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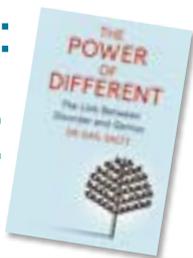
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- Union: "Is it happening at more schools? Is there a cover-up?"

JOHN DICKENS | @JOHNDICKENSSW

Exclusive

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DAVID BLUNKETT

The former education secretary has left the building (but which one?)



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NEWS

Senior figures desert billionaire's trust

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Exclusive

Former education secretary David Blunkett has resigned as chair of the David Ross Education Trust, one of England's largest academy chains, with several other senior figures including the chief executive.

Company documents show that Lord Blunkett, chair of the trust since 2015, stepped down in January. *Schools Week* has also learned that the trust's chief executive Wendy Marshall, the director of school improvement Leah Charlesworth, and the head of communications Ben Peck have also resigned.

Marshall and Peck remain in post and will continue to serve their notice periods. Charlesworth's profile, however, no longer features on the "our people" page of the chain's website.

The trust, which is sponsored by the billionaire Carphone Warehouse founder and Conservative Party donor David Ross, runs 33 schools across the East Midlands, Yorkshire and the Humber, educating 11,000 pupils and employing 2,200 staff.

According to the most recent government figures, DRET is the eighth largest trust

in England.

News of the sudden resignations has led to calls for further investigation.

Angela Rayner, the shadow education secretary, said she was "seriously concerned" about the developments and demanded an investigation by the Education Funding Agency and regional schools commissioner Vicky Beer.

"The resignations raise all sorts of fundamental questions about the governance of the organisation," Rayner said.

"To lose three such senior staff so suddenly, on top of Lord Blunkett's resignation, rings major alarm bells, especially since their integrity and professionalism have never been in any doubt."

Rayner said the public needed to be reassured "as a matter of urgency" about what was going on at the trust.

"I shall be watching developments very closely and will want to see some no-nonsense answers."

Accounts published this January show that Marshall received a £20,000 pay rise in 2016 to boost her salary to

£170,000. She will remain in post until a successor is found.

Blunkett, who served as education secretary between 1997 and 2001, was a high-profile appointment for the trust in 2015, and has played an active role in the organisation alongside his duties in the House of Lords.

The Labour peer officially stood down on January 19 of this year and has refused to comment further.

Company records show that Marie Wilson, another trustee, also stood down on February 8.

The chain is one of several multi-academy trusts to have benefited from significant financial donations from a philanthropist sponsor in recent years.

A *Schools Week* investigation last year found that Ross's charity, the David Ross Foundation, donated £4.2 million to the trust over the previous two years.

The trust will open its 34th school, the Bobby Moore Academy East London, this September.

The trust was approached for comment but had not responded as *Schools Week* went to press.

RSC side-steps formal closure procedure

JOHN DICKENS

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Exclusive

A schools commissioner offered a troubled academy trust a "sweetheart deal" to quietly shift its schools to avoid information about its failings being made public.

Jennifer Bexon-Smith (pictured), schools commissioner for the East Midlands and Humber, struck a deal to avoid sending termination warning notices to Sandhill Multi-Academy Trust, despite admitting there was "sufficient evidence" to start a formal closure over its two schools.

Termination warning notices are published documents that reveal the failings of a school and list the actions an academy trust must take if it wishes to retain the school.

Bexon-Smith told the trust she had lost confidence in its ability to "effectively" manage and govern its academies after it "misled" parents over government intervention in SATs testing.

But documents seen by *Schools Week* show that the Yorkshire-based trust took up an option to have its schools switched to another trust on the quiet – a move that Bexon-Smith said would save it from "further reputational damage".

Mary Bousted, general secretary of the Association of Teachers and Lecturers (ATL), said: "Parents, the local community and local councillors have a right to know why a trust is being removed from its responsibility – and that should be done through formal processes.

"It's not the RSC's job to save reputational damage. This is public money."

Warning notices sent to trusts that



RSCs believe are underperforming, or have weaknesses in safeguarding, governance or financial management, are usually published on the Department for Education website.

But a letter from Bexon-Smith to the trust in November 2015, obtained under the Freedom of Information Act, said she "preferred" the trust to rebroker without the "formal route of issuing termination warning notices".

The letter said her alternative would save trustees from further reputational damage and "hopefully bring about

swift improvements for the benefit of the pupils".

The document reveals a rare glimpse into the inner workings of schools commissioner decisions, few of which are currently made public.

Bousted added: "Is this happening at more than one school? Is there a concerted cover-up of multi-academy trust performance?"

"If it is happening on a wider scale, then it casts into doubt the role of schools commissioners and how they are accountable for public money."

It was reported in December 2015 – one month after Bexon-Smith's original letter – the trust was to be wound up, with its two schools rebrokered. The information was only made public after journalists were tipped off by a source.

Schools Week asked the Department for Education if commissioners should be able to dodge publishing warning notices and if other trusts had been offered similar deals.

A spokesperson said: "Where issues are identified, discussions with trusts and actions taken by the department vary according to the particular circumstances facing the trust."

Robert Hill, an education consultant and former government adviser, told *Schools Week* he suspected it was "not the first time" formal intervention procedures had been flouted.

He added: "However, my concern would be that we don't have a formal public record of rebrokering transfers. They should be listed – along with the reasons for them."

TORIES COULD DELAY VOTE ON GRAMMARS

FREDDIE WHITTAKER

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Exclusive

A vote to lift the 19-year ban on new grammar schools could be postponed until after the next election to guarantee its passage through parliament, *Schools Week* understands.

Mounting opposition among Conservative MPs has prompted discussions about whether a vote is needed before May 2020.

One senior Conservative MP told *Schools Week* that as many as 40 Tory MPs had "serious concerns" about the proposals, which would mean a "very bumpy ride" for any vote.

"There are enough people who can ultimately defeat it," the MP said. "I actually wonder whether they need to have a vote this side of a general election. I understand they might invite applications for [new schools] and then go through the process and put it in the manifesto."

Sources familiar with the Department for Education (DfE) say that the government could approve a school on a non-selective basis and then design a second, quick-turnaround route for it to become selective once the law had changed.

This approach would allow it to gather expressions of interest and prepare to open new selective schools in this parliament, but delay the vote on the ban until after May 2020 when it would be easier to get through.

The creation of new grammar schools



It's full of holes and it smells a bit, but I say we leave it for a few more months...

was not included in the Conservative party's 2015 general election manifesto, so MPs cannot be forced to approve the move. Many in the House of Lords are also opposed to the plan.

However, if Theresa May wins the 2020 general election with a pro-grammar policy in the manifesto, rebel MPs would be pressured into line. The House of Lords, where the government does not have a majority, would be compelled to support the decision of MPs.

"There is still a definite nervousness about more selective schools. I don't think any of the concern has gone away," the Conservative MP said.

"People are asking if we have to have a vote on it. There is talk about a white paper. But it was interesting that in [May's] article in *The Telegraph* there was no mention of grammar schools. They are trying hard

to use other words and talk about other kinds of schools, but clearly the appetite has not gone away. They are determined to see this happen." [The article appeared in early March.]

The government is due to publish a white paper in response to a consultation on grammar schools. However *Schools Week* has learned that in a bid to avoid negative headlines, the consultation will not be released until article 50 is triggered to start the process of removing the UK from Europe and after the teacher union conferences have concluded at the end of April.

The campaign against more selection has been hard fought by rebel MPs and the Labour party, but hit a snag after Scottish National Party MPs said they might not take part in any vote on grammars.

This would mean a large number of Conservative rebels would be needed for the government to be defeated.

Carol Monaghan, the SNP's spokesperson on education, said that although she "fundamentally disagrees" with the idea of grammar schools, her party would only intervene if there were budgetary implications for her country.

"I would love to throw my weight behind the opposition to this, but unless there is an impact on Scotland's budget, it's not something we would be looking to get involved in."

The DfE would not confirm if a vote was planned in this parliament.

ACADEMY CHAIN HANDS BACK ALL 12 OF ITS SCHOOLS

JESS STAUFENBERG

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An academy trust with 6,500 pupils has become the first in the country to give up all its schools after financial problems and concerns from Ofsted over poor outcomes for pupils.

The Education Fellowship Trust (TEFT), founded by Sir Ewan Harper, an architect of academies policy under Tony Blair, asked the government to terminate funding for its 12 schools across Northamptonshire, Wiltshire and Maidenhead.

The schools will now be rebrokered and TEFT dissolved.

Lizzie Howe, its chief operating officer, said the request to transfer its schools was caused by "financial constraints facing the education sector and the misalignment of values with the Department for Education".

The department said it had agreed to the trust's request following ongoing concerns about educational performance at "the majority of its schools".

In January, regional schools commissioner Martin Post threatened to cut the trust's funding for the Wrenn School in Northamptonshire after Ofsted inspectors rated the school "inadequate".

Schools Week revealed the school had a £1.3 million deficit last year – nearly four times the average deficit for secondary academies in the red.

A letter to parents published on Wrenn's website last week says the transfer is seen as "an exciting journey that we will embark on together."

It reads: "We guarantee that we will continue to give your child the very best education and opportunities both now and in the future."

Howe added that the trust's priority was to "ensure a smooth and timely transfer that minimises impact on the pupils, staff, parents and local communities at the schools".

Five of TEFT's schools are rated "inadequate", three as "requires improvement", and just four as "good".

Schools Week reported in July last year that the Education Funding Agency (EFA) told the chain to close a linked commercial company and to "closely monitor" its finances.

It said its present structure "could be used to benefit the directors".

At the time, Rowe insisted the department had approved its structures in 2012 and 2014, and questioned the use of public funds for the investigation.

A number of academies were also found to be operating in-year deficits totalling £344,000. The EFA said these deficits were putting pressure on the trust's free reserves, which totalled £1.1 million as of August 2015.

The chief executive said at the time that savings plans and revised projections based on rising pupil numbers would "rectify this situation over the coming years".

A DfE spokesperson said its priority was to "work with the trust to transfer its schools to new sponsors to drive up standards and to ensure all pupils receive an excellent education".

Wellbeing trials 'distraction from education'

BILLY CAMDEN

@BILLYCAMDEN

Investigates

Mindfulness and relaxation are to be taught in schools as part of a government trial to combat teenage anxiety and to promote child happiness.

But critics say the experiments will push pupils to see everyday feelings as mental health problems.

The Department for Education (DfE) released plans for randomised control trials last week of two "universal programmes" to improve children's wellbeing.

One includes 15-minute lessons in mindfulness – a technique based on developing awareness – and involves audio tracks and guided yoga stretches.

In the second programme, teenagers will be encouraged to talk about mental health in hour-long classes, focusing on issues such as stress, crisis, depression and suicide.

It follows a pledge by Theresa May to "transform" attitudes to mental health.

But Claire Fox, director of the Institute of Ideas, worries that teaching children these coping techniques "incites" them to see their "everyday" problems "through the prism of mental health".

She said the "adrenaline and

nervousness" surrounding exams were normal feelings that pupils would experience throughout their lives and that the idea of a "mental health crisis" in schools had come about through persistent adult use of words such as anxiety and stress.

Fox said the interventions were a "real distraction from education".

The second trial will be delivered by Youth Aware of Mental Health instructors, whose lessons include roleplay and "deep discussions". According to the DfE, the lessons have been used in a number of different countries and show "significant reductions in suicide attempts".

They involve six hour-long lessons delivered by teachers who must be trained to use *The Mental Health and High School Curriculum Guide*, which was developed in Canada and where it showed "significant improvement in measures of mental health knowledge", according to the DfE.

Mark Lehain, principal of Bedford Free School and a member of the Parents and Teachers for Excellence campaign, said he was "pleased" to see the government trialling mental health interventions in the classroom, but added he was "wary" of mindfulness in schools.

"There is already sufficient evidence that lessons in this [mindfulness] are not something that makes a great deal of difference," he said.

In 2011, the government published a report on a multi-year study of The Penn Resiliency Program, a well-being programme delivered in schools that had been shown to reduce suicidal thoughts of young people in the US.

Results showed a short-term improvement in symptoms of depression and a slight improvement on attainment, but the effect only lasted for one year.

The Education Endowment Foundation is also in the midst of running four trials around mental health. Each is aimed at managing anxiety to improve academic results.

A government spokesperson said schools often wanted to provide specific interventions to promote pupil mental wellbeing, but sometimes struggled "to know what approaches to use".

She added further research in schools would find out "what interventions work best".

The DfE is inviting applications to run the trials in schools from May. The results will be published and the most effective strategies shared with schools.

Moynihan tops the pay tables with £420,000

JOHN DICKENS
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Exclusive

Our annual analysis of chief executive pay in the largest academy chains once again reveals a huge disparity in the salary of chief executives and the size of their organisations.

For the first time we analysed the pay per pupil, as well as the pay per good or outstanding school.

Sir Dan Moynihan, chief executive of the Harris Federation, topped both our tables. As we have previously revealed, his pay rose from £395,000 in 2015, to £420,000 last year.

That works out at more than £16 for each pupil and is nearly four times as much as the £4.32 per pupil paid to Jon Coles, chief executive of the United Learning Trust.

Unions have claimed that academy reforms – such as pay deregulation – have resulted in soaring salaries that drive “massive disparities”.

Pay rises across the chief executives in the top ten chains totalled nearly £90,000 – with three receiving increases of at least £20,000 in the past 12 months.

Two other trusts, however, cut their chief executive wage after recruiting new bosses. The Greenwood Academies Trust, for example, saved £35,000.

Teachers’ pay scales inched up by 1 per cent again this year.

Pay rises driving disparities

The salary of Toby Salt, chief executive of Ormiston Academies Trust, rose £25,000 from £180,000 in 2015, to £205,000 last year – up 14 per cent – and was awarded on top of a £30,000 pay rise in the previous year.

A trust spokesperson praised Salt’s performance, adding Ormiston had “never shied away from taking on some of the toughest challenges in education”. Ormiston has taken over two new schools since 2015.

Meanwhile at the David Ross Education Trust (DRET), chief executive Wendy Marshall was awarded a £20,000 pay rise (13 per cent) from £150,000 in 2015 to £170,000 last year. The trust did not take on any new schools during those years.

Marshall is now paid more than £14 for each pupil, second only to Moynihan. DRET said it did not comment on individuals’ pay.

The cost of outstanding schools

Our second analysis found Moynihan is paid £14,483 for each good or outstanding school, compared with just £5,244 for Ian Comfort, the former chief executive of Academies Enterprise Trust.

