

Theresa May: The Cereal U-turner

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... can advise on the publishing strategy |
... (DFE official - s40(2))
... and regards,
... (DFE official - s40(2))

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NEWS

Doughnut catchments on the menu

BILLY CAMDEN

@BILLYCAMDEN

Exclusive

If elected, the Conservatives could change school admissions to allow recruitment of pupils from further afield, using what is known as a "doughnut" catchment arrangement, *Schools Week* has learned.

Experts are however warning that this "pernicious" proposal, hinted at in the party's manifesto for the upcoming election, would disadvantage poorer children, as schools built in challenging areas would be able to allocate half their places to "middle-class families from further afield".

Last week the Tories promised a review of admissions to "overcome the unfairness of selection by house price".

The manifesto document didn't provide much detail of what this review might include, other than to confirm that there would "never" be a mandatory lottery-based admissions policy.

But *Schools Week* understands the proposal has been inspired by an admissions case from 2014, where an academy was prevented from recruiting 75 per cent of its pupils from outside its immediate catchment – known as a "doughnut" proposal.

Dixon's Music Primary Academy in Bradford, sought permission to award 15 of its 60 places to children living within 1.5 miles, and 45 to those living further away.

The school said the proposal was to "attract a more diverse, city-wide intake and to break the pattern of mono-ethnic provision and educational apartheid in our city".

But after reviewing local demand in Bradford's city centre, where the school is

based, the schools adjudicator deemed the proposal "unreasonable" on the grounds that the majority of places would not be given to children inside an area that needed the places more.

The adjudicator, Bryan Slater, also said transport would be an issue for the council and for parents who would be sending their children a longer distance each day when there were closer schools with available places.

Despite this particular failure, the government is understood to be in favour of schools introducing doughnut arrangements such as these, typically to allow them to take half their pupils from a wider catchment area.

In theory, this should allow poorer families to send their children to good schools in expensive areas, but still live more affordably further away.

However, according to Geoff Barton, the general secretary of the Association of School and College Leaders, while it sounds like a good way on paper to "overcome the unfairness of selection by house price", it could prevent less well-off kids from attending their local schools.

"Far from helping poor children, this could mean that new schools opened in areas of disadvantage are able to allocate only half their places to local youngsters, with middle class families from further afield taking the remainder," he said.

Alan Parker, a former schools adjudicator, said that while doughnuts were sporadically permitted under the current admissions code, such arrangements were rare as they

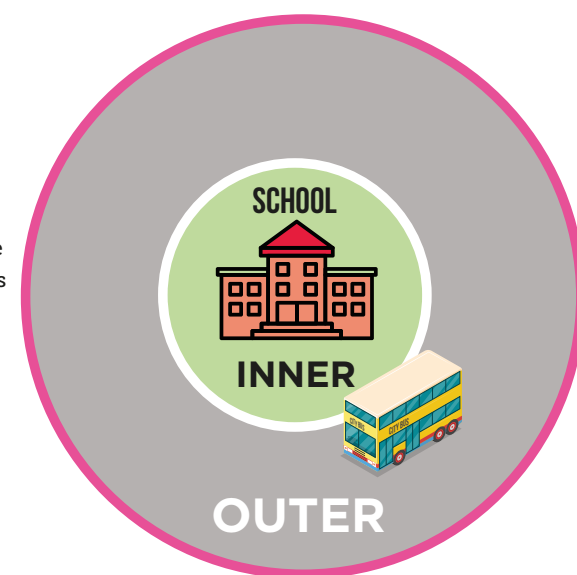
were "manifestly unfair and unworkable".

He told *Schools Week* that the arrangement became unfair primarily because it allowed people living far away from a school to "leapfrog" disadvantaged families who lived closer and were more in need of a place.

The most "pernicious" aspect of doughnuts, according to Parker, is that parent battles erupt in inner catchment areas over places – and that most of the time it's the "savvier and sharper-elbowed parents" who win places for their children.

"What you end up doing is nominally having a school serving a disadvantaged area but you get the relatively better supported kids as opposed to the ones who are genuinely the most deprived," he said. "The outcome tends to be counter-intuitive."

Barton added the arrangement would also mean longer journeys for many children, "pushing up school transport costs".



Tory pledge guarantees 17 extra free schools

FREDDIE WHITTAKER

@FCDWHITTAKER

A commitment by the Conservative party to build 100 new free schools a year if it wins the general election only guarantees that a further 17 will open on top of those already planned, *Schools Week* analysis has revealed.

The party's manifesto includes a pledge to build at least 100 free schools in every year of the next parliament, which means that 500 will be expected to be built by mid-2022.

However, sources familiar with the workings of the free schools programme say most of these have already been approved.

Several of the most significant pledges in the Conservative manifesto are connected to the creation of new schools. The party wants to lift the ban on new grammar schools and make existing selective institutions, universities and independent schools set up free schools. But the pledge on the number of free

schools, a significant departure from the party's 2015 manifesto commitment to open 500 free schools before May 2020, does not indicate an appetite for a massive expansion of the programme.

As it stands, 373 approved free school projects are already considered to be "in the pipeline" – approved, but not necessarily with sites or opening dates. Funding for a further 110 free schools, to be opened post-2020, was announced in the spring budget.

This means that there were already plans for a further 483 free schools before the election was called, meaning that the manifesto pledge only guarantees funding for a further 17 institutions.

The wording of the pledge is also significant. A promise to build 100 free schools a year, rather than open 500 by a fixed date, allows the government to hold off on some institutions if there is concern about their readiness or quality, without breaking its pledge.

However, finding sites for new free schools has already proved problematic,

with officials sometimes having to pay up to tens of millions of pounds for locations, especially in London.

The pledge also casts doubts over the party's ability to implement several of its other policies if the minimum of 500 new schools are built.

Of the 127 schools pledged by the Conservatives by 2022 that are not already in the pipeline, between 20 and 25 are expected to be new grammar schools, which can be established through the free schools process once the ban on grammar expansion is overturned.

The party also wants to ensure that at least 100 independent schools set up a new school or sponsor an existing one, and has plans to work with the Independent Schools Council to achieve its goal.

Universities hoping to charge the maximum fees will also have to play their part, sponsoring either free schools or academies in exchange for the right to raise the amount they charge students.

NEWS

CHECK THE RULES BEFORE A POLITICIAN VISITS

FREDDIE WHITTAKER

@FCDWHITTAKER

Investigates

Schools that host campaign visits from politicians risk breaking the law or charity rules if they don't act with political balance.

Candidates from all the major parties have made dozens of visits to schools since the general election campaign began.

But schools have to adhere to the strict rules governing political campaigning that include providing political balance.

The 1996 Education Act requires local authority-maintained schools to secure balanced treatment of political issues, and that pupils are "offered a balanced presentation of opposing views", including during extra-curricular activities.

The government's governance handbook for all schools, including academies, also advises that boards, heads and councils "must not allow the promotion of one-sided political views". Where political issues were covered, "opposing views must be presented in a balanced way".

Simon Foulkes, from education lawyers Lee Bolton Monier-Williams, says the rules restrict visits from politicians.

"This would not prevent a school hosting a hustings open to all the local candidates, but if pupils were to be present it certainly does prevent visits by individual politicians during the build-up to an election," he told *Schools Week*.



Jeremy Corbyn visits Faith Primary School in Liverpool, 2016

He said academies were also governed by Charity Commission guidance that restricts political activity or campaigning unless the organisation presents political balance.

However, research by *Schools Week* has found that the situation is rarely cut and dried.

On May 10 Jeremy Corbyn visited Clifton Green Primary School, an LA-maintained school in York, with local candidate Rachel Maskell.

York Council was not aware of the Labour leader's visit until officials saw him on TV.

Andy Carter, the council's head of communications, says the school talked to all political parties earlier in the year about a plan to get a politician to talk about what

it meant to be a councillor or MP "as part of the requirement to teach democracy".

"It appears the local Labour party office offered to help, but the school wasn't expecting the speaker to be the leader of the Opposition," says Carter, who confirmed no other politicians were planning to visit the school ahead of the election.

Justine Greening, the education secretary, visited Bedford Free School on May 12 with local Tory candidate Richard Fuller.

However, principal Mark Lehain says this was part of an event to open new school buildings, arranged before the election was called and to which local Labour and Liberal Democrat councillors were also invited.



Theresa May visits Captain Shaw's Primary School in Cumbria

"We did consider carefully whether to postpone the event, but as far as I am concerned if we get the opportunity for our kids to perform for the secretary of state, then we're going to take it."

Greening was told not to campaign in her speech to pupils, and instead spoke about her experience of learning a musical instrument when she was a child.

Lehain, a fellow at the right-leaning think tank Policy Exchange who has previously stood as a candidate for the Conservative party, admitted he was "clearly a Tory", but said he had "always been really clear" that heads should not use their schools to promote their own political opinions.

Take a tutor and term-time breaks are on, says agency

BILLY CAMDEN

@BILLYCAMDEN

A private tutoring firm claims that it has found a loophole for parents wanting to take their children on holiday during term-time.

Tutor House, an agency based in London, says many heads would agree to absences if families took teachers with them.

The agency launched such a service this year for families with children aged 11 to 18 to keep them on top of any GCSE, A-level or grammar school entrance preparation.

It has more than 800 "subject-specialist" private tutors (a mixture of former and current teachers) on-hand to fly abroad with families throughout the year.

Director Alex Dyer said demand had "significantly increased" to about 80 requests a year as "more and more parents worried about their children falling behind by missing key revision periods".

He said the new service allowed families to go on holiday out of season, including during term-time if permitted by their school, without having to worry that their child's education would fall behind.

Last year Jon Platt, a parent from the Isle of Wight, challenged the government's rules barring term-time absences in state schools. He won a High Court case over his right to take his daughter to Disney World during term-time without having



to pay a fine of £120, but this decision was overturned by Supreme Court judges after a government appeal.

At present schools can permit a term-time absence in "exceptional circumstances".

Government figures published last week show the number of pupils on unauthorised family holidays has gone up since the Platt

case, from 270,220 in autumn 2015, to 328,555 in autumn last year – a rise of 22 per cent.

But Dyer believes that taking tutors on holiday could be a way for parents to get their school to authorise their child's absence.

He told *Schools Week* that while his company "does not encourage it", he is sure

that heads would be more inclined to sign off term-time holidays if pupils had a tutor with them.

"It definitely makes sense because they [children] could easily have a week or two of timetabled lessons."

But heads appeared to be against the idea even if a child was tutored.

Michaela Khatib, executive head at Cobham Free School in Surrey, said: "We would not condone any child missing school to take a family holiday unless there were exceptional circumstances."

"The availability of a tutor to support a child's academic progress while on holiday would make no difference to our stance. There is no good substitute for actually learning in the school environment."

Stuart Lock, head of Cottenham Village College in Cambridge, said there was "no way" he would be more inclined to authorise a holiday because of the presence of a holiday tutor.

Term-time holidays were "damaging to the education of the pupils who take them, and of those who are still in school".

The tutor service starts from £1,500 a week for 30 hours of tuition – five hours a day over six days – but excludes flights and accommodation.

Dyer admitted his service was "high-end" for mainly "wealthier families".

NEWS

CONSERVATIVES PROMISE NEW ROUTES TO QTS

FREDDIE WHITTAKER
@FCDWHITTAKER

Schools could get additional funding to train their teaching assistants up to degree level using a new apprenticeship route announced in the Conservative manifesto.

The party has pledged to ensure TAs are able to "become qualified teachers via a degree apprenticeship route", a move which would give schools access to funding from the apprenticeship levy to train them up to level six, which is equivalent to a bachelor's degree.

At present, the highest level a TA can reach through an apprenticeship is level three, equivalent to A-level, though training providers envisage a new route which would allow them to become an "advanced learning support practitioner" or similar.

However, there is confusion over whether those who complete the new route, but who do not already have a university degree, will be allowed to progress onto a new, separate higher-level teaching apprenticeship with qualified teacher status that's still being planned by ministers and school leaders.

According to National Schools Training, an apprenticeship provider for schools in England which is involved in developing the new teaching standard, training providers are looking for ways to "bridge the gap" between TAs and the apprenticeship.

Its director Lee Povah envisages a route similar to new chartered manager degree apprenticeships developed by the Institute of Leadership and Management and the Chartered Management Institute, which give apprentices a level six qualification, accredited by the University of Chester, after four years of part-time study.

He says the graduate-only nature of the teaching profession could still be preserved because, as with the chartered management course, much of the content studied by TAs would be the same as that offered to a student on a BA education course, and would be signed off by a university.

Povah told *Schools Week* that it would still be "absolutely key" that the message was that qualified teachers had to have a degree, and said the challenge for training providers was to create an apprenticeship standard that would "allow somebody to get a degree while working as a TA".

"It's about bridging that gap, so TAs don't get stuck at level three, and can aspire to be accepted onto the teaching apprenticeship standard," he said.

However, Sir Andrew Carter, a representative of the Teaching Schools Council who advises the government on teacher training, insisted that non-graduate TAs would still need a "formal degree" to access the teaching apprenticeship, and that another qualification, even one equivalent to a degree, would not suffice.

"My understanding is very clear, and I think quite rightly, we have taken a long time to get to a degree-standard profession, and having got there, you don't want to reduce in any way the academic skills of the people getting into the profession," he told *Schools Week*.

The Conservative Party did not respond to questions at the time of going to print.

Tories backtrack over 7p breakfasts

FREDDIE WHITTAKER &
JESS STAUFENBERG **Exclusive**

The Conservative party was forced into a second embarrassing manifesto climbdown after *Schools Week* revealed the £60m pledged to provide every primary pupil in England with a breakfast amounted to only 7p per meal.

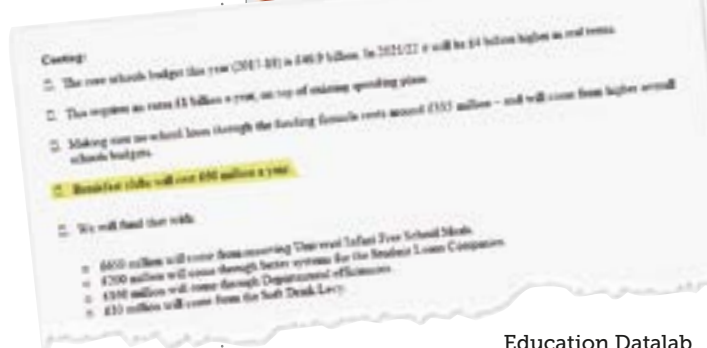
The party has now admitted the commitment could cost far more as costs will "vary depending on how many pupils at any given school take up this offer."

