher's involvement: "I thought he was joking. When he said he was serious I was so happy as it meant I didn't have to face this alone.

"All my friends thought I was going to regret it, but I don't regret a minute of it and I quite like my hair like this. I am really happy to have raised this amount of money and it feels good to know I have helped someone with this money."

Free CPR training for schools



Pupils learn how to save lives with CPR

Schools are being urged to sign up for a free training programme that aims to save up to 5,000 lives every year.

The British Heart Foundation (BHF) is calling on schools to join the largest CPR-training event of its kind, in an effort to reduce the number of lives that are lost following a cardiac arrest.

Schools will be provided with a training kit that includes a 30-minute DVD and a sample lesson plan, omitting the need for a trained instructor, so students can feel comfortable in administering first aid.

Cardiac arrest occurs when the heart stops pumping blood around the body, and CPR

is required immediately. The longer it is delayed, the worse the outcome – for every minute lost, a victim's chance of survival drops by 10 per cent.

Sara Askew, head of survival at the BHF, said: "Teaching children lifesaving CPR skills is the best way we can hope to improve cardiac arrest survival rates across the UK. Currently there are 30,000 out of hospital cardiac arrests each year and less than one in 10 people survive."

The event takes place on 18 October. To register your secondary school and receive a free CPR training kit, visit www.bhf.org.uk/cpr

Malala leads the way in training programme

FEATURED

An education programme is spreading a message of social change through education, by offering schools a free copy of the acclaimed film *He Named Me Malala*.

The film follows the story of Nobel Peace Prize laureate Malala Yousafzai, who was shot in the head by the Taliban at the age of 15 as she returned home from school on a bus in Pakistan.

Malala had been singled out by the Taliban after campaigning for young girls' rights to an education. She miraculously survived the attack, and has since become a leading campaigner for the cause, winning support on a global scale.

The film is being distributed to schools by the charity Doc Academy, which aims to encourage teachers to use documentaries in the classroom, claims to work with around 1,000 schools and colleges in the UK. That charity says it will also provide lesson plans and training toolkits for teachers.

Lesson plans have been written with English teachers in mind, across KS3, 4 and 5, and are aligned with curriculum assessment objectives.

Sandra Whipham, director of the UK branch of the programme, said: "*He Named Me Malala* is such a great film for Doc Academy as it focuses on the absolute importance of education for all,



Stills from 'He Named Me Malala'

and the possibility of real change through action.

"Our resource gives imaginative tasks and activities for teachers to guide students through those thought processes themselves – to explore their

responses to a range of social issues."

Teachers can register for free DVDs of the documentary at the DocAcademy website, here: <https://docacademy.org/>.



From left Vicky Hedley, Yvonne Ewington and Deb Fozzard

UNIFORM BANK WILL SAVE PARENTS PENNIES

Families are saving money in Sunderland thanks to a new scheme that lets them recycle old school uniforms.

The One for the Wardrobe initiative sees donated school uniforms repaired and returned to the community, reducing costs for families while also combating bullying against students with ill-fitting or damaged clothes.

Led by Sunderland City Council, the scheme is currently run through community churches, with parents able to pick up a uniform at church, or request one via email. However, there are plans afoot to allow the scheme work directly out of schools.

Deb Fozzard, director of the local church and community network Sunderland Connect, said the scheme had "taken off far more than anticipated", adding: "It was one volunteer who started it up, and I don't think she realised there was such a demand. We've had to have more volunteers and we were lacking storage. It really grew very significantly."

Given its success, Fozzard is now keen for others to adopt the project.

"We'd rather the uniforms go into the schools," she said, "and what we'd really like to see happening is for schools and parents to work together to recycle uniforms themselves and put the uniforms back into their own schools."

MOVERS & SHAKERS

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

Chris Tweedale is to become the chief executive of the Aldridge Foundation as the multi-academy trust, currently based in the north-west, begins to expand nationally.

Tweedale was previously at CfBT Schools Trust, where he was chief executive for three and a half years.

In his new role he will be working alongside Sir Rod Aldridge, who set up the foundation in 2006.

Tweedale said he was "excited" to take on the challenges that will come with setting up a multi-academy trust on "such a large scale", and looked forward to working collaboratively with "great headteachers" and the governing bodies of the schools involved in the Aldridge Foundation.

Tweedale began his career as a geography teacher before working his way up to becoming a headteacher.

During his time as a head, he began working on national government policies including workforce and school improvement at the Department for Education between 2002 and 2007.

He then became a civil servant in Westminster and worked on 14-19 education and school improvement, before becoming a schools director in the Welsh government. Tweedale then took up his role



Chris Tweedale



Benedick Ashmore-Short



Liann Read

at the CfBT in 2012

Benedick Ashmore-Short is to become director of primary education at the brand-new academy trust Reach4.

