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Exclusive league tables pages 4 and 5

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EDITION 92

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NEWS

Teaching apprentices on the way

FREDDIE WHITTAKER

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Exclusive

Ministers are drawing up plans for an apprenticeship route into teaching that could replace current on-the-job training schemes, *Schools Week* has learned.

Jonathan Slater, the Department for Education's permanent secretary, told MPs on Monday that his department is creating a teaching apprenticeship to begin next year.

Officials are considering how they can "tweak" existing training to offer the apprenticeship, he said, and sources close to the talks said it could eventually replace existing on-the-job routes such as School Direct.

The government is under pressure to create a teaching apprenticeship so that schools can claw back money they pay into the new apprenticeship levy from April, but is also keen to protect the graduate-only nature of the profession.

From April, schools with large wage bills must pay the levy that they can claim back to cover the cost of training new apprentices. Those with more than 250 employees will also have to hire a certain number of trainees every year under new public sector apprenticeship targets (see story below).

School leaders are concerned about the cost of the levy, as well as "practical difficulties" in employing apprentices given that no scheme currently exists.

Department officials are now working with teacher training providers to develop an apprenticeship that would enable graduates to complete a postgraduate-level apprenticeship, and allow schools



Jonathan Slater

to unlock levy funding.

However, a senior headteacher helping the government to design the apprenticeship says officials would not initially seek to remove the School Direct route, which allows would-be teachers to be paid while training in a school.

Sir Andrew Carter, who led the government's review of initial teacher training in 2015, told *Schools Week* any apprenticeship would sit alongside existing routes, including School Direct, which has faced recent funding cuts and received less-than-favourable quality ratings from trainees.

"The idea of an apprenticeship is to bring additional, to try to get some different people who might not be able to join teaching in a different way," he said.

At present, primary schools outside London receive £9,000 from the government for every trainee on School Direct, but pay out as much as £24,000 a year in salary and training costs.

The route is the second-lowest rated by trainees in terms of quality, nudging just ahead of Teach First, according to the 2016 newly qualified teachers' survey.

Ministers are anxious to continue boosting the number of teachers training in schools, rather than through higher education institutions, but providers of school-based schemes doubt whether an apprenticeship scheme would be successful.

Martin Thompson, executive director of the National Association of School-Based Teacher Trainers, said there would be "many demands on the money returned to schools from the apprenticeship levy".

The government could more fruitfully use the funding to "prepare applicants for degree status so that they could access the variety of postgraduate routes currently available".

Last year, *Schools Week* revealed that plans were underway to create a "no-degree apprenticeship" that would allow teaching assistants without degrees to become fully qualified teachers.

Ministers, however, are under pressure from teachers to ensure that it remains a graduate-only profession. *Schools Week* understands the option of restricting access to the new apprenticeship to those already possessing a degree is now being explored, while it is understood the apprenticeship plan for teaching assistants will only take its learners as far as level 3, equivalent to A-level.

The national schools training director Lee Povah, who was planning the no-degree route, said at the time that teaching assistants often became stuck at level three because they could not afford to undertake a degree.

The Department for Education did not respond when asked for further comment.

Schools in, BBC out: targets for trainees confirmed

BILLY CAMDEN

@BILLYCAMDEN

Schools are among the public sector bodies expected to employ a set proportion of apprentices, the government has confirmed, although larger organisations such as the BBC and Parliament are to be let off.

The move has fuelled criticism from school leaders concerned about the affordability of paying for apprentices and the lack of appropriate routes.

Jonathan Slater, permanent secretary at the Department for Education (DfE), told MPs this week that he had not lobbied the government to exempt schools because he saw it as an "opportunity" for the sector.

From April this year, schools and multi-academy trusts in England with more than 250 employees will need to employ at least 2.3 per cent of its workforce as apprentices.

A school with 250 employees, for example, would have to hire at least six apprentices each year, assuming its workforce remained at the same level. Larger academy trusts face having to hire up to 120 apprentices each year.

The policy is part of a government election pledge to create 3 million

apprenticeships by 2020. However, larger public bodies including the BBC, Channel 4, the Post Office, and the Houses of Parliament will be exempted.

Malcolm Trobe, interim general secretary of the Association of School and College Leaders, said it was unfair to exclude the commercial companies but to include schools.

"It is inappropriate that we have a national education service that has not been exempt in any way from this target, whereas a number of other organisations that can be considered commercial are being exempted."

Submissions to consultation on the plan said schools had concerns about finances and available routes.

The government said it had "reflected carefully" on these responses, but believed it was appropriate for schools to be included, "given that this simply requires them to actively consider apprentices as part of workforce planning and 'have regard' to the target".

Slater repeated similar sentiments at a parliamentary inquiry this week into the finances of schools, stating that he felt the requirement provided an "opportunity" for

rethinking training in the sector.

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

Apprenticeships must last for at least one year and combine on-the-job training with college courses.

The government said the BBC and Channel 4 will be left out because they are only considered to be a public sector institution for the purpose of producing national accounts.

Employers that fall under the rules will have a duty to "have regard" to the target. This means "in making workforce planning decisions, a body ... must actively consider apprenticeships, either for new recruits or as part of career development for existing staff".

It adds: "However if a body cannot show that they have 'had regard' to the target, we will work with them to see what support is needed to enable them to meet the target in future years."

As yet, there are no formal sanctions planned for schools that ignore the target.



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NEWS

IT'S HERE, THE FIRST SCHOOLS C

JOHN DICKENS
@JOHNDICKENSSW *Investigates*

After a six-month battle with the government, *Schools Week* has obtained the data used by ministers to assess the performance of the eight regional schools commissioners.

The figures, which have never been published, relate to the commissioners' first year in office, from September 2014 to October 2015.

A regional schools commissioner who resigned after less than two years in post has topped *Schools Week*'s first "RSC's Progress 8 league table".

Pank Patel, the former commissioner for the West Midlands, topped our chart that analyses the eight key performance indicator (KPI) data used by the government to judge commissioners.

Sir David Carter, who has since been promoted to national schools commissioner, came second, with Janet Renou, RSC for the north, in last place.

Schools Week exclusively obtained

the data after a six-month Freedom of Information battle with the Department for Education (DfE), which originally refused to release the statistics.

The figures, based on the commissioners' first year in office, show how each RSC fared on the eight measures against which the DfE monitored their progress (although not every performance measure was released to *Schools Week*, see story on page 5).

Commissioners have a range of powers devolved from the education secretary, including converting underperforming schools into academies, sending warning notices if academies fare below expectation and deciding whether schools can expand.

They also now have the power to intervene when schools are deemed as "coasting", based on national exam performance data published last week.

Schools Week analysed the commissioners' own performance data and created its own RSC league table.

After totting up scores based on a commissioner's ability to improve the performance and number of academies in his or her area – and baselined against their starting point, for extra fairness – Patel

came top, racking up 34.5 points.

He resigned in May last year to become headteacher of the George Salter academy in West Bromwich, and has since been replaced by former academy trust boss Christine Quinn.

The silver medal went to Carter, the former RSC for the south west. Dominic Herrington, RSC for the south east and south London, took bronze. Renou, who covers the north region, scored just 20.5.

Schools Week first submitted the FOI request after Carter told a committee of MPs last year that "in the spirit of transparency" he did not see why the information would not be made public.

The DfE originally refused to release the information. However, *Schools Week* told the Information Commissioner's Office, the public data regulator, of the department's decision and it subsequently released most of the information.

HOW WE DID IT

- WE AWARDED COMMISSIONERS A RANK SCORE OUT OF EIGHT FOR EACH OF THE ELIGIBLE KPIS
- THE TOP SCORERS GOT EIGHT POINTS, SECOND SEVEN POINTS, DOWN TO THE WORST PERFORMER WHO GOT ONE POINT. IN THE CASE OF A DRAW, A MEDIAN SCORE WAS GIVEN.
- MOST KPIS WERE BASED ON THE PROGRESS RSCS HAD MADE FROM A "BASELINE" FIGURE WHEN THEY STARTED IN OCTOBER 2014
- WE TOTTED UP THE SCORES FOR A FINAL RANKING

HOW THEY RATED IN THEIR FIRST YEAR



RSC NAME	RSC REGION	SCHOOLS WEEK RSC PERFORMANCE SCORE
4 Tim Coulson	East of England and North-East London	29.5
5 Jennifer Bexon-Smith	East Midlands and the Humber	25
6 Paul Smith*	Lancashire and West Yorkshire	22.5
7 Martin Post	North-West London and South-Central England	22
8 Janet Renou	North of England	20.5

*Has since stepped down | **Appointed national schools commissioner in February 2016

COMMISSIONER LEAGUE TABLES

...AND HERE'S THE PERFORMANCE MEASURE THEY QUIETLY SCRAPPED

The government stopped judging regional commissioners on how many schools in their regions were in need of an academy trust after figures revealed far more sponsors were needed than were available.

Documents obtained by *Schools Week* also reveal that the two other key performance indicators (KPIs) used to keep track on the number of sponsors in commissioner areas relied on inaccurate data. One KPI was even dropped.

Originally the Department for Education (DfE) said it would judge commissioners on how many schools in their local authority areas required an academy sponsor, compared with how many sponsors were available.

The government said it dropped this measure in 2015 because its estimates of sponsor capacity were not "regularly updated" and "not considered to be accurate".

However, the RSC performance figures for 2014-15 released to *Schools Week* show the number of areas suffering sponsor shortages increased for half the commissioners.

Commissioners are responsible for improving the number of good sponsors available to take over struggling schools.



Mary Bousted, general secretary of the Association of Teachers and Lecturers, said: "Issues of MAT [multi-academy trust] capacity and quality go to the heart of the academies programme. The fact the DfE said it has inaccurate data on sponsor capacity is alarming."

Of the four commissioners who faced increased demand for sponsors, Sir David Carter's rose the sharpest.

In September 2014, when he took on the job, a third of the council areas in Carter's south west region lacked enough sponsors to meet demand.

That number rose by 20 percentage points to 53 per cent by October 2015.

Pank Patel, the former West Midlands RSC, had a 19 percentage point rise in the same period, up to 63 per cent.

The other four commissioners

decreased their sponsor demand figures. Janet Renou, RSC for the north, had the largest drop of 22 percentage points, down to 21 per cent.

Bousted added: "If they [the government] is still working on academisation, but can't find more sponsors, then RSCs could be taking out schools from local authorities and putting them into MATs that won't make a difference. The department doesn't have a plan B."

Three of the eight KPIs relate to sponsors. The other two are the percentage of approved sponsors that are active (KPI 7), and the percentage change in sponsor attainment rating (KPI 6).

The DfE, in its FOI response, said the data for active sponsors (used in KPI 7) wasn't entirely accurate because it "underestimated" the real number of sponsors.

This was because the indicator used records of historically approved sponsors, some of which were no longer looking to take over schools.

Data for KPI 6, relating to the quality of sponsors, was not released because the DfE said that showing it would "undermine the confidence in ... commissioners", which could "risk the success of the programme".

THE RSC 'PROGRESS 8': WHAT COUNTS IN THE SCORE

KPI: KEY PERFORMANCE INDICATORS

KPI 1 THE PERCENTAGE OF ACADEMIES, FREE SCHOOLS, UTCS AND STUDIO SCHOOLS BELOW THE FLOOR

Paul Smith (Lancashire and West Yorkshire) had the largest reduction of academies under the floor, from 15 per cent when the role began in 2014, to 11 per cent by October 2015 (although his region did have the largest proportion of failing academies to start with).

Five RSCs reduced the percentage by just two points – which was the joint lowest.

KPI 2 THE PERCENTAGE OF ACADEMIES, FREE SCHOOLS, UTCS AND STUDIO SCHOOLS IN OFSTED INADEQUATE, BROKEN DOWN BY LENGTH OF TIME

This strikes us as a bit bizarre. For instance, does the government want RSCs with higher numbers of inadequate academies for one year (meaning there could have been an influx of schools falling into inadequate) or those that have been stuck in inadequate for years?

We didn't know what good performance looked like based on these figures so didn't include it as part of our analysis.

KPI 3I THE PERCENTAGE OF SCHOOLS THAT ARE ACADEMIES OR FREE SCHOOLS

Pank Patel (West Midlands) was the big winner here, boosting the percentage of academies from 21 per cent in 2014 to 27 per cent by October 2015. Smith, Janet Renou (north of England) and Martin Post (north-west London and south-central England) finished bottom, boosting their share by just three percentage points.

KPI 3II THE PERCENTAGE OF ELIGIBLE MAINTAINED SCHOOLS IN THE REGION THAT HAVE BEEN APPROVED TO CONVERT

Patel topped the charts again, increasing the number of eligible schools converted from 3 per cent in 2014, to 6 per cent in October 2015. Meanwhile bottom-of-the-table Jennifer Bexon-Smith (East Midlands and the Humber) saw her numbers drop from 4 to 2 per cent.

KPI 4 THE NUMBER AND PERCENTAGE OF ACADEMIES BELOW THE FLOOR OR IN OFSTED INADEQUATE WITHIN THE FIRST TWO YEARS OF OPENING

The best-performer was Tim Coulson (east of England and north-east London), who had just 14 per cent in this category (10 per cent were sponsored and 4 per cent were converter academies). Renou had the highest – 33 per cent (31 per cent of these were sponsored).

KPI 5 THE PERCENTAGE OF LOCAL AUTHORITY CASES IN THE REGION WHERE MORE SCHOOLS REQUIRE A SPONSOR THAN THERE ARE SPONSORS AVAILABLE

The government said this data was misleading, and was scrapped as a performance measure halfway through the year, so we didn't include it.

KPI 6 THE PERCENTAGE CHANGE IN SPONSOR ATTAINMENT RATING

The government said this data was "inaccurate" and releasing it would "undermine the confidence" in RSCs. It's not included in our analysis.