A spokesperson for Harris said the trust’s board “recognises leadership is among the key drivers of our success, so leaders

ACADEMY TRUST CEO PAY PER PUPIL

Chief executive	Trust	Minimum salary	Number of pupils	Salary per pupil *	Change
Dan Moynihan	Harris Federation	£420,000	26,185	£ 16.04	↑
Wendy Marshall	David Ross Education Trust	£170,000	12,017	£ 14.15	↑
John Mannix	Plymouth CAST	£85,000	7,800	£ 10.90	
Wayne Norrie	Greenwood Academies Trust *	£160,000	16,000	£ 10.00	↓
Steve Lancashire	REAch2 Academy Trust	£220,000	23,000	£ 9.57	
Paul Tarn	Delta Academies Trust*	£180,000	19,370	£ 9.29	↓
Lucy Heller	Ark Schools	£187,000	21,000	£ 8.90	↑
Toby Salt	Ormiston Academies Trust	£205,000	25,500	£ 8.04	↑
Karen Roberts	The Kemnal Academies Trust	£150,000	20,000	£ 7.50	
John Murphy	Oasis Community Learning	£170,000	24,600	£ 6.91	
Ian Comfort	Academies Enterprise Trust	£236,000	36,112	£ 6.54	↑
Jon Coles	United Learning	£160,000	37,000	£ 4.32	

*Change in CEO between the years

↑ UP ↓ DOWN

ACADEMY TRUST CEO PAY PER GOOD OR OUTSTANDING SCHOOL

Chief executive	Trust	Minimum salary	No of good/OS schools	Number of schools overall	Salary per Good/OS school
Dan Moynihan	Harris Federation	£420,000	29	41	£14,483
Steve Lancashire	REAch2 Academy Trust	£220,000	17	55	£12,941
Toby Salt	Ormiston	£205,000	18	31	£11,389
Wendy Marshall	David Ross	£170,000	17	33	£10,000
Wayne Norrie	Greenwood Academies Trust*	£160,000	20	31	£8,000
Lucy Heller	Ark Schools	£187,000	24	35	£7,792
John Mannix	Plymouth Cast	£85,000	12	36	£7,083
Paul Tarn	Delta Academies Trust*	£180,000	27	46	£6,667
John Murphy	Oasis	£170,000	29	47	£5,862
Jon Coles	United Learning	£160,000	28	44	£5,714
Karen Roberts	The Kemnal Academies Trust	£150,000	28	41	£5,357
Ian Comfort	Academies Enterprise Trust	£236,000	45	66	£5,244

throughout our federation are rewarded for their contribution”.

Moynihan has pushed REAch2 academy trust boss Sir Steve Lancashire from his top spot in our tables last year. His pay per good school dropped from nearly £25,000 to £13,000.

It follows REAch having another eight good or better inspections from 2015 – although just under half of its 55 schools are still to be inspected.

How does pay compare to other charitable sectors?

An analysis of chief executive pay at the largest 100 charities, published by *Third Sector* trade magazine in 2015, found healthcare charities topped the tables with salaries of up to £850,000.

The average pay across the top 100 charities was about £210,000, which is slightly above the £195,250 average pay for the 12 largest academy trusts.

Charities running independent schools also featured in the analysis. Accounts from 2015 show the highest earner at Eton College was paid at least £230,000.

The report found the overall income of charities had “little bearing” on chief executive pay.

High pay for few schools

As *Schools Week* revealed in February, a growing number of academy bosses are now paid more than £200,000 a year for running just a handful of schools.

John Tomasevic, who heads the four-school Torch Academy Gateway Trust, was paid at least £260,000 in 2016 – which would make him the second best-paid chief in our tables.

It’s also not just academy bosses that are well paid. Sir Craig Tunstall, executive headteacher of the Gipsy Hill federation of eight local-authority maintained primaries in south London, was paid more than £330,000 in 2015.

Concerns over trustees’ salary setting

Vicky Browning, from the charity chief executive leader membership body ACEVO, said any “insistence on lower pay at any cost” would result in migration to the private sector. “This would leave not only charities, but our communities worse off.”

However, the National Governance Association (NGA) has lobbied the government to publish benchmark salary figures to help governing boards to set pay.

The government has not done so, but said such information was available to trusts when requested.

The NGA has urged governors to have “courageous conversations” that sometimes “should involve saying no” in pay discussions.

Lord Nash, academies minister, also wrote to chairs in October to stress the importance of establishing and monitoring policies for executive salaries so “that you and your trustees would be confident to expose them to public scrutiny”.

00 (that's £16 a pupil)

CEO LIST

HIGHEST PAID



DAN MOYNIHAN

£16.04 per pupil
£14,483 per good/
outstanding school

BIGGEST % PAY RIDE



TOBY SALT

£8.04 per pupil
£11,389 per good/
outstanding school

LOWEST PER GOOD SCHOOLS



IAN COMFORT

£6.54 per pupil
£5,244 per good/
outstanding school

LOWEST PER PUPIL



JON COLES

£4.32 per pupil
£5,714 per good/
outstanding school



ANITA KERWIN-NYE

Director, NotDeadFish

When did education adopt the language of business?

Headteachers and leaders of academy trusts should be paid well, says Anita Kerwin-Nye. Just don't justify their high salaries with the language of the corporate boardroom

I have written before for *Schools Week* about the importance of language influencing practice, particularly in inclusion.

Perhaps it is now time to consider how easily we have adopted the language – and with this the practice – of for-profit businesses.

I don't believe any charity or school leader wakes up one morning and decides to demand a £300,000 salary; or to set up a profit-making company on the school grounds that benefits them personally; or to sell resources developed with crown copyright for personal gain. I think they start out driven to make a difference for children and young people.

But it has happened – and it's called the boiled frog syndrome. If you place a frog in boiling water it jumps straight out. But if you place it in cold water and turn the temperature up, it stays there until it dies. We have turned up the temperature on individual benefit: whispered for-profit nothings into the ears of our school leaders and teachers.

The language and practice of the transaction has gradually entered the education landscape. Trustees of multi-academy trusts are interchangeably referred to as directors. We talk about learning from business when we seem to mean learning from for-profit models. Gradually individuals have been primed to move from public benefit to personal; from free sharing of resources developed for schools, to selling them for individual gain.

To be clear, this isn't to suggest teachers and school leaders shouldn't be paid well. But rather that we should be mindful that when comparing salaries with for-profit businesses, we forget that most for-profits have owners/shareholders who, when paying a high salary to a staff member, accept that this reduces their own payments.

When an academy trust or local authority pays a school leader a significant sum using funding that is owned by society as a whole, and justifies this with the use of the business term of "market rate", have we lost a little

something of what makes the education sector?

Neither are we saying there isn't a role for the transactional – for the entrepreneurial exchange of things of value. Part of the freedoms in the new system are developing new ways of working that are likely to improve outcomes for children and young people, through new partnerships and exchanges. We see that first hand in some of the charities we work with as they increase partnerships with schools to help increase access to – for example,

“**Trustees are referred to as directors**”

– the arts, or the outdoors.

The national leader of education (NLE) model that we strongly support is predicated upon the transactional exchange of school support improvement. But even here there has gradually been a shift to a view that it is the individual being paid £500-plus per day, when in actuality the model intended funding to go to the *national support school* to fund system capacity building. When former heads/NLEs then move into private practice they retain their day rates at this level (or often above), but funding moves out of the system. Where is the narrative of moral purpose, use of public funds and public benefit that allows us to discuss this without fear or favour?

It is important to recognise that this debate cannot be about finger pointing, but it must be about learning. And learning from the charity sector has its place here. Charity leaders have been running transactional "trading" activities for decades and regularly have to debate issues such as the risks of mission drift (moving mission to chase funding); charity pay to recruit staff vs funding for beneficiaries; what to sell and what to give away free.

That is not to say that the charity sector always gets it right, but its language – public benefit vs personal gain; not-for-profit; trustees and "in trust" helps to provide a frame to remind of the priorities that get us out of the bed in the morning

NEWS

IN brief

OFSTED TO LOOK INTO GSCE GAMING

Ofsted chief inspector Amanda Spielman has announced an investigation into whether schools are delivering a broad curriculum amid a gaming "scandal".

Spielman said the inspectorate knew that "some schools are narrowing the curriculum, using qualifications inappropriately, and moving out pupils who would drag down results".

She said the practice was "nothing short of a scandal".

The move follows investigations into gaming by *Schools Week* that found schools entering their most vulnerable pupils for a three-day qualification worth a GCSE. Ofsted has told its inspectors to crack down on such behaviour.

The watchdog will investigate how schools translate the national curriculum into effective classroom teaching, and how academies design their own curriculum.

Inspectors will carry out fieldwork over the coming months, with a final report published later this year.

CLASS SIZES RISE AS BUDGET CUTS BITE

Headteachers are being forced to increase class sizes to 40 or more to cope with funding pressures.

Four out of five heads responding to a union survey said they had increased class sizes over the past year.

Average class sizes for primary and secondary schools are 27.1 and 20.4 nationally, but government statistics show there are hundreds of larger classes, and that this number is on the rise.

According to school census data, about 436 secondary classes and 930 primary school classes last October had more than 36 pupils. This is up from 293 and 912 the previous year.

A baby boom is also expected to increase the pressure on class sizes.

RESEARCH QUESTIONS PROGRESS 8 EFFECTS

Progress 8 is only "slightly" better at assessing the performance of schools fairly, a new report has claimed.

The Education Policy Institute (EPI) looked at government data on the new school performance measure and found schools with many pupils from low income families failed to fare much better than under the old five A*-C GCSE measure.

Special needs schools also fare badly as pupils are compared with peers who have similar prior levels of attainment, but who do not have learning disabilities.

The findings call into question whether the new measure is showing anything "significantly new", said Jon Andrews, the author of the report and deputy head of research at the EPI.

Christian group challenges anti-homophobia teaching

JESS STAUFENBERG

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An international group that supports more than 20 schools in England is giving a platform to a researcher about the "hidden dangers of challenging homophobia in primary schools".

Brian Hadley will address the Christian Education Europe (CEE) on "society indoctrinating the innocent" as part of "Unmasking Secular Education", an event due to take place tomorrow.

Campaigners say the planned speech could encourage hateful attitudes, but a spokesperson for Christian Concern, which speaks on behalf of CEE and has published Hadley's book, says his talk is just about "asking questions" on government strategy.

"How does this show we're homophobic? We certainly believe he's got something worthwhile to say, and yes it's about education, but it's not directly about our schools. It's his research."

He added that delegates at CEE, which distributes the Accelerated Christian Education (ACE) curriculum to 24 independent schools, "may not agree with" the researcher.

"All our schools have anti-bullying policies. This speaker has done some research and is suggesting some dangers of the Challenging Homophobia in Primary Schools scheme. We wouldn't have someone who is pro-bullying."

The Challenging Homophobia in Primary Schools (CHIPS) resource was created by Andrew Moffat, a gay assistant headteacher in Birmingham who was forced to leave his



post three years ago following complaints from a group of religious parents.

The resource says that five-year-olds "need to be taught that gay men, lesbian women, bisexual and trans people exist".

Moffat told *Schools Week* that by linking CHIPS to "danger", Hadley demonstrated a "lack of ability to exchange dialogue and listen to different views".

Hadley has contributed to *What are they teaching the children?*, a book published by Christian Concern that claims to "expose how state education has become a vehicle for promoting secular and liberal beliefs about religion, morality and the family".

Ten of the schools that use the ACE curriculum received simultaneous Ofsted inspections in January this year, with nine downgraded to "inadequate" or requires improvement, including over failures to teach British values.

At the time, the chief executive of Christian Concern, Andrea Williams, said

the inspections were "part of an agenda" by Ofsted against schools that had a "very strong Christian ethos". Same-sex marriages are not discussed in the schools.

Sue Sanders, chair of pro-LGBT education charity School's Out, told *Schools Week* the conference was in danger of promoting discriminatory and hateful attitudes.

"We're incredibly disappointed by this.

"Schools need to be very careful that how they present any attitudes to any minority group does not support prejudice".

Her words were echoed by a spokesperson for the British Humanist Association, who welcomed Ofsted's recent inspections of schools using the ACE curriculum but said this conference showed they still needed more "scrutiny".

But Chris McGovern, chair of Campaign for Real Education, which argues for a more traditional education, said policy should be tolerant of different faith views.

Guidance to Ofsted inspectors on homophobic and transphobic bullying in 2013 recommended asking pupils whether they "had any lessons about different types of families".

When asked about CEE's speaker, a spokesperson for Ofsted told *Schools Week* that all schools had a responsibility to "prepare pupils for life in modern Britain" and were "expected to provide a broad curriculum, which teaches respect and tolerance towards everyone".

The Department for Education (DfE) added that it was committed to tackling homophobic and transphobic bullying.

Academy pulls out of plan to change admissions

JOHN DICKENS

@JOHNDICKENSSW

An academy permitted by its regional schools commissioner to change the year groups it admits has cancelled the plan for September after just nine pupils applied for places.

Critics say the move shows how the centrally appointed commissioners who cover vast areas ignore local knowledge.

Tudor Grange Academy in Worcestershire admitted year 7s for the first time last September after gaining approval in 2015 from the former West Midlands RSC, Pank Patel (pictured), to expand from an upper high school with a year 10 entry point. But this year's planned early intake was shelved after the low number of applications.

Patel's decision ignored opposition from other schools, the local authority, Redditch MP Karen Lumley, and parents. They all feared the move would "decimate" the town's three-tier system.

Sharon Harvey, a parent who campaigned against the changes, said parents had "voted with their feet", adding that RSC decisions needed to be "more transparent".

"More information [on decision making] should be available because we have to have trust in the schools commissioner office, and that they are making the decisions in the best interests.



"It's frustrating when you're not listened to, and then the academy backs out."

A spokesperson for Tudor Grange said it was unable to operate a viable curriculum with eight pupils (one pupil moved out of the area after applying).

Only 19 pupils applied to join the school's year 7 intake last year, according to the *Redditch Standard*. A business case submitted to the RSC said the school expected an intake of 90, with a planned eventual admission of 180.

Jodie Bolter, the school's principal, said there would be some "nervousness about the future of the school if numbers remain low".

Some staff have taken secondments at

other schools in the Tudor Grange Academy Trust and in local schools outside the trust, with the intention of returning once numbers increased.

The school said it has not ruled out taking year 7s again next year.

But Marc Bayliss, Worcestershire's cabinet member for children and families, said: "The decision was made with undue haste and clearly did not work.

"This is one of the problems you get when [you have] sponsors that don't listen and have an attitude that they know best . . . the Redditch school system has been adversely affected."

