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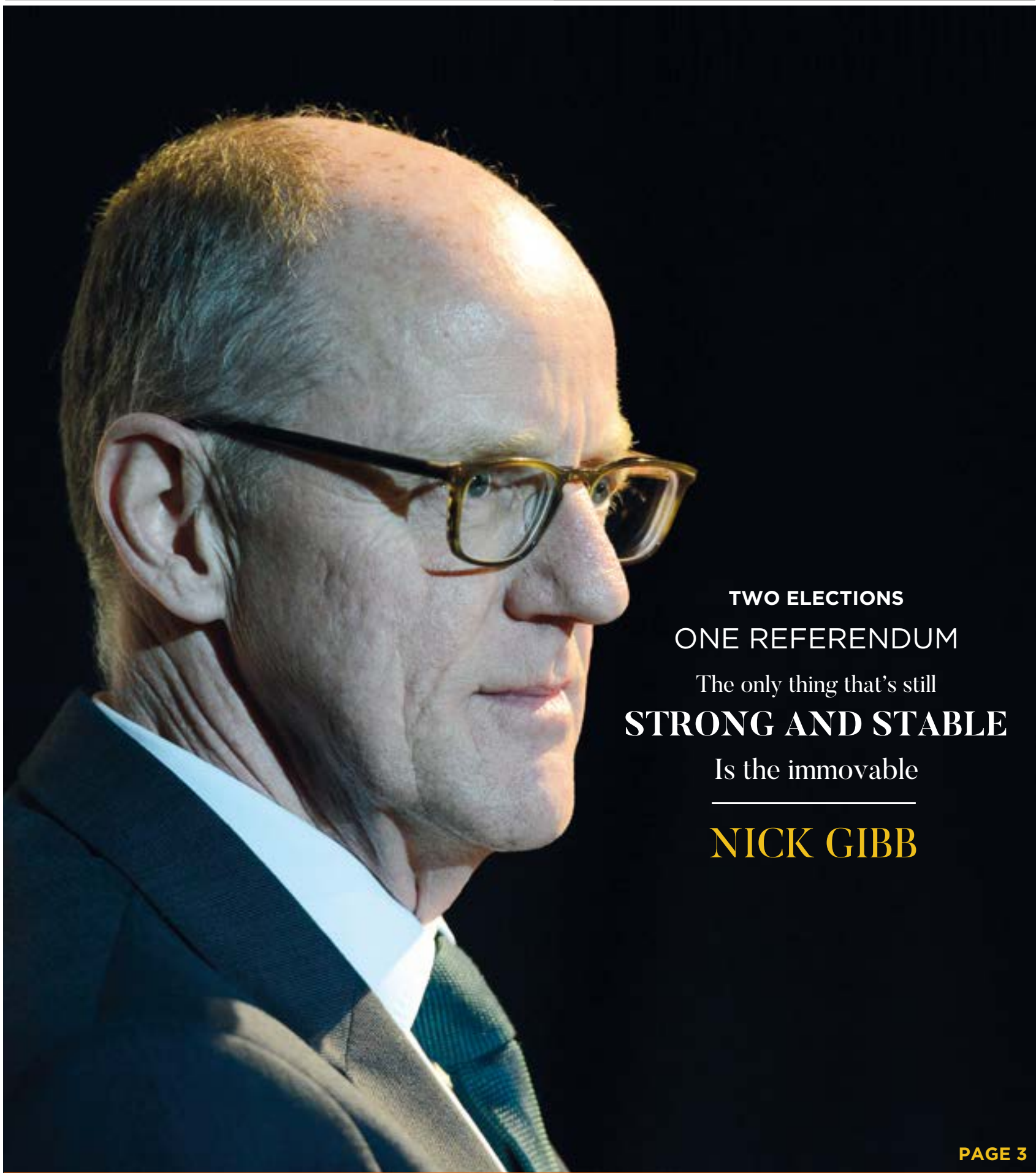
'I WAS UPSET AND
ANGRY, BUT IT
WAS WRONG'

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TWO ELECTIONS
ONE REFERENDUM

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STRONG AND STABLE

Is the immovable

NICK GIBB

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NEWS

Tories to shelve grammars and find 'more money'

FREDDIE WHITTAKER

@FCDWHITTAKER

Conservative plans for new grammar schools are either to be watered down or left completely off the government's immediate agenda, *Schools Week* understands.