It is a second U-turn for the party, following the debacle over its social care plans and it leaves questions over the viability of an additional £1 billion promised for general school funding.

The party said in an official statement before its manifesto launch that the free breakfast club policy would cost £60 million (see image above).

But it is now refusing to confirm the figure, leaving the policy uncosted and prompting questions about its affordability.

The backtrack follows a *Schools Week* analysis that revealed the original £60 million promise allowed less than 7p for breakfast per pupil, per day.



Education Datalab

analysis shows that even if half of pupils had free breakfasts at a cost of 25p each, the policy would cost more than £400 million.

The government had underestimated the costs of the policy between five and ten-fold, according to Datalab director Becky Allen.

Though she added that £60 million would be closer to the true cost if breakfasts were eaten in morning lessons rather than before school.

Crucially, the u-turn now calls into question the party's ability to deliver on its promise to pump an extra £1 billion general

funding into schools.

The Conservatives pledged last week to increase the school budget by £4 billion in real-terms over the next parliament.

But it said the extra £1 billion a year needed to do so would be found through savings, including taking £650 million from the scrapped free lunches for infants.

However, should the cost of breakfast clubs spiral, there is no guarantee schools wouldn't now be forced to use some or all of the additional funding to cover the meals.

A Conservative spokesperson confirmed the party was not U-turning on its commitment to "ensure that all primary schools can offer a free school breakfast to every child in every year of primary school", adding that evidence shows this is "a cost-effective way to improve education and health results for pupils".

"The costs will vary depending on how many pupils at any given school take up this offer," the spokesperson added.

According to *Schools Week's* sums, if each pupil were given breakfast at 50p per portion, it would cost £723.9 million per year to fund – £663 million more than currently budgeted for.

The government's own healthy eating regulations for schools, state that a nutritious breakfast consists of milk-based drinks or yoghurt, fruit and vegetables, bread and non-flavoured or non-coated cereals.

Editorial, page 14

Promised plan would stop underperforming schools from taking on new pupils

BILLY CAMDEN
@BILLYCAMDEN

The Conservative pledge to ban councils from creating new places in schools graded below 'good' by Ofsted is not feasible unless academies can be forced to expand, experts have warned.

Launched last week, the party's general election manifesto promised "more good school places" from building "at least a hundred new free schools a year", and putting a stop to admission expansions at schools deemed 'inadequate' or 'requires improvement' by the education watchdog.

One former schools adjudicator labelled the plan "a piece of anti-local authority viciousness", while Mary Bousted, the general secretary of the Association of Teachers and Lecturers, warned that the policy fails to take into account many "practical considerations" such as population growth or short-term influxes of refugees into an area.

She pointed to evidence that shows schools in disadvantaged areas are more likely to receive a grade three or four from the watchdog, and that they are also more susceptible to large influxes of asylum seekers.

If these schools are unable to expand, she argued, councils "won't be able to



place these children who desperately need security and schooling" even though they have a legal duty to do so.

One way around the problem would be to hand local authorities the power to compel academies and free schools to expand instead, she said. At present, councils do not have such powers, and can only force the expansion of maintained schools.

The rule is often flouted; last year, research by the New Schools Network, a charity which helps establish new free schools, revealed that 71,000 primary and 42,746 secondary places had been set up in schools rated 'inadequate' or 'requires improvement' in the previous five years.

Debbie Barnes, chair of the Educational Achievement Policy Committee, said the national shortage of school places adds an "extra layer of complexity" to the Conservatives' policy.

She told *Schools Week* that the plan could force children to travel long distances to schools outside their own locale, "which

isn't in their best interests and would place further strain on already stretched council transport budgets".

The Conservatives' answer could well be to build more free schools in areas experiencing an influx of children.

Free schools usually take around three years to build and can, according to Bousted, end up subject to "huge delays", meaning new builds would not meet the immediate need of the community.

A recent *Schools Week* investigation found that around 25 free schools are delayed every year, roughly a quarter of the total built each year.

Capital investment and school place planning is a "long term endeavour", Barnes added, but, she said, Ofsted judgments "can and do change over time".

"A school that was once 'good' could expand and be downgraded or a new headteacher could have a significant impact on a school judged as 'requires improvement'."

Alan Parker, a former schools adjudicator, echoed Barnes' concerns and added that the Conservatives should be more focused on improving schools that are deemed to be poor, rather than "penalising" local authorities.

"It [the pledge] is just a piece of anti-local authority viciousness which is not useful at all."

NEWS

UTCs should become 16-19 technical schools

JOHN DICKENS
@JOHNDICKENSSW

Exclusive

Ailing university technical colleges should be converted into 16-19 colleges, with all studio schools joining multi-academy trusts to stave off closure, says a new report.

A major study by the Institute for Public Policy Research (IPPR) has uncovered fresh concerns over the 14-19 schools.

The report found that while UTCs attracted a comprehensive year 10 intake similar to the national average, their league table performance was "significantly below average".

Two-thirds also ranked in the bottom 10 per cent of schools nationally for Progress 8.

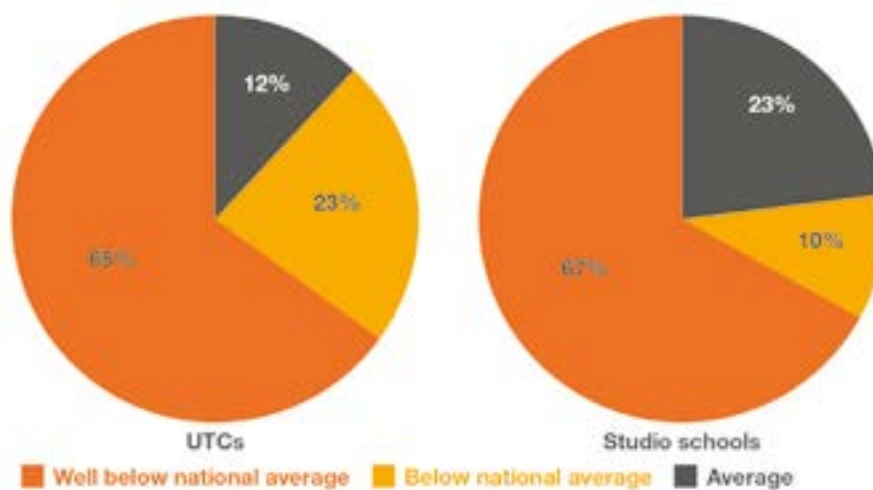
Meanwhile, studio schools appear to have become a "dumping ground" for low-attaining pupils, the report said.

Craig Thorley, senior research fellow at IPPR, said despite the government championing both school types, the institutions were not "working for pupils, and face too many barriers to being successful".

The findings follow several investigations by *Schools Week*, the most recent of which showed that established UTCs were still more than half empty.

The IPPR wants a ban on any new UTCs or studio schools, instead calling for them to become "high-quality providers of

FIGURE 5.5
Studio schools score higher than UTCs on the Progress 8 measure
Progress 8 scores in 14-19 institutions (2015/16)



Source: IPPR analysis of Department for Education statistical release data (DfE 2017)

technical education" for 16 to 19-year-olds.

The report says any new UTC should have this "revised remit" with existing UTCs converting unless they had a "record of high performance".

The IPPR said existing studio schools should be required to join a local multi-academy trust with a more "readily available" pool of pupils "to safeguard their future viability".

Thorley said: "The next parliament will see a greater commitment to technical and vocational education to form part of a

modern industrial strategy post-Brexit.

"To save the UTC programme, these schools should be converted to post-16 providers able to deliver high-quality technical education in line with the needs of young people and the economy."

The report said this could help to "plug the gap" in specialist technical 16-19 provision needed to deliver the government's new T-levels, a technical alternative to A-levels where students can study a course in 15 sector areas.

The IPPR found that the pupil intake at

UTCs – based on deprivation, disadvantage and prior attainment – "broadly matched" the national average.

Despite this, in 2015-16 an average of 35 per cent of UTC pupils achieved five A* to C grades, including English and maths, compared with a national average of 54 per cent.

Just 10 per cent of UTC pupils were entered for the EBacc in the same year, with 3 per cent achieving it – compared with a national average of 37 and 23 per cent respectively.

Charles Parker, the chief executive of the Baker Dearing Educational Trust, said students were educated elsewhere at key stage 3 and "have often made little progress when they join a UTC".

Parker said the trust, set up to promote the concept of UTCs, was proud of the progress pupils made during key stages 4 and 5. "The evidence for this is the outstanding destinations of UTC leavers."

On studio schools, the report found the number of pupils achieving five A* to C grades, including English and maths, was 26 per cent in 2015-16. Just 6 per cent entered the EBacc, with 3 per cent achieving it.

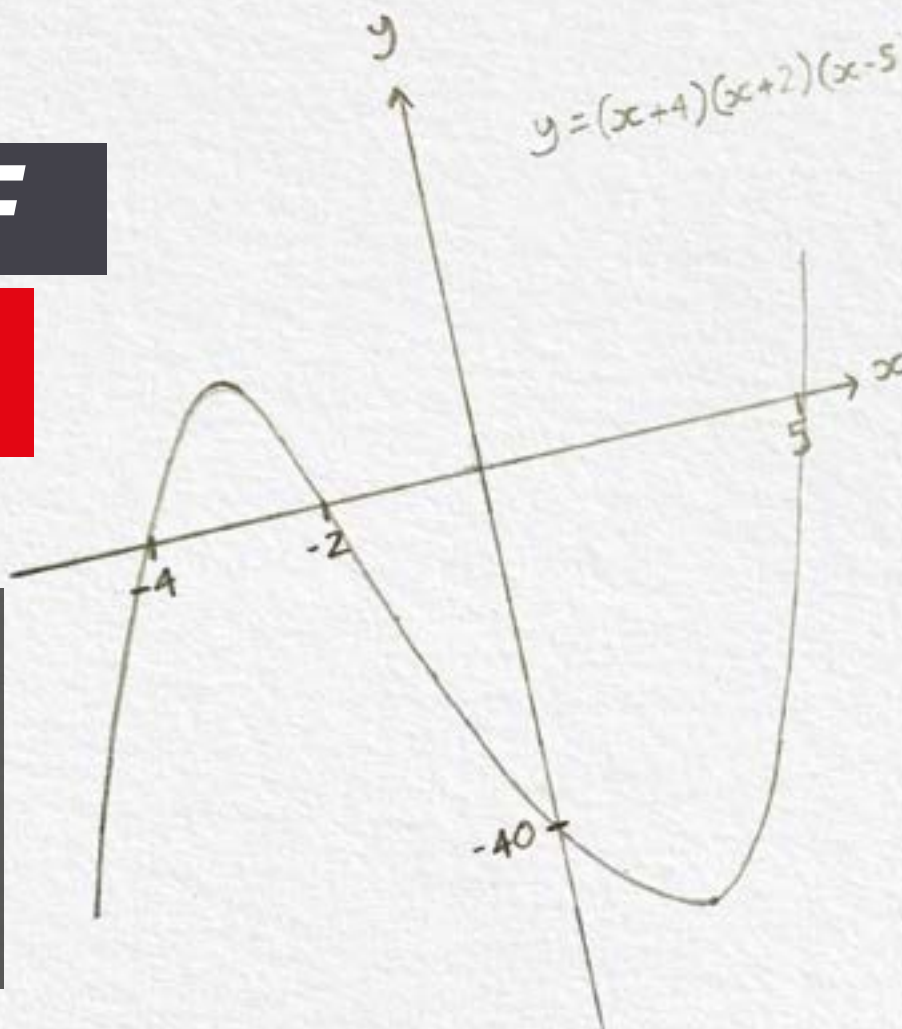
The Conservative manifesto made no commitment to expanding UTCs, a stark contrast to the 2015 manifesto.

Comment, page 18

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NEWS

What the DfE tried t

JOHN DICKENS

@JOHNDICKENSSW

Investigates

The Department for Education has attempted to hide internal emails showing Lord Nash's intention to massage the presentation of figures that reveal the spiralling costs of rebroking academies.

The investigation reveals potentially damaging revelations about the academies minister – a well-known Conservative party donor – that the government tried to “suppress”, just weeks before the general election.

In recent years the number of schools transferring from one academy trust to another has rocketed – from 26 in 2014, to 134 last year. On previous figures, available to the end of 2014, the average cost to the taxpayer of a transfer was £131,000 per school, which takes the annual total to an estimated £17 million.

But *Schools Week* was refused figures on the costs of transferring academies in the past year, as the department claimed it planned to publish them in the future.

We asked under Freedom of Information laws for any documents proving there was a genuine intention to publish the costs.

At first, the department provided a document that said the minister was “asked to consider whether to proactively publish information on the cost of rebroking academies”.

After pushback, the department sent two further emails from last year that showed Lord Nash, the academies minister, had “agreed to publishing of the rebrokerage costs”. The following three lines were blanked out, with the final line stating “please can advice on the publishing strategy to be sent to advisers”.

The department claimed the blanked-out information was “not in scope” of the request but that the document showed a settled intention to publish.

However, the text had not been properly deleted and was visible when the information was viewed on a smartphone.

The full text revealed a significantly different picture.

Behind the blanked-out lines, Lord Nash had asked officials to take a careful look at the presentation of the data in case it “actually highlights high rebrokerage costs”.

It continues to say that if publishing the information in one format was “not found to be particularly suitable” then other options should “be explored”.

The final line is a reference to officials providing more advice on these options and not on the final publication strategy as would be inferred if only reading the redacted document.

From: PS, Nash
 Sent: 19 February 2016 09:07
 To: [REDACTED] (DfE official – s40(2))
 Cc: [REDACTED] (DfE official – s40(2)); MENASHE-JONES, Claudine; HURDLE, Andy; [REDACTED] (DfE official – s40(2))
 [REDACTED] (DfE official – s40(2)(4)) [REDACTED] (DfE official – s40(2))
 [REDACTED] (DfE official – s40(2)); DUFF, Jonathan; SIMPSON, Clare; THOMAS, Jo; MATHESON, Susan; [REDACTED] (DfE official – s40(2)); [REDACTED] (DfE official – s40(2))
 Subject: Re: Submission: FOI CASE Rebrokerage costs

[REDACTED] (DfE official – s40(2))

As discussed yesterday, Lord Nash and [REDACTED] (DfE official – s40(2)) agreed to publishing of the rebrokerage costs.