Three other schools in the region are also converting to take pupils from year 7.

The Department for Education (DfE) said the RSCs did have detailed local knowledge and that it would be misleading to suggest otherwise.

"RSCs work closely with headteacher boards and use their expertise and local knowledge to determine the most appropriate action for schools in their area."

But Bayliss said that local stakeholders should be much more involved in decisions. "School commissioners need to work on partnerships with local authorities who know the areas. I'm all for allowing innovation in the system for progress, but only when it's well thought through – this is not an example of that."

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NEWS:

The capital of year 11 leavers

JESS STAUFENBERG

@STAUFENBERGJ

Exclusive

In some schools, 10 per cent of pupils leave before their GCSEs. Headteachers blame transient populations; academy critics say it is to boost exam results. *Schools Week* looks at the figures

More than one in ten pupils are leaving some maintained schools during their final GCSE year, calling into question claims that academies are the worst offenders for off-rolling pupils and leading advocates to suggest all schools must be held accountable for pupils who leave.

New analysis using figures from Education Datalab's *Who's Left* report into missing pupils, shows that 10 per cent of pupils disappeared in year 11 in some London secondaries.

Across the country, that figure dropped to 5 per cent or more in 87 secondary schools, although some areas featured more prominently.

In Islington, 5 per cent or more pupils left five of the north London's council's eight maintained schools in year 11, a similar figure in half of Waltham Forest council's ten schools in north London and three of Lewisham's ten schools in south London.

One local authority-controlled school, Deptford Green in Lewisham, lost 13 per cent, placing it second in the country for the highest proportion of pupils who moved to other schools during year 11 in 2014-15.

Holloway School in Islington came fourth, with 11 per cent of pupils leaving. The Thomas Alleyne Academy in Hertfordshire topped the list with 14 per cent of pupils leaving during year 11 in 2014-15.

The councils said this was due to "transient populations" and "above-average pupil mobility" in their areas – but most other London councils did not have any maintained schools with such a high percentage of pupils leaving before GCSEs.

The analysis follows previous investigations that suggested pupils are being "managed out" of schools to boost league table results, with some turning up in poorer-performing schools where their grades can suffer.

Ofsted has now issued guidance to inspectors asking them to pay attention to data on off-rolled pupils and to crack down on any unusual patterns.

Philip Nye, a researcher at Education Datalab, which has extensively studied this issue, said that leaving mainstream schools could have a damaging effect on pupils' key stage 4 performance and later life chances, and that it "was not an issue that is unique to academies".

He used a blog to call for schools to be held accountable for "all pupils who spend time with them", and for a school's GCSE results to be reweighted to include any



LEAVING RATES IN LONDON SCHOOLS

SCHOOL NAME	TYPE OF SCHOOL	LOCAL AUTHORITY*	PUPILS IN YEAR 11	FINISH SECONDARY SCHOOL	NUMBER OF PUPILS WHO LEFT	% PUPILS WHO LEFT
St Aloysius RC College	Voluntary Aided School	Islington	175	158	17	10%
Holloway School	Community School	Islington	142	126	16	11%
Elizabeth Garrett Anderson School	Community School	Islington	166	154	12	7%
Mount Carmel Catholic College for Girls	Voluntary Aided School	Islington	125	116	9	7%
Highbury Grove School	Community School	Islington	195	185	10	5%
Lammas School and Sports College	Community School	Waltham Forest	133	121	12	9%
Holy Family Catholic School	Voluntary Aided School	Waltham Forest	176	166	10	6%
Willowfield Humanities College	Community School	Waltham Forest	119	112	7	6%
George Mitchell School	Community School	Waltham Forest	116	109	7	6%
Heathcote School & Science College	Community School	Waltham Forest	176	168	8	5%
Deptford Green School	Community School	Lewisham	133	116	17	13%
Trinity Church of England School, Lewisham	Voluntary Aided School	Lewisham	96	88	8	8%
Conisborough College	Community School	Lewisham	168	155	13	8%

*Councils who run the most schools with 5% or more pupil leavers in year 11 (2014-15)

grades obtained in other schools by pupils who have left.

This form of accountability was first mentioned in a government white paper in 2010, and again in the Taylor review of 2012, but has never been implemented.

It was also included in last year's white paper – *Education Excellence Everywhere* – although the status of this report is now in flux after the change in government leadership.

Mark Phillips, Deptford Green's recently appointed headteacher, said the high year 11 leaving rate was a "positive" decision made by the previous head seconded to the school after it had been placed in special measures.

He said some year 11 pupils were moved to alternative provision following a "traumatic

period" and that the change was aimed at stabilising the school and meeting the needs of all pupils.

The progress of the pupils who moved was also closely monitored, he said.

Unions defended a school's right to move pupils if all other options had been exhausted.

Malcolm Trobe, interim general secretary for the Association of School and College Leaders, said pupils who disrupted the education of others might be "better off in a different setting", with that decision "particularly critical in year 11 when pupils are preparing for examinations".

A spokesperson for Islington council said it scrutinised pupil departures closely, "mindful of the effect this can have on future life chances".

Any allegation schools were removing pupils to improve GCSE results would be "robustly investigated", said the spokesperson, adding that the council currently held no such evidence.

An analysis by *Schools Week* found that of the 87 schools across the country that lost 5 per cent or more pupils during year 11, 32 per cent were local authority-run, and 55 per cent were academies. (Others were foundation schools or similar.)

Janet Downs, founder of the Local Schools Network that campaigns for council-run schools, said it was "unlikely local authorities would ignore" their statutory duty to keep children in education.

"Scrutiny from Ofsted should also deter any school who indulges in dubious practices to boost exam results."

NEWS

PUPILS WAIT MONTHS FOR MENTAL HEALTH REFERRALS

Parliament held the first joint inquiry between the education and health committees this week. It took evidence on young people's mental health and what it means for everyone working in the sector, including schools.

John Dickens reports on the key findings

1 Academy programme halts joined-up plans

Kate Fallon, general secretary at the Association of Educational Psychologists, said the growing autonomy of academies and decreasing responsibilities of local authorities made it difficult to plan mental health provision.

Instead of one local authority representative sitting on a board that could create a strategy to roll out mental health resources across schools, it was now up to schools whether they opted in or not, Fallon said.

Local authorities could now only afford to send education psychologists to work within special educational needs schools and not to address mental health in mainstream schools.

"The role education psychologists are playing is very patchy and has been seriously undermined."

2 Pupils sit on '40-week waiting lists' after schools identify issues

Siobhan Collingwood, headteacher of Morecambe Bay Community Primary School, said early intervention at her school meant no pupil waited for in-house interventions.

But once pupils hit "crisis" point and the school was forced refer to other services, they faced "up to 40-week waiting lists".

Schools Week raised this issue in January after the prime minister, Theresa May, announced proposals to train mental health first-aiders in all secondary schools.

Statistics from the National Health Service showed a sharp rise in how long children waited between referrals and "first contact" with mental health services, from an average of 7.3 days in February last year, to 28 in June.

3 Academic curriculum pushes mental health out of the classroom

Collingwood also said it was becoming "increasingly difficult" to teach a broad and balanced curriculum given the pressures "to reach a high level of performance in things we haven't previously taught".

She picked out the new spelling, punctuation and grammar tests as an



example. In preparation, 10-year-olds must learn to recognise and use the subjunctive form.

"Something has to give to be able to teach those things. Broad and balanced absolutely – but it all takes time. It's a very 'time-tight' curriculum and it's getting difficult."

Dr Zoe Brownlie, clinical psychologist at the Sheffield child and adolescent mental health service (CAMHS), said a recent survey by her organisation found staff, parents and students all wanting to reduce academic pressure.

4 Pastoral support faces the chop as cuts bite

School budget cuts are having a "significant impact" on mental health provision. "I believe we're at a tipping point, Collingwood said."

She reported several colleagues were considering cutting pastoral provision, adding that therapeutic services were the "first thing to go".

"I'm looking at how long can I sustain this, Am I really going to have to start dismantling systems I've put in place over the past 10 years that I know are having a profoundly positive impact on pupils' outcomes?"

Dr John Ivens, head at Bethlem and Maudsley Hospital School, said admissions have increased over recent years, which he put down to mental health services for young people becoming overstretched.

"[It means we get] pupils that perhaps don't need to be with us, but there isn't the provision locally to deal with them."

5 Seven-year-olds 'threaten other pupils with sexual violence on social media'

Pupils as young as seven are threatening physical and sexual violence towards each other on social media.

Collingwood said her school was looking at peer support programmes in which "older and cooler teenagers" will come in and speak frankly to pupils about the impact of such behaviour.

"Sometimes we are too careful and politically correct about how we talk to pupils. It's putting them at considerable risk."

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NEWS

FORMER OUTSTANDING STUDIO SCHOOL TO BECOME SIXTH FORM

BILLY CAMDEN

@BILLYCAMDEN

One in three studio schools have now either closed or converted from being 14 to 19 institutions, just seven years since they were first introduced.

The latest casualty is the one-time "outstanding" Rye Studio School, which will become a sixth-form centre after its performance tumbled.

The school in East Sussex wrote to parents last week informing them of the change. It will become the 16th institution of its kind since 2010, when the model was introduced, to either close or stop delivering provision from 14. Just 34 remain open.

Ofsted rated Rye "outstanding" in 2015, but it slumped to "requires improvement" in January.

Pupils will be allowed to complete courses, but no new year 10s or 12s will be admitted in 2017-18.

From September 2018, the studio school will redesign as a 16-to-19 sixth-form centre called Studio 6.

Tim Hulme, chief executive of Rye Academy Trust, said the decision was down to financial pressures hitting the trust as a whole.

He said the trust was "at breaking point". Schools could only manage "this significant cut in real terms" through "reorganisation".

"The trust is a relatively small one and cannot sustain the current level of operating costs against a backdrop of cuts to pupil funding," he said.

The trust operates three schools that are "struggling to function adequately on a day-to-day basis, and, in addition, we are severely hampered in our ability to recruit and retain staff".

Hulme added that he was "totally committed" to all learners and that Studio 6 would offer "several vocational pathways alongside the popular creative courses".

Pupils who have been accepted to join the studio school in the next academic year would be "escorted to other local colleges who offer sixth-form provision".

Rye's conversion follows plans announced earlier this month to close the Future Tech Studio School in Warrington. It cited low pupil numbers as the reason for the decision – a common problem for the studio school model.

Studio schools are an alternative to mainstream education for 14 to 19-year-olds, similar to university technical colleges (UTC), but with smaller cohorts of up to just 300 pupils.

Schools Week analysis of Ofsted data last March showed that of the 31 studio schools that had been visited, 21 were less than half full and only one reached the 300-pupil mark.

David Nicoll, the Studio Schools Trust's chief executive, previously told *Schools Week* the schools have had difficulties recruiting because the model was not seen as "traditional".

UTCs fall behind in Ofsted gradings

BILLY CAMDEN

@BILLYCAMDEN

Investigates

More than half of university technical colleges (UTC) visited by Ofsted have been rated "inadequate" or "requires improvement" compared with 10 per cent of schools overall.

UTC Swindon, the 20th UTC to be inspected by the education watchdog, received a damning grade four in its report published last week.

Only eight have received a "good" and only UTC Reading was graded "outstanding", results that put UTCs well short of mainstream school performance.

Janet Downs, from the Local Schools Network, said the time may have come for the government to "abandon the policy".

She told *Schools Week*: "Although the sample is too small to come to a reliable conclusion regarding the effectiveness of UTCs and their little brothers, studio schools, the trend of poor judgments and closures is not encouraging."

"The millions wasted on the programme would have been better spent supporting high-quality generic work-related education in all secondary schools."

UTC Swindon received a grade four in almost every category, including effectiveness of leadership and management; quality of teaching, learning and assessment; outcomes for pupils; and 16 to 19 study programmes.

Earlier this month Energy Coast UTC, in Cumbria, was also rated "requires improvement" across the board, following its first inspection in February. And in September last year, UTC Cambridge was

branded inadequate.

Of the 48 UTCs currently open, 32 still have not had an inspection.

Charles Parker, chief executive of the Baker Dearing Educational Trust, which holds responsibility for overseeing UTCs, admitted the schools "have not done as well as we would have liked".

But he said that "no one should underestimate" the challenges for UTC principals of starting up "much-needed technical schools for 14 to 19-year-olds in the current English education system".

He added that in all cases where a UTC had been judged less than good, "necessary changes have been made and rapid progress is evident".

But the bad news keeps rolling for the 14-19 institutions, after plans for a UTC in Guildford, Surrey, were abandoned this week.

A post on the UTC's website said: "It is with regret that we post this message to inform you of the cancellation of the project to open a UTC in Guildford."

"Unfortunately the Department for Education is no longer supportive of the project and has decided not to proceed further with it."

It comes after Burton and South Derbyshire UTC also failed to open.

Government approval was withdrawn "following low pupil recruitment numbers".

Two more UTCs are scheduled to close in August: Daventry UTC following a financial notice to improve from the Education



Funding Agency in April, and The Greater Manchester UTC after recruitment problems.

They follow four UTCs that have already shut and three that are converting to become mainstream schools.

Michael Gove, a key ministerial architect of the UTC model, recently said: "The evidence has accumulated and the verdict is clear" on the failure of the 14-to-19 institutions.

Writing in his column in *The Times* in February, the former education secretary said: "Twice as many UTCs are inadequate as outstanding, according to Ofsted. UTC pupils have lower GCSE scores, make less progress academically and acquire fewer qualifications than their contemporaries in comprehensives."

DfE admits its flying start was too fast for some free schools

FREDDIE WHITTAKER

@FCDWHITTAKER

The government went "hell for leather" and approved some free schools "a bit fast" in the early days of the programme, the head of the Department for Education (DfE) has admitted.

Jonathan Slater (pictured), the DfE's permanent secretary, told the parliamentary public accounts committee on Monday afternoon that the government was accountable for the four mainstream free schools that have closed since the programme's inception.

He was quizzed about Southwark Free School, which in January said it would have to close after attracting just 60 pupils. It opened in 2012. Governors said the low numbers meant that no academy chains wanted to take it on.

Slater said it was "not a coincidence" that the four mainstream free schools that closed as a result of low pupil uptake – Southwark, Durham Free School, Discovery New School and Stockport Technical School – were all approved "in the first couple of waves".

"No mainstream free school approved since 2012 has closed because the



department learned that going hell for leather – really building a sense of momentum, enthusing, encouraging – was a bit fast in some cases and so some schools closed. And we're accountable for that."