The party's MPs are meanwhile demanding a better funding settlement for schools in their constituencies after reporting difficulties with the issue on the doorstep. Sources close to government are now confidently briefing that "more money will be put in".

Party insiders expect a slimmed-down Queen's Speech following the failure to win a majority in last week's election, as Theresa May and her cabinet seek to avoid rocking the boat with controversial new laws.

The speech is an opportunity for the government to set out the laws it intends to pass in the next year.

Neil Carmichael, the former education committee chair and a noted grammar schools critic who lost his seat in parliament last week, said he expects grammars to be absent from the speech, or that plans will be "very much watered-down".

However, he admitted the government may still try to bring some selective education in via the back door, by encouraging multi-academy trusts to open specialist academic campuses.

"I can see why a MAT might want to have a specialist academic unit, and there's nothing wrong with that, but I just don't think the return to grammar schools and the 11-plus is the answer," he said.

However Angela Rayner, the shadow education secretary, insisted that Labour would block any attempts to introduce new grammar schools – even "by the back door".

“Grammars very much a Nick Timothy policy and he's no longer there

"This prime minister is even weaker and woblier after the election she herself called than she was before it," she said.

"She now has a choice of humility or humiliation: listen to the voices on all sides warning against her dangerous experiment with grammar schools or face defeat in the commons."

May's former adviser Nick Timothy, who resigned over the weekend, was a key architect of the grammar schools plan. His departure makes its inclusion in the government's new agenda much less



PA/WIRE

likely.

The issue of grammar schools was not discussed once at a meeting on Monday of the powerful 1922 Committee of backbench Conservative MPs, to whom May has been told she must now listen regarding future policies.

Even Graham Brady, the committee's chair and one of selection's fiercest advocates in the party, has said he accepts that the election result means they may only be able to initially deliver a "modest pilot" of new grammar schools.

"No-one has said anything but it was very much a Nick Timothy policy and he's no longer there, and I think it's one of those things where she's just not going to fight a battle," one Conservative MP told *Schools Week*.

As grammar schools have dropped down the agenda for Conservative MPs, school funding has risen.

Several of the Tory MPs who faced difficulties on the doorstep over cuts to



Nick Timothy

PA/WIRE

schools in their constituencies raised the issue at the meeting, with one attendee saying colleagues were now expecting a cash injection.

"I've no idea where they're going to get the money from but they will put more money in," the MP said.

"At the 1922 meeting a number of colleagues who have had difficulties raised it, and were told that Justine is now going to be looking at this.

“I get the impression that somehow more money will be found

"I get the impression that somehow more money will be found, for some kind of minimum per-pupil amount across the country. There's basically going to be more."

For Labour, boosting school funding is a "top priority", Rayner said. She is calling for support from Conservatives affected by the cuts.

"We are ready to fight them all the way, and I hope that sensible Conservative MPs will join me."

It is expected that the Conservatives will have to go further than their manifesto commitment to increase the school budget by £4 billion over the next few years, which critics pointed out would still amount to real-terms cuts of seven per cent.

The money is also unlikely to come from any cash saved by scrapping free school lunches.

It was a policy that proved unpopular during the campaign, and it would require a vote in parliament to make the change. Given the difficulties May will face getting any laws passed without an absolute majority, *Schools Week* sources believe it would be unwise for her to push for this one.