KPI 7 THE % OF APPROVED SPONSORS THAT ARE ACTIVE

Sir David Carter (south-west England) came top on this measure, with nearly nine in ten sponsors active. Smith came bottom with just under two-thirds.

KPI 8 THE PERCENTAGE OF HIGH-QUALITY FREE SCHOOLS, UTCS AND STUDIO SCHOOLS

Dominic Herrington (South-East England and South London) had 85 per cent of high-quality schools, compared to just 56 per cent for Carter.

NEWS

NEW FREE SCHOOL SITE COST £10.7M OVER VALUATION

The government paid £16 million for a free school site that was later valued by the council as worth £5.3 million.

The Education Funding Agency bought a former fire station in Hackney, north London, to house a new primary for 350 pupils run by the Hackney New School, based next door.

It is believed the government had to match a £16 million bid from a hotel developer to secure the site, which will also house 69 new flats.

But documents show the council valued the site at £5.3 million.

They also show the government wants to recoup as much of its spend as possible from the flats, which will also fund the school building.

However, the viability assessment found the development would not be profitable if it included affordable houses – so no such requirement was included. That is despite Hackney council's policy that new housing developments should have 50 per cent of affordable housing.

Nick Perry, director of the Hackney Society planning group, said the "astronomical" land price was behind the lack of affordable homes "at the time of a housing crisis".

A Department for Education spokesperson said: "We do not pay in excess of what a site is worth or purchase expensive sites if there are better value for money alternatives in the area."

Trusts turn to stock market for cash returns

JOHN DICKENS

@JOHNDICKENSSW

Exclusive

Entrepreneurial academy trusts are taking advantage of their cash freedoms to make six-figure profits by investing in stocks and shares, a *Schools Week* investigation has found.

The Brooke Weston Trust, which runs ten academies, has made £176,000 interest after putting £1 million of its reserves in an investment fund.

The fund is managed by HSBC, which invests the cash in stocks and shares. The trust said it was a "low risk" investment – similar to that used by charities to boost financial returns on surplus cash.

Brooke Weston has no set date to withdraw the money, but said it was a "safety net in case one of our schools has an unexpected cost that needs immediate action".

The Public Accounts Committee heard this week from headteachers who said they had "cut teaching to the bare bones" to meet budget pressures (see story page 10).

The National Audit Office has also estimated schools will have to make £3 billion savings by 2020.

But an analysis of the latest annual accounts for ten of the largest academy trusts shows at least three appear to use similar investment strategies that involve some risk.

Phillip Reynolds, a senior manager at

Kreston Reeves auditors, which looks after accounts for more than 600 academies, said more trusts were likely to consider investments at a time of low bank interest rates.

The strategy "makes sense and is a logical thing for a trust to do. It's nice if you have £1 million that you can spare and put in an investment and get some really good returns. However, other schools or trusts can't afford to take this risk."

Brooke Weston said its reserve was mostly from selling online resources at its founding school. Investing made better returns than a normal high street account, it said.

Debbie Tysoe, its finance director, said: "This means that our money works harder and we have more to invest into our schools, as and when the need arises."

The account was regularly monitored; if returns fell below an "acceptable rate" the trust would transfer its cash, she said.

"However, this particular account was carefully chosen as, being a charity investment fund, it offers the lowest risk possible while giving a reasonable return."

ARK, which runs 35 schools, also has an arrangement with JP Morgan to make longer-term investments. A trust spokesperson said any cash invested through this route was from charitable donations. It could not provide figures for how much it had invested.

Accounts for the David Ross Education

Trust show it has made investments in the "money market" (trading in short-term loans) and corporate bonds.

The trust said it invested cash from the £2 million endowment fund set up by its sponsor, the millionaire businessman David Ross.

Accounts show it has made £236,000 on investment income in the past two years. This money helped to top up a fund offering interest-free loans to trust schools for capital projects, a spokesperson said.

United Learning also invests "temporary surplus" cash in an official charity investment fund.

The Department for Education pointed *Schools Week* to the academies financial handbook that says trusts may invest to further their charitable aims, but must make sure the risk is "properly managed".



ACCOUNTS WATCH

Chief reporter John Dickens launches our new weekly column with some of the most interesting findings from academy trust accounts for the 2015-16 financial year

£85,000 for former chief executive

An academy trust chief executive who resigned after a misconduct investigation received a payout of more than £85,000.

Denise Shepherd was suspended as chief executive of the Thinking Schools Academy Trust (TSAT), which runs 10 schools in Kent and Portsmouth, in May last year.

It was reported in a national newspaper that a whistleblower raised concerns over her dealings with staff.

An independent investigation found no further action was required, but Shepherd later resigned and a new interim chief executive was appointed in July.

Accounts show Shepherd was handed a termination notice payment – which included a payment in lieu of notice – totalling £85,833.

The payment pushed her remuneration for the 2015-16 year into the £295,000 to £300,000 bracket.

She was paid in the £195,000 to £200,000 bracket the previous year.

Accounts state the "high-profile case" also resulted in "significant and unexpected" legal costs paid for from the reserves of one of its schools, Rochester grammar.

The trust board planned to "consider options" on distributing the cost among its other academies.

A spokesperson for TSAT said it assessed value for money on severance payments, which independent auditors had verified.

The trust accepted the results of the investigation and wished Shepherd well in the future.

Legra head agrees £35,000 pay cut

A trust boss previously handed a bumper £100,000 pay rise has taken a salary cut.

Bev Williams, chief executive of the Legra Academy Trust, which has three schools, seemingly went against the grain last year by taking a £35,000 pay cut.

Many trust chiefs last year received pay rises totalling tens of thousands of pounds – while teacher pay increases were capped at 1 per cent.

Legra accounts, published at the end of last month, show Williams was paid in the £150,000 to £155,000 pay bracket for 2015-16, a considerable drop on the £185,000 to £190,000 she took home in the previous year.

Her pay has, however, been hiked by as much as £100,000 from the £95,000 she was paid in 2013-14.

Robin Marcus, chair of the Legra trust, said the salary increase followed the "significant additional responsibility at short notice" that Williams had taken on.

Williams, who was the head of Legra's Belfairs academy at the time, provided leadership and management support to the Cecil Jones academy for three months before it officially joined the trust.

She also oversaw the due diligence process for the takeover.

Marcus said the extra remuneration was agreed with Southend council, which previously had responsibility for maintaining Cecil Jones.

William's annual pay is now set at £150,000 for her role as chief executive.

Redundancies cost Delta £250,000

One of the country's largest academy chains spent more than £250,000 on staff redundancies last year.

The Delta Academies Trust (formerly known as SPTA) spent £263,000 on redundancy costs in 2015-16, up from £189,000 in the previous year.

The trust, which runs 45 schools, also spent another £79,000 on severance pay-outs – including one totalling £46,336.

Eighty-five staff were facing redundancy as part of a restructure that involved curriculum changes to prioritise academic subjects.

However, the trust said 32 staff had been made redundant in 2015-16.

The trust actually had an employee increase overall, as 117 staff members joined Delta when it took over South Leeds academy in September 2015.

It's not only teachers who were feeling the brunt of cost-cutting.

The trust's top earner (presumably Paul Tarn, who took over as chief executive last year) was paid in the £140,000 to £150,000 bracket.

That is some way less than the salary of former trust boss Sir Paul Edwards, who was on between £185,000 to £190,000.

The Greenwood Dale Foundation, which sponsors 31 schools, spent £256,000 on severance payments with another £432,000 on redundancy payments.

ARK, which runs 35 schools, had severance costs of £291,618 – up from £82,037 in the previous year.

NEWS

No council cash for new free schools in Manchester

FREDDIE WHITTAKER

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Exclusive

Manchester City Council is refusing to budget for three of the four free schools due to open in the city this September.

From this year, councils have to pay for free schools from the moment they open, even if they are not established as a result of a "basic need" identified by local officials.

Free schools that opened following a successful application through the government's central application process used to be funded directly by the Education Funding Agency for their first year, protecting councils from the impact of under-subscription.

But the funding shake-up and fears about the viability of three of the four free schools approved for 2017 has prompted Manchester education bosses to refuse to put aside any cash.

In a document submitted to the area's Schools Forum, and seen by Schools Week, the council says it "does not intend" to budget for the schools "due to the high level of uncertainty that schools will not be in a position to open in September due to sites not being acquired to date".

The council claims it has not received funding for a new 210-place free secondary school opening in September, which officials claim will leave them out of pocket by £770,000.

The revelation has prompted criticism from union figures and the city's MP, Lucy Powell, the former shadow education secretary.

Powell said the additional pressure on budgets could be "disastrous for children's learning".

"Manchester needs new schools but the government's ideological obsession with free schools means that the local authority has very little say.

"To top it off it now looks like existing school budgets will have to be raided to pay for free schools in the first year, which may not be appropriate and wanted by the local community."

The National Union of Teachers accused the government of "burdening neighbouring schools with the cost of opening free schools where there is no demographic need".

John Morgan, from the Manchester branch of the union, said: "This will force Manchester local authority to use its growth fund this year, but leaves it extremely vulnerable in years to come."

The free schools funding changes, announced last December, mean councils must estimate how many pupils will move to free schools opening in their area.

Under the old system, the government recouped cash that it gave directly to academy and free schools from their council's dedicated schools grant.

If a free school was set up because of a places shortage identified by the local



Lucy Powell,

authority, the recoupment started from the first year, but for those established centrally, councils got a year's respite.

In its response to a consultation on the changes last year, the government argued this was unfair because for seven months of the first year the pupils in those free schools were "double funded", with the school getting cash for the pupils while the council held on to the money that would ordinarily have been removed.

The change was announced despite opposition from 83 per cent of the councils that responded to the consultation.

TRUSTS SWAP DATA SYSTEM PROVIDERS

JESS STAUFENBERG

@STAUFENBERGJ

New performance measures such as Progress 8 have led some multi-academy trusts to move away from traditional data-system providers.

"Added layers of complexity" have helped to shake up the management information system (MIS) market at present dominated by Capita SIMS, which supports more than 80 per cent of schools.

But a desire to access data quickly on any device, and pull data centrally from across all schools, has resulted in gains from cloud-based providers, Schools Week was told. RM Integriris now holds 10 per cent of the market.

Other companies, such as Follett and Pearson, have left what James Weatherill of MIS provider Arbor Education calls a "tough market".

SIMS served 18,162 schools in 2015, but was down 274 in 2016, according to the Department for Education's latest data.

RM Integriris gained 12 schools to reach 2,248 overall last year, while the smaller ScholarPack and PupilAsset gained 155 and 142 more schools respectively.

"The volume of education data is rapidly increasing due to schools deploying more apps and tests to prove pupil progress," Weatherill said.

Academies Enterprise Trust (AET), the biggest academy chain in the country, is migrating to a cloud-based MIS called Progresso operated by Advanced. At present, about 80 per cent of its academies use Capita SIMS, with the rest on Advanced's CMIS/Facility and RM Integriris.

A spokesperson for AET said: "The introduction of the EBacc changed the way data is used. The need to identify that different elements are fulfilled has added a level of complexity which has meant our academies have looked to more sophisticated software to ensure this is monitored."

The introduction of Progress 8 "added" to that complexity. The move away from the C/D boundary meant the "grade of every pupil counts, which has brought more rigour to tracking and analysing data".

John Roberts, an education technology consultant, said Progress 8 and the EBacc presented a "real challenge" if analytics for the measures had to be created for each school with an in-house MIS.

Cloud-delivered solutions would allow a provider to "roll out changes to analytics centrally", said Roberts. He added that support would still need to be "excellent".

Phil Neal, director of Capita SIMS, said "churn in the market" benefited schools as it ensured MIS suppliers kept improving their products. He added that 200 schools returned to SIMS after initially moving to other suppliers over 2016.

"Schools have been attracted to systems that on the surface look simpler than SIMS, but many have returned to us when they discover that these systems do not have the necessary depth they need for their school."

Most teachers miss out on pay rise, says union

BILLY CAMDEN

@BILLYCAMDEN

Almost six in ten teachers will not get this year's government proposed pay rise, capped at 1 per cent, new union research has revealed.

A survey of more than 8,000 NASUWT members exposes, it says, the "deeply concerning" picture of "how easy it is for schools to pay teachers as little as they can get away with".

It found that 59 per cent of teachers had not received confirmation by the end of last month of whether they would receive the maximum 1 per cent award.

The denial of extra pay was highest (64 per cent) among BME [black and minority ethnic] teachers and teachers with disabilities, while 62 per cent of women failed to get the rise.

The survey also found that 60 per cent of those eligible for a rise based on performance management objectives, separate to the 1 per cent award, were denied any progression.

It comes after a *Schools Week* investigation last year revealed how heads of some of the country's largest academy chains had pocketed pay rises totalling more than £80,000.

Toby Salt of Ormiston Academies Trust received a £30,000 boost from £150,000 to £180,000, while Sir Daniel



Chris Keates

Moynihan (Harris Federation), Karen Roberts (TKAT) and John Murphy (Oasis Community Learning) each received £20,000 extra.

NASUWT general secretary Chris Keates said the extension of "freedoms and flexibilities" around salaries had "depressed the pay" of classroom teachers while the "sky is the limit in terms of pay" for chief executives and executive heads.

"There is strong evidence of a widening pay gap between the lowest paid workers in schools and those at the top."

Keates said the "failure" of schools to deliver a pay award to teachers

has "contributed to making teaching less and less attractive to new graduates, with salaries for new teachers now 25 per cent behind the average of other graduate occupations".

But Malcolm Trobe, interim general secretary of the Association of School and College Leaders, said his organisation had found contrasting data to the NASUWT.