In 2014, Discovery in Crawley became the first free school to close. The Montessori school, which opened in 2011, was placed in special measures over Ofsted concerns about teaching standards. It closed after a number of follow-up inspections.

Durham Free School had its funding terminated in 2015 after it too was placed in special measures by Ofsted, which claimed that pupils were "prejudiced" and teaching

and learning was "weak".

Stockport Technical School, a 14 to 19 free school, closed last year, citing disappointing recruitment levels caused by the lack of a permanent building.

The spotlight on free schools has intensified in recent weeks following the release of a damning report on capital funding by the National Audit Office and a decision by the government to prioritise funding for the programme over measures to tackle the revenue funding crisis in existing schools.

However, Toby Young, the director of the New Schools Network, said the budget decision by the chancellor Philip Hammond to allocate £320 million for 140 new free schools was "not surprising, given the success of free schools to date".

"The extra funding set out in the budget will give a turbo boost to the most successful education policy of the past 25 years," he claimed.

David Cameron had pledged to open 500 new free schools in this parliament, but the latest announcements have cast doubt on that target as many new schools will now open in September 2020, which is after the next general election.

NEWS

THE FUNDING OVERHAUL: WHAT IT MEANS FOR YOU

JESS STAUFENBERG

@STAUFENBERGJ

The Education Policy Institute (EPI) has today published the first comprehensive review of the consequences of the government's national funding formula.

The report reveals difficult truths for ministers, including concerns that cash will not reach the poorest pupils, as pressure grows from disgruntled Conservative MPs to scrap the funding overhaul.

Schools Week has the key findings:**1. Cash will shift from poorest pupils to those "just about managing"**

The report found the formula shifts money from the poorest pupils and schools to the "just about managing" group – that is, pupils whose families are just above the threshold for free school meals.

This is because the formula uses wider area-based measures of deprivation and increases funding for pupils with lower prior attainment, regardless of their social background.

In her first speech as prime minister, Theresa May pledged to put families who are "just about managing" at the top of her priority list.

2. Most deprived secondaries set to lose ...

Schools with more than 30 per cent of pupils on free school meals pupils are set for

an overall funding increase of £5.6 million – but this is not equally split across primary and secondary schools.

Primaries will gain in cash terms (an increase of 0.4 per cent) but secondaries with the most deprived intakes will lose (a decrease of about 0.3 per cent).

The most disadvantaged schools in London are set to lose £16.1 million by 2019-20, while more affluent schools in London are set to lose £11.2 million.

This is because London has traditionally benefited from more funding per pupil than the rest of the country, which under the new proposals will be "carved up more equally".

In part this is due to more funding going to schools with pupils that have low prior attainment, but poor pupils in London often have slightly higher prior attainment than elsewhere, meaning their funding will be lessened.

3. ... despite secondaries getting more cash for poor pupils

The proposed formula will distribute more cash for free school meal pupils at secondaries (£1,225 per pupil) compared with primaries (£980).

This works in the opposite direction to pupil premium funding, which gives more money to primary pupils on the grounds that earlier intervention is cheaper and easier.

EPI says the reversal in the national funding formula means the "overall approach to funding for disadvantaged pupils seems to be inconsistent" and urges more evidence to be collected in this area.

4. Lower performing schools get more money, but it could push teachers to "depress results"

Schools with the worst results in the country will get £78.5 million more than those with the highest achievement.

Secondary schools in the bottom quarter of results for Progress 8, and primary schools in the bottom quarter for the expected standards in reading, writing and mathematics, are the big winners.

Primary schools in London that currently sit in the top quarter for reading, writing and maths are set for the biggest loss, about £16.6 million.

The formula will allocate £2.4 billion to schools based on low-prior attainment factors in 2019-20, up from the current £1.4 billion.

However EPI is concerned the extra cash will "heighten the current incentive for teachers to depress pupils' results" in reception class to get more funding.

Not only was there a funding incentive as school budgets tighten, but downplaying results in reception could make a school

appear to have more made progress with pupils by the end of primary, added Natalie Perera, a co-author of the report.

"It's a risk that the department ought to look at mitigating."

5. Schools with growing in-year admissions will miss out

The government is proposing to set aside £170 million for schools with large in-year growth of pupil numbers.

But the money will be baked into the formula and apportioned based on historic growth in an area.

The report argues that this means that if a new, unexpected pressure for places emerges in an area there is no responsive funding available.

However, the government said in its consultation that this is a short-term measure and it is actively seeking better alternatives.

6. Cuts and inflation means everyone will still lose funding

Every school is facing real-term losses by 2019-20 because of the removal of the education services grant, inflation and the funding formula in combination, the report found.

Primary schools will lose about £74,000 on average each – the equivalent of two teachers.

And secondary schools will lose about £291,000 – the equivalent of six teachers.



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NEWS

ASCL: THE MODERATE UNION

Justine Greening dominated headlines at the weekend when school and college leaders booed her determined defence of the government's push for more grammar schools. But other issues were also at the front of delegates' minds at the Association of School and College Leaders (ASCL) annual conference last weekend . . .

YOUR GRAMMAR PLANS ARE RUBBISH, GREENING TOLD

FREDDIE WHITTAKER
@FCDWHITTAKER

Anger over plans for the first new grammar schools in England in decades came to a head when members of the traditionally moderate union heckled Justine Greening.

Shouts of "rubbish" echoed through Birmingham's International Conference Centre when the education secretary claimed that grammar schools helped to close the attainment gap for disadvantaged pupils.

Delegates cautiously welcomed her plans for teacher training, professional development and workload, but expanding selection in England proved divisive.

Many groaned as she took questions about expanding selection, a plan pushed by the government despite evidence showing that grammar schools have a negative effect on social mobility.

Paul Cornish, the principal of Newton Abbot College in Devon, asked Greening how she could talk of the need for the use of evidence in education policy when her expansion plan "flies in the face of evidence" about social mobility for disadvantaged pupils.

But Greening remained defiant, claiming that poorer pupils did better in selective schools

"We have to recognise that . . . in terms of the disadvantaged children that they have, grammars really do help to close the attainment gap," she claimed as delegates shouted their opposition.

They also reacted angrily to her claim that parents "also want choice for their children" and that grammar schools were "often very over-subscribed".

The government plans to overturn the ban on new grammars, and will spend £50 million a year to help existing selective schools to expand.

But Greening sought to put distance between herself and her predecessor, Nicky Morgan, on more than grammar schools.

The last government set out plans to scrap qualified teacher status (QTS) in its white paper last year, but Greening said she wanted to see it become a "structured and sustained programme of development and support", something like she experienced as a "fledgling accountant".

"It should be a means to ensure our newest

teachers really develop and grow quickly into their roles," she said.

"I want to see QTS as foundation stone for a great career in teaching. So I don't believe QTS should be scrapped. Instead, I want QTS strengthened. I want it to be of such high quality that school leaders will naturally want their staff to have it."

She then admitted there wasn't a "perfect route" to a fairer funding system, and said that creating a national funding formula without additional resources would be a "challenge".

Her admission follows a warning from ASCL's outgoing interim general secretary, Malcolm Trobe, that cost pressures were forcing headteachers to consider cutting teaching hours and sending children home early on some days.

Trobe told a press conference that some members were thinking about reducing the number of lessons in a week.

According to the Institute for Fiscal Studies, increasing cost pressures and flat per pupil funding leave schools facing real-terms budget cuts of up to 8 per cent over the next few years.

Asked about rumours that some schools might switch to a four-day week, Trobe said a cut in teaching hours was a "more realistic possibility".

He gave the example of a reduction in the number of lessons in a school each week from 25 to 23, with pupils sent home early on Wednesdays and Fridays.

Teachers could then use the additional time for planning and preparation, something that many unions say staff are struggling to find time for as cost pressures bite.

"There are a number of people who are at that stage," Trobe said. "They are doing it [reducing hours] because they haven't got enough teaching time to keep the full whack going."

Geoff Barton, the union's incoming general secretary, warned that heads were already cutting courses and increasing class sizes – something that he had been forced to do at his school, King Edward VI in Suffolk.

"The fact that we are even talking in a civilised country about potentially reducing the number of hours that students are in school tells you something about the seriousness [of the situation]," he said, although he predicted only a "small number" of heads would reduce hours.



Justine Greening



Roger Taylor and Amanda Spielman

OFQUAL WANTS 'GAMING EXPERT' HEADS TO SPOT THE LOOPHOLES

School leaders are "experts" on gaming and should contribute to the regulatory system by reporting loopholes, the chair of Ofqual told delegates.

Roger Taylor, who replaced Amanda Spielman last year, said school leaders knew best how to narrow the curriculum to get pupils through exams and to make schools "look good for an inspection and hide all the cracks".

He said it was "human" to respond to loopholes in the accountability system, but leaders also had a responsibility to inform regulators such as Ofqual what was happening and to help them try to stop it.

His speech follows Ofsted's announcement of a major investigation into whether schools were delivering a broad curriculum amid a gaming "scandal".

Spielman, who recently moved to the schools watchdog from Ofqual, said a conflict had emerged between heads' desire to give pupils the right education and the need to improve their league table position.

Taylor told the school and college leaders that they were "the experts. It would be dumb of me to sit here and suggest that once you spot those things . . . people are humans, you will respond to those situations.

"But you can contribute to making the regulatory system work by saying 'part of my responsibility here is to try and stop this happening, to try and close that loophole'."

Spielman, who joined Taylor and the schools commissioner Sir David Carter for a discussion on regulation, spoke of the importance of "collective professional responsibility", which she said was "one of the most important things" in ASCL's blueprint for a self-improving system.

Ofqual has a whistle-blowing procedure for issues such as gaming, which is detailed online at <http://bit.ly/1U1JjN6>. Leaders can report anonymously.

Information and help can also be obtained from Ofqual's customer services helpdesk on 0300 303 3344 or via email at public.enquiries@ofqual.gov.uk.

T THAT LOST ITS COOL

Trusts need to work together, says Carter

Academy bosses should not take decisions that have a negative impact on other trusts, warns national schools commissioner Sir David Carter.

One of the "biggest challenges" in his job was preventing a system of "isolated" academy trusts as schools continued converting over the next ten years.

Carter told delegates at the ASCL conference that school leaders needed to step up to become executive heads or chief executives.

However, schools often operated in a competitive environment, with constrained funding forcing them to attract the maximum number of pupils in an area.

Teacher shortages also left trusts competing for the best staff.

But Carter said trust chief executives needed to understand that their job was part of a broader education system that required leaders to work collectively.

"At the macro level, at a very simple level, don't take a decision on behalf of your trust that's going to have a negative impact on someone else's," he told delegates.

"One of my big challenges as national schools commissioner is that . . . if [academy trusts] are not collaborative with other trusts, and other teaching schools, we're going to



Sir David Carter

have an isolated system on a different scale in ten years' time."

Describing chief executives as the "guardians of the trust's moral purpose", Carter said the most successful academy chains did not consider themselves a collection of individual schools but thought

about improvement across all of their schools.

The commissioner also insisted that the leadership culture meant "growing people who lead differently", and said the strongest leaders "are not clones of one another".

Current leaders have also been told to do

their bit to tackle workload problems amid warnings that increasing pressure on heads and middle leaders, plus heavy workloads throughout teaching, could put ambitious teachers off stepping up in the future.

Sian Carr, ASCL's president, warned delegates that a combination of volatility, uncertainty, complexity, and ambiguity had made leaderships "harder than ever".

"We are under unprecedented scrutiny. The pace of change is not just increasing; it is frenetic. If we are not only to manage this environment but to 'change our context', there is a need for a different style of leadership.

"Command and control will not work. In complexity, you cannot know everything as a leader. Our job is to empower the right people to make the right decisions and do the right thing. It is about a collective moral purpose, collaboration and capacity building."

Carr said leaders "can do more to help redress the balance and reset the button on what is acceptable in terms of workload.

"If we do not, we will not address one of the main barriers to future leaders stepping up to headship. We hold the baton and we need to ensure it is a baton they wish to grasp and run with."

Labour can make things better, but won't tell you how (yet)

Labour has the "political will and vision" to make England's education system "the envy of the world", says the shadow education secretary Angela Rayner.

But she told school and college leaders that they would have to wait to hear the party's official policies.

The former care worker and union rep admitted the need to develop "coherent" policies had given her "sleepless nights" since her appointment last July.

The Ashton-under-Lyne MP received a warm reception as she attacked plans for new grammar schools and called for money allocated for free schools to be spent "more fairly".

She said she understood that many in education were "looking to Labour for a lead" and wanted to know what the party would do in government, but said she was not prepared to pre-empt manifesto commitments.

"I am not going to write Labour's education manifesto today, three years ahead of the likely general election."

However, Mike Kane, the shadow schools minister, has spoken of the need for schools to be more accountable to parents and for England's schools commissioners to cover smaller areas and to work with city mayors.

The most substantial policy announcement since Jeremy Corbyn's election as leader 18 months ago is a "national education service", but few details about the policy or how it will be implemented have since emerged. The leader has also pledged an arts pupil premium.

Rayner said that she "truly believes" in a national education service. England needed "a cradle-to-grave lifelong learning policy, especially if we are going to give people skills and build an economy that's fit for the future".

She added that early years was her priority area, but hinted that she would reverse recent policies on selection and spending on free schools.

She also provoked laughter when she dismissed claims from the government that it planned to make teaching more "flexible".

"I was interested in some of the comments that Justine [Greening] made yesterday about work-life balance, and I nearly spat my coffee out," Rayner said, branding the education secretary as "out of touch for believing that flexible working could be introduced in the current system.

She blamed the "obsession with paperwork, the obsession with teaching to a test" for some of the workload issues, and said school leaders often had the solutions,



Angela Rayner

but needed more support.

"There are no teachers or teaching leaders who go into the classroom and think 'I'll do a mediocre job today,'" she said.

"And you certainly don't do it for the wealth and the love of your family, because your family often sacrifice a lot for you to be working all the hours you give."

Sir Steve, what should I be driving now that I've taken over the top spot in the CEO pay league?



A Massive Disparity, Sir Dan... a Massive Disparity



EDITOR'S COMMENT

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

Why we will keep looking at trust chief executive pay



It's time for our annual chief executive pay league, a story that gets people hot under the collar and frantically sharing the paper.

Some people hate it. Each year a few trusts refuse to comment on individuals' pay and over the coming months I'll get sharp-elbowed communications officers telling me exactly what they think of the pay league.

On the other hand, I've had more than

one academy chain leader sidle up and thank me for giving them information to use towards a pay increase or for making them feel better about the value they give their trusts. Contrary to popular belief, many leaders do worry about such things.