NEWS

Greening, Gibb and Nash survive the reshuffle

FREDDIE WHITTAKER

@FCDWHITTAKER

Justine Greening, Nick Gibb and Lord Nash are still in charge of England's schools system – but two new ministers have joined the line-up in the post-election reshuffle.

Theresa May reappointed Greening as education secretary on Sunday and confirmed on Monday that Gibb will continue as minister for school standards.

It means that Gibb has been in an education role – either as an official shadow minister or as part of the government – for 10 of the past 12 years.

Lord Nash also remains in post as minister for the school system, a position he has held since 2013. He is also the Department for Education's main representative in the House of Lords.

There are also two new appointments: Robert Goodwill and Anne Milton will both be ministers of state in the department.

Goodwill will serve as minister for children and families, replacing Edward Timpson, who unexpectedly lost his seat of Crewe and Nantwich in last week's election.

Timpson's narrow defeat – a loss of 48 votes – has come as a shock to many in the education system. He was respected as a listener, and had impressed many school leaders and campaigners with the way he handled the government's plans to make sex



Justine Greening

education statutory in all schools.

Part of Goodwill's job will be stewardship of the government's "opportunity areas" policy, which directly affects his constituency of Scarborough and Whitby.

Meanwhile, Guildford MP Milton will take the skills and apprenticeships brief left by Robert Halfon, who was sacked by May on Monday.

In the role, Milton will oversee huge reforms to the further education and skills sector which were set in motion under the previous parliament, including new T-levels and a further expansion of the apprenticeships programme. She will also be responsible for University Technical Colleges.

This minor reshuffle follows a narrow escape for Greening, who held her London parliamentary seat of Putney with a majority of just 1,554 votes.

There had been some speculation she could be shuffled out of the department due to her



Nick Gibb

lukewarm support of plans for new grammar schools. However, she has now returned to the role which she started in July 2014.

She is known for the positive relationships she has with the teaching unions, and has had success in the sector by overturning plans to force all year 7 pupils to resit their SAT exams if they had not achieved a minimum bar while at primary school.

Gibb's return is another signal of continuity for a schools community that has experienced significant turbulence in recent years.

The MP for Bognor Regis and Littlehampton was first appointed as schools minister in the coalition government in 2010, having been a Conservative spokesperson on education since 2005.

In 2012 he returned to the backbenches, but was reappointed two years later as minister for school reform, and again returned to the brief after the Conservative election victory



Lord Nash

in 2015.

Last year he survived Nicky Morgan's fall from grace as education secretary, and stayed in place with only a title rebrand, becoming minister for school standards.

On Monday, it was confirmed, he will retain that title.

Gibb was responsible for much of the last few years' curriculum and assessment reform, including new tougher SATs, the English Baccalaureate and the rollout of synthetic phonics.

Speculation that he might be reshuffled over issues relating to primary assessments – especially the cancellation of baseline tests for four-year-olds – was largely put to rest when the Conservative manifesto for this year's election was found to include pet projects of his, including a statutory times-tables test for 11-year-olds and a renewed commitment to ensuring more pupils study the EBacc subjects.

Education committee chair Neil Carmichael loses seat

FREDDIE WHITTAKER

@FCDWHITTAKER

Neil Carmichael, the influential former chair of the education select committee, has lost his parliamentary seat in a shock win for Labour.

The MP for Stroud was last Thursday beaten by David Drew, the town's former MP, by less than 700 votes, meaning he will not return to parliament or to the committee he has led for the past two years.

Carmichael spoke to *Schools Week* of his surprise at losing a seat which he had been odds-on to retain.

He must now seek "gainful employment" he said, until he has another opportunity to attempt re-election.

He expressed disappointment that he will not get to continue his work with the committee, which under his stewardship has published key reports on multi-academy trusts, grammar schools, the regional schools commissioners and primary assessment, many of which were highly critical of the government.

"There is definitely unfinished business," Carmichael told *Schools Week*. "I had only been chair for two years, and although I think I achieved rather a lot, there was more to do.