[REDACTED]

[REDACTED]

[REDACTED]

Please can advice on the publishing strategy be sent to Advisers (copying in [REDACTED] (DfE official – s40(2))) w/c 29th Feb.

Kind regards,

[REDACTED] (DfE official – s40(2))

If at first you can't see it...

On the left is the redacted document sent by the DfE, on the right is the full text.

Mary Bousted, general secretary of the Association of Teachers and Leaders, said the redacted email shows that Nash “is clearly attempting to hide these costs”.

“They are trying to put the rebrokerage costs into a large data set – making it difficult to get the information . . . It's these sorts of actions that bring government and politicians into disrepute.”

Such secrecy flies in the face of concerns raised by the education select committee in February when committee chair Neil Carmichael told ministers to “get a grip” and ensure the government was meeting “the highest levels of transparency and accountability” over academy spending.

Bousted added: “It's right that taxpayers should know what's being spent on academy rebroking. Particularly at a time of austerity.”

Briefing documents seen exclusively by *Schools Week* show that officials pushed Nash to publish the rebroking costs in

April last year, yet they have still not been released.

One reason may be that the documents reveal officials had concerns over the average costs, which were said to be “high and could increase”.

Schools Week understands the number of rebrokerings over the year was at least 167.

Janet Downs, co-founder of the state school campaign group Local Schools Network, said the delay was “unacceptable” and raised suspicions that the DfE was trying to “hide the rising costs”.

She added: “The figures should not be hidden among larger data sets, but published separately and clearly.”

In January 2015, Downs obtained the only set of rebroking costs ever released publicly, but only after winning a 12-month legal battle with the department.

The DfE originally refused to release the transfer costs of 23 academies from September 2013 to October 2014, saying the

figures were “commercially sensitive”.

But Downs appealed the decision to a first-tier tribunal. Its judge, David Farrer QC, said the evidence supporting the DfE's case was “tenuous, to say the least”.

In its FOI response to *Schools Week*, the department said the official figures had not yet been published as civil servants were “working hard to source, quality assure and prepare the costs . . . for publication as soon as possible”.

We asked the department to respond to our concerns – including that they had potentially breached the law (see box).

A spokesperson said: “The information redacted in this FoI response was considered to be out of scope of the request.”

“Any requester who is not content with a response may ask the Information Commissioner's Office (ICO) to investigate.” *Schools Week* has referred the case to the ICO.

o hide (and failed)

From: PS, Nash
Sent: 19 February 2016 09:07
To: <redacted>, <redacted> (DfE official – s40(2))
Cc: <redacted>, <redacted> (DfE official - s40(2)); MENASHE-JONES, Claudine; HURDLE, Andy; <redacted>, <redacted> (DfE official - s40(2)); <redacted>, <redacted> DfE official; <redacted>, < (DfE official-s40(2)(4)); <redacted>, <redacted> (DfE official – s40(2)); <redacted>, <redacted> DfE official – s40(2)); DUFF, Jonathan; SIMPSON, Clare; THOMAS, Jo; MATHESON, Susan; <redacted>, <redacted> DfE official – s40(2)); <redacted> (DfE official – s40(2))
Subject: Re: Submission: FOI CASE Rebrokerage costs

<redacted> (DfE official – s40(2))

As discussed yesterday, Lord Nash and <redacted><redacted> (DfE official – s40(2)) agreed to publishing of the rebrokerage costs.

However, they asked for careful consideration of how it should be published.

Their first option was as part of a wider data set regarding conversion costs. Lord Nash would like the full data set to be scrutinised and the rebrokerage costs pulled out to see if by putting them in this data set it actually highlights high rebrokerage costs.

If the above option is found to not be particularly suitable please can the option of publishing as part of the annual accounts or another large data set be explored.

Please can advice on the publishing strategy be sent to Advisers (copying in <redacted>, <redacted> (DfE official – s40(2))) w/c 29th Feb.

Kind regards,

<redacted> (DfE official – s40(2))



Did the department break the law?

FOI experts who reviewed the emails told *Schools Week* the department has potentially breached the law over the information it redacted.

The department said it redacted the email text (see image) as the “contents do not fall within the scope of your request”.

However Maurice Frankel, director of the UK Campaign for Freedom of Information, said the redacted information (which we could only see because the DfE did not redact it properly) showed the department was considering disclosing the information in annual accounts.

This would mean the government could only report a sum for the overall rebrokerage costs that year, which might have “thrown doubt on their intention to publish the information” that *Schools Week* had

requested – the costs of every transfer.

Frankel said: “Redacting information because it casts doubt on your justification for refusing information is not a legitimate use of the act.”

Two other experts said the government may also have breached section 77 of the act – the only part of the law that can lead to a prosecution under criminal law.

It states public authorities can be guilty of an offence if they “alter, deface, block, erase, destroy or conceal any record held by the public authority . . . with the intention of preventing the disclosure . . . of all, or any part, of the information to the communication of which the applicant would have been entitled”.

Anyone found guilty of breaching section 77 can be fined. But campaigners say the

legislation is so carefully worded it is hard to prosecute.

Frankel said section 77 only related specifically to the actual record of the information (so, for instance, deleting the email) rather than withholding its details from a requester.

However, *Schools Week* contacted the Information Commissioners Office who asked that details be passed through their formal procedures. An investigation will now take place.

In other countries there are recriminations for administrative malpractice – for example, in Ohio in the US, public authorities can be taken to court over “frivolous conduct”, or acting without due care. The UK has few penalties for authorities that breach the law and the ICO rarely enforces.



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NEWS

FIRST EDUCATION ENDOWMENT FOUNDATION RETRIAL IS A BUST

JOHN DICKENS

@JOHNDICKENSSW

Investigates

A scaled-up scheme to train teaching assistants to deliver literacy interventions to struggling pupils has not produced the positive results of an earlier pilot.

Switch-on, a 10-week programme which saw TAs trained to deliver intensive reading interventions, had a "promising" initial trial in 2014, achieving an extra three months of progress to year 7 pupils.

However, pupils made no additional progress after it became the first project to be expanded and retested by the Education Endowment Foundation – raising the possibility that the full roll-out of policies does not always emulate initial successes.

The first trial had involved TAs at 19 schools who were trained by Switch-on's original developers to deliver reading interventions, and earned a score of three padlocks on the EEF's five-point scale (with five being the best).

However findings published last week from a second attempt in which 184 schools took part, and TAs made both reading and writing interventions – showed that pupils made no additional progress compared with those in the control schools, though the original developers were not involved this time.

Emily Yeomans, a senior programme manager at EEF, a charity spun out of the Department for Education that aims to improve attainment in poor students, told *Schools Week* that replicating studies often leads to different results, even when conditions are kept constant.

Stephen Gorard, professor at Durham University's school of education, said that the disappointing results could be due to different methodologies, or even simple chance.

For instance, the earlier trial had randomised pupils – with a two-per-cent dropout rate – while the second trial chose instead to randomise schools. However as one full school dropped out, the dropout rate of the control group was much higher, at 13 per cent.

Gorard added more replications of trials is to be welcomed, but raised concerns over the potential costs – adding if funds are limited it's best to focus on the most promising trials.

The EEF says it wants to continue tests, and is discussing future options with Switch-on, which is delivered by Nottinghamshire County Council.

Any other tests would look to recreate similar conditions to the first trial, including looking at involvement with original developers, Yeomans said, insisting that the findings from the earlier trial had not been "erased".

"The challenge now is to find an effective way to scale the model so that it can be delivered to large numbers of schools with similarly positive impacts to those seen in the first trial," she said.

The majority of EEF-funded projects are tested as an "efficacy trial" – the method used during the first test of Switch-on in 2014.

A total of 14 projects that posted positive initial results have been tested again under an "effectiveness trial". The retesting results for Switch-on are the first of these to be published.

Yeomans, writing in a blog on the charity's website, said she believed retesting is a positive, as it allows programmes to be tested under different conditions, leading to either strengthening the effectiveness rating of programmes, or instigating further innovation to get consistent results from a programme.

Hospital schools to form medical-needs MAT

JESS STAUFENBERG

@STAUFENBERGJ

Exclusive

Two hospital schools will join forces to become the first medical-needs-only multi-academy trust, after turning down offers from mainstream MATs which had threatened to "swallow" their funds.

Northamptonshire Hospital and Outreach Education, a local authority-run hospital school, will sponsor Oxfordshire Hospital School and open as a MAT in September or October.

The schools decided not to join mainstream MATs after other hospital schools saw their funding siphoned off into central services such as HR and administration, according to Cath Kitchen (pictured), the headteacher of Northamptonshire Hospital and Outreach Education.

"They would be positive meetings initially, but then the bare bones would be 'what would you bring to us financially?'" she told *Schools Week*.

Some large MATs also "just wanted us to be their SEND department", she said, a situation that would "dilute" the specialist provision on offer.

Hospital schools cater for pupils who cannot attend mainstream schooling due to medical reasons, including mental illness, eating disorders and long-term chronic diseases.

About 90 per cent of pupils at Northamptonshire Hospital and Outreach Education have complex mental health



needs, including suicidal ideation, depression, psychosis or social difficulties.

Many are referred by headteachers because of their severe anxiety about attending school, but last year 70 per cent of pupils at the hospital school were successfully returned to school or college.

The Oxfordshire and Northamptonshire hospital schools had almost joined nearby pupil referral units, but eventually decided to link up with each other because their staff were experienced in teaching ill and "withdrawn" pupils, rather than those with challenging behaviour, said Kitchen.

The Department for Education had initially decreed that the two schools, which will become the Unity Education Partnership, were too small to become a MAT after a consultation in 2015.

But after being invited to a workshop on alternative provision and special schools convened by the regional schools commissioner Martin Post, and somehow getting DfE advisers to listen, their application was approved.

The schools had both wanted to leave local authority control since the Taylor review in 2012 recommended that

alternative provision schools should be allowed to become academies.

But unlike other alternative provision schools, which receive £10,000 in base funding and a local authority top-up, hospital and medical-needs schools do not have a centralised funding allocation.

The DfE's high-needs funding guide 2016-17 states that hospital education can be funded "either by amount per place, or as a centrally funded local authority service", but does not stipulate a budget.

Kitchen's school receives general hospital funding and charges schools £125 a week for access to up to 25 hours of learning. All medical care and assessments are funded through the health budget.

While most mainstream schools spend about 80 per cent of their budget on staff, Kitchen said her costs were higher at about 90 per cent because of one-to-one tuition and classes of up to 12 pupils.

The school's funding pot had also stayed the same for the past five years but new units for eating disorders and mental health opened to meet increased demand. As a result, more pupils are taking less costly virtual lessons than going face to face with staff, she said.

"Virtual lessons cost us less than a physical person. Of course, some children can't learn that way, their motivation is just too low, so it's not right for all."

By opening a MAT, the two schools hope to find more ways to maintain quality while saving on costs, as well become a national training centre for medical-needs schools.

Poor verbal skills weaken 30,000 pupils' GCSEs

BILLY CAMDEN

@BILLYCAMDEN

Tens of thousands of pupils with strong spatial skills are failing to get top grades because their talents are masked by poor verbal skills, according to a new study of more than 20,000 children.

Research by schools assessment provider GL Assessment suggests that about 30,000 GCSE pupils with "hidden talents" each year underperform because exams favour pupils with good communication skills.

Experts believe that about 4 per cent of children have high spatial abilities and tend to think in images before converting them into words. But they also tend to have poor verbal reasoning skills.

Specialists suggest this group would perform better if teachers identified their talents at an earlier age and addressed their problems with literacy and oracy.

Professor Jonathan Wai of Duke University in North Carolina, who carried out similar research in the US, claims that people who have "incredible visual imaginations" tend to excel in science, technology, engineering and maths (STEM) subjects.

GL Assessment's study analysed the results of more than 20,000 secondary school students who completed a Cognitive Abilities Test (CAT4) in years 7 to 9 and

completed their GCSEs last year.

According to the findings, more than four-fifths of children who had both high spatial and high verbal reasoning abilities achieved A*-B across all STEM subjects at GCSE.

But pupils with similarly high spatial skills and poor communication significantly underperformed.

Meanwhile in maths, 89 per cent of children with good spatial and verbal abilities achieved A*-B, while only 52 per cent of their peers with high spatial skills but low communication achieved the same.

In physics, 86 per cent of children with good spatial and verbal abilities achieved A*-B compared with just 58 per cent who had low verbal scores. In chemistry the respective figures were 84 per cent and 62 per cent, and in biology 87 per cent and 56 per cent.

Children taking a single core science GCSE diverged wildly, with 74 per cent of children with good spatial and verbal abilities achieving A*-B compared with 24 per cent of those with poor verbal skills – a 50 percentage-point difference.

A similar pattern was found in design and technology and arts subjects.

Sarah Haythornthwaite (pictured), director at GL Assessment, said England's education system did "little to identify or develop the innate talents" of spatially gifted children.

She said this was because most teachers were "excellent communicators" and tended to have strong verbal skills, and because spatial thinkers "often don't speak up in class". Plus, much of the curriculum and assessment regimes – particularly at primary – were "predicated on verbal skills".

Haythornthwaite added that as a result many pupils with high spatial talents "often go unrecognised".

GL Assessment's *Hidden Talents* report recommended eight ways in which teachers could spot high spatial-ability pupils who may have poor verbal skills.

The report said teachers should offer "differentiated learning" so pupils could choose how they did a task and "do not suggest there is only one approach that is 'correct'".

They should also develop specific pedagogies for spatial learning, and encourage children to try to develop their weaker areas, as it will help them to cope with life and work more effectively.



NEWS

RICH KIDS WHO DO NCS LESS LIKELY TO GO TO UNIVERSITY

JESS STAUFENBERG

@STAUFENBERGJ

Investigates

Poorer pupils are more likely to go to university if they do the government's flagship National Citizen Service (NCS), a new report has found.