We're aware that it's an imperfect measure. It focuses on academy trusts when there are highly-paid heads of maintained schools – something that we have addressed this year. We do it because academy chief executives are a new and rare breed and because there really does appear to be no limit to what can be given.

This year we're also taking notice of the readers who write in to point out that running lots of smaller primary schools might be easier than running fewer, larger secondaries, hence the "per school" rate can perhaps be misleading. To get around this we've added a new "per pupil" measure, which gives an interesting twist.

Still, I am aware that each year when we do these stories they can lead to a sense of attention and embarrassment that means a chief executive's day is spent fielding questions from journalists rather than focusing on the "core business" of learning. And they have my sympathies on this, to an extent.



Pupils at Slough and Eton Church of England College

On Tuesday I presented the National Education Trust's annual lecture, held in memory of the education journalist Mike Baker who died in 2012 from lung cancer.

The talk examined if the education press helps or hinders the sector and I was honest when I said that most days we do both.

But the hindrances – the days we make schools or leaders feel uncomfortable – are done with purpose. As I explained, we ask ourselves with each story if the information will be valuable and important to the schools sector. We question if we can report it honestly. We try, as hard as possible, to work with trusts to understand their side of the story and to act as fairly as we can



when published.

That's why this year we looked across charitable sectors to benchmark chief executive pay. We wanted to make sure we were giving as complete and fair a picture of pay as possible.

People are sometimes surprised at this level of care. When I became editor, I was told that I just needed to grow a thick skin and accept that if everyone was shouting at us then we were doing our jobs correctly.

That's nonsense. The number of people shouting about our story is not what matters. What really matters is whether a story is accurate, thorough and fair. When it is, then we know we have done right by the schools community, come cacophony or silence.

The trust chief executive pay league is always those things. Even if it's uncomfortable too.



Head of Research (Foundation for Educational Leadership)

Closing Date for Applications: 28th March 2017 (Mid-Day)

Interview Date: 4th April 2017

Contract Type: 1 Year Fixed term Contract

Salary: £42,246 per annum during probation rising to £46,839 per annum

Do you have a track record of delivering outstanding academic research and successful bidding for funds?

We need an excellent researcher, who will be responsible for planning and overseeing a substantial programme of work in relation to effective approaches to pedagogical leadership grounded within our vision for education. You'll work with a range of Church education networks (including 4,700 Church of England Schools) and valued partners, such as the Cathedrals Group to design a relevant, focused and effective research strategy, identify opportunities to work with others including funders, develop strategic partners and working collaboratively with others to successfully bid for research grants.

You'll bring a strong understanding of the Church of England's vision for education and our networks. Part of your working life will have been

spent in a research organisation, where your project management, presentation and communication skills will have been developed. The key to your success in this role will be your ability to motivate and inspire stakeholder groups.

How to Apply

To apply please visit our website for a job description and application form: www.churchofengland.org/about-us/vacancies/nci-vacancies/head-of-research.aspx

Please download and complete the application form and send to hr.recruitment@churchofengland.org ahead of the closing date.

For an informal discussion about the role, please contact hr.recruitment@churchofengland.org or telephone **0207 898 1858**

As holders of the Two Ticks symbol, we are committed to taking action to improve the employment, training and career development of disabled people. We will guarantee an interview to anyone with a disability whose application meets all the essential criteria. A disability is defined as a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities and must be expected to last for 12 months or more.



Evidence Based Education Head of Research Engagement

Salary: upon request
Location: Durham

What is it?

The Head of Research Engagement is expected to lead the development and delivery of Evidence Based Education's Research Support Partnership programmes and other research-related activities. Working with the Director of Education, the Head of Research Engagement will play a key role in Evidence Based Education's development as a trusted partner to schools, charities, universities and government departments.

What will you do?

Key functions of this role are:

- Responsibility for the development and delivery of existing Research Support Partnerships (RSPs);
- Seeking and developing new RSPs;
- Managing the remote (office-based) support and customer care for all RSP participants (including email, phone and video conferencing);
- Assisting the Director of Education to develop system-wide research engagement training and support services;
- Developing tools (e.g., online guides) for school-based research engagement by teachers and school leaders engaged in RSPs;

What are we looking for?

We need someone who is self-motivated, flexible, able to build relationships, bring together

diverse ideas and perspectives, and develop credibility with teachers, school leaders, policy-makers and academics around the world.

The Head of Research Engagement should have a higher degree, preferably in either Education or Psychology. Experience of teaching in either schools, FE or HE and a deep interest in using evidence to inform decision-making in education settings is also essential.

What is Evidence Based Education?

EBE is an international education training and consultancy organisation. We train and support teachers, school leaders and policy-makers to use robust evidence to inform their decisions for the benefit of student outcomes. All our work aligns with the best available evidence on teachers' learning, and we only design programmes for scale and sustainability.

EBE has very strong links with Durham University, the University of Tübingen, the Education Endowment Foundation and Cambridge Assessment. We work with education organisations all around the world, and we're based near Durham in the beautiful north-east of England.

Benefits

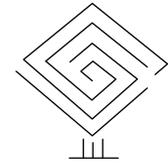
- Generous contributory pension
- 28 days' annual leave, plus bank holidays
- Annual performance-related bonus and increases (discretionary)
- Support for professional qualifications

The closing date for receipt of applications for this post is **14th April 2017** and interviews will be held in the week commencing **24th April 2017**.

Business Manager

Salary Description: £35-45,000 depending on experience

Location: London



GOODMAN MASSON

A Multi Academy Trust based in London are looking to recruit a Business Manager for one of their schools in North London in the Colindale area.

The School Business Manager is the school's leading support staff professional and works as part of the Senior Team to assist the Executive Principal in his duty to ensure that the school meets its educational aims. The purpose of this role is to be responsible for providing professional leadership and management of school support staff in partnership with teaching staff, to enhance their effectiveness in order to achieve improved standards of learning and achievement in the school.

To promote the highest standards of business ethos within the administrative function of the school and strategically ensure the most effective use of resources in support of the school's learning objectives.

The School Business Manager is also responsible for the Financial Resource Management, Administration Management, Management Information, ICT/ Human Resource Management, Facility & Property Management and Health & Safety Management of the school.

For more information and to apply, please contact **Phil Southern:**

Tel: (0)20 7019 8866

Email: Phil.southern@goodmanmasson.com

Role Purpose:

- To support the school in delivering high standards of pupil attainment through the provision of efficient and effective business and support services.
- To be a member of the senior leadership team, reporting to the Executive Principal on the delivery of business and support services.
- To take the delegated responsibility for:
 - The operation of the Trusts bank account and payment of bills together with the COO.
 - Management of school finances on a day-to-day basis.
 - Monitoring the school's financial resources, for example through budgeting, financial reporting and ensuring financial probity.
- Leadership, management and development of support staff, so that all support staff understand their roles in supporting the primary purpose of the school to raise pupil attainment and to provide high quality teaching and learning.
- Oversight of school premises, including school housekeeping, repairs and maintenance, development of buildings and the provision of furnishings.
- Health and safety, acting as the appointed Health and Safety Co-ordinator.
- To support the school administrators

Head of Business Studies

Salary: MPR / UPR plus TLR 2B (£4,397)

Few subjects offer the level of dynamism, challenge and relevance as Business Studies and there has rarely been a more interesting time to deliver a curriculum so pertinent to our students' lives.

We are offering the rare opportunity to lead a department with a proven track record of success, with A Level results consistently ranked amongst the very best in the country, and GCSE outcomes well above national average. Supporting engaged, motivated and resilient students across a range of academic and vocational qualifications, our successful applicant will be given the opportunity to build further on these achievements and ensure the department remains ready to embrace the challenges of the future.

This position is required to commence Friday 1 September 2017.

Closing date: Friday 31 March 2017

For further information on this position and to make an application please visit:

<https://www.educationweekjobs.co.uk/browse-jobs/greensward-academy/>

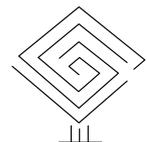
We reserve the right to close this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making an application.

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

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



Finance Officer



GOODMAN MASSON

Reports to: Head of Financial Reporting

Salary: £12-14 per hour

Start date: ASAP

Location: London

An Academy Trust in London are recruiting an ambitious Finance Officer to provide interim support for around 3 months to the Finance Manager in delivering the finance functions for the schools, and assist with other financial tasks to ensure the efficient functioning of the finance team.

The Role

Providing support to the Finance Manager in delivering the finance functions, and assist with other financial tasks to ensure the efficient functioning of the finance team.

The ideal candidate will:

- Have experience of purchase ledger and accounts receivable procedures
- Have experience in working with computerized financial systems and good knowledge of MS Word and Excel
- Be comfortable communicating effectively with non-financial staff and external suppliers
- Be able to work under pressure and to tight deadlines
- Demonstrate a genuine resonance with the trusts mission and values.
- Health and safety, acting as the appointed Health and Safety Co-ordinator.
- To support the school administrators

For more information and to apply, please contact **Phil Southern:**

Tel: (0)20 7019 8866

Email: Phil.southern@goodmanmasson.com

Ark is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check

Four Dwellings Primary Academy



HEADTEACHER

LOCATION: QUINTON, BIRMINGHAM**SALARY: L18-L24, £59,264-£67,963**

(an additional discretionary payment may be available for an exceptional candidate)

Come and lead our aspirational learning community and help to maximise the development of each and every child

Four Dwellings Primary Academy is a two-form entry primary academy set in the heart of Birmingham and we are a proud member of the Quinton community. Since becoming part of Academies Enterprise Trust (AET) network of 66 primary, secondary and special academies we have been on a challenging journey and have much to be proud of.

We have a career changing opportunity for an experienced dedicated and inspirational leader to become our new Headteacher. Whilst there remains much to do the academy is now well placed to move forward in its improvement journey.

You will:

- Be truly passionate about education and have a proven track record of school improvement
- Have a clear vision and commitment to inclusion
- Be an experienced senior leader with a proven track record of school improvement across early years to Key Stage 2

This is undoubtedly a challenging role, but a hugely rewarding one. You will start with

considerable advantages - a highly motivated and committed team, terrific pupils and an experienced network around you to support you in driving the improvements needed in the academy. This genuinely is a fantastic opportunity which we would invite you to grasp with great enthusiasm.

The position is due to commence September 2017. Interviews will be held on **Wednesday 5** and **Thursday 6 April 2017**.

Closing date: Monday 20 March 2017

To arrange a visit please contact Mrs L Piddington on **0121 464 3351** or email lpiddington@fourdwellingsprimaryacademy.org

For an informal discussion or for an application form contact **Tanya Bentham** on **0203 874 3095** or email recruitment@academiesenterprisetrust.org

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 enhance checks as part of our Prevent Duty.

Langer Primary Academy Headteacher

Location: Felixstowe**Salary:** L10-L16 £48,711-£56,511

Langer Primary Academy is a small primary academy with big ambitions and is a proud member of our community. Since joining Academies Enterprise Trust (AET) network of 66 primary, secondary and special academies the academy has moved to 'good' in 2016 and we are now on our journey to achieve 'outstanding'.

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

You will:

- Be truly passionate about education and an architect of change who will continually improve the educational outcome of our children
- Have exceptional capacity and determination to lead our academy from 'good' to 'outstanding'
- Have a clear vision and commitment to inclusion

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 enhance checks as part of our Prevent Duty.

- Be a senior leader with a proven track record across Key Stage 1 to Key Stage 2

This is an excellent opportunity for a talented Deputy/Assistant Headteacher or Headteacher with substantial experience of leading a school, to build on our current successes. You will have a highly motivated and committed team, terrific pupils and an experienced network around you to support you locally and nationally. Everything is in place for you and the academy to succeed.

The position is due to commence September 2017.

Closing date: Monday 20 March 2017**Interview dates:** Monday 27 and Tuesday 28 March 2017

To arrange a visit please contact Kate James on **01394 283065** or email kjames@langerprimaryacademy.org.

For an informal discussion or for an application form contact Tanya Bentham on **020 387 43095** or email: recruitment@academiesenterprisetrust.org





The Dover Federation for the Arts MAT

Director of Finance and Business

Salary: KR13 £50,609 - £56,708 (Negotiable based on current salary and experience)

Required as soon as possible

The DFAMAT consists of Astor College (secondary non-selective high school), Barton Junior School, Shatterlocks Infant and Nursery School, White Cliffs Primary College for the Arts, Pebbles Nursery and KETV. The Company offices are based at Astor College.

Applicants should be ACA or ACCA qualified. It would be an advantage to have NASBM qualifications and/or experience. Full details and application forms are available by clicking 'apply'.

Please submit a letter of application and completed application form (CV's will not be printed) and post to the Company Secretary.

Address:

DFAMAT Company Office,
Astor College,
Astor Avenue,
Dover,
CT17 0AS.

Email: company.secretary@dfamat.com - References will be requested prior to interview.

Closing date: Wednesday 22 March 2017

Interview day: Wednesday 29 March 2017

The Federation promotes smoke and e-cigarette free sites and is committed to 'safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'. The successful candidate will be subject to Children's Barred List and DBS (List 99/CRB) checks.

Head of Geography



Salary: MPR / UPR plus TLR 2b - £4,397 per annum

An exciting opportunity has arisen for a passionate and inspirational Geography specialist to join the school as a Head of department. Geography 'A' Level achievement is outstanding and a source of pride to the department. GCSE attainment rose significantly in 2016. Sustaining and building on this improvement will be a key focus as we strive to replicate our consistently high 'A' Level performance. The department has a strong reputation for its excellent fieldwork and the rich opportunities of residential trips available to students.

We have fantastic buildings and open spaces, a dynamic curriculum offering opportunity for all and a pastoral care which sees everyone as an individual. We are confident that we have the right learning environment to ensure our 21st century learners are ready to embrace the challenges of our 21st century world.

This position is required to commence 1 September 2017.

Closing date: Friday 31 March 2017

For further information on this position and to make an application please visit:
<https://www.educationweekjobs.co.uk/browse-jobs/greensward-academy/>

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

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

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

Teaching & Learning Leader - KS4 Mathematics



Salary: MPR/UPR depending on experience plus TLR 2b - £4,397.00

An exciting opportunity has arisen for a passionate and inspirational Mathematics specialist to join the school as a Teaching and Learning Leader of Mathematics KS4. Our maths department achieves excellent outcomes at both GCSE and A Level. Students hold the subject in high regard, as is demonstrated by the uptake in the Sixth Form. We are looking for a dynamic, forward thinking leader to continue to develop our Key Stage 4 Maths.