He told *Schools Week* that his union found the "vast majority" of heads were carrying out the performance management process "wholly appropriately" and that teachers were receiving the relevant pay progression.

Education secretary Justine Greening said last October that there was a "strong case" for a continued 1 per cent cap on teacher pay in 2017-18, which the government later warned would cost schools an extra £250 million.

Greening said there should be no expectation that all teachers would get the rise. Instead schools could choose the staff to get a boost, which could be based on performance.

Teaching unions and the School Teachers' Review Body have since warned that a larger increase is needed to keep teachers in a profession that is struggling to recruit and retain staff.

Keates said this "crisis" would not be resolved by "continuing to pursue a policy that allows schools to pay teachers as little as they can get away with".



Malcolm Trobe

NEWS

INDUSTRIAL STRATEGY INCLUDES PLANS FOR MORE SPECIALIST MATHS FREE SCHOOLS

FREDDIE WHITTAKER
@FCDWHITTAKER

Ministers want more post-16 specialist free schools to help address regional imbalances in the proportion of pupils studying maths to A-level.

Newly released government statistics show the proportion of pupils going on to study maths after achieving a top grade in their GCSEs significantly varies across local authorities.

Ministers say that specialist maths free schools, pioneered by the King's Maths school in London and Exeter Mathematics school, could help to change this.

The plan to "spread" the new schools is set out in the government's new industrial strategy, which was released earlier this week.

Business secretary Greg Clark set out the plans, stating the government would "consider how to enable the specialist maths school model pioneered by Exeter and King's College London to spread".

He also said "partners" would be sought to open the schools, although it is not known who these would be.

According to the latest data, just 44 per cent of pupils in Knowsley, who achieve an A or A* grade at GCSE maths went on to enter A-level maths in 2014-15. In neighbouring St Helens, the figure was 78 per cent.

Just 56 per cent of pupils receiving top maths GCSE grades in Salford did the subject at A-level, compared with 86 per cent in Slough.

Toby Young, director of the New Schools Network which promotes free schools, said there should be a post-16 maths school in "every city in England" so children "who want to specialise in maths, technology, science and engineering at A-level have access to the very best teaching, regardless of their background".

Young added that Britain needed more schools such as the London and Exeter schools if the country was to "make a success of Brexit".

Last year all the pupils at the King's school – which describes itself as "highly selective" on its website – achieved either an A or A* in maths A-level.

According to the strategy, the government also plans to invest a further £170 million in new "institutes of technology"; it has been suggested that some of this money will go towards the maths schools, but this is not laid out in the plans.

Theresa May said the strategy would "back Britain for the long term". It followed a pledge by the education secretary Justine Greening to make further and technical education one of her "key priorities".

Heads demand rethink on school exchanges

JESS STAUFENBERG
@STAUFENBERGJ

Exclusive

Education leaders are set to meet the schools minister and urge him to amend new guidance on criminal record checks that they claim are "killing off" school exchange trips.

It follows confusion from school leaders about what they are legally responsible for after the government tweaked its *Keeping Children Safe in Education* guidance in September.

The revised guidance suggests schools request a Disclosure and Barring Service (DBS) check on the English families that host foreign pupils as part of exchange trips.

They should also request "similar assurances" from foreign host families (normally the parents of exchange pupils) that look after English youngsters.

However, *Schools Week* reported last week this administrative burden was "killing" off exchange trips, with many school leaders confused about the requirement.

An internal email sent from the Department for Education (DfE) to a school language association and seen by *Schools Week*, said that while there was "no requirement" for schools to seek DBS checks, "they could so if they wished".

But the email also said schools could be "challenged" on their decision: "If schools decide not to carry out these checks, they should satisfy themselves that they are not putting a child at risk and be able to justify the decision if challenged."

Suzanne O'Farrell, curriculum and assessment specialist at the Association of School and College Leaders (ASCL), called for "clarity".

"We would want some best practice

guidance to be issued ... and want this to be addressed as soon as possible so that we do not lose many of these valuable exchanges that have had long-standing arrangements."

ASCL will now collect data on the decrease in exchange trips and present it to schools minister Nick Gibb in a bid to find a "practical and sensible solutions" to homestays. The British Council has also recommended rewording the guidance.

A languages teacher, who did not want to be named, told *Schools Week* that 20-year French and German exchange trips were ended at her school last year after a parent governor queried the "level" of DBS checks.

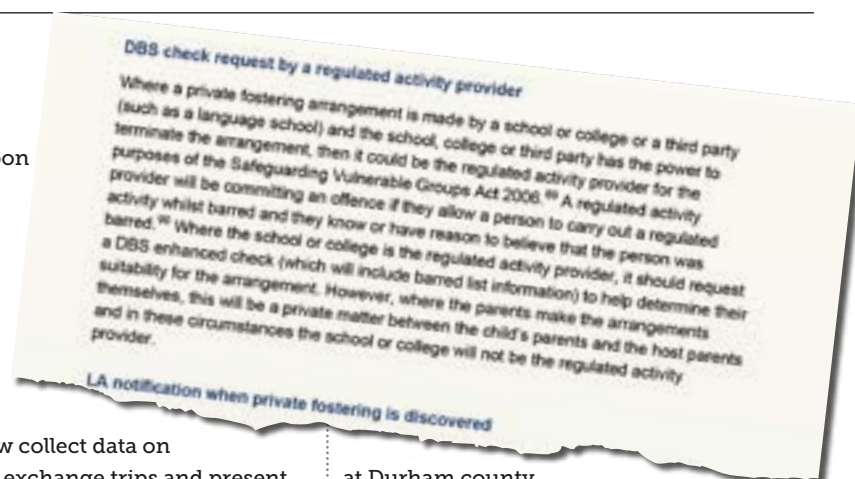
The school decided such checks, and similar police checks in foreign countries, for every adult a child might come into contact with was "impossible".

An independent school teacher, who also did not want to be named, said partner schools were "not keen" on requesting the checks.

Their school had instead asked both parents involved in the exchange to contact each other so it counts as a "private arrangement". It said it was determined to find solutions to the legislative issue.

All the groups said "immersive" homestays were crucial for language fluency, friendships and preparing the next generation of modern foreign language teachers.

Brian Stobie, an international officer



at Durham county council who advises schools about exchange trips, said most pupils now just stayed in a hotel or hostel, instead of a homestay, with fewer families in England hosting foreign pupils.

Additional checks should only be required if schools were aware of child protection issues in a family, he added.

The DfE did not respond to a request for comment.



JCQ proposes awards scheme for examiners

BILLY CAMDEN
@BILLYCAMDEN

The Joint Council for Qualifications is setting up an awards scheme that will recognise "exceptional commitment" from exam markers in a bid to entice more teachers to take on the job.

The move comes off the back of a report by the headteachers' associations and exam boards that warned thousands more examiners were needed to meet the extra demand of reformed GCSEs and A-levels.

The report, which was released on Monday, found that each summer 34,000 examiners marked 8 million qualifications for 2 million 15 to 19-year-olds in the UK.

It said that while the move to linear general qualifications might reduce overall demand for examiners as resits and multiple entries decreased, there was increased demand during summer.

The report's authors added that teacher recruitment challenges

and heavy workload might put teachers off becoming an examiner. But they warned that 7,000 more were needed by 2019.

In the proposed scheme, individual awards will be given as "formal recognition" to examiners who have made a "sustained contribution to examining", such as teachers with three or more, five or more, or ten or more consecutive academic years' active examining service with the same board as at summer 2017, and then each year after that.

JCQ will also pilot a scheme for school and college centres next year in which awards will be given to centres that demonstrate evidence of encouraging staff to become examiners, using the experience of examiners to support continuing professional development across the centre, and supporting staff to remain as examiners.

Winning individuals and centres will receive certificates. *Schools Week*

reported last month that veteran examiner Roger Murphy had called for an awards scheme for examiners to entice more teachers to take on the job.

When he heard JCQ was launching such a scheme, Murphy, an emeritus professor at the University of Nottingham, said he was "90 per cent" positive about it.

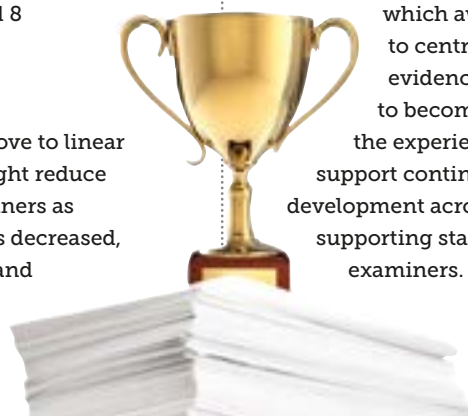
"It sounds like a great idea but there are a couple of things that I would do differently," he told *Schools Week*.

"It is a shame that the individual awards are more time-services awards. It would be a bit more adventurous to try to pick out the exceptional examiners in terms of performance instead of just years in the job."

Murphy added that JCQ's proposal would "exclude wider assessors" such as primary schools, who also placed "enormous importance on assessing".

"Nevertheless this is definitely a step in the right direction."

Examiners, on average, earn about £1,000 a year before tax. A-level marking pays the highest at £5 a script, while examiners mark "more for less" for other qualifications such as GCSEs.



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NEWS

PSYCHOLOGIST NUMBERS TUMBLE AS DEMAND INCREASES

FREDDIE WHITTAKER
@FCDWHITTAKER

A decline in the number of educational psychologists working with schools has prompted calls for a shake-up of funding. The number of educational psychologists employed by local authorities dropped 13 per cent over five years: from 1,990 in 2010 to 1,650 in 2015, according to new government figures.

The change has been linked to councils shedding services as budget pressures impact on local authority and school funding. Some local authorities no longer employ any educational psychologists.

Earlier this month, the prime minister announced a package of support for mental health services in schools, including training for teachers to recognise any issues.

But the government's own guidance states that teachers should not also work as counsellors, while a survey conducted by the Association of Educational Psychologists (AEP) has shown an increased demand for their services.

Ian Austin, the Labour MP for Dudley North and a member of the education committee, told *Schools Week* that educational psychologists did "crucial work and have a huge part to play in our education system", but warned there were "simply not enough of them".

"Some local authorities have had to cut back educational psychologist services funding so the debate about education funding – which is just happening, but overdue – must look at funding for local authority education services as well as budgets for schools."

A recent survey by the AEP found that 94 per cent of all educational psychology services had reported an "increasing demand for their services", and 68 per cent had vacancies. The AEP estimates 200 vacancies in England.

At the same time, the organisation reports the capacity of educational psychologists had been "significantly reduced and fragmented in recent years" as a result of cuts to local authority and school budgets.

Some local authorities no longer employed any educational psychologists so they and schools had to commission professionals' time from arms' length and private groups, the association said.

A "small number" of academies and trusts employed their own educational psychologists.

Kate Fallon, the AEP's general secretary, said: "Educational psychologists play a critical role in our education system, making a difference and improving children's lives across the country."

"But it is clear that there are just not enough of them being trained, recruited and retained to meet the demand."

Access to counsellors in schools are also coming under pressure, with Liam Collins, headteacher at Uplands community college in East Sussex, telling a parliamentary inquiry this week that his school had started means-testing sessions, meaning parents deemed able must pay.

Teach First and NAHT bosses to move on

JESS STAUFENBERG
@STAUFENBERGJ

Two key figures in education, Brett Wigdortz, founder of Teach First, and Russell Hobby, general secretary of the National Association of Head Teachers (NAHT), have announced they are to leave their posts by the start of the next academic year.

Wigdortz, who founded the teacher training charity 15 years ago, will step down as chief executive at the end of October.

Hobby, who has been general secretary for the school leaders' union for seven years, will be out of post by September.

Both have backgrounds as management consultants, with Wigdortz formerly at McKinsey & Co, and Hobby a consultant at the Hay Group. They were also named in Debrett's list of the most influential people in education this year.

Wigdortz masterminded the business plan for the elite teacher training programme while still working for McKinsey, originally planning six months' leave to grow the idea.

Six months turned into 15 years after the charity

was launched in July 2002. Teach First is now the largest graduate recruiter in the country, training about 10,000 teachers over two years in schools with a high proportion of pupils from poorer socio-economic backgrounds.

Wigdortz has not said where he intends to go, but will remain in a newly created role at Teach First as honorary president. He said the work achieved by the charity "had only just begun".

"For the past 15 years I have had the greatest privilege to lead Teach First, working with inspiring colleagues and partners to challenge what was once thought impossible.

"Together we've made huge strides, supporting over a million pupils, and I have been delighted to see so many schools improve and ensure their pupils are receiving a fairer education."

Hobby announced on Tuesday that he is leaving the NAHT after joining as general secretary in 2010.

At the time of his appointment, he said advising heads while working at the Hay Group had led to

his interest in schools.

Hobby told *Schools Week* he was proud of persuading the government to abandon plans for resits in year 7, and to put more money into early years.

"And twice now we've persuaded them not to introduce no-notice inspections of schools."

His successor would need to "keep an eye" on funding for schools for the coming year, he added.

"They will need to be an honest voice for members. Conflict that needs to happen can happen, but it's also about being an influencer and seeing the other point of view."

In his praise for the general secretary, Kim Johnson, the association's president, noted Hobby's "diplomacy".

But Hobby, who has never taught,

was also the first NAHT leader to involve the union in a national strike when members stopped work in 2012 over pension cuts. "There's a limit to diplomacy as well."

He told *Schools Week* that he intended to continue working in education.



Brett Wigdortz



Russy Hobby

'We can't even afford to cut the grass,' head tells MP

FREDDIE WHITTAKER
@FCDWHITTAKER

Heads are facing such brutal cuts that they are unable to buy textbooks, train staff or cut the school grass, MPs heard this week during a parliamentary inquiry into school finances.