But pupils from more affluent backgrounds are less likely to go to university if they do the four-week holiday course, with a 10 percentage point drop in girls and 6 percentage point drop in boys.

The increase among poorer pupils is greatest amongst girls, from 15 per cent going to university when they had not done NCS to a quarter going when they had. Overall, entry to university rose 12 per cent with participation in NCS.

The NCS Trust, which has come under fire from the Public Accounts Committee for failing to demonstrate "clear evaluation" of its benefits, said data from 2015 showed the programme had a positive impact on the aspirations of the 15 to 17-year-olds who had taken part.

The fact that fewer affluent pupils went to university after doing NCS might be because they had joined to boost weak university applications, said the report.

Equally, pupils from less affluent backgrounds who took part "are more likely



to be highly motivated" and "more able" than their peers who did not sign up.

When *Schools Week* asked if this meant the data simply showed NCS participants were more motivated than other pupils, rather than the effects of NCS itself, a spokesperson said: "NCS makes you significantly more likely to gain acceptance to university", even when controlling for

gender, ethnicity, background and GCSE scores.

As a result of going to university, pupils who did NCS would earn £6,861 extra over their lifetime on average, the report concluded.

But Stephen Gorard, professor of education at Durham University, said there were issues with the report's methodology.

Instead of comparing NCS participants to a randomised control group, the research matched each participant to pupils who expressed an interest in NCS but then did not take part, suggesting a difference in motivation.

The report said this allowed for a better comparison of the programme's impact on pupils, but Gorard said randomised control groups were considered a stronger methodology.

The research also only analysed about 16 per cent of the participants surveyed. While 2,728 pupils filled out questionnaires ahead of the summer programme, the answers from only 450 pupils were analysed.

Because of the small sample sizes, and the non-random control group, the authors should have said there were "indications" NCS had positive benefits, Gorard said. Further analysis and data from 2017 rather than 2015 was needed before clear conclusions could be drawn.

The report, which was carried out by social impact analysts Jump and Simetrica, was published after Meg Hilliers, chair of the PAC, told the NCS Trust in March that it cost too much.

The committee compared the £1,863 cost per pupil of NCS to the £550 cost of creating a four-year place in the Scouts.

Fresh Teach First row breaks out over PwC recruitment scheme

JOHN DICKENS

@JOHNDICKENSSW

TeachFirst

School teacher-training providers have demanded access to the same pool of graduates targeted by Teach First, after a fresh row broke out over trainees leaving for the private sector.

The charity was castigated last weekend after a job advert posted by the accountancy giant PwC emerged, showing it had started recruiting via a deferred-entry graduate programme for Teach First participants.

Successful applicants were able to defer working for the firm for two years to complete the Teach First leadership development programme.

But the advert reignited a battle on the value for money that the charity provides the country. It recruits top graduates with at least a 2:1 degree, but costs the government £25,000 per trainee, compared with about £16,000 for university or school-centred courses.

Andy Buck, a former headteacher, said that trained teachers were a "complete waste of taxpayers' money" if they promptly left for the private sector after two years.

But a representative for Teach First said the PwC scheme, which has been running for several years, was "just one tactic among many" to encourage "great people into the classroom".

The advert claimed that schools and

pupils would benefit from candidates' enthusiasm and expertise, who will also then develop a "host of skills with Teach First that you can bring to the business world".

Under Teach First's leadership programme, trainees are paid at least the basic salary for an unqualified teacher in their first year, which rises to the newly-qualified teacher (NQT) rate (up to £27,543) during their second year.

They work as full-time teachers in schools in the charity's targeted areas and earn a postgraduate diploma at the end of the two years.

As well as the cost to government, schools also fund the training – paying for salaries, placement fees and any costs of completing a masters.

Micon Metcalfe, director of finance and business at Dunraven School in London, said schools hope trainees stay in the classroom longer than two years and that many won't even have taught a full timetable before leaving.

A report by the Institute for Fiscal Studies published in July last year, found that 60 per cent of Teach First trainees were not working at a state school five years after starting their training, compared with 40 per cent of all trainees.

But Sam Freedman, Teach First's executive director for participant impact

and delivery, insisted that just one in 10 alumni were working in the private sector, with 59 per cent of all teachers trained since 2003 currently still in teaching.

He said that this deferred-entry partnership represented a "small fraction" of participants each year, and that tackling education inequality requires leaders in positions across society who've spent time in schools.

"That means brilliant classroom teachers and heads but it also means politicians, charity leaders and entrepreneurs," he said.

Others have nevertheless called for change. Buck and Metcalfe both suggested that providers running the School Direct salaried routes, such as large multi-academy trusts, should be allowed to "fish from the same graduate pond on the same footing".

This would mean scrapping a ban on School Direct providers from being able to offer salaried routes only to people who have been in paid work for three years.

Jon Coles, the chief executive of the United Learning academy trust, which runs its own initial teacher training scheme, said the government needed to "even up the market in teacher training".

"Employer-led routes and Teach First should get the same funding; and retention of teachers in the profession after five years should become a measure of success for every teacher training provider."

HOBBY MOVES FROM NAHT TO TEACH FIRST

Russell Hobby has been appointed chief executive of the teacher training charity Teach First.

Hobby, who is currently general secretary of the National Association of Head Teachers, will take the reins in September.

He will replace Brett Wigdortz, who helped to found the charity 15 years ago. Wigdortz will remain in a newly-created honorary president role at the charity.

Hobby said he's excited to join Teach First, which is now the country's largest graduate recruiter, at a time when it can make a "massive difference to some of the biggest challenges facing the education system and the country".

He added: "I'm looking forward to building on all that has been achieved, and working with Teach First's amazing movement of participants, ambassadors, schools, mentors, university partners and supporters as we move closer to ending inequality in education."

Hobby has been the general secretary at NAHT for seven years, and has steered the union through a period of significant national policy change.

NAHT confirmed last week that he will be succeeded by Paul Whiteman.

Before taking over at NAHT, Hobby founded and led the Hay's Group Education practice, where he worked directly with leadership teams in hundreds of schools.

Paul Drechsler, Teach First's chair, said the recruitment panel had been impressed with Hobby's "passion for ending educational inequality, his track record in educational leadership and wealth of experience and expertise".

NEWS

MANCHESTER HEADS CAN CANCEL EXAMS, SAYS JCQ

JESS STAUFENBERG

@STAUFENBERGJ

Exam boards have told schools affected by the terrorist attack in Manchester that they can decide whether to go ahead with GCSE and A-level exams.

The Joint Council for Qualifications (JCQ), which represents AQA, Pearson, OCR and other boards, said its members would make sure no pupils were disadvantaged if headteachers chose to close exams after the attack on Monday night.

"Schools and colleges affected by the bombing should contact the relevant exam boards.

"Students affected should speak to their teachers."

Schools were allowed to delay the start of exams by up to an hour if pupils were struggling with transport difficulties after the closure of Victoria train station underneath the stadium where Monday's attack took place, a JCQ spokesperson told *Schools Week*.

And if a pupil was "visibly traumatised" during an exam, a school could apply for special consideration. The board would then look at the pupil's script and award a "range of special percentage marks".

Pupils who were unable to attend the exam would receive a mark based on their grades in course units already taken.

A spokesperson for the exams watchdog Ofqual said heads were "best placed to decide whether exams should go ahead as planned".

Boards will speak with Ofqual about how to adjust exams for pupils whose performance might be affected.

Twenty-two people, including children, were killed in a suicide attack at a concert by singer Ariana Grande at Manchester Arena. At least 12 children are being treated in hospitals.

The attacker died after letting off an explosive device at about 10:30pm, police said. The UK terror threat level has been raised to "critical", with the government warning that another attack may be imminent.

Sir David Carter, the national schools commissioner, tweeted in support of teachers who were reassuring their pupils.

"My thoughts are with school staff who will support their children with care and skill today."

Meanwhile pupils tweeted to say concentrating on revision was a struggle.

One said: "I can't revise for my exam tomorrow because my heart is breaking every second over Manchester."

Another said: "Second exam this morning and I'm an absolute mess after last night."

The PSHE Association has also released guidance to primary and secondary teachers on discussing terrorist attacks with pupils.

It suggests questions about pupils' feelings, and appropriate reactions.

On Tuesday, the scheduled GCSEs were Chinese, DT, Latin, law, religious studies, leisure & tourism and media studies.

At A-level, the subjects were applied sciences, communication studies, German, PE, physics, sociology, world development, history and citizenship.

MAT expansion allowed – despite an Ofsted grade 4

JESS STAUFENBERG

@STAUFENBERGJ

Exclusive

A multi-academy trust for excluded pupils will take over a failing school even though Ofsted rated its first school 'inadequate' – in a move that appears to contradict ministerial wishes that trusts must raise standards before being allowed to expand.

One of two alternative provision schools run by the Brighton-based Olive Academies MAT received Ofsted's worst possible grade in January this year, but has nevertheless had a government go-ahead to continue with its takeover of a failing pupil referral unit in Suffolk from September.

The decision goes against an edict from the children's minister Edward Timpson, who said regional schools commissioners only want MATs to expand if they have demonstrated a "capacity to drive improvement", which includes strong inspection judgments.

But Mark Vickers, the MAT's chief executive, said government advisers visited Olive AP Academy in Essex after it received its grade, as well as its sister academy in Havering, and reassured the trust that it could continue with plans to take over the Kingsfield Centre, a failing pupil referral unit currently run by Suffolk County Council.

Olive AP academy, which was itself a PRU in special measures when it joined Olive

Academies two years ago, now has a new headteacher after inspectors found poor safeguarding procedures, low attendance, and not enough pupils integrating back into mainstream schools.

"The scrutiny has been very thorough. We have welcomed it as a test," said Vickers, adding that the government's AP advisers and Ofsted's monitoring inspectors would return to make sure improvements were on track.

But Local Schools Network, a group that supports local authority-run schools, said councils should get the same chance to improve their schools.

Janet Downs, a member of the group, told *Schools Week* that small MATs with a failing "lead academy" should not be allowed to expand until that school's Ofsted grade was 'good' or better.

Nor, she added, should struggling PRUs be obliged to become academies, since many have a history of improvement under local authorities.

Of 350 pupil referral units in the country, 280 are rated 'good' or 'outstanding', Ofsted data shows. Thirty-three require improvement or are inadequate; 37 have not yet been inspected.

The second Olive Academies school, an alternative provision academy in east London's Havering, has yet to be inspected. It joined the trust in September and is due to be inspected within three years.



It is not the first time a MATs with failing schools has been allowed to expand, even when the DfE has banned one from doing so.

Sixteen MATs are currently "paused" from taking on more schools due to poor performance, according to *Schools Week* analysis.

But the Djanogly Learning Trust, which runs four schools in Nottingham, was given a green light to take over Springfield Primary School in April last year despite being on the government's pause list, and the school opened under the trust in September.

James Croft, the executive director of the Centre for the Study of Market Reform of Education, said MATs took on serious financial and reputational risks when they opened new schools and needed support in making any improvements.

"If they're showing they're on top of the problems, then of course they should be allowed to continue to grow," he said.

Hackers steal Edmodo users' details

JOHN DICKENS

@JOHNDICKENSSW

Personal details belonging to millions of teachers, pupils and parents who use Edmodo, the 'Facebook for schools' application, are reportedly on sale on the dark web.

A hacker reportedly stole millions of account details from the education platform, which has more than 77 million users – more than 2 million of them in the UK – across 550,000 schools worldwide.

While the platform is more commonly used in the US, the company told *Schools Week* it was "likely" that information from UK accounts was involved.

Teachers, pupils and parents can communicate on the app, which operates as an online classroom.

According to the US news website Motherboard, the hacked personal details include usernames, email addresses and passwords.

The site said these details were now for sale on the dark web, a section of the internet accessible only with special software, allowing website operators to remain anonymous.

Mollie Carter, Edmodo's vice-president of marketing and adoption, said the app had additional security layers, including encryption. There were no indications any user passwords had been compromised.

"Safeguarding the trust and security of our users is of the utmost importance



to Edmodo . . . as a precaution, we have reached out to our users in the UK and elsewhere to let them know about the situation and to strongly recommend that they change their passwords."

She said the company, based in California, had reported the incident to police, called in information security experts and was taking "additional steps to protect Edmodo users".

It's the latest cyberattack to affect education. *Schools Week* revealed in January how fraudsters posing as government officials were contacting schools in attempts to hold important computer files to ransom.

In April, 64,000 examiners belonging to exam board AQA had personal details such as phone numbers and addresses hacked.

Jen Persson, from DefendDigitalMe, a campaign group calling for more transparency with pupil data, said the breach showed that urgent action was needed to address "how poorly pupil data protection and privacy is handled in schools".

But she said new data protection

legislation due to be introduced in the UK from May next year would force many schools to "sharpen up their thinking" around data compliance.

"A teacher won't be able to just think 'I'll sign up all my kids' without thinking how the app is using any of their personal data or identifying data."

She also said schools would have to have a named person responsible for data-protection compliance, ensure data security policies were in place for staff, and ensure any personal data about children was deleted when it was no longer necessary.

The group hoped to offer free advice to schools from autumn.

Joshua Perry, director of Assembly, an edtech data platform co-founded by Ark to help schools to do more with data, said schools should challenge any companies processing their data that didn't have clear privacy and security policies.

He said Assembly, for instance, offered a "privacy hub", containing clearly written policies alongside a video explaining how their platform worked.

He added companies handling large amounts of sensitive data should also consider extra safeguards such as encryption of personally identifiable information.

But while big data breaches tended to get press coverage, a more common problem day-to-day involved schools sharing unprotected spreadsheets of data via email and other methods.

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NEWS



EDITOR'S COMMENT

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

Oops, someone must be in for a toasting

When Labour's shadow minister for terrible live interview, Diane Abbott, made an error on national radio about the cost of police officers, she was laughed at. Not knowing your numbers is now labelled "doing an Abbott".

Well, we may need a new phrase.

Last week the Conservative party sent a very clear press release stating that £1 billion of extra cash would be put into schools. The money was pushed as being additional. Much of it would come, the press release said,

from saving money on free lunches for infants and instead putting it into breakfasts. Lunches cost about £650 million whereas breakfasts cost £60 million. Hence, the costs transfer.