The winner of Pearson's Primary Headteacher of the Year award in 2014, Ashmore-Short joins Reach4 from Hamford Primary Academy in Essex, before which he was the primary lead for the Tendring Teaching School Alliance. He has a track record of improvement with schools in special measures, both primary and secondary, and speaks and writes regularly about leadership in education.

Ashmore-Short read economics at the University of Canterbury before working in finance for two years, but decided

against pursuing a career in the financial sector – quickly enrolling onto a teacher-training course, completing his PGCE at Southampton University.

He said: "The reason I wanted to get involved is to provide excellent education across the country, so that some of the schools in our area can provide children with the education they deserve.

"The difference for me in this role from being an actual head is that I'll be dealing with lots of different schools, and the key thing I am going to do is spend as much time with the children as I am with adults."

Liann Read has been appointed as multi-academy trust relationship manager at YPO, a new role within the education procurement organisation.

She joins from tech giant Dyson, where she worked for a year as a business development manager. Before this she worked at office and workplace supplier Lyreco in corporate new business, a role she held for three years.

Read's background in customer service and procurement is something that will serve her well in the role, which will focus on building relationships with multi-academy trusts and assessing their needs on a national scale.

She says she is most looking forward to "meeting with procurement managers from MATs" and providing excellent customer service.

Speaking of her new role, she says: "The highlight for me is that the role is brand new and it's something that no other companies have at the moment.

"Meeting customers is what I enjoy, as well as being able to meet their requirements. YPO are really customer focused, and that's something I really like about them."

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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FESTIVAL BRIDGE

BRIDGE EDUCATION MANAGER(S):

2 PART-TIME ROLES - 0.6 FTE, PERMANENT

The Bridge Education Managers will contribute to the delivery of the Festival Bridge programme plan by leading school engagement activity and including the growth of Artsmark. The roles will suit candidates from an education background.

We have established or developed Local Cultural Education Partnerships (LCEPs) in Cambridge, Fenland, Great Yarmouth, Lowestoft and Peterborough with emerging partnerships in Norwich and Alconbury Weald. These have the ambition to increase arts and cultural opportunities for children and young people living there and to support the development of long term strategies for cultural education.

The role will include extensive travel across the region. Candidates must be able to demonstrate how they would manage this. The role will also involve occasional weekend and evening work.

You will be committed to developing cultural education engagement opportunities and will have demonstrable experience of communicating the importance of the arts in school settings. You will bring with you strong knowledge of the education sector and the policies that support cultural education and you will have a track record of developing, managing and evaluating successful school support services.

You will have experience of managing and brokering strategic partnerships and of being a persuasive advocate. Ideally you will have a strong knowledge of Artsmark and an appreciation and understanding of its potential and application. Excellent communication, presentational, IT, budgetary and administrative skills are essential to ensure the successful management and delivery of this role.

Location:

Cambridgeshire & Peterborough -
Norfolk & Suffolk

Competitive Salary

Deadline for receipt of applications
9.30 am Monday 19 September

For further information see our website:
www.nnfestival.org.uk/about_us/vacancies

Festival Bridge is one of ten national Bridge organisations with a mission to ensure children and young people know that arts and culture belong to them.



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JOBS



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New Barnet, EN5 1SA

Non-selective preparatory day school, Girls 3-11, Boys 3-7

Approximately 200 on roll

HEAD

START: SEPTEMBER 2017, OR EARLIER

CLOSING DATE: 10AM WEDNESDAY SEPTEMBER 28TH 2016

We are looking for an inspiring, motivating and dynamic leader, passionate about providing excellence in education, to succeed Mrs Lynn Maggs-Wellings who is retiring after more than ten years' dedicated and exemplary service.

We would like to hear from you if you share our family ethos and commitment to providing a nurturing environment, valuing each child as an individual, and achieving high academic standards. Our new Head will be able to retain Lyonsdown's traditional values whilst having the vision, energy and passion to lead the school forward, embracing 21st century opportunities.

We can offer an exciting leadership opportunity in our friendly, welcoming and vibrant school community – enthusiastic children with excellent attitudes to learning and school life, parents who are committed to the values and ethos of the school, dedicated and experienced staff and an effective and supportive Board. We enjoy a North London location in an attractive residential area, with easy access to rural areas.

Further information can be downloaded here:

<http://www.rsacademics.co.uk/vacancies/head-lyonsdown-school>

Informal visits by prospective applicants are warmly welcomed and a member of the Board would be delighted to share Lyonsdown with you.

**Please contact our Chair, Andrea Morley, to make arrangements:
lyonsdownchair@gmail.com**

Lyonsdown School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to enhanced DBS and other checks in line with safer recruitment best practice.



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SCHOOLSWEEK®



SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

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

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

Difficulty:
EASY

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

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.