"What I had planned to do was a big piece of work on training and skills. I really wanted to put some meat into the debate

over that area of policy."

"I really do think I made an impact. I have had a huge number of people saying that," he added.

Among those paying tribute to Carmichael's time at the helm of the committee is Sir David Carter, the national schools commissioner, who gave evidence several times during Carmichael's tenure.

Carter, who used to live in Carmichael's constituency, described his loss "significant", and said he was a "top bloke and a great MP".

Following the election, a new education committee must now be formed to reflect the political make-up of the newly re-elected House of Commons. This means it will probably include fewer Conservative members and more Labour members.

The previous committee had six Conservatives, including the chair, four Labour MPs and one member of the Scottish National Party. During the coalition period between 2010 and 2015, there were equal numbers of Labour and Conservative members.

The two main parties will negotiate which committees their MPs should lead, before nominations are invited from politicians in the selected party to chair the education committee. There will then be a ballot of all MPs to choose the winner.

In 2015, the process was completed in



just over a month after the general election. However, uncertainty over the future of the government may mean officials will be hard pushed to get the elections slated before the summer recess, which begins in July.

During his time at the helm of the committee, Carmichael was not afraid to speak out against his own government.

He was a noted critic of plans for new grammar schools, despite representing a constituency with two.

He also courted controversy when his committee rejected Amanda Spielman, the government's choice for the new chief inspector of Ofsted, questioning her passion for the role. The committee was subsequently overruled by the government, with Spielman installed in the role.

CIVIL SERVICE PARALYSED BY 'PURDAH' FOR SIX MONTHS IN TWO YEARS

The government has been affected by pre-election rules preventing civil servants from talking to the press for more than 25 weeks in just over two years, *Schools Week* analysis shows.

The so-called purdah period which covered this year's general election campaign is now over, lifting restrictions on government press releases and the signing of school funding agreements.

Schools Week reported in April that the purdah period risked putting the brakes on the government's free schools policy, and had a number of institutions due to open this September in limbo for several weeks.

The restrictions are put in place in the run-up to elections and referendums, and are meant to ensure that the actions of civil servants cannot influence the outcome of any vote.

It is the fourth time since March 2015 that purdah has been applied.

Purdah was in place at both the 2015 and 2017 general elections, as well as during the mayoral and local elections in 2016 and 2017, and at the EU referendum vote last year – leaving the civil service's hands tied for more than 25 weeks in just over two years.

This year, the purdah period lasted for 11 weeks because it factored in the local and regional elections in early May and the general election on June 8.

In 2016, there was a gap of just 21 days between the end of the purdah period ahead of the mayoral and local elections in May and the beginning of purdah for the referendum.

Several key pieces of information have already been released by the Department for Education since purdah was lifted, including data on primary and secondary school applications and offers.

NEWS

FORMER TEACHERS ELECTED TO FIGHT SCHOOL CUTS

FREDDIE WHITTAKER & BILLY CAMDEN
@SCHOOLSWEEK

A new generation of teachers-turned-MPs have vowed to fight school funding cuts after an election which saw education issues rise up the agenda.

At least half a dozen former teachers and teaching assistants, many of whom campaigned specifically on education issues including school funding cuts, were elected to parliament for the first time in Thursday's vote.

Several polls taken shortly before the election showed that education was the third most important issue for voters, while many candidates have since reported that school funding specifically was a significant issue on the doorstep.

In Crewe and Nantwich, former primary school teacher Laura Smith defeated the former children's minister Edward Timpson, winning the Cheshire seat by just 48 votes.

Smith, a Labour MP who is a key organiser of the Fair Funding For All Schools campaign, said the issue of school funding "came up all the time" on the doorstep and would remain a "massive priority" for her as an MP.

"I would say the issue with school funding is one of the main reasons that I got this position and secured the seat," she told *Schools Week*.