No worries. We promptly worked out this meant each breakfast was worth about 7p. (£60 million, divided by 4.62 million primary pupils in state schools, divided by 190 days of the year.)

The Tories did not like this. They called to complain. They definitely did not say the policy was worth £60

million because it definitely wasn't going to cost that. They simply didn't know how much it would cost.

No worries. We promptly wrote a story explaining that they now didn't have a clue how much the breakfasts would cost. We also asked them what this meant for the £1 billion extra? Might it all need to go on breakfast? Radio silence.

And here is why people get so annoyed about politics being such an integral part of education. To be

blunt about it: the promises banded about by press officers in a panicked, sleep-deprived few weeks in May are setting the course for the next few years in schools, and for those children's futures. Imagine having to make all your decisions for the next five years of your life when drunk on New Year's Eve. That's basically how we run schools.

Not that I have a better solution for democracy. But I do have one for Theresa May and Diane Abbott. Their calculators are in the post.

INTRODUCING THE TEAM SCHOOLS WEEK



CATH MURRAY
FEATURES EDITOR
@CATHMURRAY_NEWS



JOHN DICKENS
CHIEF REPORTER
@JOHNDICKENSSW



FREDDIE WHITTAKER
POLITICAL REPORTER
@FCDWHITTAKER



JESS STAUFENBERG
REPORTER
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BILLY CAMDEN
REPORTER
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SAM KING
JUNIOR REPORTER
@KINGSAMANTHA_

The Diocese of Worcester Multi Academy Trust

Chief Executive Officer

Salary: £70-80,000 (depending upon experience)

Location: Diocese of Worcester



The Diocese of Worcester Multi Academy Trust is looking for a Chief Executive Officer to lead it through the next stage of its development. Our vision is to create and sustain a family of academies which provide children of all faiths and none with excellent educational provision within a distinctively caring and supportive Christian ethos.

This is an exciting opportunity to grow your role within an expanding and exciting, diverse Christian school family. We are currently eight schools with a growth strategy in place, which will build upon the current effective practice within the Diocese. Our collegiate approach is to develop excellent learning communities.

If you are looking to develop your career as an inspirational and passionate leader, then you can help to shape our strategic direction of this dynamic MAT. This is a fascinating opportunity to lead church schools and develop their influence across the region. You will work with the board of directors to deliver the Trust's vision of excellent learning and outcomes achieved through strong leadership, professional collaboration and innovation in teaching and learning.

This role requires an enhanced DBS check.

The start date for this role will be agreed with the successful candidate. If you would like to discuss this role and our work at the Diocese of Worcester MAT, then please contact **Karen Surrall** at: karen.surrall@dowmat.education

How to Apply

Please send a completed application form and covering letter, with a supporting CV if you wish, to recruitment@dowmat.education

Closing date for applications: 12 noon on 2nd June 2017

Interviews

Applicants will be contacted week commencing **12th June 2017** with the outcome of their application.

Interviews will take place at Worcester Old Palace on **Friday 30th June 2017**. Please ensure you are available on this date.

References and eligibility

All appointments are subject to satisfactory references, eligibility to work in the UK and a satisfactory enhanced DBS check.

Curriculum and Education Lead

Competitive Salary Offered

This is an exciting opportunity to join the UK's leading study skills company, Learning Performance, as they develop a whole - school, holistic approach to raising achievement and inspiring a love of learning.

As a teacher - led and family - run business, Learning Performance, prides itself on providing high quality support to schools by focusing on three areas:

- Metacognition
- Self - Regulation and Resilience
- The Whole Child

Learning Performance is now looking for a proactive, dynamic and diverse candidate for a 12-month contract for the varied role of Curriculum and Education Lead.

The position will be **full time 8.30am - 5.00pm, Monday - Friday**, at the company's headquarters in the vibrant town of Arundel, West Sussex. Travel across the UK is expected as Learning Performance works with schools across the country and some weekend work is required due to presenter training. Time off in lieu is given and will be agreed between yourself and the Managing Director. The **salary** is between **£23,000 - 25,000** on a one-year temporary contract, with the possibility of becoming permanent. The position is to start as soon as possible. **NQT's are welcome to apply.**

The deadline for applications is **Friday 2nd June 2017** and interviews will be held week commencing **5th June 2017**.

To apply please send your CV and short covering letter about your best and worst experience of school to: carrie@learningperformance.com

For more information about Learning Performance please visit: www.learningperformance.com



Responsibilities include but are not limited to:

- Develop practical workshop and programme content on a range of topics including, learning strategies, mindset, and well - being.
- Create supportive material for teachers for our Partner Schools online area, the One Hub. This can range from podcasts, webinars, videos and PowerPoint presentations.
- Train and develop our presenter team in new material through conferences and our online platform.
- Visit schools to advocate our work, Partnership model and create bespoke proposals for schools.
- Support the Managing Director with current Partner schools and proactively engage schools in becoming partners.
- Liaise with lead presenters who work with Partner Schools to ensure quality and successful relationships are maintained.
- Represent Learning Performance at events such as, TeachMeets.
- During busy periods run motivational study skills workshops for students in schools across the UK.
- Assist the operations and sales team with the smooth running of LP Headquarters during busy times.
- Support the Managing Director to search out funding and assist with writing bids.

The successful candidate will have:

- Up-to-date and comprehensive knowledge of the current education climate, the barriers school face, and the new curriculum.
- Teaching experience, ideally in a secondary school setting.
- An unwavering passion for improving children's' life chances through a holistic approach.
- A curiosity and a keenness to develop their own learning and knowledge.
- An interest in research and an evidence informed approach to teaching and learning.
- Excellent verbal and written communication skills
- Ability and willingness to travel across the UK.

HEAD OF MATHS

Salary: UPR + TLR



Are you looking for your next challenge?

Do you relish the chance to lead colleagues to make rapid sustained school improvement?

We are seeking to appoint a dynamic, highly motivated and ambitious practitioner who has the drive, energy and capacity to become an outstanding leader.

The successful applicant will:

- Be a talented teacher with a proven track record of securing successful student outcomes across all key stages. You will possess the key qualities necessary to line manage the teachers of Mathematics.
- Have the experience of improving teaching and learning and the ability to embed different approaches to mathematics within the curriculum.
- Be an outstanding teacher with the drive and capacity to make a significant difference, with ambition.
- Be inspirational and forward thinking and have the ability to work closely with NQT's as well as Senior Leadership Team.

In return we will offer you a range of wonderful opportunities to enrich your learning and development including:

- Membership of the AET national mathematics teacher network including national conferences and three regional meetings each year
- Personal support and coaching from the AET mathematics regional leader
- Visits to other Mathematics Departments within our community to observe and share best practice as

well as to coach and develop colleagues

- Invitation to be a member of the national AET Mathematics Innovation Team to work on international and national mathematics projects.
- Opportunities to collaborate with academies within our cluster on joint projects such as Numeracy across the Curriculum, Academy-to-Academy Competitions using video technology and Curriculum Development.
- Free access to a range of national training opportunities from the central AET Mathematics team delivered by colleagues such as the author of Method Maths and Mr Barton Maths.

This position is required to commence 1 September 2017

Closing date: Wednesday 31 May 2017

Interviews are available on Wednesday 24 May 2017 so we would welcome early applications.

Interviews will also be available after the closing date.

In line with our safeguarding practices we are unable to accept CV's. For further information on this position and to make an application please visit: www.richmondparkacademy.org/vacancies

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.

Follow us on Facebook, Twitter and LinkedIn. Further details can be found on our careers page.

Magna Academy



Operations Manager

Salary: Scale points 28-33, £24,964 - £29,323 pa

Starting September 2017

This new position has arisen due to the continued growth of the Academy and the Sixth Form (we are rapidly expanding and will reach 1200 students by 2018), designation as a NCTL National Teaching School and National Support School.

We are now looking for an experienced Operations Manager to ensure that all non-teaching operations at Magna Academy Poole are managed effectively, and in a way that supports the vision and operations requirements of the Academy and the Trust. Magna Academy has brand new, state of the art facilities, and is growing rapidly in terms of numbers of students and staff. You will be joining a very strong staff team who are determined to drive further improvements at Magna.

This new role is critical to the continuing progress of the Academy and offers an excellent opportunity for an ambitious, talented individual looking to develop their career.

'This is an outstanding school. Teachers have high expectations of their students, who respond by producing excellent work.'

(OFSTED, June 2015)

'Excellent teaching takes places in Maths.'

(OFSTED, June 2015)

High aspirations? Looking for an exciting new challenge? Our Academy is a vibrant and exciting place to work and was graded as outstanding in all areas by Ofsted in June 2015. In 2016, Magna achieved a Progress 8 score of 0.52, placing us well within the top 5% of highest performing schools nationally. We have a desire to be in the top 1%.

'The behaviour of students is outstanding. They are exceptionally keen to learn, and show real enthusiasm in lessons.'

(OFSTED, June 2015)

How to Apply

Application forms and further details on the role are available from:
www.aatmagna.org/82/vacancies or **Zoe Challis, zchallis@aatmagna.org** or **01202 604222**

Closing date for applications: **Friday 9th June 2017 9am.**

Learn more about Aspirations Academies at: **www.aspirationsacademies.org**



Vacancies

PRIMARY

Harris Primary Free School Peckham

KS1 Phase Leader

Closing date: 20th June 2017

Harris Primary Free School Peckham is looking for an enthusiastic, motivated, experienced Year 2 teacher who can lead Key Stage 1. This will be an exciting opportunity to lead your phase and develop innovative teaching and learning strategies as the academy grows.

SECONDARY

Harris Westminster Sixth Form: Geography Teacher

Closing date: 18th June 2017

Harris Westminster Sixth Form is looking to hire a Geography Teacher for September 2017, who is both passionate about preparing London's most able state school students for entry to the world's top universities, and keen to join a highly academic and successful department.

HARRIS BOYS' ACADEMY EAST DULWICH

Director of English

Closing date: 11th June 2017

We are looking for a hardworking, ambitious and dynamic Director of English to lead the Harris Boys' Academy East Dulwich towards excellence. You will have excellent opportunities to engage in wider Harris Federation Academy improvement and professional development activities.

HARRIS FEDERATION (QUINTIN KYNASTON)

Music Teacher Teacher of Girls' PE

Closing date: 9th June 2017

We are looking for committed teachers with a real passion for Music and PE and vibrant enthusiasm to work with our brilliant students at this new Harris Academy in St John's Wood.

Harris Federation



CHOBHAM ACADEMY

Subject Lead for Spanish

Closing date: 7th June 2017

Chobham Academy is looking for an inspiring, enthusiastic, and outstanding Subject Lead for Spanish to join our academy of committed staff who share a common sense of purpose and high expectations of what students can achieve.

HARRIS ACADEMY MERTON

Teacher of Computer Science

Closing date: 6th June 2017

Harris Academy Merton is seeking to appoint a highly skilled practitioner to work within our Computer Science Department. Committed to raising achievement in Computer Science, you will give students the skills to succeed across the curriculum.

HARRIS GIRLS' ACADEMY EAST DULWICH

Teacher/Lead Practitioner of Geography

Closing date: 6th June 2017

Harris Girls' Academy East Dulwich is looking for an outstanding teacher of Geography with talent and drive to join a strong and creative Humanities team. The current team is extremely strong and the post arises due to expansion of the department.

HARRIS ACADEMY SOUTH NORWOOD

Director of Science

Closing date: 6th June 2017

Harris Academy South Norwood is looking for an experienced and inspiring middle leader to join our academy as Director of Science. The successful candidate will take responsibility for a strong and successful Science Department, providing vision, leadership and direction.

Discover more and apply at www.harriscareers.org.uk

Harris academies are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check.



Harris Federation  **THINK TEACHING. THINK HARRIS.**

WHY WORK FOR THE HARRIS FEDERATION?

The Harris Federation is a top performing Multi Academy Trust with an extensive track record of improving education in London. As of September 2017, we will have 44 academies in and around London, including 19 primary, 21 secondary and 3 all through academies. All of our primary and secondary academies are rated 'good' or 'outstanding' by Ofsted and we are recognised for transforming the life chances of the children and teenagers we educate.

We offer access to a professional and supportive community of academies, Principals, and mentors to help develop and progress your career. Whatever your experience, you will benefit from the support of a highly experienced, collaborative and enterprising academy group, with unrivalled opportunities to progress in your career.

Harris is a Federation and not a chain; each Harris academy is different, reflecting the particular aspirations and leadership style of its Principal.

IF YOU THINK A CAREER WITH US IS RIGHT FOR YOU, DISCOVER YOUR NEXT CHALLENGE.

Discover more at:
www.harriscareers.org.uk

Harris Federation  **THINK TEACHING. THINK HARRIS.**

Harris Federation  **THINK TEACHING. THINK HARRIS.**



PRINCIPAL PROGRAMME

PRINCIPAL PROGRAMME

Attractive and generous salary – based on experience and expertise + Performance Bonus + Private Medical Cover + Generous Harris Benefits

Attractive and generous salary – based on experience and expertise + Performance Bonus + Private Medical Cover + Generous Harris Benefits

ARE YOU AN ASPIRING SECONDARY LEADER LOOKING FOR YOUR FIRST PRINCIPALSHIP?

ARE YOU AN ASPIRING PRIMARY LEADER LOOKING FOR YOUR FIRST PRINCIPALSHIP?

The Harris Federation is a top performing Multi Academy Trust with an extensive track record of improving primary and secondary education in London.

The Harris Federation is a top performing Multi Academy Trust with an extensive track record of improving primary and secondary education in London.

We know that your first headship can seem like a big step. At Harris, our Principals benefit from a very special preparatory programme, the Harris Accelerated Principal Programme designed to help ready you for headship in 12 to 24 months. The programme provides close support in the form of an individually tailored and very special programme for colleagues new to headship.

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Due to our growth we will be admitting a new intake of Associate Principals to commence the Harris Accelerated Principals programme this September.

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To find out more, please call Sir Dan Moynihan on 0208 253 7777 for an informal and confidential discussion.

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READERS' REPLY



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TWEET



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WEBSITE

Struggling UTC opens a feeder school next door



@HelenStevenson4

An interesting development. I wonder if others will follow suit.

@craigjthorley

If this model became widespread (plus new grammars) we'd be moving closer to old tripartite system with specialisation at age 11. Too early.