School leaders Kate Davies from Darton college, Barnsley, Liam Collins from Uplands community college, East Sussex, and Stuart McLaughlin from Bower Park academy, Essex, on Tuesday gave evidence to the Commons public accounts committee, alongside the leader of the National Association of Head Teachers, Russell Hobby.

All the headteachers said that to stay afloat they had been forced to make teachers and support staff redundant and to cut other costs.

Although per-pupil funding has been protected in real terms, rising payroll costs and other pressures are forcing schools to cut their spending.

McLaughlin warned that Bower Park was cutting support staff roles, including the school's counsellor and first aid officer.

"I have cut my teaching to the bare bones," he said. "Every teacher is teaching at full capacity. I am now starting to hit the support staff, and my worry about that is it's going to affect the most vulnerable students."

At Uplands, a local-authority-maintained 11 to 18 school, staffing levels have been reduced by nine teachers and five support staff in the past four years, but Collins said he needed to cut more.

"We think we're going to be under-funded

by about £300,000 by 2019-20," he said, adding that the school could no longer afford to update textbooks or train staff about exam changes.

The government has encouraged schools to save money through economies of scale and by renegotiating contracts, but Collins said this had been done.

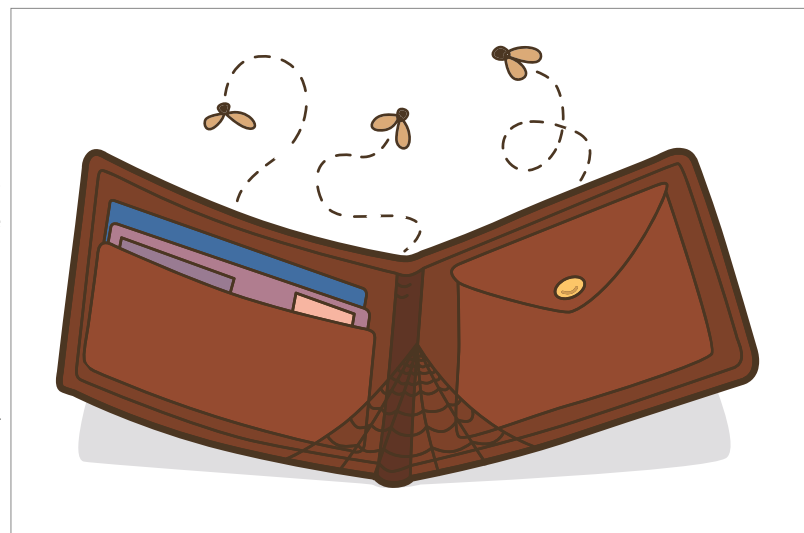
"We now have our grass cut less, simply because we can't afford to keep those contracts going at the same rate. We clean the school less."

Jonathan Slater, permanent secretary at the Department for Education, told the committee he would take "due note" of the heads' views.

"I am not trying to suggest [school budget cuts] are easy, the language I am using is do-able."

Davies said her school had been forced to reduce its curriculum and cut its community team to stay out of running a deficit.

"I just have enough teachers to put in front of classes, and they are all working the maximum number of hours they can. Our non-contact time is very limited, both for



those teachers and middle leaders who are critical in terms of school improvement."

Slater said that schools should not reduce curriculum to drive efficiencies, but "curriculum planning" would help.

Hobby warned that the government was not taking into account the impact of funding pressures on certain types of school.

"Schools are very diverse, and too often we look at the education system through the lens of a large urban school and we don't consider what it might mean to implement this in a smaller rural school without those opportunities for savings."

The National Audit Office has previously said schools were facing the worst budget squeeze since the mid-1990s. But Slater said the "baseline" from which cuts were being made was higher than in the 90s, so the consequences would not be the same.

NEWS

Black girls take the lead in STEM subjects

BILLY CAMDEN

@BILLYCAMDEN

Exclusive

Black girls are the only ethnic group that outnumber their male peers taking science, technology, engineering, and maths (STEM) A-levels, research exclusively shared with *Schools Week* reveals.

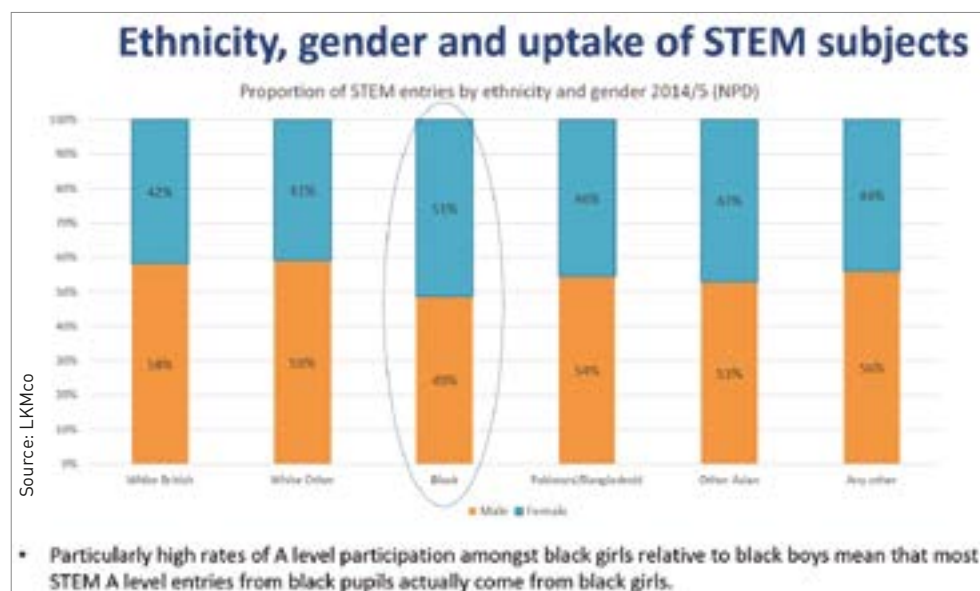
The finding comes from further analysis by think tank LKMco of a report they co-authored with Education Datalab for the Social Mobility Commission last month.

When it looked at the different uptake of A-levels in maths, biology, chemistry and physics among ethnic groups, it found that most (51 per cent) black pupils taking the subjects were girls.

Among all other ethnic groups, more boys took the subjects, with "white other" girls having the lowest take-up (41 per cent) of STEM courses.

Loic Menzies, director of LKMco, said that while a higher proportion of STEM entries from black students were girls, they nevertheless picked the subjects at a lower rate than black boys overall. Of all black girls studying A-levels, only 12 per cent took STEM, whereas among all black boys it was 15 per cent.

But black girls outnumbered boys in the study because so many more go on to study A-levels compared with their male peers.



Tony Sewell, founder and director of Generating Genius, an organisation that supports pupils from disadvantaged backgrounds to take on STEM careers, said there was "obviously an issue" with black boys taking STEM A-levels, but "too many" of the black girls from the data would pursue "medical science careers".

He told *Schools Week*: "The figures disguise the fact that too many of those girls are going for the medical sciences. In other words, the softer sciences. These are not engineers, physicists or chemical engineers,

these are for medical and biology careers and so on.

"Even though I am happy that girls in this group are doing STEM, it is what sort of STEM they do.

"Black boys are obviously an issue here, and the findings do reflect the general situation we have on campuses. They are collapsing in the school space somewhere."

Sewell added that the finding backs up the structure of his own organisation in which 60 per cent of high achievers were now female.

He said while it was controversial, Generating Genius was debating opening "boys' only" programmes to put a "key focus" on improving the academic results of black boys.

LKMco's research also revealed that black pupils, with their white British peers, overall took STEM A-levels at a low rate compared with other ethnic groups.

Of all pupils in the country taking these subjects, just 13 per cent were black and 13 per cent white British, while Pakistani/Bangladeshi pupils made up 18 per cent, and "other Asian" pupils made up 28 per cent.

The analysis also found that poorer pupils took fewer STEM subjects, particularly if they were white British or black.

Menzies said the finding showed that disadvantaged pupils from different ethnic groups "see a completely different role to science in terms of their future.

"We need to understand why among some ethnic groups science is seen as something as a valuable thing to pursue, whereas it is not seen as the case for others."

Menzies said policymakers should use the research to look at and tackle assumptions across all subjects while recognising "cultural dimensions".

"The intersection of ethnicity and gender and poverty matters too," he said.

Schools are to blame for the skills deficit, says minister

FREDDIE WHITTAKER

@FCDWHITTAKER

Incentives for schools to offer better careers advice with tougher Ofsted scrutiny are being considered for inclusion in the government's long-awaited "comprehensive careers strategy", a senior minister has revealed.

Robert Halfon, the minister for skills, told a meeting in Parliament on Wednesday that schools were to blame for the skills deficit in England because of their fixation on "university, university, university". Quality advice on apprenticeships was still "very rare".

On Monday, the government will unveil a plan to write a comprehensive careers strategy, first promised in 2015 and set to be published a year ago.

Halfon, who did not mention the delay, outlined his priorities at a breakfast for the Careers and Enterprise Company in the House of Lords.

He said officials would consider incentives for schools to offer greater guidance on apprenticeships, although since 2014 they have had a statutory duty to provide guidance on a range of post-16 and post-18 options.

Halfon also said the government would consider tougher Ofsted scrutiny to make sure schools met that duty.

"Do we give schools the stick or the carrot? Do we toughen Ofsted? Do we recognise good schools better?"

He spoke of the need to "raise the prestige



of careers guidance" and create "widespread quality provision", and criticised schools for failing to tell pupils about vocational routes. Two apprentices at Gateshead college, who had recently offered to visit their old schools to promote degree apprenticeships, had been turned away.

"I thought to myself, this is exactly what is wrong with our country. Everywhere I go, I talk to apprentices. I talk to people who are doing skills and I say 'do you ever get advice in your school about apprenticeships and skills' and they do not. [It is] very rare.

"If we ask ourselves why we have a skills deficit, why we have problems with people doing enterprise and becoming entrepreneurs, it is because schools predominantly are fixated on university, university, university. We have to change that."

In 2012, the government axed most vocational qualifications from school

performance tables after the former education secretary Michael Gove said they lacked "rigour". At the time, union leaders and headteachers warned that it would further exacerbate the divide between academic and vocational qualifications.

Plans for a comprehensive careers strategy to address a growing skills deficit were first unveiled in 2015, with the former careers minister Sam Gyimah saying in December that year that the strategy would be published "in the coming weeks".

However, the government admitted in its green paper on a new industrial strategy earlier this week that a review of careers advice was still ongoing, and the strategy would only be published later this year.

The Department for Education has pledged to spend £90 million on careers in this parliament, most of which has gone to the Careers and Enterprise Company to fund its network of enterprise advisers, mentoring scheme and grant scheme, but it now accepted that it "needs to go further".

In its consultation on plans for a new industrial strategy, it described the current offer as "patchy and inconsistent".

Expert, page 16

CAREERS COMPANY: 'WE WANT TO BE UBER OF OUR FIELD'

The Careers and Enterprise Company wants to become "the Uber of careers", says its chief executive, who this week launched the start of work on a digital "enterprise passport" for pupils and a "virtual wallet" for schools.

Claudia Harris told a parliamentary meeting on Wednesday that a top priority for the company this year is the creation of a digital system linking schools, colleges and employers.

A virtual wallet will enable cash from the company to be moved into an online pot for schools who can spend the digital "money" on services from a list of providers that work with the CEC.

The long-awaited enterprise passport will be a digital record of all extra-curricular and enterprise-related activities pupils undertake, similar to the paper-based Record of Achievement that schools were forced to provide from 1993 until they were phased out in 2009.

The project will be overseen by Lord Young, once a key ally of Margaret Thatcher, who first proposed the move in his 2014 report on enterprise education. It will initially be introduced in pilot areas before a full roll-out in 2019, Young told the meeting.

Harris said the company would also look closely at how it could support the creation of "careers leaders" in schools.

NEWS

Debrett's top 20 most influential people in education

JESS STAUFENBERG

@STAUFENBERGJ

Eight of the 20 people identified as the most influential in education have trained as teachers and held posts in the classroom – with philanthropists, politicians, former management consultants, accountants and researchers making up the rest.

Publisher Debrett's releases a list of the 500 most influential people in Britain across 24 sectors and categories each year. The names are compiled by independent specialists in each area.

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers (ATL) and president of the Trades Union Congress, is a former English teacher.

Daisy Christodoulou, head of assessment at ARK multi-academy trust, trained with Teach First, and Sir Kevan Collins, chief executive of the Education Endowment Foundation, is a former primary teacher.

Kevin Courtney, general secretary of the National Union of Teachers (NUT), was a physics teacher, while Sir Dan Moynihan, chief executive of the Harris Federation multi-academy trust, is a former head.

Dame Alison Peacock, who became chief executive of the new Chartered College of Teaching this January, stepped

down as executive head at Wroxham school in Hertfordshire in December.

Malcolm Trobe, interim general secretary of the Association of School and College Leaders (ASCL), is also a former head and chief examiner.

Dr Rebecca Allen, director of education at think tank Education Datalab, trained and worked as a business studies teacher.

No practising teachers, senior leaders in schools or heads made the list, but three senior figures in academy trusts did.

Peacock said teachers "should be" on the list. "I very much hope there will be lots of school leaders there in future. It's towards the culture shift I talk about – away from people telling us what to do."

But Trobe said a union could give the views of many who were still in the classroom, rather than the view of one individual.

His union also influenced the new funding formula for schools and the government's u-turn on year 7 resits.

Many of the others on the list have backgrounds in research, finance and business.

Dr Mary Curnock Cook, who is about to step down as chief executive of UCAS, was chief executive of the British Institute of Innkeeping. Lucy Heller,

managing director and co-founder of ARK, has previously worked for publishing companies.