Greensward Academy is a part of the Academies Enterprise Trust (AET), a multi-Academy sponsor which aims to provide the opportunity for all young learners to fulfil their real potential. The Academy is located in Hockley, Essex and has excellent road and rail links.

This position is required to commence in September 2017 or sooner if possible.

Closing date: Friday 31 March 2017

For further information on this position and to make an application please visit:
<https://www.educationweekjobs.co.uk/browse-jobs/greensward-academy/>

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

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

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

READERS' REPLY



EMAIL



TWEET



FACEBOOK



WEBSITE

Grammar school taxis could cost '£5,000 a pupil'

Sarah Thurlby, address supplied

This makes me want to throw something at Justine Greening's head! Most of the discretionary elements of home-to-school transport have been chopped. This new burden needs to be fully funded or local authorities should refuse to implement it.

£215 million SEND pledge is a 'blunt instrument'

James Wilding, Berkshire

For more than 25 years special schools have moved from local authority care to full independent status to permit the development of educational provision to replace institutional care. Suggesting such settings are private schools rather than part of the public estate is one of the alternative truths now peddled by local authorities keen to cut costs by bringing support back into the authority. *Schools Week* needs to be careful to research such story lines. Complex needs require more than an access ramp and disabled loo.

Asbestos in schools: the hidden scandal of 'the hidden killer'

Tim Warneford, Bedfordshire

Asbestos is not only a killer, but its existence within the fabric of any building is a costly management risk that can decimate a budget, especially if it has to be removed. Given the age of the school stock and the high likelihood of carrying out repairs, refurbishments and extensions, it is surely going to become an ongoing issue.

Local authorities' record of adequate asbestos surveys and the subsequent compilation of a hazards register for their school stock, is not exactly award-winning. The outcome has meant that when converting, the school transferred the risk and its associated costs with them.

The government has this year started the Condition Data Collection Programme, set to run from now until 2019, that will dispatch surveyors to 22,000 schools less than two years after the last round. This time they will ask about the existence of asbestos, but the survey will not actually analyse its management plans nor the cost of management.

Even the National Audit Office has commented on this survey's methodological parameters, which will have potentially wide margins of error.

It appears the multi-academy trusts that have been created within the free market model are now seeing the value of investing in due diligence exercises and are finding, as a result, many of the risks previously hidden. They then decide not to

adopt the schools that carry such liabilities.

Who is going to pay the bill for these liabilities? It cannot be the school, the local authority has no funds, the MATs are not willing to take the risk without sufficient support and or incentives.

The regional schools commissioner, Education Funding Agency and DfE are going to have to develop some sort of equitable plan if we are not going to see unacceptable number of schools become orphans.

Is Ofsted measuring what we think we're measuring?

Colin Richards, Cumbria

Amanda Spielman, the new chief inspector, has already brought a breath of fresh educational air to the inspection process without the grandstanding of her predecessor. However, I worry about her question "Is Ofsted measuring what we think we're measuring?" It sounds a sensible question to ask, but in reality the quality of education cannot be "measured"; it can only be judged or assessed. I would urge her to rephrase the question to read "Are we judging what we think we're judging?"

Staff offered therapy to manage work pressure

Deborah Carr

No, no, no. Get rid of my unnecessary workload. I don't know who I am any more. If I don't work seven days a week I fall behind with planning and marking. The only time I leave my house at the weekend is to do the food shopping. Non-contact time at work is spent ticking boxes, uploading evidence that I am doing my job, student surveys, relentless themed observations . . . it never stops.

Management put on workshops that are supposed to help us but all they are doing is ticking a box to say they offered support and are therefore not responsible because they offered the help. I would leave this job tomorrow if I could afford to; yes, I would miss the students and my colleagues and being in the classroom, but not the bureaucracy, corporate nastiness or lack of autonomy.

Claudia Sanchez

Stop the unnecessary pressure put on teachers. Get rid of bureaucracy and bureaucrats, pay decent salaries, value the profession. Don't bully older teachers out of their jobs with punitive observations and there will be no need for therapy.

The last of the lollipop brigade

REPLY OF THE WEEK

Mrs T Brooks, address supplied

I'm a school crossing patrol officer in an east London borough whose service finishes on March 31. We are having terrible premonitions of carnage, especially on heavily used roads serving the A13, Dagenham docks and M25 feeder roads. Even London bus drivers are supporting us; one driver has said in the past couple of weeks that he has lost count of the times our patrollers have prevented pedestrians walking out in the path of buses, which we know take a lot longer to come to a stop (especially during poor weather). We get to know which parents/carers tend to walk into the road, just expecting oncoming vehicles to stop! It's a very sad day when an essential service like this (saving people from their own ill-considered judgment sometimes) ends after almost 70 years with substantially increased volumes of traffic and more drivers who neither speak or understand English.

REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!



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PROFILE

LAURA MCINERNEY
@MISS_MCINERNEY

Kiran Gill, founder, The Difference

A year ago Kiran Gill was writing angry columns for *Schools Week* that kicked against the “no excuses” culture in schools that favoured the exclusion of children rather than determined inclusion. Then she disappeared.

But the 28-year-old is back after a stint in the civil service silenced her for a time, and she’s ready to start attacking again – only this time, with a plan for action.

She is the founder of a programme called The Difference, which aims to get more teachers working in alternative provision and pupil referral units.

“These places really struggle to recruit qualified teachers,” she says, as we walk in east London. “A lot of people who have moved into it did it quite circumstantially. Maybe they were running internal inclusion units, and a child was excluded, and they learned about where they went. But because we haven’t had teacher training in referral units and alternative provision for a long time – although this changed recently – a lot of people simply don’t know these schools exist.”

Gill wants to change the status of teaching excluded pupils in the same way that training provider Teach First change the status of teaching in a complex inner-city school.

“That’s not to say people weren’t already teaching in those places,” Gill is careful to point out, “They were! My mum did that. And my dad. But Teach First made it a high-status thing. It embedded the idea that the best teachers are those who teach in a super difficult context. We need the same thoughts about alternative provision.”

In terms of super difficult contexts, any teacher going into alternative provision is looking down the barrel of some seriously grim statistics. Children who are permanently excluded are twice as likely to be in care, four times more likely to be from a low-income family and nine times more likely to have a special educational need or disability. Only 1 per cent go on to achieve five GCSEs, including English and maths. Their likelihood of ending up in prison is extremely high.

“Plus there’s all kinds of hidden disadvantages,” Gill adds. “Maybe their parents are in prison. Or are alcoholics or involved in substance abuse. Things happen in their lives, like bereavement, or sexual abuse, things that we don’t have data on.”

“These are not bad children. But they are often children who don’t have parents who can fight for them to get the ECHP [education, care and health plan] they need in primary school. They might not have advocates who can help a school to understand them and to get them the resources they need.”

Gill’s understanding of such complex situations comes from her own background. Raised in Doncaster and east London by a single mother, who herself was raised by a single mother, Gill comes from a line of women who were “very, very determined, and self-possessed and who were very, very bad at waiting for permission”.

Gill’s mother, Dawn, was a geography teacher in central London during the 1980s, in ethnically diverse communities. Concerned the curriculum glorified the empire, she created a subject association that pushed for change, eventually influencing and changing the curriculum nationally.

“WE NEED TEACH FIRST THOUGHTS ABOUT ALTERNATIVE PROVISION”

Beyond the classroom, Dawn was also pioneering in another way. Single and 50 she adopted two young girls.

“She always wanted a big family and while she was raising me on her own she wanted to adopt, but couldn’t, until New Labour changed the law to make it easier for gay and single people to adopt. When she said what she was going to do even my grandma said, ‘you can’t do that!’”

But Dawn Gill has never listened to what she ought to do and, when Kiran was 11, she was joined by two younger sisters who had moved through foster families.

Child psychologists know that disruptive early relationships can affect children’s ability to interpret and control emotions, which has an impact on learning. Gill saw how one of her sisters, as a teen, struggled to trust others. Public criticisms and minor reprimands prompted extreme reactions.

Seeing her sister’s journey gave Gill an unsettled feeling when she followed her mother’s footsteps and went into teaching, but found herself frustrated that she wasn’t able to build relationships as much as she wanted with pupils. “I knew how important relationships were to change lives because I know how life doesn’t stop when you finish school or when you come home.”

After four years teaching in two London schools – including King Solomon Academy, one of the first and strictest “no excuses” schools – she went back to university to study education and policy, and took a series of roles, including a stint in the civil service, working on social mobility.

“I wanted to find out who are the people who make big decisions. Who are these big clever people who know more than I do and who do things every five minutes, it feels like, when you’re on the ground?”

“I went into it expecting to find out how complicated it all was. But it became very clear that the only reason things happen is because people do them. That’s it. I became a literacy lead in my school not because I was an expert, but because I realised we weren’t doing enough for low literacy and so asked to do something about it.”

The Difference programme will offer teachers of at least three years’ standing a leadership position in alternative provision or a pupil referral unit. Participants will gain a masters, with modules in mental health and child development, focused on understanding the multi-disciplinary nature of children’s services.

“It’s not about making teachers into psychologists. And it’s not about making them social workers. It’s about helping them know more about what other services exist, how they can better broker these

KIRA

services and how that might affect teaching.”

The aim is to have the first cohort starting in September 2019, giving Gill 18 months to gain the funding and team to deliver the programme. She’s fairly confident it can be done.

“It’s not just me driving it. The more I speak to people in the sector the more humbled I am by those already giving their lives to this work.”

“I have been to pupil referral units where kids are getting GCSEs and where they get A-levels and where they go to university. I have seen kids who might have had strings of foster carers . . . have a really stable relationship with the people in alternative provision. A relationship that is about forgiveness, and being honest about what is OK and what isn’t.”

“We need more people to help with that.”

Is there any problem she can foresee? She shakes her head, “No . . . I’m a bit of an optimist!”

Or, to put it another way, she will not be waiting for anyone’s permission to solve this problem. She simply wasn’t brought up that way.



Kiran and her sisters



Kiran at a Teach First Policy event



Dawn Gill

NGILL

IT'S A PERSONAL THING

Favourite book?

It's hard as an English teacher to choose a favourite. Growing up, I really loved *Angus, Thongs and Full Frontal Snogging* (as a teacher I got told off by the head for calling kids to book club and saying "snogging" over the tannoy.) It's a classic "navigating female teenhood" series: my favourite bit is when the protagonist goes to a fancy dress party dressed as a stuffed olive, thinking it is hilarious, and then all the other girls are dressed in cute costumes and catsuits.

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

Dance like nobody's watching.

Describe an amazing party you've been to

I love eating so the best parties always have tons of exciting food. My friend Will's party last year had broccoli cake. That was a pretty stand-out party.

If you could wake up tomorrow with one skill or ability, what would it be?

The ability to be on time. Possibly more useful than being able to bend metal, but as elusive to me

Best career advice?

Some will, some won't, so what, someone's waiting.

OPINION



HELEN CORTEEN

Head of Education at Brook, a young people's sexual health and wellbeing charity

Confident teachers are key to SRE

Sex education is now compulsory. But how should schools prepare for its introduction in 2019? One answer is good training for teachers, says Helen Corteen

A collective whoop of joy rang across Brook on March 1 when education secretary Justine Greening made sex and relationships education (SRE) compulsory in all secondary schools, and relationships education compulsory in all primaries from September 2019.

It feels like a real "win" for young people. We know that SRE can help them to navigate online safety and equip them to recognise the difference between healthy and unhealthy relationships.

We deliver SRE in 12 per cent of secondary schools where our sessions on healthy relationships are one of the most regularly requested. We use motivational interviewing techniques to help young people to explore the difference between possessive and protective behaviour.

SRE can also contribute to curbing rising rates of sexually transmitted infections (vital at a time of cuts to sexual health services) and has been flagged as a key tool for tackling sexual harassment in schools.

We approach this through sessions on gender roles, looking at the unwritten rules about how men and women must, should or shouldn't behave. We also discuss porn and how it reinforces unhelpful stereotypes around passive and violent behaviour.

So where should schools start in preparing for September 2019?

There is already a wealth of high quality SRE material available. The Sex Education Forum has a great guide to choosing resources and the PSHE Association has its own quality mark for assuring materials, as well as its own curriculum – a great basis for developing your own.

But, as Ofsted has identified, trained, confident teachers are key to effective SRE. It can be tempting to bring in outside agencies to deliver it for you, an approach that is not without its benefits. Specialist educators can provide a more memorable learning experience and can link young people to community health services. But this approach should be used to enhance provision rather than replace it.

Good training can help teachers, who

are present year-round, to support young people through honest, brave conversations.

It will also enable them to deliver SRE that encourages critical thinking and builds resilience, both of which are essential in all areas of life, not just in our relationships.

The Sex Education Forum is a great place to start to find courses and local trainers. Brook Learn also offers several free online training modules on how to deliver SRE, relationships and contraception, plus advice on updating your SRE policy and letters for parents.

“ Specialist educators should enhance provision

But it is not just about training and resources. Everyone must be on board. Schools need to start with senior management and governors. And remember that good SRE is not a "nice to have" but that done well, can become a vital part of pastoral care and safeguarding.

It is also essential to build trust with parents and carers: we often run sessions with this group before we deliver SRE to young people, and yes, they often start with some folded arms and hostility! But by the end we often find that parents are supportive of our approach and are better equipped to have the same consistent conversations at home.

SRE is more effective when embedded within a whole-school approach, which means identifying cross-curricular strands where it can be integrated. For instance, healthy relationships can be explored through literature in English lessons and medical treatments for sexually transmitted infections can be studied in science. This normalises what are fundamental parts of what it means to be human.

It might be a surprise to learn that young people look to schools to support them in learning about sex and relationships. What may come as less of a surprise, is that when they do receive it, young people say it is too little, too late and too biological.

So let's be bold and work together to get this right and to give young people what they want and need.



LIAM COLLINS

Headteacher Uplands community college, East Sussex

Do the sums. I cannot make any more cuts

Reduced budgets have already had devastating consequences in East Sussex, says Liam Collins. "If there are more things that we can do to save, then it is the equivalent of deckchair moving on the Titanic," he says

The government's decision to protect school funding only in flat cash terms per pupil leaves schools facing a real-term cut of £3 billion by 2020, according to the National Audit Office (NAO).

However in East Sussex funding is already significantly below the national average and increasing costs will have devastating consequences.

Over the past five years we have faced significant and unfunded increases in costs, including the apprenticeship levy, abolition of the Education Services Grant and 80 per cent reductions to the capital funding for maintaining school buildings. And that's not to mention increases in national insurance and pensions.