EBacc prompts training place cuts for creative subjects



@fmarshall20

Ridiculous. Are we suggesting that future generations are less creative and will not need music, art and great design?

@TomRees_77

The decline of the arts in our education system will be remembered as a tragedy if we are not careful.

DfE 'forces' pupils towards computing GCSE



Suzanne Norman

New specifications are causing chaos in lots of subjects. How can you give people less than a year for changes then make them pay for new resources? If I wasn't as suspicious I'd say the government is trying to undermine non EBacc subjects. I can't work out why history and geography are EBacc subjects and DT isn't.

We are paying apprenticeship levy, say supply staff



@inequality2017

The cost of supply staff is crippling the already stretched budgets of many schools and this just adds to the problem, tackle shortages now.

Government plans 'trusted' pool of agencies for temporary teachers



SAILewisham

Our kids deserve continuity of teaching so they can build relationships and learn

more effectively. The government needs to address the problem at its root. Why are so many teachers leaving the profession?

Inspiration shifts its focus to the curriculum



Colin Richards, Cumbria

I agree with Inspiration Trust that "disproportionate" resources have been "thrown" at years 6 and 11 and that greater attention needs to be paid to the curriculum in key stages 2 and 3. But is its director of education giving us the real rationale behind the decision? Might it be that the trust's previous "interventional approach" to boosting standards has not proved sustainably successful and the trust now wants to distance itself from that strategy for self-regarding rather than for strictly educational reasons?

Profile: Mary Myatt



@Daniel_Eos

The interview in *Schools Week* was genuinely fascinating...it could easily be a film script and it would inspire so many I'm sure...humbled.

@5N_Afzal

Loved Mary Myatt's profile feature. It's a privilege to know her and interact with her.

How schools can support students during Ramadan



Janet Downs, Bourne

Perhaps the difficulties of a fast lasting 19-20 hours could be alleviated if Muslims fasted for the same time as those in Mecca. Sunrise in Mecca on 27 May is 05.38 and sunset is 18.57. This reduces the fast to about 13 hours. The further north Muslims are, the longer the fast if it coincides with Summer. Conversely, Muslims in the Southern Hemisphere have a much shorter fast if it coincides with their winter.

Alternative MATs must expand to meet rising demand



@garycorbett7

This sounds interesting. I wonder how this will look in reality and how it's going to be supported and funded.

Are you making the most of your TAs?

REPLY OF THE WEEK

f Rachel Hodgson

Schools are using teaching assistants as unqualified teachers to save money on supply teachers. We wouldn't let dental nurses step in for dentists or nurses step in for doctors. But hey, those four years doing a degree and being taught to teach (plus the thousands of pounds of student debt) seem not to matter. Let great teaching assistants support great teachers. Then we might deliver great education for all!

REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!



DO YOU HAVE A STORY?

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

news@schoolsw.co.uk

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PROFILE

LAURA MCINERNEY
@MISS_MCINERNEY

Russell Hobby, outgoing general secretary of the National Association of Head Teachers

Russell Hobby did a profile with *The Guardian* when he started at the NAHT. In it the journalist interviewing him described him as the boy most likely to have his hand up in class. Given Hobby's determined, enthusiastic and almost universally liked temperament, it seems a bang on point.

But Hobby, with all the enthusiasm of a child in the top class wanting to prove his teacher wrong, disagrees.

"That's not true, actually. I don't think he realised the school I went to . . ."

Despite his estuary English accent and a childhood spent in Abingdon-on-Thames, near Oxford, Hobby's schooling was not among the cloisters of a private school. It was at the challenging John Mason comprehensive, recently still rated as requires improvement. It was so raucous that a child with special needs had to move to another school down the road, where he was bullied so badly he fled and ran in front of a bus where he was killed.

Hobby squirms. "He lived on my street. I went to his birthday party. The bullying was rife and nobody did anything. I didn't do anything either . . . It sticks with you, the necessity for that to be tackled.

"Our schools are very different today. Did you see that recent Ofsted report, about the pupils throwing food and stuff? That shows how far we have come that that's now unusual."

He is philosophical about what his 14-year-old self could have done. As a bright kid, who devoured library books and later proved some of his doubting teachers wrong by attending the University of Oxford, he was able to balance his swot tendencies with rugby – a good use of his height and broad build.

The value of headteachers also came home to him after his father died in a moped accident when he was eight. His head, Mr Peacock, quietly attended his father's funeral and later offered his mother a job – a move that meant a great deal to Hobby. She taught for 30 years and later became mayor of Abingdon in the last year of her life.

She was as suspicious as everyone else when, at 38, her son became the general secretary of the NAHT without having stepped in front of a class. He chuckles. "Family . . . they keep your feet on the ground, don't they?"

When he took the job he also saw his old head, Mr Peacock, though "he was a lot smaller than I remembered at the time . . . but I guess you still see the world through your lens of being a child."

He found the transition from management consultant to union secretary easier than he had imagined. Starting in 2010, a few months after Michael Gove was appointed education secretary, there was plenty to be getting on with – not least countering insults such as "enemies of promise" – which meant most people overlooked his background.

"Plus, once you've been around long enough people forget where you came from."

He also believes that not being a head made it easier for him to compliment the profession. "I can say I think heads are brilliant, and I do, but it might feel a bit weird if a head was sat there saying that!"

Over the almost seven years he has been in office, he is proudest of changes to assessments – including the

ongoing review about the scrapping of SATs for seven-year-olds. He also points to the numbnut ideas the union prevented going ahead: no-notice inspections, SATs resits, Gove's plan to bring back O-levels.

"The hardest days are when you think you've got to a sensible point, but people are clamouring for more. It's so much more satisfying to be the revolutionary. To rebel and rouse the people up.

"But at some point you've got to decide what will make the system better and, frankly, the trade union movement is not short of examples of unions that have taken a winning hand, played it further than they should and lost every single thing they had."

If the outside demeanour is calm, it doesn't mean tensions aren't bubbling away under the surface.

For a start, he angers at politicians who use "blatantly provocative" statements, in particular pointing to Gove's era as a source of frustration.

"At some point a decision was made that you cannot persuade people so you get more benefit from provoking them and getting political victories. They gradually shifted into thinking of everyone as the enemy – and that's the beginning of the unravelling."

He is also annoyed at the timing of the general election. All the unions consider Justine Greening a reasonable education secretary whose on-the-ground changes are making a material difference to teachers' lives – "and then they call an election and you know you have to start all over again".

And he is scathing about the government's attempts to handle teacher workload.

"We've had an awful lot of conversations over the details of posters on workload rather than the fundamental drivers of it."

So have they missed a trick on workload? "They've missed every trick. Because they cannot address the major cause of it, which is the inconsistent accountability of the system and the high pressure and high stakes of that.

"Heads don't make people fill in forms for fun – they do it because they are worried about the consequences if they don't."

Isn't that just union belly-aching? If they weren't moaning about workload it would simply be something else?

His look is withering. "There are some issues that are perennial. But two or three years ago, I don't believe I mentioned recruitment once. So that's new. We weren't talking about money five years ago, by and large. Everybody wants more, but these are new concerns."

"HEADS DON'T MAKE PEOPLE FILL IN FORMS FOR FUN"

RUSSE

So, is the Labour party a solution to these ills? Back in 2013, he told *The Guardian* that he was a card-carrying member for the reds. His association is so strong that his son is called Keir, after Keir Hardie, the party's founder. Is he still a member?

"I am, actually," he says, "although I've taken that card and come very close to cutting it up on a number of occasions."

How many? "Monthly at the moment."

Would he want to go into politics? He answers politically. Something about timing, and luck, and achievements.

As it happens, though, he has a new job starting in October as chief executive of Teach First, the charitable organisation that sweeps up "top" graduates and places them in challenging schools. The announcement comes out a few days after we meet and he gets in touch, asking if I need a comment.

But he'd already given away his thoughts in a chat we had about the difference between influence at the top level of government, and impact on someone's life by being a teacher.



"The problem with changing things in a little way is that things can boomerang back to being exactly as you started. At least with changing someone's life, you know that's an enduring legacy. It's up to them what they do with it from there on in, but nobody can take it away."

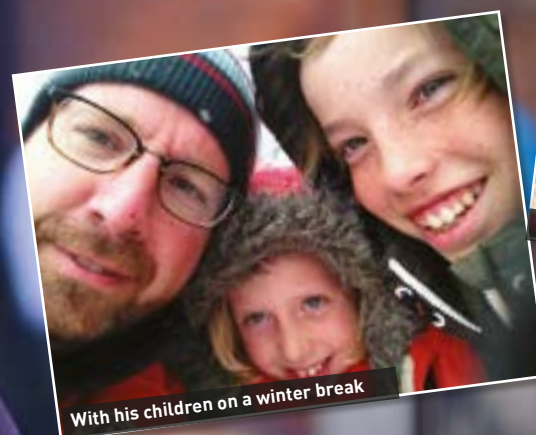
Like a teaching Benjamin Button he seems to be going in the opposite direction to most people – from arms-length education consultant, to working with heads, to working with new recruits into the classroom. Perhaps, one day, we may yet see him in the classroom. That, or as prime minister.



Hobby with Jeremy Corbyn



1980s night with his partner, Victoria



With his children on a winter break

IT'S A PERSONAL THING

Favourite book?

I've managed to give my son, Keir, the same book twice – *Politics and the English Language* by George Orwell. But getting it twice is good for you! Otherwise my favourite writer is Kim Stanley Robinson. He's a Californian science fiction writer, who shows a very interesting view of what left-wing and ecological politics could look like.

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

I would sit at home and wait for the invisibility to wear off. Then I could properly engage with people again.

What is a promise that you made to yourself as a child?

That I would be able to spend money on books. I used to trot down to the library with my card and bring home my five books. That works well, but you can plough through a provincial library quite quickly. Being able to buy whatever I want is great. E-books have got me into a lot of trouble; there is a lot of stuff to download.

What is the best fancy dress costume you've worn?

I went to a friend's party as Zeus. It involved a wig and a toga and a cardboard thunderbolt.

Ideal holiday?

My favourite trip was with my kids around America. Just the three of us, and we went by plane, train and automobile. We flew to New York, did Chicago, Los Angeles, the Grand Canyon. And then I came home to the 2012 GCSE crisis! It will be nice to go away this summer without having to come back and say something about exam results.

OPINION



KATE CHHATWAL

Co-founder of the Leading Women's Alliance
and Director of Southwark Teaching
School Alliance

Setting the tone at the top

The new board of the Foundation for Leadership in Education is all white and nearly all male – a fact which in no way reflects the reality of the sector it claims to represent, argues Dr Kate Chhatwal

If the role of a board of trustees is to set the tone at the top, I'm a little perplexed at the note the Foundation for Leadership in Education (FLE) wants to strike. Years in the making, it went live last week, but of the nine trustees on its new website, eight are men, only one is a woman – and all of them are white.

The cause of this problem doesn't lie entirely with the Foundation itself. The founding trustees represent the organisations behind the FLE, and all of these except NGA are run by white men (though I'm not sure why the serving female presidents of both ASCL and NAHT appear to have been overlooked).

News of the board's line-up reached us the same week that NAHT confirmed the appointment of the aptly named Paul Whiteman as its new general secretary, whose predecessor, Russell Hobby, is to replace Brett Wigdortz as chief executive of Teach First. Earlier this year ASCL also replaced one white man with another as general secretary after an election contested by two – you guessed it – white men.

Now, I'm not saying that any of these men aren't up to the job, nor that appointments shouldn't be made on merit. I have been fortunate to work with Russell Hobby and Malcolm Trobe – both FLE board members – and consider them giants of educational leadership. They also acknowledge the need for greater diversity in headship and signed up to the Leading Women's Alliance pledge. I'm simply asking whether it can really be possible that *only* white men are up to these jobs.

Elsewhere in the education landscape women are shaping the agenda. Becky Allen at Education Datalab, Becky Francis at IOE, Natalie Perera at EPI, Dame Alison Peacock at the Chartered College of Teaching, Amanda Spielman at Ofsted, and, soon, Leora Cruddas at FASNA, are all in commanding roles, and both *School Week's* own Laura McInerney and *TES's* Ann Mroz are strong female voices for the sector.

Yet despite these causes for optimism, the leadership of school leadership still feels like a distinctly white male preserve. In many

ways, the problem is simply a magnification of the problem within schools themselves. But in secondary headship, where just one third are women and less than 7 per cent aren't white British, the Foundation's board has some way to go to reflect even that limited diversity.

“ Can it really be possible that only white men are up to these jobs? ”

The FLE's constitution does allow additional trustees to be appointed and, used wisely, this provision could bring better balance (and more serving school leaders) to the board. It represents a real opportunity to show leadership on the issue of diversity in school leadership.

In every programme and workshop I run, aspiring leaders at all levels tell me about the importance of role models in inspiring them to take the next step. How powerful would it be for the three-quarters of the combined primary and secondary teaching workforce who are women and the 14 per cent who aren't white British to see the body committed to “excellence in educational leadership” steered by a board which looked more like them? How compelling if we could rely not just on movements like the Leading Women's Alliance, WomenEd and BAMEed, but on mainstream leadership associations to champion diversity by raising the bar on what is expected in their own organisations, truly leading by example?

It is possible. Twelve of the Chartered College of Teaching's 19 trustees are women (though there's more to do on other measures of diversity). This was achieved through open recruitment – targeting serving teachers and heads – to both its founding and additional trustee roles. Perhaps the Foundation for Leadership in Education could adopt a similar approach.

There is plenty of leadership talent out there to draw on, which both reflects the rich vibrancy of the society our schools serve and could help ensure every child goes to a school thriving under great leadership. With the right tone set from the top, there could be even more.



SAM PARRETT

CEO of London South East Colleges

Giving UTCs a lifeline

The university technical college concept is foundering, and the Baker Dearing Trust's obstreperous attitude is doing more harm, argues Sam Parrett

With the people in charge of university technical colleges sticking their head in the sand over the growing problem of recruitment at 14, it's no wonder schools, UTCs and colleges are getting creative in their quest for workarounds.

Despite millions of pounds being pumped into the scheme, seven UTCs have closed or will be, and 60 per cent are rated as 'requires improvement' or 'inadequate' by Ofsted. In this context, one would think the Baker Dearing Trust might be seeking solutions and supporting schools that want to innovate and try to turn a great concept into a successful school model.