Russell Hobby, general secretary of the National Association of Head Teachers, was a management consultant; Sir Peter Lampl invested £50 million of his personal fortune in education; and David Laws, executive chair of the Education Policy Institute and a former education minister, was in finance before entering politics. Lord John Nash, the academies minister, is still a venture capitalist.

Others with a background in corporate finance include Bill Mills, founder of Explore Learning tuition centres, and Amanda Spielman, the new chief inspector of Ofsted.

Names on the list this year who were also named last year were Curnock Cook, Collins, Heller, Hobby, Lampl, Nash, Brett Wigdortz, founder of Teach First, and Professor Louise Richardson, vice-chancellor of the University of Oxford.

Dropped from last year are Professor Sonia Blandford, Christine Blower, Dame Sally Coates, Professor Les Ebdon, Lord Harris, Sir Michael Wilshaw, Sir George Berwick, Natasha Devon, Nicky Morgan, Baroness Morgan of Huyton, Sir Ken Robinson and Louise Stoll.

Nicky Morgan's successor, Justine Greening, did not make this year's list.



DAME ALISON PEACOCK



BILL MILLS



DR MARY CURNOCK COOK



DAVID LAWS



DR MARY BOUSTED

THIS YEAR'S LIST

1. Rebecca Allen

Director of education at Education Datalab
Academic at UCL Institute of Education

2. Professor Sarah Jayne Blakemore

Professor of cognitive neuroscience
Academic at UCL

3. Dr Mary Bousted

President of Trades Union Congress and general secretary of Association of Teachers and Lecturers (ATL)
English teacher

4. Daisy Christodoulou

Head of assessment at ARK multi-academy trust
Teach First graduate

5. Sir Kevan Collins

Chief executive of Education Endowment Foundation
Primary school teacher

6. Kevin Courtney

General secretary of the National Union of Teachers (NUT)
Physics teacher

7. Dr Mary Curnock Cook

Chief executive of UCAS
Hospitality and tourism; marketing

8. Lucy Heller

Managing director and co-founder of ARK multi-academy trust
Finance and publishing

9. Russell Hobby

General secretary of the National Association of Head Teachers (NAHT)
Management consultant

10. Sir Peter Lampl

Chairman of the Sutton Trust and Education Endowment Foundation
Investor; equity firm founder

11. David Laws

Executive chairman at the Education Policy Institute
Finance; MP and schools minister

12. Bill Mills

Founder and chief executive of Explore Learning Consultancy and corporate finance

13. Sir Dan Moynihan

Chief executive of the Harris Federation
Headteacher

14. Lord John Nash

Under-secretary of state for schools and director of Future Academies
Law and venture capital

15. Dame Alison Peacock

Chief executive of the Chartered College of Teaching
Headteacher

16. Professor Louise Richardson

Vice-chancellor of University of Oxford
Academic

17. Andreas Schleicher

Director at the Directorate for Education and Skills at the OECD
Statistician and academic

18. Amanda Spielman

Chief inspector at Ofsted and co-founder of ARK multi-academy trust
Accounting and corporate finance

19. Malcolm Trobe

Interim general secretary of the Association of School and College Leaders (ASCL)
Headteacher and chief examiner

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Founder and chief executive of Teach First
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NEWS



EDITOR'S COMMENT

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

Sorry, Mr Slater, but it simply isn't do-able as you say

This week Jonathan Slater, the head of the education department, said that if the bottom 75 per cent of schools became as efficient as the most cost-effective 25 per cent of schools then the flat education budget of the next few years wouldn't be a problem.

He knows that isn't going to happen. It's optimistic beyond all sense. And yet he said such efficiency was "do-able". He knows it is, because one in four schools is already doing it.

But schools are in different circumstances. Some are limping on with dilapidated buildings with single-glazing and inefficient heating systems. Others have to take care of enormous facilities – large fields, or expensive

astroturfs, or rotting swimming pools. Photocopier contracts may not be up for renegotiation for several years; likewise, ones for computers or transportation.

One man's do-able is another's cliff-edge.

As Liam Collins, head at Uplands community college, said at a parliamentary inquiry this week, everything that can be gone already has. Teachers are being sacked, which will cause unions to shout, but the grass is now being cut less often, the toilets are cleaned less thoroughly.

It is these things that will tip the balance in schools. Pupils notice when things get shabby and materials less new. A school can be less well-patched for one

year, three, maybe even five. But in the long term, the cuts become a problem.

If there is a perfect example in the paper this week of short-term thinking causing long-term problems in education, it is the extraordinary attack from education minister Robert Halfon on schools for failing to push vocational qualifications. Given that his party disbanded vocational diplomas, removed practical certificates from performance tables and put academic qualifications as a main performance measure for schools – what did he expect?

Right back in 2012, when this was ongoing, union leader Chris Keates said such moves would exacerbate the belief that vocational qualifications were less

important. She was correct, it turns out. Will Halfon be recognising that?

Now, in 2016, schools are facing reduced cash. They may have been able to take a hit for a few years. But, in the long run, this will affect quality. At that point, if ministers start to yell about the problems, they will only have themselves to blame. And the entire sector will be right to say we told you so.



INTRODUCING THE TEAM SCHOOLS WEEK



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National Governors' Association

Chairs' Development Manager

Location: Birmingham

Salary: £28,000 to £32,000

An exciting opportunity has arisen for the appointment of a Chairs' Development Manager at National Governors' Association (NGA). NGA is the only national membership organisation for school governors, trustees and clerks of state funded schools in England. We work to improve the effectiveness of governing boards in both maintained schools and academies by providing information, advice, guidance and training.

This new role is part of the Inspiring Governance programme led by our partner Education and Employers. The programme commenced in September 2016.

The post holder will be responsible for delivering the chairs recruitment and development element of the programme. This will include promoting the service to aspiring chairs and ensuring that they have access to e-learning and training.

The post holder will be based at NGA's Birmingham City Centre office but some travel in England should be expected.

The job description, person specification and application form can be downloaded from:

<http://www.nga.org.uk/About-Us/Recruitment.aspx>

Trentham High school, City Learning Trust.

Headteacher

Salary: Competitive Salary Offered

Location: Stoke-On-Trent

Are you ready for an exciting challenge where you can really make a difference?

702 NOR, 11-16 Mixed comprehensive, soon to become a converter Academy, role available from September 2017.

We are looking for an experienced, inspirational, dynamic and passionate leader with the vision and drive to build our school's strengths and move our school forward on the next stage of our exciting journey.

Trentham High School is an inclusive school at the heart of the local community. It is currently a Foundation School which will soon become a converter Academy within City Learning Trust. It hosts the Trentham Community Sports Centre, the School Games Organiser for South Stoke-on-Trent and is an Apple Regional Training Centre.

The school has made significant improvements in the quality of teaching, learning and leadership development over recent years and as a result standards are improving. The use of technology is embedded into the learning culture with students having their own ipads to support all aspects of learning both in and out of school. There is a wide range of additional information available on the school website www.trenthamacademy.co.uk

Trentham High School is part of the City Learning Trust which is committed to raising the aspirations and achievements of all young people within our learning community and is a 3-19 partnership of schools and academies currently covering approximately 6000 students. We aim to create a world-class education system across our community of schools. For more information visit our website at www.citylearningtrust.org.

We are looking for someone who:

- Is passionate about children's learning
- Will strategically plan for the school to become outstanding
- Has a strong commitment to partnerships
- Has exceptional communication skills
- Has a strong leadership track record

In return we can offer you:

- A positive working atmosphere with committed and enthusiastic staff and governors
- Enthusiastic children who are happy and confident learners
- Strong support from the City Learning Trust
- A firm commitment to your professional development and wellbeing
- A personal health care package
- A competitive salary

Candidates wishing to tour and visit the school may contact the Headteacher's PA to arrange on **01782 883205**.

Closing Date: Tuesday 14th February 2017

An application form and further details are available from the City Learning Trust or from the Trust website.

Email: mfaichney@citylearningtrust.org

Web: www.citylearningtrust.org

City Learning Trust is committed to the safeguarding and welfare of children and young people and expects all its employees to share this commitment. This post is exempt under the Rehabilitation of Offenders Act 1974 and the successful applicant will be subject to an enhanced check by the Criminal Records Bureau.

City Learning Trust, High Lane,
Burslem, Stoke on Trent,
Staffordshire, ST6 7AB

Tel: 01782 853535



Paddington Academy



Location: London
Salary: Competitive Salaries Offered
Start Date: September 2017
Closing Date: 2nd February 2017

These are exciting opportunities for enthusiastic teachers to join our award winning, nationally recognised Academy based in vibrant central London.

Paddington Academy is a mixed Academy for 1200 students aged 11-18. The Academy was judged to be outstanding by OFSTED in in 2011 and was described by the Education Minister Michael Gove as a 'jewel in the crown of state education'.

Our thriving and oversubscribed Academy also has a large Sixth Form with over 300 students and we have consistently been in the top 10 schools for student progress for the last five years.

We are a high performing school and have a relentless focus on high standards in all that we do. We work together to dismantle any barriers to learning and achievement and have total belief that every student can be successful regardless of their starting point.

Lead Practitioner in Chemistry

We are to looking to appoint a highly motivated Lead Practitioner in Chemistry to guide and advise on best practice within the Academy. This role is critical in contributing to the provision of high quality teaching and learning across the Academy to enthuse and motivate students and staff and encourage them to realise their full potential.

As Lead Practitioner, you will do everything possible to raise the quality of teaching and learning across the department. This will be achieved through individual coaching, mentoring and delivering staff training as required.

The ideal candidate will:

- Be an outstanding teacher and passionate about Chemistry
- Have experience of providing professional development to teachers, including coaching, mentoring and training
- Have knowledge of the latest educational research, findings and best practices
- Be committed to our ethos of high expectations and no excuses;
- Have the belief that every student can be successful;
- Have the desire to make a real difference to the lives of our students.

Teacher of Maths

This is an exciting opportunity for an enthusiastic Teacher of Maths to join an outstanding Maths department at our award winning, nationally recognised Academy based in vibrant central London.

As a key member of the Maths department you will contribute to the provision of high quality teaching and learning across the Academy to enthuse and motivate students and to bring out the best in them.

For the right candidate with the desired qualifications and experience, there is an opportunity for a leadership position.

The ideal candidate will:

- Be an outstanding and inspirational Teacher of Maths;
- Be committed to continually improving their teaching and learning;
- Be committed to our ethos of high expectations and no excuses;
- Have the belief that every student can be successful;
- Have the desire to make a real difference to the lives of our students.

Teacher of Science

This is an exciting opportunity for an enthusiastic Teacher of Science to join an outstanding Science department at our award winning, nationally recognised Academy based in vibrant central London.

As a key member of the Science department you will contribute to the provision of high quality teaching and learning across the Academy to enthuse and motivate students and to bring out the best in them.

For the right candidate with the desired qualifications and experience, there is an opportunity for a leadership position.

The ideal candidate will:

- Be an outstanding and inspirational Teacher of Science;
- Be committed to continually improving their teaching and learning;
- Be committed to our ethos of high expectations and no excuses;
- Have the belief that every student can be successful;
- Have the desire to make a real difference to the lives of our students.

We welcome applications from NQTs as well as experienced practitioners. We also offer a competitive package, reflective of working in a central London school, alongside outstanding opportunities for development and leadership.

Paddington Academy is committed to safeguarding and promoting the welfare of children and young people therefore all positions are subject to a Disclosure and Barring Service check (DBS).



ASDAN is a part of the
Skills and Education Group



Education Director

Salary: circa £60,000

Hours of work: Monday - Friday, 37 hours a week

Pension: Scottish Widows: Employer contribution up to 6%

Leave entitlement: 25 days, plus 5 discretionary days, in addition to statutory bank holidays

Location: Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY

ASDAN is seeking to appoint an Education Director to lead the development and sustainable growth of our programmes, qualifications and professional development business.

ASDAN is a successful national educational charity and awarding organisation for a range of qualifications, programmes and curriculum resources used by more than 3,000 schools, colleges and other education providers in the UK and internationally. ASDAN is proud to be part of the expanding Skills and Education Group (SEG), a group comprised of like-minded organisations including ASDAN, ABC Awards and emfec. As a founding member of SEG, ASDAN is ambitious to grow its services to support young people to develop skills for learning, work and life.

This is a new post based at ASDAN's office in St George, Bristol. As a member of the SEG Executive Team and ASDAN Senior Leadership Team, the Education Director will play a key role in further developing and positioning ASDAN's education solutions in schools in liaison with Headteachers, practitioners and other key decision makers in education.

For full details including role description, person specification and terms and conditions, please visit the ASDAN website:

<http://www.asdan.org.uk/vacancies>

For an informal discussion about this post please contact **Jenny Williams** Group Deputy CEO/Managing Director, ASDAN: **0117 954 3980**

Closing date: Friday 24th February (**interviews** will be held in Bristol on Thursday 9th March)

To apply for this position, please email a cover letter outlining your suitability for the post (you may also attach a CV if you wish) and a completed application form to personnel@asdان.org.uk. Within your application please outline your relevant skills and experience, referring to the person specification as appropriate, and provide a clear outline of your suitability for the role.

Greenwood Academy

Vice Principal

**Salary:** L20 - L24 £62,240 - £70,349**Location:** Birmingham

Vice Principal (Raising standards through Teaching and Learning)

As our new Vice Principal you will join a school where all colleagues play their part and contribute to whole school improvement through our distributed leadership model. If you embody these values and have high expectations, you will be very successful working with us. You will be the lead professional for teaching and learning across school making sure that quality assurance processes lead to exceptional progress and attainment for our students within our knowledge driven curriculum.