I have already had difficult conversations with families about the decisions we are having to make about their child's future. Some of these children have complex needs, but we face withdrawing all but basic statutory provision to make ends meet.

We have already reduced staffing by nine teachers over the past four years. We've removed a pastoral layer. We have a very efficient timetable, with little spare capacity. Everyone teaches more, including myself.

The education department recommends cutting down on unnecessary services. That's done. Get a good business manager. Also done. Make good use of benchmarking information to find savings. Done. Make use of bulk-buy arrangements with other schools. Done, done, done.

We've driven down our expenses. I don't claim anymore for travel to meetings, even though fuel prices have increased.

Here are some things I couldn't avoid: the costs of new GCSEs, new A-levels, training staff in e-safety and safeguarding. These have all been imposed. And we had to buy-in provision.

From this point forward I can only see the cuts affecting the education of young people. It will impact our ability to keep young people safe and to maintain outcomes.

If there are more things that we can do to save, then it is the equivalent of deckchair moving on the *Titanic*. Staffing makes up

80 per cent of a school's budget. The cost increases make it virtually impossible to do anything, bar lose staff.

This is not scaremongering. By 2019-20 we will have £69,350.56 less, just because income has not kept up with inflation. That equates to two teachers. Employer pension contributions, national insurance and an estimated 1 per cent pay rise each year mean that by 2019-20 I will have £118,000 less to spend on students. Three further teachers. Add to that the apprenticeship levy and the living wage, and that's another £168,000 less. We are now at the cost of ten teachers.

“ It is impossible to do anything, bar lose staff

And, as this carries on, we must complete changes to GCSEs and A-levels without any money to buy resources or to train staff.

There has simply been no attempt to benchmark the cost of the curriculum that the government is demanding and that parents want – and which is needed for pupils to have a full educational experience.

Let us do the sums: 150 students require five forms of entry. For three year groups, just teaching them in the traditional one-hour lessons, that is 375 hours of teaching per week. This equates to 16 teachers required to teach that curriculum (each teaching 23 hours a week). If they were all NQTs, that equates to £360,000. For experienced teachers that are all top of scale that equates to £620,000 (and that's just salary, forget other costs).

That is a simple model, but one that can easily be calculated down to each pupil. This gives us a starting point of £1,378 per pupil for a key stage 3 curriculum. Yes, it is a blunt tool, but it allows for clear comparisons and discussions about how to be as efficient as possible.

We all appreciate the responsibility to secure the country's long-term prosperity, but it is a false economy to compromise the education of a generation to secure a political or financial agenda over the next four years. Do that and we will all reap the outcomes for generations.

If you're having trouble getting your campaign noticed, keep it simple, get the evidence and support – and embrace technology, suggests Elin De Zoete

A single school or charity often has a difficult time getting its message across, but when groups and organisations with similar aims come together the results can be impactful.

Here are some simple steps to help to build an effective education campaign:

1. Clearly define what you are asking for

This might sound simple, but when you bring a diverse group of people together to campaign on an issue, you need to work hard to pin down a common cause that can unite you all. Going in to local or national government with a shopping list is never warmly received, but a simple request, with an identified mechanism for making the change you want to see happen, will get more attention.

2. Back up your request with evidence

In austere times there is no point just banging a drum of protest. Any request you have around policy or funding must be backed up with clear evidence that demonstrates the advantages of taking the course of action you are campaigning for. This evidence might be quantitative; economic modelling that shows the positive impact of your proposition or the negative impact of the status quo. If you only have the capacity to do qualitative research, you can underpin your request with case



ELIN DE ZOETE

Managing director, PLMR

Building an effective education campaign

studies that bring to life what will happen if funding or policy doesn't change.

“ **Don't go in with a shopping list. It won't be welcomed** ”

3. Demonstrate support

This is essential. Working as a coalition already goes some way to show breadth of support for your aims, but you must show that

the issue you are campaigning on resonates with a wider audience. Councillors and MPs will be very interested in an issue that connects with their constituents, so if you can demonstrate that your campaign has wide appeal, decision-makers will stand up and listen.

As an example, in 2014 PLMR worked on a campaign for bingo clubs that historically had been taxed much higher than other, less “soft” forms of gambling. The campaign group had been engaging directly with MPs for many years, but progress was slow. When we came on board, we told them that they had to show MPs that bingo mattered to voters, not just to club operators. So we got bingo players

engaged in a national celebration of bingo and drove a bottom-up campaign. After just seven months, the chancellor cut tax on bingo and recognised it as a social activity at the heart of British communities.

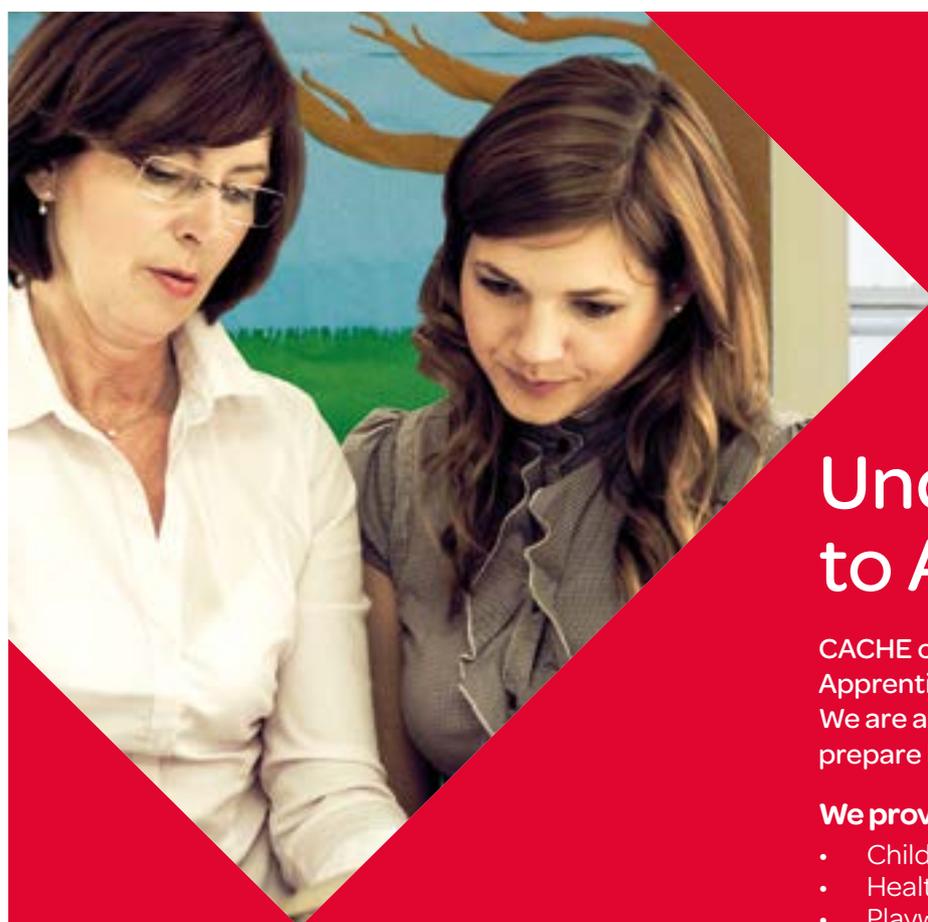
Mobilising parents, families and your local community behind your campaign will help it to be a success.

4. Embrace technology

Campaigns don't have to be expensive and require big investment in printed collateral anymore. There are free sites to make basic web pages and you can engage with your audience through email and social media. MPs are very active on Twitter and, in most cases, still run their own Twitter feeds. This makes it easy to elevate a local campaign to the national stage and ensure that it grabs the attention of the people you are trying to influence. But make sure that your supporters write at least some of their own messages, as auto emails will no longer get through the MP researcher spam filter!

5. Plan your timings carefully to build momentum

If your request is around funding for a project, you need to assess where the decision point might be (ie, the budget) and work backwards for a number of months. Don't start a campaign too early so that it runs out of steam. You want to be able to demonstrate that support is building, momentum is behind you and that more and more people are endorsing your request... then you'll be well placed to achieve a win!



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REVIEWS

TOP BLOGS
OF THE WEEK

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

Targets don't work

Katharine Birbalsingh

In this lively polemic, Katharine Birbalsingh encourages senior leaders to ditch targets. She describes them as moving teachers' attention to the wrong thing: demand Cs from a hard-to-teach class, and one of two things will happen: "If they take their target seriously, they'll suddenly refuse to take in naughty kids from other classes . . . or they'll stop doing that extra-curricular club for year 7 to pour all their energies into their target." Alternatively, they may forget about it until performance management season "because no one takes targets seriously at the school anyway". While Birbalsingh recognises the usefulness of targets for struggling staff, she invites senior leaders to "hold those who are failing to account with targets and let the others go free from the restrictive stranglehold that is performance management dictated by targets".

Decision-making among jazz musicians, basketball players and teachers

Larry Cuban

Basketball players make decisions in fractions of seconds – and as we don't see it, we assume their work is physical not cognitive, says Larry Cuban.

Turning to teachers, he notes: "Decisions tumble out one after another in questioning students, starting and stopping activities, and minding the behaviour of the class." He cites one study that found that elementary teachers in the US have 200 to 300 exchanges with students every hour (up to 1,500 a day), most of which are unplanned, but which need a teacher decision. He concludes: "Effective teachers, then, like top jazz musicians and

basketball rebounders improvise – decide in the moment – as they deal with both the routine and unexpected in the art of teaching".

Practical: The fallacy of induction

Matt Perks

Matt Perks concludes a series of blogs looking at the problems of practical work in science by asking "Do children learn important science ideas and/or develop their understanding from seeing the theory 'in the flesh'?" The problem, he notes, is that scientific theories are easy when you know them, but hard to generate from the evidence. "It took a lot of very skilled scientific thinkers hundreds of years to do this the first time. What's worse, children inevitably develop naive theories as they grow up, so in secondary school they are sometimes not just trying to learn correct scientific thinking, but are trying to un-learn naive thinking that serves them well outside the classroom."

While it's possible to "scaffold or adapt the activity sufficiently to allow children to see the wood", Perks asks "whether a forest is the right starting place, or whether a nice piece of rough sawn timber from B&Q might be a better option". He concludes that practical work rarely procures enough clarity in its results "to even begin to address these stubborn misconceptions". However, he concludes by offering three justifications why they should be used.

Shakespeare and creative education

Daisy Christodoulou

Daisy Christodoulou examines Shakespeare's education and what it is that allowed him to be so creative. She begins by tracing his simple imitation of classic texts and rhetorical figures in his early plays, noting that his first play, *Titus Andronicus*, is his "most learned". She shows how it was on this basis of deep knowledge and deliberate practice that Shakespeare was able to create novel and arresting phrases.

Christodoulou wonders whether, "Just as we have 'gone back' to performing Shakespeare's plays as he wrote them . . . what might it look like if we were to 'go back' to a more Shakespearean mode of education?"

Seminal papers in educational psychology

Paul Kirschner

Finally, a special mention for this collection, a crowd-sourced list of dozens of key papers in educational psychology. While the number may seem a little intimidating, each comes with an a short abstract summarising its findings alongside a link to the full paper: from Ausubel to Zimmerman. An invaluable resource.

BOOK REVIEW

The Power of Different: The link between disorder and genius

By Dr Gail Saltz

Publisher Robinson

Reviewer Sarah Wild, headteacher, Limpsfield Grange School



People often tell me that I don't look like a vegetarian. I've never worked out if this is an insult or not, but it does show how a label such as vegetarian carries many social connotations. Labels are brilliant for signalling who we are and what we need, but can also pigeonhole people, marooning them in a cul de sac of low expectations and discrimination. With every label comes a set of assumptions, prejudices and stereotypes that can be harmful or even dangerous.

The Power of Different is a valiant attempt to reframe the debate and language around neurological disorders, disabilities and mental illness. Saltz, a professor and psychiatrist, attempts to deconstruct our understanding of these conditions, linking these differences with other more positive characteristics such as innovation, inventiveness and original thought. She argues that fundamentally the otherness of these conditions is what enables divergent thinking, which leads social evolution and progress.

Each chapter explores a theme such as anxiety, relatedness or distractibility, and links different conditions to it. I read four identically structured sections and found the repetition hard to manage – so much so that I skimmed the rest. While it's very clear and well laid out, this is definitely more of a reference book than something you would read in a weekend.

I'm interested in autism and anxiety, so homed in on these sections. Saltz uses case studies to humanise each condition, which was effective and engaging. The personal stories are very powerful and helped me to gain an insight into the experience of an autistic, anxious or depressed person. Importantly, every case study featured a successful individual who was contributing in many ways to their community, and who demonstrated characteristics including

resilience, originality and dedication. For each condition, Saltz constantly challenges the widely held social view that this group is a burden or a danger to society.

Anxiety, autism and dyslexia are explored positively and linked to wider social benefits. Saltz connects anxiety with focus and attention to detail; autism with creativity and the ability to design systems; dyslexia with original thinking. Throughout she underlines the value of different people, and highlights their employability, challenging stereotypes that individuals with these differences are not able to make a viable social or economic contribution.

What is less convincing is the link across the book with genius. Saltz sprinkles each chapter with references to great, unnamed figures across history who have been affected by the identified disorder or illness, implying a cannon of differently-abled

thinkers and innovators over time, without any real evidence. Her strongest "genius" argument is when she discusses autistic savants, with their astonishing skills in music or art or numerical recall.

This annoyed me as it reinforced entrenched stereotypes of autistic people being like Dustin Hoffman's character in *Rainman* – distant, remote, and brilliant. Whilst I enjoyed the spirit of the link between genius and different disabilities, disorders and mental illnesses, it would have been more valuable to stay with everyday folk, and discuss the contribution they make to society without over-egging the pudding.