This is not the case. Last week *Schools Week* reported that Leigh UTC will be accepting 11- to 13-year-olds from September – apparently against BDT's wishes. The new 'Inspiration Academy@ Leigh UTC' has therefore been positioned as a separate 'feeder' school, but as it has just one DfE number and one headteacher, to all intents and purposes it's an extension of the original UTC's existing provision.

This is not a surprising move. In a country where the age of transfer has mostly been 11, it is a challenge getting parents, students and teachers to opt for a move in year 10. Such transfers usually only happen where the child is not getting on at school; well-performing students tend not to make a conscious decision to move.

We at London South East Colleges have first-hand experience of this challenge.

We established our own direct entry 14-16 technical academy in 2014, where students were able to choose a vocational specialism to study alongside GCSEs in academic subjects.

We reached out to headteachers, hoping that schools would offer impartial advice to their pupils and act in the best interest of each individual.

Sadly we were viewed and treated as alternative provision. Instead of attracting children with a real passion for vocational learning, in the main we have been seen as the ideal place for schools to offload pupils who are unlikely to pass their GCSEs and who would otherwise pull them down the league tables.

In 2014 we were approved by BDT to develop a health and wellbeing UTC in partnership with major local employer and university partners. After some detailed

scoping work, and with the benefit of our experience of recruiting at 14, we approached BDT asking to pilot a new 11-19 model of UTC.

Our proposal was duly turned down on the basis that UTCs are strictly 14-18, even though we had planned to keep all the key elements of the concept, including the employer/university sponsorship and a curriculum offer with the post-14 specialism.

Despite our obvious support and passion for the concept, we were not given the chance to take it forward and create a potential lifeline for UTCs.

While Leigh has got around the problem by creating a feeder school, our solution is instead to open a specialist vocational 11-18 free school, specialising in the science,

“ One would think the Baker Dearing Trust might be seeking solutions and supporting schools that want to innovate ”

health and wellbeing industry, which we expect will open in 2020 in Bromley.

It is supported by key employers and will help address the shortage of secondary school places in the area as well as skills gaps within this expanding industry. In other words, it's a UTC in all but name.

The concept of employer-sponsored, specialist and technical education for young people is indisputably a good one, especially given the predicted post-Brexit skills shortage. The government's recent technical education reforms, introducing T-levels and streamlined vocational routes, support this model.

Yet it is clear that in the majority of cases, our education system is simply not set up in a way that allows transfer at 14 to succeed. If BDT accepted this fact, I have no doubt UTCs would be thriving and offering young people the real technical alternative that employers are crying out for.

So rather than “not giving its blessing” to Leigh UTC's common sense move, perhaps BDT should be counting its blessings that this particular college is less likely to be closing its doors anytime soon.

OPINION: MANIFESTO REACTION

The Conservative manifesto talks about governing from the mainstream, but its education policies hardly match the rhetoric, claims Kiran Gill

I recently wrote an assessment of Labour's manifesto policies on education, and one of my marking criteria was on how well the party could shift the "narrative" of education.

By narrative, I mean the stories told about those policy areas which take hold in the public imagination and shape perceptions of the government's role within them, and how some policies come to be considered extreme while others are seen to be reasonable.

Framing is a well-known political tool, used to great effect when New Labour positioned themselves at the political centre, framing their ideas as neither left nor right but as a new "third way". In fact, we could be leafing through the opening pages of their 1997 manifesto as we read the evocative introduction to the 2017 Conservative manifesto: "We reject the ideological templates provided by the socialist left and the libertarian right."

May's Conservatism is framed for the voters as a compromise between two extremes, the only "reasonable" option, or "governing from the mainstream", as she terms it.

And so it is with their most attention-grabbing education policy: the scrapping of universal infant school meals. Giving free school dinners to all infants was prioritised under Cameron's austerity government. Now, however, May's manifesto describes it as "not



KIRAN GILL

Policy consultant, founder of The Difference

Tories are talking a good fight on education

the best use of public money". That's a shrewd political move. Labour's policy to extend free dinners to all primary pupils polled well. So by giving money for free primary breakfasts, the Conservatives seek to gain the same popular support, though by rowing back on their universal policy for infants' lunches they seek to make Labour's pledge look unnecessary and extreme.

“**School funding at the moment is far from “just right”**”

The Tory manifesto proposes that the "savings" from scrapping free school meals (forget the money shelled out to refit school kitchens and build new dining rooms) will

be reinvested in schools. In doing so, the Conservatives present their funding policy as a Goldilocks compromise – not too much, nor too little, but "just right".

School funding at the moment is far from "just right", though. There has been wholesale change in what schools must deliver and how they monitor it, along with reforms to curriculum and testing. Yet the money for training teachers and improving schools was cut to the bone in 2015, when the Education Services Grant was slashed by 70 per cent. Though school funding was protected, it was not matched to pupil numbers, and as more children reach school age it has amounted to real-terms cuts.

Meanwhile, schools have had to scrape new money together from their dwindling budgets to fund increased pension contributions, rising national insurance and the incoming apprenticeship levy. The £4 billion announced in the latest Tory manifesto stays the axe

which had been hovering over certain schools, threatening to harm them further, but it does not reverse the damage which has already happened. Cuts are already having an impact on the curriculum, class sizes and education of the most vulnerable students in many schools.

Every day, 31 children are excluded from the mainstream school system. These are some of the country's most vulnerable: twice as likely to live in care, four times more likely to grow up in poverty and seven times more likely to have a special educational need than other students. From local authority to local authority I hear the same stories about the causes of climbing exclusion rates.

In growing class sizes, the needy children are being left behind. As they frantically prepare for new exams, teachers struggle to get professional development on issues like mental health.

And as the pressure mounts to achieve more with less, schools lose their teachers; as more temporary staff are left running chaotic classrooms, behaviour spirals out of control. One in 50 children in our mainstream schools are categorised with social, emotional and mental health needs. In schools for excluded pupils, it is one in two.

The Conservative manifesto pledged to create a "great meritocracy" and to prioritise the "burning injustice" of support for mental health. These are noble ambitions. But it will take more than rhetoric for the Conservatives to change the lives of the country's most vulnerable children. Mrs May will need to put her money where her mouth is.



JON ANDREWS

Deputy head of research, Education Policy Institute

There's agreement on cost pressures, but little else

Jon Andrews looks at how each of the three main parties proposes to tackle some of the main challenges facing education

In every general election, education ranks with the economy, national security, and the NHS as a priority of swing voters. This election, although sitting alongside Brexit, is no different. Each of the three main parties in England has now published its manifesto and the Education Policy Institute (EPI) has analysed how each – Conservatives, Labour and Liberal Democrats – proposes to tackle some of the main challenges facing education.

School funding has played a prominent role in much of the discussion. The reality, accepted by all parties, is that schools

are facing increasing cost pressures. The EPI analysis suggests that under the government's proposals for a national funding formula (NFF), cost pressures will leave every school seeing a real-terms cut to per-pupil spending over the coming years. We estimate that half of schools will see cuts of between 6 and 11 per cent.

All the main parties have now pledged to deliver an NFF in which no school would lose out because of the formula, costing about £335 million a year. Addressing the inflation pressures by offering real-terms funding protection across all pupils is much more expensive. The Conservatives' seemingly generous pledge to increase expenditure by £4 billion still implies a reduction in per pupil funding in real terms of about 3 per cent over the next parliament.

Despite the overwhelming evidence against the idea, the proposal to open a wave of new grammar schools makes it to the Conservative manifesto, with Labour and the Liberal Democrats pledging to maintain the current ban. The Conservatives offer no real detail about how this expansion might work in practice. The proposal to allow children to join at different ages may worsen the representation of poorer children in grammars as the attainment gaps evident at age 11 continue to widen during secondary school.

So, in policy terms, we have not moved on from September's grammar school consultation, but in political terms we are a giant step closer to seeing these schools open. With a manifesto commitment, Conservative backbenchers will feel less able to vote against the government, and the Lords are unlikely to block it because of what's known as the Salisbury Convention.

The proposal is part of a wider wish from the Conservatives to prioritise children from "ordinary working families". However, it is notable that the educational outcomes for this group are actually slightly above average. This group is distinct from the pupil premium group, which is economically and educationally disadvantaged. It is unclear on what basis and how this group should be targeted for additional support, and whether this would draw away focus from the most disadvantaged, whose educational outcomes most obviously lag behind.

If we are to address that gap it needs to happen in the early years: 40 per cent of the gap at age 16 is present by age 5. So it is

good to see all three parties acknowledge the importance of the early years but there is a clear need to establish what actually improves child outcomes.

Amongst other proposals, Labour and the Lib Dems want to extend free childcare – this is ambitious and costly. A significant challenge to delivering these commitments is ensuring that there is sufficient capacity, in terms of capital investment and investment in upskilling the existing workforce.

Academisation has fallen down the agenda with the parties perhaps now adopting a more pragmatic approach. On free schools the Conservatives remain committed to opening more, but at essentially the same rate as now, Labour wouldn't open any, while the Lib Dems would end the presumption that all new schools will be free schools.

“**We are a giant step closer to seeing new grammars open**”

The presence of free schools provides capacity and competition in the sector so it is unclear which party's policy is justified from this perspective. While a significant proportion of free schools have been built where there wasn't the demand for places, free school proposers have the potential to offer good quality school places. Dismissing that potential out of hand seems misguided.

REVIEWS

TOP BLOGS
OF THE WEEK

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



Our blog reviewer of the week is Harry Fletcher-Wood, associate director of knowledge development for Teach First @HFletcherWood

Cognitive Load Theory

By Dan Brinton



According to Dan Brinton, the “one learning theory that I feel all teachers should be made aware of”, is cognitive load theory. He explains how the theory can help explain why some lessons leave us little to remember, and others leave us “more confused than when we entered”. He offers three helpful ways in which he has used the theory in his teaching, including worked examples and dual coding.

Never live like common people; the problems with trying to empathise with those who lived in the past

By Ben Newmark



Ben Newmark opens this post with a recollection of a walk through an Ethiopian village with a friend, an “Ethiopian from an agricultural background”. “I love this time,” he mused. “It’s when everyone’s at their happiest. Work done for the day, time to eat, talk with friends and then rest.”

His friend said nothing for a long time. Then, “kindly but firmly, in a tone that ended the conversation,” replied: “Ben, you know nothing at all about it.”

Newmark uses this reflection to explore whether or not we can teach empathy in history and some of the troubling implications this has, noting, for example, “the sorts of perspectives children are asked to take when empathising with those in the past. Writing a letter as a Great War soldier, yes. Writing a letter as a general, no.”

Concerning empathy in history teaching

By Anonymous



Ben Newmark’s blog (above) elicited this fascinating response, which examines his ideas and extends them, considering in

greater depth what learning a discipline consists of.

The author opens with the words of the French philosopher Simone Weil: while empathy relies on egoism, she says, attention is the “rarest and purest form of generosity”. Attention, that is, to the world.

“Weil describes how the student should become the ‘slave’ of truth... Good historical writing consists in the author submitting herself to the sources, not imposing herself upon them. Good maths is submitting oneself to the numbers; English to grammar, to the writing; science to the experiments; philosophy to the rules of sense and nonsense.”

This is not an argument for authoritarian teaching, it is an argument for students “and the teacher to the search for truth, whether that be careful study of the accounts of the execution of Thomas Beckett or evidence for the manner in which an Ox-bow lake is formed.”

The problem with past exam papers

By Alex Quigley



In considering how to improve the football skills of his younger son, Alex Quigley notes that while we intuitively feel that “to get better at playing the big games, we need to play more of the big games”, this isn’t actually true.

This example leads him into a discussion of the way Daisy Christodoulou’s *Making Good Progress* can be applied to the teaching of English. In the past, Quigley would have “drilled [his pupils] lots of times to write usually full exams or essays in timed conditions, tackling lots of full exam questions, giving them a sense of the ‘big game’”. Now, however, he realises that focusing too much on the ‘big game’ too early robs students of the time to “accumulate and remember the knowledge and understanding required to actually play the ‘big game’ with success”.

Kid Logic

By This American Life



I spend a lot of my time thinking about the pedagogical aspects of misconceptions: what can teachers do to help students better understand a tricky concept? So I enjoyed this podcast, which looked at the same question through a lens of simple enjoyment.

Interviews collected a series of examples like Rebecca, whose friend told her she had discovered her father was the tooth fairy. Rebecca went home and announced that her friend’s father was the tooth fairy – and duly took many years to learn otherwise.

A light-hearted examination brings to life how misconceptions arise among children: listen for business or for pleasure.

BOOK REVIEW

Much promise: Successful schools in England

By Barnaby Lenon

Published by John Catt

Reviewed by Laura McInerney



Most former headteachers, by the time they leave the profession, have at least one book in them. Barnaby Lenon, a veteran school leader, clearly had more than one – and he’s decided to write them all at once.

If this sounds like the book would be awful, it’s not. While there is much to be said for a book that’s like a small museum – pointed and well-curated – there is also a lot going for Lenon’s approach, which is more like buying a warehouse and packing it full of the bizarre, the beautiful, and the extremely well thought-out.

Each of the first seven chapters focuses on success in one thing:

schools, teachers, pupils, subjects, parents, exams and governors. Each is large enough to run a gamut of topics, but not so unwieldy that one loses the thread.

Lenon also manages to gobbletise complex issues in a way that neither loses their nuance nor bores the reader with unnecessary detail.

He blends history (from 1940s to modern day) with research (there are punchy article summaries), case studies and anecdote. The blend isn’t annoying in a Malcolm Gladwell “here comes the story so you can stomach the science” sort of way. It’s brilliant, in a “here’s the stuff you need to know with a story that shows how real people relate to it”.

That Lenon has taught across a range of schools – from Eton to Holland Park comprehensive – helps with the breadth of examples in the book. At one point he reveals the entire handout given to Eton teachers when they turn up at the school, which includes the amazing caveat: “It is not possible to like all boys equally.” This is true of course, but it’s not often one sees it put so bluntly.