Come and visit us to meet the team of students and staff who are making Greenwood Academy one of the best schools in our city. We have arranged a series of visits where you will have the opportunity to meet the Principal Allen Bird and other members of the team. Please contact Diane Cox on 01214646101 to book a visit and for any other questions/queries.

The date of commencement for this post will be September 2017 or earlier if possible. Interviews will be held on Wednesday 15 February 2017.

We are looking for:

- Experience of leadership in a whole school role either as an outstanding Vice Principal or a highly experienced Assistant Principal looking for their next career move
- Vision, drive and flare as you join our supportive and forward thinking SLT.
- The ability to consult on, devise, communicate, implement, monitor and evaluate school improvement with a relentless focus on student outcomes
- Relevant qualifications and a record of professional development (both formal and through appropriate experience) to meet the challenge of the job specifications
- A genuine commitment to making a positive contribution to the school and creating an ethos in which students feel secure and valued.
- A proven record of raising and maintaining standards in teaching and learning.
- We offer:
 - Our commitment to further developing you as a future leader through access to the school network of our sponsor Academies Enterprise Trust.
 - To be part of an academy moving into a new site and building for September 2017
 - An academy in good financial condition
 - A highly committed staff team developing and driving a culture of high expectations and no excuses
 - A mentorship programme to develop you as a future Principal/Headteacher

Closing date: Monday 6 February 2017 at 12 noon

We reserve the right to close this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making an application.

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

SCHOOLS WEEK



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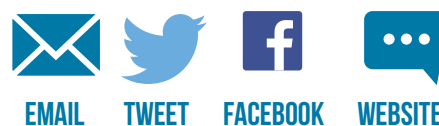
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Teachers should not judge writing at key stage 2, says Ofsted

David Green, Dorset

The interim key stage 2 criteria for writing leave a lot to be desired; they are very specific about certain things and vague on others.

My feeling is they favour technical aspects of writing (grammar, punctuation, spelling) over compositional skill, leading some teachers to feel that a "better" piece of writing is less successful than a "dull, but it's got a colon" piece. There is also an issue around phrases such as "cohesion" within and between paragraphs – I know what they mean, but to what degree and in what manner should a year 6 be able to demonstrate this. The annotated examples are some help, but we need a lot more experience with the new system before teachers will be as comfortable as they used to be with the old system. I know many colleagues who were able to read a text through once and make an accurate 3b or 4c call.

Some schools ended up looking a bit foolish because they over-egged their writing in the hope they wouldn't be moderated, not expecting their reading results to go down the toilet. SATs have always been manipulated where possible by some (all?) schools, because the stakes are so high. If you want genuine, honest assessment of children, you need to stop beating teachers up for the results.

Liz Griffiths, address supplied

The variability in inspections leads me to suggest that we should have a debate about whether they should be removed from primary education. Also the point of assessments in primary education should be debated – how do they fit with child development? Or are they just to generate statistics for political purposes?

How are poorer pupils doing in flagship schools?

Sean Sinclair, address supplied

How are we meant to judge whether a given percentage of disadvantaged pupils is high or low when you don't give us the figure for

percentage of disadvantaged pupils in the population as a whole?

Profile: Alison Peacock

Colin Richards, Cumbria

Alison Peacock has the vivacity of Victoria Wood, the political nous of Mo Mowlam and the determination of a mother defending her young. The Chartered College of Teaching may not have been her brainchild, but if anyone can bring it to successful maturity, she can. Let's support her every inch of the way.

Teachers should not judge writing at KS2, says Ofsted

Emily, address supplied

The issue lies not with the teacher assessments but with the lack of assessment system. Every school in the country is using a different approach to assessment and as a result "the expected standard" is massively out of sync. Maybe next time a new curriculum and assessment system is thought up, it should actually be written by teaching professionals and not someone whose last experience of primary school was as an 11-year-old!!

Dawn Jones, Lincoln

Well said! The interim framework focuses on technicalities that do not always equate to quality writing especially in terms of content... imaginative and creative use of language... it's too subjective ... open to interpretation by the reader.

What are the fake narratives of data?

@Britinfloridaus



But it still does not recognise those on family credit. Schools get zero for these children who cannot claim free school meals.

@pearson_cathy

Don't get me started on low income but no free school meals eligibility! £17,000 household income is hardly advantaged! Far too binary.

Teachers should not judge writing at key stage 2, says Ofsted

KAREN FERGUSON, COVENTRY

I find it worrying that it is assumed that the variability in reading and writing outcomes is due to issues around teacher assessment of writing rather than problems with the reading tests that children were subjected to last year. Teacher assessment of writing is indicative of a body of work that pupils produce over an extended period with the opportunity to review and improve their own work. The reading paper, in contrast, required them to answer questions based on a newspaper report written for adults, relied on a flawed mark scheme and required high levels of stamina for reading at speed. I would suggest that we should look to the test developers first rather than assuming that the teaching profession has more to learn!

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OPINIONS



JANET DOWNS

Writer for Local Schools Network

Why a website will never give good careers advice

Careers education and guidance is more than just providing information about jobs says Janet Downs. It cannot be offloaded to employers or delegated to website and phone lines

The quality of careers education and guidance (CEG) has plummeted since the days of the Technical and Vocational Educational Initiative (TVEI), which did much to improve the status of vocational education in its widest sense: generic work-related skills. This was achieved by a combination of class-based CEG, collaboration with local authority professional careers officers, work-experience for pupils in their last year of compulsory schooling (years 10 or 11), sharing best practice via small hubs within a larger area consortium, area-wide TVEI related in-service training (TRIST), help from local employers and support from central government.

The site is so dull that it can't fail to leave users uninspired

Employers provided work experience, helped with initiatives such as industry days, careers conventions, mock interviews and Young Enterprise. Industry and newspaper days and the like became normal practice in schools, all of them promoting the "soft" skills that employers demand: problem-solving, team work and perseverance.

The professional careers service was involved too, providing help with many of the initiatives, but more importantly ensuring that every young person had at least one face-to-face, individual careers interview. Today, the National Careers Service provides careers guidance for all young people in England from the age of 13 through a website so dull that it can't fail to leave users uninspired. Its counterparts in Wales, Northern Ireland and Scotland are far more inviting and user friendly.

But no website is a substitute for a face-to-face meeting with a properly trained, independent, professional careers advisers, the kind of people Michael Gove had in mind when he told the education select committee in December 2013 that the

call for independent careers advisers was driven by "self-interested people" who were spouting "garbage". David Laws, in his book Coalition, describes how Gove had a visceral hatred of careers officers along with local authorities, cross-party committees and sex educators. Laws wondered if Gove's loathing of professional careers advisers was because of an unsatisfactory interview during his youth. He did not speculate what caused his detestation of sex educators.

CEG is not just about promoting generic work-related skills. It should also give pupils the tools to make decisions wisely. This ability is based on developing self-awareness and applying this when choosing post-school routes. It entails a wide knowledge of the different pathways and the qualifications needed to follow them. Unfortunately, judging schools on the proportion of pupils they send to university works against this. Schools are encouraged to act in their own interests rather than in the interests of the pupils.

The tone of much rhetoric surrounding employer involvement in CEG suggests employers can do this better than schools. Schools and employers are in partnership, but the ultimate responsibility for CEG lies with schools. It cannot be offloaded on to employers.

Although employers are essential partners in any CEG programme, they should not be used as substitutes for properly trained, professional careers officers. No employer can be expected to know all the possible post-school routes and how to apply for them. But employers have a vital role in activities such as providing work experience, mock interviews, helping on Industry days/STEM days, careers conventions, supporting initiatives such as "Inspiring the Future", offering taster sessions for pupils wanting to experience a typical day in a particular job and mentoring pupils.

CEG needs properly trained professionals working full-time. It also needs a teacher in charge of careers in schools. Again, this needs high-quality training – being responsible for careers isn't just pointing pupils to a website and sticking up a few posters. Yet for all the rhetoric about high-quality careers education being essential, it is unlikely the government will support the development of CEG in schools or local careers services run by professionals. This would demand investment at a time when school financing is already inadequate.



LOUISE PAGE JENNINGS

Education planning specialist,
Connect Communications

Three basic guidelines for effective consultation

Consultation is never a silver bullet to securing planning permission, but it is necessary and de-risks the process, says Louise Page-Jennings

The government's ambitious target to build 500 new schools by 2020 is leaving many communities stuck between the need to provide much-needed school places and finding the right location to do so.

To find a site for a free school, the Education Funding Agency (EFA) currently searches an area with an identified need and then pulls together an application, leaving many communities feeling as if they have been presented with a fait accompli. Very often the land won't be purchased until planning permission has been granted, but residents feel that there is pressure on the council to grant permission, as the alternative is a chronic lack of school places.

Recent projects I have worked on all share a common theme; the proposers of schools assume that, because a new facility is being provided, the community will be supportive. Residential developers expect resistance during planning, but school applications are often more difficult because there is opposition to development on top of general contention around education provision. Specific issues on applications differ: in one case, the community was concerned about traffic and loss of green space; in another, which also included residential development, the community felt it was being forced to agree to a residential development to fund the new school.

In both of these cases, better and more timely local consultation would have prevented escalation, mistrust and delay, and engaged a wider audience that could have had more diverse views. Consultation is never a silver bullet to securing planning permission, but is necessary and de-risks the process.

The challenge in applying for planning permission for new schools is to incorporate good public engagement across many areas, in a process that local residents and elected leaders will judge as sufficiently transparent and objective. There will always be common concerns, such as an increase in traffic, behaviour of children and the loss of local amenity space, but by following the principles below, lines of communication can be established and understanding

between all parties can grow.

Here are three basic guidelines for good consultation:

Early

Early engagement with members of the local community provides an opportunity to mitigate the sense of a fait accompli by allowing time to identify and alleviate concerns, as well as getting people involved so early that they can be part of a movement shaping their own future.

Transparent

The more honest and open a consultation is, the better. Nothing arouses suspicion and mistrust more than vague, evasive answers and a feeling of things being done "behind the scenes".

Proposers of schools assume the community will be supportive

Thorough

Being thorough in an approach to consultation means engaging widely, not just near the site. It is likely that parents living further away will be more supportive of a planning application, as they will be unaffected by development.

Digital tools, such as Commonplace, can also help. Unlike social media platforms, Commonplace builds an auditable and consistent database of responses and local opinion. This combination means that such tools have a key part to play in de-risking the planning process for the new schools.

The EFA, trusts and government locally and nationally need to be seen to be working with local communities, and avoiding the assumption that the benefit and munificence of the "gift" will mean that local issues will be smoothed away. Instead, offering a bottom-up process of local engagement and building trust will lead to better and more effective decision-making and hence investment of public funds.

Many schools have struggled to keep up with changes in the rules covering the use of technology in public institutions, says Mark Orchison. They do so at their peril

Schools are not spending as much on technology this year, the British Education Suppliers Association's market barometer shows. This is hardly surprising: with budgets in their current state, the last thing school leaders want to hear about is how to upgrade their interactive whiteboards.

Much of the focus at this year's Bett education technology conference, now on in London, is on learning tools, parent communication apps, careers software, assessment data analytics, virtual reality headsets and how to use Micro:bits and gaming in the classroom.

All these no doubt make school a more enjoyable place for parents, staff and children. But the problem with all the edtech messaging is twofold: companies want to sell outputs, as within the current market they need quick wins; and new technology makes better headlines than talking about the reality of compliance obligations.

The most pressing IT challenges for schools right now, however, are not sourcing more products, but working out a practical way to effectively use what they already have, reducing costs and ensuring compliance with the raft of new or updated statutory requirements.

Legislation covering the use of technology in public institutions has changed so quickly



MARK ORCHISON

Managing director, 9ine Consulting

Technology in schools: a bare bones approach

in recent years that many schools have struggled to keep up. Here are the three key areas schools should be investing in:

1. Safeguarding

Schools need to be compliant with the updated Keeping Children Safe in Education 2016 statutory guidance.

Since December, in every technology and safeguarding health check we have completed – checking technology systems in regard of their safeguarding obligations – every school has needed significant additional support, both to understand the types of data their systems generate, and what they need to do to assess and evaluate it.

Some schools think they are protected because the filtering platform they use is a reputable one and talks the "Keeping Children Safe" talk. But even if you're lucky enough to have the system that is updated for what you

need, it's often poorly configured, leaving gaping holes in access to the internet.

Many primary schools outsource their IT systems to providers who often aren't aware of their obligations. In secondary schools, the network manager, IT manager and sometimes the designated safeguarding lead aren't always up to date with the policies, processes and procedures.

It's fair to say that all school leaders are acutely aware of the consequences of not being compliant with statutory safeguarding obligations. Now it's really important that schools prioritise getting the audits, expertise and support they need to ensure the effectiveness of school IT systems, policies and procedures.

2. EFA financial handbook

The handbook has been updated and there are some interesting changes that trusts

and academies need to address. The foci of the changes are predominantly around risk management, audit and compliance. This isn't just about financial controls, policies and processes, it's more about the identification of areas of spend such as buildings, facilities management, ICT, as well as ensuring there are robust, measurable checks and balances that demonstrate compliance.

3. General data protection regulations 2018

From May next year, all organisations will have to comply with the new general data protection regulations, but preparation needs to start now. The changes are quite complex and have a different impact on schools and MATs with over 250 staff. How schools implement the changes is dependent on a large number of variables.

Compliance will not go away with Brexit. Legislatively, all public authorities – including schools – must have a nominated data protection officer with professional experience and knowledge of data protection law, taking into consideration the amount of data processing and sensitivity of that data.

Some products will no doubt come to market to aid this process – Microsoft, for example, is launching the AZURE information protection system. However, schools should be aware in advance of the potential future costs and resources required.