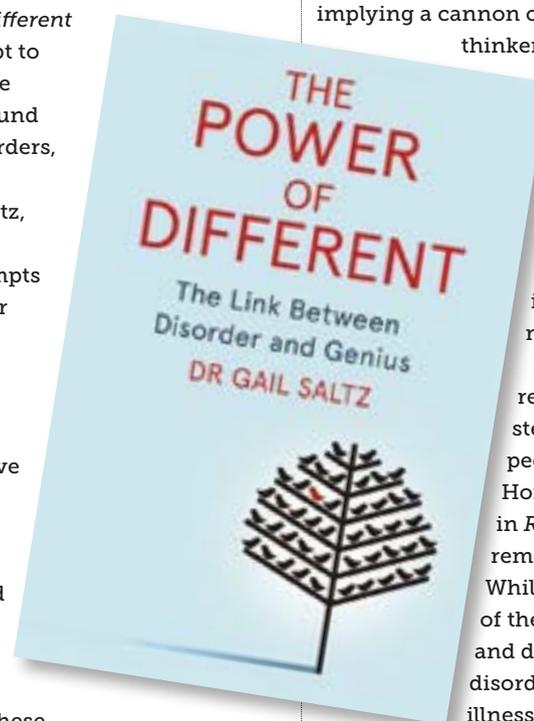
At a time when people with disabilities are openly mocked by the president of the United States, and UK politicians imply that disabled people are scroungers, a book such as *The Power of Different* is much needed. It signals to society that people with learning disabilities, neurological disorders and mental health difficulties are human and have social value. They are not a burden. They are just different.

Next week:

The Clouds that can Surround a School

By Shane Moran

Reviewed by Liam Collins



The *English Pronouncing Dictionary* is the classic British guide to pronunciation of the English language. Written by Daniel Jones, it was first published by JM Dent & Sons in 1917 and is now in its 18th edition, published by Cambridge University Press.

But 100 years on, does anyone really need a guide to “standard” English pronunciation, and whose standard are we talking about anyway?

The original dictionary used PSP (public school pronunciation) as a model, defined by Jones as that which is “most usually heard in everyday speech in the families of Southern English persons whose menfolk have been educated at the great public boarding schools.” Later editions refer to the model as RP (received pronunciation).

The dictionary was written at a time when the study of phonetics and phonology, with the teaching of pronunciation, were at a turning point. Daniel Jones and his peers, such as Henry Sweet, led the way in the academic study and the practicalities of teaching pronunciation; their work has even been noted as the inspiration for George Bernard Shaw’s *Pygmalion*. It was, and still is, a dictionary used by native and non-native speakers, and particularly in classrooms around the world where learners are expected to achieve high levels of English proficiency.

However, attitudes towards pronunciation and accents have changed over the past 100 years. Within the UK, and starting with Wilfred Pickles in the

THE PAST WILL MAKE YOU SMARTER



WHOSE LANGUAGE IS IT ANYWAY?

IAN COOK, ELT ADULT PUBLISHING, CAMBRIDGE UNIVERSITY PRESS

1940s, the BBC has gradually introduced regional accents to its line-up of news broadcasters, distancing itself somewhat from the old-fashioned view of RP as the voice of broadcasting.

There also has been an explosion in the number



Audrey Hepburn on the set of the film, 'My Fair Lady'

of people using English as a second language, leading to a huge variety of accents and dialects. Non-native speakers are now estimated to outnumber native speakers by about six to one, with up to 80 per cent of English conversations occurring between second-language speakers. There’s rarely any need, or for most

people any desire, to modify their accents or the way in which they pronounce their words. The ultimate aim for most is to understand and be understood, not to speak like the Queen.

Some may argue then that 2017 should mark not just the centenary, but also the final chapter of the *English Pronouncing Dictionary*. However, anyone who has learned (or tried to learn!) a language will know how useful it is to have a single, consistent model when developing speaking skills, and clear pronunciation in particular.

A reference model is not the same as an attainment model. Like most dictionaries, rather than presenting people with a model for how they should speak, the dictionary simply offers a consistent point of reference for how many people do speak. Its purpose is descriptive, not prescriptive. In more recent editions, there has also been a slight shift away from RP towards accents described as “broadcast English” for the British pronunciations, and “standard American broadcast English” for the US pronunciations. Yes, that’s right, this British classic now includes American pronunciations for every word.

So it seems there’s life if this British (and American) classic yet. And it is likely to be extended somewhat as it’s now also a mobile app, putting the ultimate guide to English pronunciation into people’s pockets. Something that the pioneering Daniel Jones, and perhaps even Professor Higgins, would have approved of.



A week in Westminster

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

THURSDAY:

Testing times for the Department for Education’s fire monitors who are in hot water after incurring the wrath of schools minister Nick Gibb.

WiW understands Gibb was unhappy with the speed at which he and other staff were evacuated from Sanctuary Buildings during a recent fire drill, and there are bound to be repercussions.

We can only imagine how Gibb will respond. Primary schools introducing a new fire drill readiness check? Will those who don’t pass have to take it again?

Meanwhile, something about the timeline of Sir Adrian Smith’s review of post-16 mathematics, commissioned in last year’s budget, does not add up.

In a response to a parliamentary question, Gibb told Labour MP Jess Phillips the review would be published “in due course”, which is odd, considering the government said last year the review would report “by the end of 2016”.

Maybe fire drills aren’t the only thing Gibb should be worried about . . .

FRIDAY:

It’s certainly not a dog’s life for headteachers at the moment, but one found himself surrounded by canines after stumbling across the wrong conference centre.

Stephen Brierley, chair of ASCL’s leadership and governance committee and principal of St Margaret’s Church of England Academy in Liverpool, travelled to Birmingham’s National Exhibition Centre, rather than the International Convention Centre where his union’s annual conference was taking place.

The NEC was hosting Crufts and it wasn’t long before Brierley realised that he was barking up the wrong tree.

TUESDAY:

An important debate on grammar schools was hosted in the Commons by the

Conservative Woman website.

And guess which two prominent women the organisation picked to discuss this pivotal issue?

That’s right: Graham Brady, chair of the powerful 1922 Committee of MPs and an evangelical supporter of selectives went head-to-head with Sir Michael Wilshaw, late chief of Ofsted.

Conservative Woman’s website describes itself as a “platform for post-feminist culture war fighters” and professes that feminism’s “job is done” and women’s battle for equality “was won years ago”. Clearly.

Another organisation scrabbling around to find the right people to defend grammar schools was the government, which ran out of Conservative MPs to sing their praises during a debate on the education elements of the budget on Tuesday afternoon.

Labour MPs speculated that perhaps Greening’s silence on grammars in her 35-minute opening speech was evidence of her own lack of support for the policy.

Furthermore, only a handful of Tory MPs stood up to take Theresa May’s side on selection, which was the main point of contention. Ouch.

WEDNESDAY:

A few days after heads pleaded with shadow education secretary Angela Rayner for more specific schools policies, Jeremy Corbyn grilled the prime minister on her education policy at prime minister’s questions.

But, alas, no relief for those who were hoping to start hearing specific policies from Corbs, who opted for a slogan instead: “A staircase for all, not a ladder for the few”. It’s got a ring to it, sure, but how about some details of that staircase Jeremy? Or is it just an imaginary one?

CHECK OUT @SCHOOLSWEKLIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS

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



Institute opens lab for local schools

FEATURED

Europe's biggest biomedical research facility is welcoming learners to a new science lab it has opened for local schools.

The Francis Crick Institute, a charity in the north London borough of Camden, recently opened the Weston Discovery Lab, a dedicated space for school pupils to visit and take part in a range of experiments.

Staff from the institute's education team will work with a different local primary or secondary each week of the school year, as well as offer equipment loans and after-school workshops for parents.

Year 5 pupils from Netley primary were amongst the first to use the laboratory where they created bubble eruptions, launched spinning discs into the air and identified mystery powders.

Kim Abraham, a teacher who accompanied the class, said: "There wasn't a single moment when they weren't fully engaged. They loved it. It's something they can't get experience of at school."

The Crick's education programme aims to reach as many children in local state schools as possible, including pupils in special schools and those in disadvantaged areas.

Clare Davy, its education manager, said: "Other places will provide science sessions for whoever wants to come from wherever they are based, but that's often teachers and schools that are already motivated and doing a lot of school trips."

Netley primary pupils immerse themselves in science



"We want to provide a great science offer for all children in the schools immediately around us, and then see them repeatedly, year after year, all 11 years of their school careers. It's for them, in their community."

The institute's main building was completed in August last year and currently has 1,500 scientists on staff, researching

ways to prevent, diagnose and treat conditions such as cancer and motor neurone disease.

Sir Paul Nurse, its director, said: "We want to enthuse the next generation of scientists, to build excitement in the possibilities of future developments and the discoveries that can be made."

TRUST MOVES SUPPORT UP A NOTCH

The Woodland Trust is encouraging more schools to get involved in its Green Tree school awards, offering free advice and support to help get more pupils outdoors.

The awards, which have been running for eight years, encourages pupils to visit woodlands, plant trees and take photographs of nature. They then earn medals, from bronze through to platinum, for the activities they complete.

The charity has recently recruited three woodland learning officers in North Yorkshire, Co Durham and Hertfordshire, who will work with local schools on the importance of nature, and help them to get involved with the award scheme.

The three locations are all close to trust sites, including Hertfordshire's Heartwood Forest, which has more than 850 acres of woodland.

Karen Letten, schools and families engagement manager at the trust, said: "We will be targeting 3,000 extra schools with this extra level of support."

"As a charity, we are passionate about protecting the beautiful woods that we have and one way to keep preserving these environments is by inspiring a new generation of new nature lovers."



Students learn where their food comes from

Is this the UK's healthiest school?

A primary academy heralded by the government as a model school for tackling childhood obesity has become the first UK school to receive a Soil Association award.

Washingborough Academy in Lincoln received the association's gold catering mark for serving only local produce or food grown on-site in its canteen. An orchard in its grounds, planted with sponsorship from local businesses, grows 22 varieties of apple.

Following the appointment of headteacher Jason O'Rourke seven years ago, the school has incorporated food

education into all aspects of the timetable, with a commercial kitchen installed at child height.

It also won the 2016 national EDUcatering School Food Plan awards, and staff members have appeared on ITV's *Tonight* programme to discuss its work on childhood obesity.

O'Rourke said: "One in five children joins primary school overweight or obese. By the time they leave primary school it's one in three. As a headteacher, if one in three children left my school unable to read, I would be worried for my job."



Back row: (L-R) Isla Zalman, Brogan Ball and Nat Onya
Front: (L-R) Jack Nicol, Kate Rose, Hannah Le Couilliard and Alex Wetton

Dummy run raises funds for baby unit

Five students and two of their teachers spent the day with dummies in their mouths to raise money for Torbay special care baby unit.

The group from Newton Abbot College in Devon raised more than £50 for the charity, which looks after babies who are small, premature or who need extra care or observation.

The event was the brainchild of year 9 student, Jack Nicol, who was inspired by an enrichment day that looked at innovative ways of to raise money for the special care unit, the school's chosen charity for the academic year.

"Our teachers were very supportive. We had to either remain silent all day, or speak with our dummies in our mouths, but they were really understanding as fundraising is such an important part of school life."

Hannah Le Couilliard, a tutor and English teacher at Newton Abbot, said: "It was quite embarrassing for them to be seen by their peers wearing dummies; it certainly took a lot of courage to do it and it definitely made teaching classes for the day very interesting!"

Nicol and Le Couilliard were joined in their fundraising effort by students Brogan Ball, Nat Onya, Alex Wetton and Isla Zalman, and staff member Kate Rose.

MOVERS & SHAKERS

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

Tony Jackson has been appointed headmaster of Barnard Castle School in Co Durham.

Jackson, 37, is the youngest head of an English independent school within the Headmasters' and Headmistresses' Conference (HMC), an association of the heads of leading independent schools.

Barnard Castle is a co-educational boarding and day school for pupils aged 4 to 18 that Jackson will take over from Alan Stevens, who is leaving to work in Malaysia, in September.

He hopes to build the school's reputation for academic success and develop sports, music and drama.

He also aims to provide more opportunities for pupils to learn life skills through public speaking and leadership programmes.

"What makes Barney truly stand out are the relationships between staff, pupils and each other. It is this background that gives our children the confidence to aim high and to achieve great things."

Jackson has been deputy head at Barnard Castle for the past seven months, joining from Radley College where he was second master.

He also worked in banking in Sydney for two years and played professional rugby in



Tony Jackson



Shaun Fenton



Louise Cooper

Spain before returning to the UK to work for Barclays.

Shaun Fenton is the new chair of the HMC, which now has 283 members in the UK and 54 international members.

Fenton is head of Reigate Grammar School in Surrey, a position he has held since 2012.

He was head of Pate's Grammar School and Sir John Lawes School in Hertfordshire, both rated outstanding by Ofsted under his leadership.

He is the only head to have led a comprehensive, a state grammar, an academy and a leading independent school.

Speaking of his new role, he said: "I'm delighted that the headteachers of some of the best schools in the country have seen fit to entrust me with this important role.

"I have 18 months before I become chairman and will keenly support the current officers in

the meantime, but I am eager to play my part."

Louise Cooper has been appointed chief executive of SGOSS, Governors for Schools.

The charity, which was initially set up as a six-month pilot in 1999 by the Department for Education (DfE), specialises in governor recruitment.

Cooper will be responsible for doubling the number of governor placements the charity makes annually and increasing its impact on education outcomes through the governors that it sources.

She received an MBA from Harvard with an elective in social enterprise, and has held roles at The Treasury and Tesco; most recently she worked as a business development director at the London Early Years Foundation.

Ian Armitage, chair of SGOSS, said: "We are now independent of DfE control and have secured multi-year funding from philanthropists and corporations who are committed to supporting the state school system in England.

"We are very happy that Louise has chosen to lead us on our journey."

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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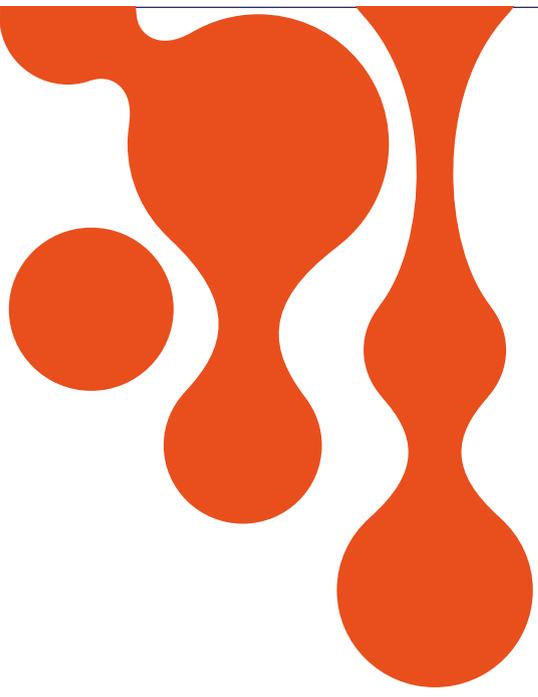
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SCHOOLS WEEK Sudoku challenge

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference to WIN a Schools Week mug



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