The same chapter then pivots from the handout to a summary of a meta-review of successful teaching by the Sutton Trust – and to eight further research pieces, including John Hattie and the Education

Endowment Foundation. It summarises Matt Hood’s piece, “Beyond the Plateau”, which led to the Institute for Teaching. It bangs through the case for textbooks, project learning, drilling and differentiation. At one point Lenon gets so animated about the benefits of children being motivated by a subject that HE STARTS TO WRITE IN CAPITALS!

Two of the most interesting chapters are on successful subjects and successful examinations – topics which are not commonly written about well. As someone who regularly writes about both, I know how hard it is to explain difficult concepts, such as comparable outcomes, in a way that is interesting and accurate. Again, Lenon manages it. He made my heart skip by labelling the English Baccalaureate subjects as “so-called facilitating subjects”. This “so-called” is important: there’s no evidence

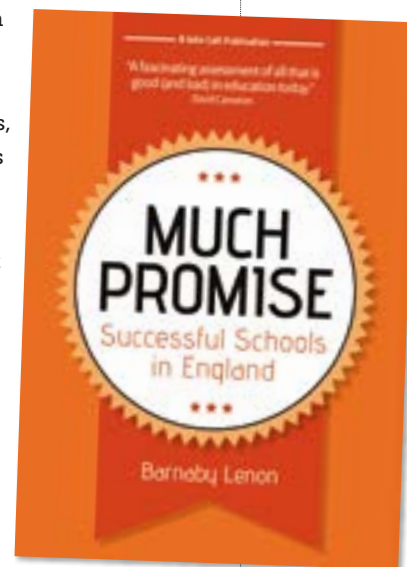
they really do facilitate university entrance. It’s a nuance, imperceptible to most readers, but it belies a deep awareness of the topic. And this happens over and again: the correct use of names for tutorial time in various independent schools, an incisive explainer of gaming and grade inflation, insight into the curriculum review process which explains why so much content is now in GCSEs – and why that isn’t helpful.

If there’s a weakness, it’s the chapter on governors. Falling back on guidance from the Department for Education and his own experiences, it’s a shame Lenon didn’t draw on the academic research around governance. There isn’t much of it, but some does exist, and there’s a growing field being driven, in good measure, by the hard work of Andrew Wilkins at the University of East London.

But this a marginal complaint that barely marks what feels like a magnum opus for Lenon.

If I were still in school I would seriously consider buying this book for every senior manager, every governor and – at the very least – photocopying a few of the research articles to keep on hand for CPD, particularly for new teachers and department leads. Certainly, when keen new reporters start at *Schools Week* from now on, this will be in their welcome pack.

Recommended. And then some.





A week in Westminster

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

THURSDAY:

Reassuringly, there is still an election on. And after weeks of waiting, we have finally heard from the Conservatives about their (uncosted) plans.

There were some interesting nuggets for education, but if the one about offering student loan forgiveness to teachers seems familiar, that's because you've almost certainly heard it before.

The date is March 6, 2015. Ed Miliband is ahead in the polls, and Policy Exchange has just put out its education manifesto.

The right-leaning think-tank said at the time that teachers starting in state schools or teacher training "should have their student loans paid off by the government while they remain in the profession".

Fast forward to May 2017, and the Conservatives have just pledged to offer forgiveness on student loan repayments while they are teaching".

Anyone else seeing double?

FRIDAY:

It may not be a huge election issue, but the pupil nationality data collection scandal is still on the agenda in some areas.

BuzzFeed's Jim Waterson reports that adverts on bus stops in south London have been replaced with posters raising concerns about the school census and the national pupil database.

One poster claims that up to 1,500 families a month "are being targeted for deportation using children's school records" and calls on families to refuse to answer nationality and country of birth questions.

Another claims that as home secretary, Theresa May "wanted to deprioritise the kids of irregular migrants for school places".

It just goes to show that your past can come back to haunt you...

SUNDAY:

Theresa May might be doing her best to

avoid journalists, but she can't escape pesky education researchers while on the campaign trail.

Karen Wespieser, the National Foundation for Education Research's dogged head of impact, managed to grab a few words with the PM at a campaign event, and naturally focused on the government's plans to increase selection.

Wespieser says she threw "everything I could muster" at May, including evidence concerning the percentage of disadvantaged pupils at grammars, pupil progression data, information on partial selection and collaboration but "didn't persuade her" on the issue.

Instead, the PM reportedly told Wespieser: "You can have all the evidence in the world, but headteachers have told me grammar schools are good for disadvantaged pupils."

Week in Westminster wonders if she means the vast majority of heads at the National Association of Head Teachers annual conference, who last month overwhelmingly voted to "campaign vigorously" against the plans?

TUESDAY:

Conservative HQ is not great at sharing. Many of Week in Westminster's enquiries have gone unanswered (sob). However, we didn't realise this secrecy extended to members of the inner circle.

We were contacted this week by a staffer for a senior Tory backbencher who wanted to know where we got our figures from for the savings that would go into the Conservatives' pledge for £1 billion extra annual schools funding.

Embarrassingly, they came from a press release sent out by... Conservative HQ. You'd think they'd have kept their own candidates in the loop!

Also out of the loop is the Department for Education, which has been so muted by purdah that it could not answer our questions about purdah (see page 3). Lazy lot. Can we get a purdah hols too please?

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



Name Alex Sharratt

Age 39 (looks 38)

Occupation Publisher

Location: Suffolk

Subscriber since January 2015



FLY ON THE WALL

Where do you read your copy of *Schools Week*?

First, bleary-eyed and a bit grumpy, I read the online edition at 5.30am when my daughter wakes up. Then later in more depth in the office, with my sixth coffee of the morning.

Which section do you enjoy the most?

Book reviews, but only if the latest John Catt educational publication gets four or five stars.

If you could wave a magic wand and change one education policy, which would it be?

Ban schools from letting kids take GCSEs earlier than year 11, except in exceptional, child-genius circumstances.

Who is your favourite education secretary?

Nicky Morgan, because she is currently writing us a book on character education.

What is your favourite story or investigation reported in *Schools Week*?

Amazing job in recently reporting the leaked Labour manifesto before the mainstream press, or any story where Laura and the team expose inexcusable buffoonery.

What do you do with your copy once you've read it?

Leave it on the coffee table for the rest of the staff to fight over during lunchtime.

What would you do if you were editor for a day?

First, apologise to the staff. Then lock myself in Laura's office and unplug the computer and phone, to minimise the chance of making some bafflingly stupid mistake and undoing the team's good work.

Favourite memory of your school years?

Epic 20 v 20 games of football in the playground, carrying the score over from morning breaktime, to lunchtime, through to afternoon breaktime, so it would finish something like 56-48 at the end of the day.

If you weren't working in education, what would you be doing?

Writing novels: attempting to better Hemingway, Steinbeck, Fitzgerald, Capote and Camus. And failing.

Favourite book on education?

I'm trying to be diplomatic and not saying one of ours: *The Learning Game* by Jonathan Smith was excellent.

What new things would you like to see in *Schools Week*?

Some positive news from the academy and free schools sector. It feels like they get a bit of a kicking most weeks.

If you could be a fly on the wall in anyone's office, whose would it be?

Pep Guardiola. I'd like to know what players Manchester City FC are going to sign this summer to improve on a bang-average season.

Fly on the Wall is a chance for you, the subscriber, to tell us what you love (and hate) about *Schools Week*, who you'd like to spy on and, of course, what the world of education would look like if you were in charge...

School Bulletin *with Sam King*

If you have a story you'd like to see featured in the school bulletin, email samantha.king@schoolsweek.co.uk



Pupils profit from art project

FEATURED

A London primary school has come up with a lucrative business model, with pupils selling original works of art to raise money.

Year 5 pupils from Lansbury Lawrence Primary School have used their school's architecture as inspiration for a range of keyrings, jewellery, pen holders and coasters, which they made during art classes with the help of Haidée Drew, a local product designer.

Pupils sold their designs at a nearby market as part of the project, raising more than £100.

Following their first success, the school has decided to continue the project as a small enterprise business it has called Lansbury Presents, using casts of the pupils' original designs – and making new ones – to sell to the public.

Money raised through sales will go back into the school to fund future art projects, with the pupils given the power to decide which projects they want to do and what materials they want to use.

Kerri Sellens, the school's art and design technology lead, said: "There's always demand for events in school, like the summer and autumn fairs where we can have a stand, and we can become a known brand within Poplar.

"We're trying to get some funds together so we can carry on buying materials and continue this with future year groups. It teaches the kids that art isn't just about a

A selection of the pupils' crafty creations



Inset left: Casting using Jesmonite
Inset right: A successful sale



picture on the wall, but that it's a valid career path in lots of different ways."

The pupils are now learning how to fuse glass, which they will add to their expanding creative repertoire.

"We've worked with Jesmonite, alginate and glass, which are materials I've never used in a school context before, so it's been fantastic professional development for me to see whether it is possible, and whether

various materials do have a place with young children," said Sellens.

"You have to be very safe, but the pupils are learning how to be responsible and to have awareness of health and safety."

ANTI-BULLYING WEEK 2017 CELEBRATES OUR DIFFERENCES

The theme of Anti-Bullying Week 2017 has been set as 'All Different, All Equal' following a survey of nearly 600 young people.

Pupils who took part in the Anti-Bullying

Alliance survey shared that they wanted the annual week of awareness to tackle bullying based on perceived differences.

Martha Evans, the national coordinator of the Anti-Bullying Alliance, said: "When we spoke to children, again and again they told us they wanted Anti-Bullying Week 2017 to focus on celebrating what makes us all unique.

"Being able to express yourself should be every child's right, free from fear of bullying or ridicule, and yet many children struggle to find that acceptance."

In the lead-up to the week-long event, which runs between November 13 and 17, the Anti-Bullying Alliance will support schools with free activities and lesson and assembly plans to take action against bullying and build safer environments for pupils.

There will also be opportunities for pupils to nominate teachers, support staff and youth workers for the 'Power for Good' award, which recognises those who go the extra mile to help young people with issues such as bullying, family life and mental ill-health.

Schools can access Anti-Bullying Week resources and find out more about the Power for Good award by visiting: www.anti-bullyingalliance.org.uk



Good eggs pitch in at care home



Pupils snap a picture of the resident hens

Pupils from Sharp Lane Primary School have been working with a local care home to take part in weekly chicken-themed activities with residents – and their hens.

For the past two years, pupils from the school in Leeds have visited Nesfield Lodge care home every Tuesday to take part in activities such as candlemaking and art workshops.

Most recently, some year 2 pupils have joined residents to work with Mat Dale, a local photographer, to take pictures of the care home's hens and make collages from the images to be displayed around the home.

The hens joined the home in

2015 as part of the HenPower scheme – established by Equal Arts, a creative aging charity – which encourages older people to take up hen-keeping to promote wellbeing and reduce loneliness.

Danielle Bird, an activity coordinator at the home, said: "It is so important to welcome the community into the home, it makes the residents feel involved and means there are always exciting events going on.

"The residents adore the children from the school and you can see them light up when they visit. We have really enjoyed working with Mat and his sessions have been really interesting."



Sharing is caring

Pencils out at one Somerset school

Pupils at St Cuthbert's C of E Junior School shared one pencil for a whole lesson to experience what learning is like for young people in poverty-stricken parts of the world.

The Somerset school took part in the first-ever national Share a Pencil Day, which gives pupils the opportunity to experience the barriers to education faced by children in situations of conflict, natural disasters and poverty – where many pupils are forced to share basic learning tools such as pencils.

Pupils across years 3 to 6 shared a pencil between groups of two and three, with the teacher also having to adapt the lesson in order to make the limited resources work.

On the day, pupils were visited by

Evan Lewis, the founder of Hope – the organisation behind Share a Pencil Day – along with Tessa Munt, the Liberal Democrat parliamentary candidate for Wells.

"Not only does Share a Pencil Day make children aware of the difficulties faced by others," said Lewis, "but teachers also have to work around the constraints it creates."

Kate Lee, a teacher and RE coordinator at St Cuthbert's, added: "The pupils have learnt a great deal about the struggle that some children face worldwide to access education. It has enabled us to reflect and be thankful for our freedom, grateful for our resources and appreciate the choices we are freely able to make about our lives."

MOVERS & SHAKERS

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

Bristol's only state residential school has appointed **Lindsey Hull** as headteacher.

Hull will be the first ever female headteacher at Notton House School, which educates 52 boys aged between nine and 19 with social, emotional and mental health needs.

The school has the capacity for 42 pupils to stay overnight during term time, and works with small groups to help reintegrate them back into school or send them on to further education, apprenticeships or work.

Hull joins the school after spending 10 years at the Limes College in Sutton, a pupil referral unit for children aged five to 16. She recently spent 18 months as an interim leader at Elmete School in Leeds.

She began her educational career at the Limes College in a PE and outdoor education role, after completing a year as an NQT at an Islington secondary school.

"There are not many roles like this in education and I'm keen to develop provision at Notton to provide more opportunities for children and families earlier in their education and improve their future outcomes," she said.

"Moving forward this could expand to include girls and the option for



Lindsey Hull



Vivienne Durham



Paul Murphy

52-week placements."

The school is due to become part of new multi-academy trust, Learn@ Trust, which launches in September.

Vivienne Durham has been appointed as the new chief executive of the Girls' Schools Association.

The association represents the heads of the best-performing independent day and boarding schools.

Durham – who was voted the Best Headteacher of a Public School by *Tatler* in 2015 – will take up the post in August this year, and will be responsible for working with members of the association to promote education in a girls-only environment.

She began her educational career as an English teacher at the Haberdashers' Aske's

School for Girls in 1983, and between 2004 and 2015 served as head of Francis Holland School Regent's Park. She is currently director of Enjoy Education, a London-based consultancy.

"The GSA has inspired the achievement of so many young women and it will be a privilege to work with all members to ensure that young women of the future are confident to embrace and relish the opportunities and challenges that life presents them," she said.

Paul Murphy is to be the new headteacher of New Line Learning Academy in Kent.

The school is a member of the Future Schools Trust, which comprises a nursery school, a primary school, two secondaries and a sixth form.

Murphy will take up the role in September, stepping up from his current position of interim deputy headteacher at the school, which he has held since January this year. He will replace current interim head, Jane Hadlow.

Prior to joining the academy, Murphy worked as a lead Ofsted inspector and as a secondary school improvement advisor.

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

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

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