In short, our message to schools is to assess and evaluate the effective of ICT, make sure it works as it should and evidence compliance!



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PROFILE

JESS STAUFENBERG

@STAUFENBERGJ

John Murphy, chief executive, Oasis Community Learning

It's easy to believe that John Murphy, 16½ stone, can karate kick a plank of wood in half. Despite turning 50 last week, the bald Murphy looks one of the well-est teachers I've met. A slab of chocolate pudding covered in glutinous yellow school custard is untouched in the staffroom at Oasis Academy Foundry in Birmingham. He doesn't seem to notice it as he tells me that the school, whose pupils speak 40 languages, has just gone from special measures to good with outstanding features in its most recent Ofsted. He does, however, notice a pupil who asks where all his hair is. His smile reveals a gold tooth.

Oasis was the first academy chain to receive a focused Ofsted inspection across 10 of its schools. And it was blasted, with Murphy at the helm, for a confusing leadership structure, safeguarding issues and poor pupil progress. Its governance, data and community-feel were "good", however.

When the report was sent in March 2015, 48 per cent of Oasis' schools were good or better. Now, 75 per cent of its 47 schools are, with a goal of 94 per cent by December this year.

"It's not that big a challenge to break a plank. They use quite brittle wood. If you hit something hard enough it breaks into two," Murphy says.

He wondered whether to be a professional martial arts fighter or a teacher. Though he followed his father into teaching – almost matching the latter's record as the youngest head in England at 28, becoming a head at 29 – the mental zen of judo has remained.

First hurdle: failing his GCSEs. For such misdemeanours – including "asking other people for the answers" – Murphy was caned at his Catholic school in Kent. Despite a "bit mad, but very loving family", including a wood-sculpting mother and five siblings, Murphy was hit by the loss of his older sister in a car accident at age 11.

He passed a second GCSE sitting and later studied politics at York, where he was captain of the karate club and fought the varsity match at Cambridge.

He was also bullied, once, in the school toilets. What did he do in response? "I can't say."

After his PGCE came a school in a deprived part of Suffolk, a move to Bath and then a string of on-the-spot appointments after making a towering impression. He was a deputy head at St Stephen's primary in Bristol and got a headship "too early" having, like a judo pupil, not yet mastered teaching. Following another headship, he was asked to lead the Nightingale school for boys with emotional and behavioural difficulties in south London.

"I was dropped in, I think, because of my size," he says.

He introduced a boxing ring and the boys were "exercised, sorry, you know what I mean, they did exercise first thing in the morning" while Murphy qualified as a physical intervention trainer. Staff shook every child's hand in the morning – Ofsted said they had never seen "that level of touch" in a school. Did I know it takes 45 minutes for adrenalin to leave the body?

"So what happens in normal schools is children have a fight and the teacher says, 'why don't you shake hands?' They don't want to shake hands because actually biologically they're still ready to fight. So what you do is take them for a walk and an hour later you come back."

After Nightingale, Murphy left the classroom for a year to run a training company called the London Behaviour Management Service.

After an inset day at John Paul II secondary in south London, he was asked to be head "with immediate effect". He even wrote a book on behaviour management with consultant Phil Beadle, before the call from Oasis and its

"IT'S NOT THAT BIG A CHALLENGE TO BREAK A PLANK"

Christian Baptist minister founder, the Rev Steve Chalke.

"I heard Steve speak in Waterloo, and there was one line that sort of angers you or grips you. He said, 'I want to be able to transform children's lives in their darkest hour'. That was an expression of what I wanted to be able to commit to."

He took on Oasis Academy Coulsdon and Oasis Academy Shirley Park in south London before his appointment as trust chief executive in 2014. Oasis, which takes on schools in disadvantaged areas, has 77 per cent sponsored academies and 54 per cent of pupils on free school meals. The fact only 9 per cent of pupils were on free school meals at the Ridings Winterbourne international academy in Bristol partly stopped the trust taking them over in December last year.

More of a Calvinist perhaps, than a Catholic like his father, Murphy holds an unswerving belief in self-improvement. His sports, including long-distance endurance running, are characterised not by team strategy, but self-drive. "Every time you do martial arts you're competing against yourself, not somebody else". As he told the boys at Nightingale, "you can only be in control of you".

So it is not surprising Murphy draws on self-determination to absorb what may have been only his second feeling of failure since those GCSEs: the cutting report of Oasis.

After the former education secretary Nicky Morgan said Ofsted should batch-inspect multiple schools across a trust, Oasis was the first. The report found that "too many academies had not improved quickly enough". Murphy says he "had taken action to increase rigour", but external consultants he hired had little impact on standards. Roles such as the "national director of academy improvement" and "regional academy directors" were confusing.

But Murphy says that Ofsted never told him, ahead of publication, that "disadvantaged pupils, particularly boys, made significantly less progress than their peers nationally". And one line was particularly noted by the national papers: "limited leadership capacity".

Now, two years later, disadvantaged pupils outperform their advantaged peers in terms of progress in some academies. The national gap between children on free school meals and their peers in primary schools is 16 per cent. In Oasis it is 3 per cent. Leadership structures have been changed. One former senior leader, Rebecca Clark, is now the regional schools commissioner for the south-west.

Just as his father – his hero, he says – never revealed that he contributed to charity his whole life, so Murphy looked within himself. Despite a letter from then chief inspector Sir Michael Wilshaw about his "transformational leadership", he says he didn't tell the press.

"What's much more important is your own integrity. I

JOHN M

just see [Ofsted] as being a necessary regulatory body – but it is much more important what we think of ourselves."

Ofsted's functional purpose may be a little dry, but individuals with "willpower and determination" clearly inspire Murphy, who names Margaret Thatcher and Michael Gove as favoured education secretaries due to the sense of drive and identity.

Would he be a politician, perhaps? "Yes, I would."

So as he waits for inspectors to "catch up" with Oasis' performance, I suspect his next fight has not yet begun.



Teaching a karate class



Murphy (front left) with his parents and siblings

IT'S A PERSONAL THING

What's on your signet ring and who gave it you?

It's a combination of a ring of my grandfather's and my wedding ring, and has the Murphy family crest on it. I understand that the Murphy motto is "Hospitality and Loyalty".

What's your earliest memory?

Being in a pushchair on the way to nursery. But when I think back to my childhood, I most vividly remember big family meals with my parents and siblings.

Where's the best place you've travelled to?

A number of years ago I visited Uganda with a fantastic charity called Send a Cow, which provides livestock and training in natural farming practices to communities in rural Sub-Sahara Africa. Beyond the country being fantastically beautiful, I was genuinely struck by people's willingness to share everything they had; they were a community in the truest sense.

What's the least fulfilling thing you've ever had to do?

I'm struggling with that! I have to have a sense of purpose. But I had a number of holiday jobs when I was younger – I was a cleaner in an accident and emergency, which I found pretty irritating because every time I cleaned something up someone else would come in and there would be a mess on the floor, so I found it fairly futile.

Finally, who was your first crush?

My crush?! I haven't got time to think about crushes! I can remember a girl I had a crush on but I can't remember her name. That's going to bug me.



Competing in an extreme mud run

MURPHY

CV

1990	Year 5 and 6 teacher, Harris middle school, Lowestoft
1991	Teacher then deputy head, St Stephen's primary, Bristol
1996	Head, St Mary's RC primary, Bristol
1997	Head, Sacred Heart primary, Battersea, south London
2001	Head, Nightingale EBD secondary boys school
2006	Head, John Paul II RC secondary, Wimbledon, south London
2008	Head, Oasis Academy Coulsdon, Surrey
2009	Oasis Academy Shirley Park, Surrey
2011	Director of education, Oasis Community Learning
2013	National director of academies, Oasis Community Learning
2014	Chief executive, Oasis Community Learning

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

The pressures schools face are set to grow, so the question remains: what are we prepared to do about it? The blogs I have selected this week all contribute to answering that question.

"Happy the eyes that can close" – on the reality of the cuts to education spending
@HopeStreetBlues

Justin Gray highlights the impact the cuts will have on the way we teach: "The compliant children with strong memorisation skills will be rewarded while those who struggle academically will be less valued and those who defy authority will be sanctioned and then excluded in ever greater numbers." In the constituency next to mine, schools are facing up to 20 per cent cuts. Gray acknowledges that cuts of this magnitude "require a radical reduction in staffing costs that includes those on the highest salaries." He goes on to argue: "The future is one of unqualified teachers delivering a narrow curriculum focused on exam results in a competitive, marketised and commodified system [...] in dismantling one of the best systems in the world, we are reducing the future opportunities of a significant proportion of our children. For that reason, I look at the proposed cuts with my eyes open and I weep."

Playing the game
@DaisyMay29

Who is the current education system working for? Teachers are working longer hours than ever and children are more stressed. In this blog, Abby King shares her pain and discomfort about "colluding in things I know aren't right for the children." She concludes with the question I hear

frequently from teachers: "how long can I exist in a system that I fundamentally disagree with?" Last week Debra Kidd declared that she would be boycotting SATs; I have the same decision to make for my youngest daughter who is in year 2 this year. Teachers need parents to stand with them more than ever.

The different shades of grey
@MusicMind

In this blog Nina Jackson gives practical advice to "help people who have communication difficulties, especially children who may not be able to verbalise how they are feeling [...] To explain what you are feeling or experiencing, to try and put into words something which you're not quite sure how to explain, but it's just a terrible feeling." She describes working with the child to create a colour wheel to help them to explain how they feel and she provides a number of links to read more about how different colours describe happiness vs depression.

Using a painting to start an inquiry
@imagineinquiry

This beautiful blog gives concrete examples of how to use a painting to start an inquiry through effective questioning. Tim Taylor describes first asking a question that requires no prior knowledge, "I'd like to show you a painting, it was painted about 500 years ago of an English king called Henry VII. Take a careful look and see what you notice?" His questioning then becomes more sophisticated and he finishes by arguing that: "Knowledge is essential to the process and it's not the job of the students to discover it, but it only comes after they have had the chance to look and get engaged in the subject." With the recent global events I would argue that questioning, discussing and debating has become even more significant.

Candles in the darkness
@EnserMark

Mark Enser paints a vivid picture of the current educational climate and the wider world: "A man who boasts of sexually assaulting women has been elected to one of the most powerful offices on the planet. Our public services are collapsing, libraries closing, schools face huge budget cuts at the same time as pressure to perform increases. Teachers and leaders are fleeing schools." But he asks us to not give up hope. "We can fight back against ignorance and fear. We can and must collaborate. We must lift each other up. We must look for every opportunity to make the world a brighter place. We must be candles holding back the dark."

BOOK REVIEW

Making the Leap: Moving from deputy to head

By Jill Berry

Published by Crown House

Reviewed by Gaz Needle, headteacher,
St Joseph's RC primary school, Oldham



My first thoughts when I received this book was that the crevice over which the person on the cover is jumping was not wide enough! Perhaps this is because of my own journey to headship... it was not a little hop but a large jump – and, if I am honest, I still haven't quite found solid footing on the other side.

In the three weeks I have spent in my new role, I have likened my experience to that of an NQT. There is so much to learn and the demands on my time are never-ending.

I was hoping for some great tips in this book for early headship and the first few months, but I found a whole lot more, making me wish that I had read it three months ago when I was going through the application process.

The key parts focus on three areas: applying for a headship, the lead-up to beginning the new post and the early months. If you are

advice. One paragraph in particular made me think: Not getting a job is not the worst scenario. Somehow managing to secure a job which is not the right job for you (and then having to try to do it) is definitely worse, and it is not good for the school either.

You have to have resilience and perseverance, Berry reminds the reader. These are key traits of great leaders, and setbacks help to build these essential characteristics, although at the time it doesn't feel that way.

The lead-in period, Berry says, is essential in a good handover from the outgoing head. The circumstances of my school meant that I did not have this, and after reading this I feel I have missed a vital part of my preparation for headship. This section

again presents a series of well-researched thoughts and distils them into sensible advice for the new or soon-to-be head. A key theme is the importance of the relationships and the networks you need to build to be successful.

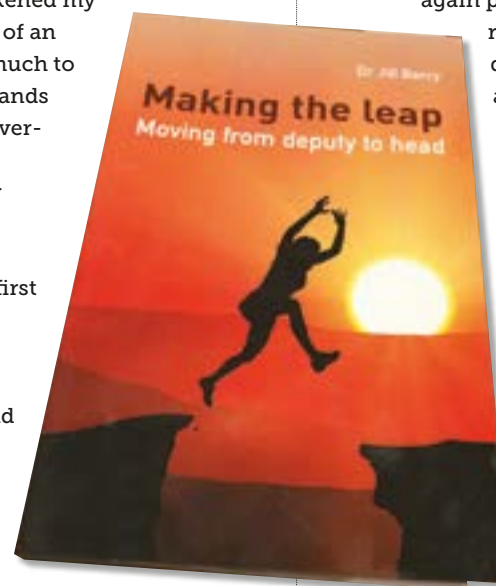
When I reached the section I was most interested in – the early months of headship – I was not disappointed. The good advice keeps coming and Berry offers simple, pragmatic ideas for new heads to gain insights to their new school: don't be too

quick to judge; support staff to do the best job they can; have an informal chat with staff at the beginning of your tenure to judge the lay of the land; go to as many extra-curricular activities as possible to build relationships; decide whether you will continue to teach.

At the end of each chapter key themes are posed as questions. These are helpful and any deputy who is thinking about making the leap will find them valuable.

My only criticism is that although it does mention internal promotion, there is a heavy focus on starting in a new school. This is probably because that is how most heads start, but I would have liked more about internal applicants.

Overall, this is a must-read for anyone who is applying or thinking of applying to become a head.



Berry offers simple, pragmatic ideas for new heads

applying for headship – or thinking about it – the book offers great insights into the interview stage particularly. It offers tips for interviewees, shares particular presentations and tasks that are often set for applicants, and questions you might like to consider. It also details the journeys of Jill Berry's six research participants, who deepen the reader's understanding into becoming a head.

Throughout the book, I found myself nodding in agreement with lots of the sage

Next week:

Mind over Matter

By John Tomsett

Reviewed by Carolyn Roberts

Many people believe you cannot put a price on education. They are wrong. For each child doing their GCSEs in 2013, the taxpayer paid somewhere between £47,000 and £67,000 for their schooling, depending on where the child grew up.

This nugget of information is in Chris Belfield and Luke Sibieta's masterful report, *Long-run trends in school spending in England*, published last year by the Institute of Fiscal Studies, with a trove of other data placing current school finances into historical context.

The document is particularly important given the recent announcement from the government spending watchdog that schools are facing the worst cuts in budgets since the 1990s. Education officials have argued this is an unfair comparison, as the cuts in the 90s were from a low base, whereas the current ones are from a historically high base.

Who is correct?

A graph in Belfield and Sibieta's work shows that between 1970 and the mid-1990s education spending fluctuated at about £1,800 to £2,200 per primary child per year (when adjusted for inflation) and about £2,800 to £3,300 for secondary pupils. In the mid-1990s, secondaries in particular took a hit, but only dipping back towards about £3,000 per child.

By 2010, however, the average secondary child cost about £6,000 a year and primaries were edging towards

THE PAST WILL MAKE YOU SMARTER



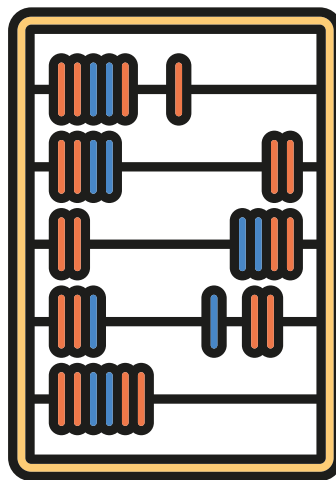
THE HIGHS AND LOWS OF SCHOOL SPENDING

LAURA MCINERNEY

£5,000.

The predicted falls are larger this time. Belfield and Sibieta's projections knock the funding by about £500 per child per year. That's more than the couple of hundreds lost in the 1990s.

But it is also fair for officials to say that the amount pumped in is now twice as high as it was 20 years ago, even when accounting for inflation.



This is not the most interesting part of the report, though.

What Belfield and Sibieta cleverly show is how the ratio of primary and secondary spending has changed over time. In the 1970s, secondaries received £1.60 for every £1 that went to a primary. Now, their advantage is much lower. Secondaries receive just £1.20 for every £1 in primaries.

In fact the imbalance is

changing so rapidly that the cohort taking their GCSEs in 2020 will be the first in 30 years to have received more funding while in primary school than in secondary. This is important. As the authors explain: "This change could have significant implications for educational outcomes. It is widely hypothesised that public investments are more productive at earlier ages, but only if they are followed up with investments later in life too."

Or, to put it more bluntly: giving cash to the little ones will only reap benefits if you don't then shaft secondary schools as well.

Abundance doesn't necessarily mean benefits are evenly split, as one curious finding highlights. Looking at schools with the most deprived intakes, Belfield and Sibieta found that about 10 per cent spent more than £9,000 per pupil. Yet another 10 per cent spent less than £6,200. "Some of these differences are readily explained by other features of the schools, but many are not," they say. The reader is left ignorant as to the cause.

They end by noting that even when school budgets face shocks – as in the present climate – it is worth remembering that over the 12 years of a child's education, these tend to flatten out. For the adults dealing with budget crises, things feel fraught. But to the child in the classroom, they are likely to be just another weird adult-imposed dip that will come good somewhere along the line.



A week in Westminster

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

THURSDAY:

As if.

FRIDAY:

After being criticised for not helping schools to get to grip with funding cuts, the Department for Education published some helpful case studies on its website to show how academy trusts can sack staff properly while saving money. So thrifty!

Sounding like a knock-off David Cameron, the chief exec of the example academy trust, Julie, says "the seriousness of the financial situation meant that bold action was necessary". To avoid the cliché of people learning they are fired by a list left on the photocopier, the case study reveals that Julie made two videos to help to keep her staff abreast of the situation (one before the sackings, and one after) as well as inviting the local media in before taking "centre-page spread in the local newspaper". Makes a change from the usual wedding announcements, eh?

News reached Week in Westminster that

Luke Tryl, former Nicky Morgan special adviser and occasional character in this column, has been appointed as head of corporate strategy at Ofsted. The £90,000 job was advertised last year and appears to include managing zero staff and telling the DfE to back off from asking Ofsted to do mad things. That Ofsted's new head honcho Amanda Spielman would want Tryl as her angel on earth among the civil service is perhaps unsurprising. It was, of course, Tryl's boss who defended Spielman's appointment in the face of rejection by MPs. If he was on the team that stood up for her so well last time, we presume he will continue doing more of the same.

MONDAY:

Today MPs took part in the seven billionth debate in Parliament in which everyone agreed that compulsory sex and relationship education is needed, but no one did anything about it. Labour's Luciana Berger did at least have the good grace to point out that they have been debating this issue since 1910 – sorry, 2010 – but that no laws have yet passed and could

perhaps someone just make one. Early years minister Caroline Dinenage said she would "consider it". The world continued, unmoved.

TUESDAY:

Readers! Are you someone who can think on their feet? Are you a great communicator? Like to work with a variety of interesting people? Do you want to be the sort of person who replies to really annoying job adverts full of lame platitudes? Well, you're in luck. The DfE used these lines to announce it is hiring 11 "Policy Professionals" And, EVEN BETTER, the job ad says "you don't have to have developed government policy before". Get your coat randoms, you've pulled!

In return for the offered minimum £38,000, eight weeks' holiday and a civil service pension, the ad says that a normal working day will include four activities. One, mapping out policies. Two, engaging with stakeholders. But – this is where it gets interesting – number three is ... CONGRATULATING YOUR TEAM ON COMPLETING POLICIES.

You can imagine how this conversation went. "We are so busy that we need eleven more policy people." "What do you need them to do?" "Well, they need to write policies." "Ok, anything else? You are asking for eleven of them..." "Errrm. They have to say thank you to people?" "Oh right, yes, that takes a lot of time, let's make sure YOU PUT THAT IN THE JOB ADVERT."

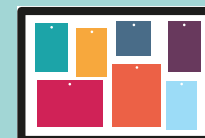
Don't worry, though. It doesn't end there. A fourth activity is also involved: "Reviewing the problems with the policy you are creating or delivering". This comes after completing it though. Sounds about right!

SUNDAY:

Robert Halfon slagged off schools for not encouraging pupils to do vocational routes. Which one was he talking about, exactly? The diploma the government stopped in 2010? The BTECs removed from league tables in 2012? Or the failed Tech Bacc?

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS

School Bulletin *with Sam King*



Sir Trevor with City Year UK volunteers and Sebright pupils
Inset: Sir Trevor sits in on a morning class

Sir Trevor goes back to school

Veteran broadcaster Sir Trevor McDonald went back to the classroom last week when he visited Sebright primary school in Hackney, east London.

Sir Trevor took part in morning lessons and spoke with volunteers from social action charity City Year UK, which sends 18 to 25-year-old volunteers full-time into schools.

Sebright has worked with City Year UK since 2010, with the scheme supported by the Queen's Trust, of which Sir Trevor is a trustee.



The volunteers work as peer mentors and leaders in the classroom and playground, as well as running after-school clubs.

Speaking of his visit, Sir Trevor said: "The Queen's Trust has long supported City Year UK because its work fits perfectly with our goal of young people helping others."

Janice Thomas, Sebright's headteacher, said: "We were delighted to welcome Sir Trevor to Sebright and show him how we encourage our pupils here. City Year UK volunteers have made a huge difference in our school."

Year UK because its work fits perfectly with our goal of young people helping others."



Fathi Omer and Philippa Hancock with principal Holly Hartley (centre) and representatives of the academy's business partners

School opens on-site bank for pupils

A secondary school in Staffordshire has introduced its own currency as part of an initiative to get pupils saving.

Thistley Hough academy in Stoke-on-Trent has also opened its own on-site bank where students can save "Thistley dollars", with the aim of improving financial literacy.

Two pupils will man the bank with a representative from a local building society once a week during lunchtime. Would-be bankers will first have to be interviewed, reflecting what would happen in real life.

As well as making cash deposits to top up their balances, students can earn extra dollars during the year through good

attendance and results, which can then be withdrawn as real cash.

Nathan Fletcher, aged 11, said "I've made four deposits so far because I had some Christmas money that I'd like to save for when I'm older to help me get a good job."

Chris Dillon, the academy's director of mathematics and project co-ordinator, said: "Supporting students to develop their understanding of the world of finance is a vital part of our work at the academy.

"We believe this project will provide our students with a financial education that will allow them to access financial services with confidence in the future."

Theatre outing for 4,500 pupils

FEATURED

Pupils from 67 schools in east London will get the chance to see a Shakespeare production free this month as part of a council initiative aiming to introduce more children to the world of live theatre.

About 4,500 pupils in the London borough of Newham will attend a Bollywood-themed adaptation of Romeo and Juliet, which has been reworked for children aged seven and upwards, as part of a local scheme called "Every Child a Theatre Goer".

As well as watching the show at the Stratford Circus Arts Centre, pupils will also get the chance to find out about creating a stage show, and will explore the roles of director, designer, choreographer and technician.

It will be the fourth year Stratford Circus Arts Centre has run the scheme with Newham council, with last year's performance of Akram Khan's Chotto Desh receiving positive feedback from teachers.

Stratford Circus's director, Monique Deletant Bell, said: "It is particularly significant, and heartening, that Newham has continued to support access to the arts for children when the financial outlook for local authorities is increasingly challenging.

"As a local arts centre we value this partnership enormously and it's something that we are committed to



Mayor of Newham, Sir Robin Wales and pupils at last year's Every Child a Theatre Goer event

Inset: Pupils attend a performance of Chotto Desh

making the most of for our audiences - delivering maximum value for the council, children and schools."

Headteachers and the arts centre each year choose a show that will support pupils' learning. Teachers are also provided with classroom materials that link the stage show with curriculum subjects such as English, maths, science and geography.

Becky Lees, creative learning and programme manager at Stratford Circus, said: "We offer wraparound activities, including free CPD for teachers in the term



before the production and lively post-show discussions with the creative team at the end of every performance.

"Teachers tell us that cost and travel distance are on-going barriers to making these types of school trip possible under other circumstances."

SCHOOL TACKLES LOW PUPIL SELF-ESTEEM

A Wiltshire secondary school has taken a new classroom approach to tackling low body confidence.

Teachers at Bradon Forest secondary near Swindon have turned to a free online resource to help to develop their teaching of body confidence beyond PSHE, as well as helping teachers deliver the subject.

The Body Confidence Campaign Toolkit provides lesson plans, advice and materials to help teachers to educate pupils on body image.

The resource has been released by the Be Real Campaign, following research from the YMCA, which revealed that 52 per cent of secondary pupils worry about how they look, with 30 per cent isolating themselves from activities because they are anxious about their body image.

Julie Hunter, assistant headteacher at Bradon Forest, said: "It's about enabling teachers to use accurate language so they're confident when delivering these lessons. Equally it's vital that we make students aware of this issue.

"We work hard to make students aware of their own mental health and wellbeing, so the resource fits into our ethos as a school."

Schools can download a copy of the toolkit at: www.berealcampaign.co.uk/schools

MOVERS & SHAKERS

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

The Chartered College of Teaching has appointed **Cat Scutt** as director of knowledge and research to work on its online knowledge platform and help to produce termly journals.

She was head of learning technology and innovation at the Girls' Day School Trust. A former English teacher, she is also studying for her PhD at the UCL Institute of Education, looking at the use of simulation to support school leadership development.

Speaking of her new role, she said: "The pressure on all teachers is time and the challenge is to produce something that's valuable for them, and that fits into the high pressure environment in which they're working."

Within the next year, Scutt hopes to have "built a platform that meets the needs of teachers in terms of accessing and understanding knowledge and research that's out there and being able to share their own".

She will start at the college, which aims to provide support for educators as well as share and develop evidence-based practice, next month.

Nicky Phillips has taken over as principal of St Michael's primary school in Wiltshire,



Cat Scutt



Nicky Phillips



Dr Julie Nugent

part of the Salisbury Plain Academies Trust.

She was deputy head at St Mark's junior school in Salisbury.

Her appointment has come at a key time for the school as it faces expansion next year when record numbers of pupils are expected after the Army moves bases.

Phillips says her new role has come at the right time for her "personally and professionally", adding: "It really is a new era for St Michael's. In 2018 we will take

delivery of our fabulous new school and as a multi-academy trust we have more exciting developments coming on line."

Phillips began teaching after taking time out post-university to travel. It was then that she realised "how committed" she was to serving others, and "getting it right in order to improve life chances for children".

Dr Julie Nugent is the new chief executive of the Design & Technology Association.

The association, set up 20 years ago, represents all those involved in design and technology education and associated subject areas.

Nugent comes from a background of higher and further education, and for the past five years has worked at a large college in Birmingham as a commercial director.

She was also a key member of the team responsible for the establishment of the national Skills Funding Agency.

Speaking of her appointment, she said: "Post-Brexit it's going to be critical to have our own talent coming through. We need to make absolutely sure we're giving our youngsters those sorts of skills around technology and design to help to support UK industry."

She said she also hoped more women would take up the subject. At present a "huge amount" of engineering companies were not recruiting many women.

She will start her new job next month.

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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SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN a Schools Week mug



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