In another huge upset for the government, physics teacher and Liberal Democrat politician Layla Moran defeated



Layla Moran

the health minister Nicola Blackwood in Oxford West and Abingdon by 816 votes.

Moran, who said being elected is a "dream come true", says fighting school funding cuts is her "first priority", adding she would campaign "not just to reverse what is already happening but also to ensure no school loses out from the changes to the national funding formula".

She said she would also fight the proposed expansion of grammar schools and "push the government to trust teachers more".

"I think it is perverse that ministers with misplaced ideologies decide curriculum rather than education experts," she said.

"I'd like to see curriculum taken out of the hands of politicians altogether and instead put in systems where teachers have more of an input and the best interests of the learners are at heart."

Former union activist and *Schools Week* columnist Emma Hardy's victory in Hull West and Hessle was less of a surprise.



Emma Hardy



Laura Smith



Stephanie Peacock and Eddie Izzard

The Labour campaigner won the seat previously held by the former education secretary Alan Johnson with a majority of more than 8,000.

Hardy, a former primary school teacher and co-founder of the Northern Rocks pedagogy conference, said she would be "fighting [so] that we get the funding we

need for the schools in Hull".

She also stressed that the funding cuts campaign is "definitely not over", and insisted that the fact education became the third biggest issue for voters during the campaign is "incredible".

"It shows just how significant this issue is and that is not going to go away so we need to keep on pushing about cuts to funding in schools," she said. "We can't let this issue disappear."

Elsewhere in England, former headteacher Thelma Walker, also a Labour candidate, unseated the Tory MP Jason McCartney in Colne Valley, while Teach First alumna and union activist Stephanie Peacock was elected to succeed former shadow culture secretary Michael Dugher in the safe Labour seat of Barnsley East.

Rosie Duffield, a former teaching assistant, claimed one of Labour's biggest successes of the night when she won Canterbury, a seat which has never elected an MP from her party.

More than half of MPs comp-educated for the first time

JESS STAUFENBERG
@STAUFENBERGJ

More than half of the country's MPs are comprehensively-educated for the first time, in a shift academics say is "very welcome" given how much lower the proportion was seven years ago.

Fifty-one per cent of MPs elected on Thursday attended comprehensive schools, up from 49 per cent in 2015 and just 43 per cent in 2010, according to an analysis by the Sutton Trust.

The numbers of privately educated MPs, both new and re-elected, have also dropped across the two biggest parties since 2010, with the Conservatives moving from 54 to 45 per cent, and Labour from 15 per cent to 14 per cent.

Including all parties, less than a third of current MPs attended fee-paying schools (29 per cent). This proportion remains vastly greater than the general population, which is around seven per cent privately educated, but it still represents an eight-point drop since 2010.

However, the proportion of newly elected MPs with a comprehensive education is down slightly on 2015, falling to 62.5 per cent in this parliament from 64 per cent two years ago.

This follows an update from the Sutton



Trust on Monday, after initial data on parliament's make-up appeared to show that 67 per cent of new MPs were comprehensively educated. However, that figure has been revised to 62.5 per cent after more data on the new MP's backgrounds emerged.

Anna Vignoles (pictured), a professor of education at Cambridge University, said the increase in comprehensively-educated MPs overall was "welcome" and could be expected to continue as the impact of grammar school closures in the 1970s makes itself felt among new intakes.

Pupils in grammar schools in the 1960s would have been in comprehensives in the

80s, she said, meaning that more of today's politicians will have been educated through comprehensives rather than selective-state school routes.

The percentage of MPs who went to grammar schools dropped slightly from 19 per cent to 18 per cent in this parliament.

More difficult to explain is the steady drop in privately educated MPs, given that the proportion of children attending private schools has remained fairly stable for decades, she added.

"It could be positive action by the parties to have more state-educated candidates, or a decline in interest in politics as a career by alumni of private schools," she said.

Having fewer politicians from grammar schools could also make selective education less popular, she said, while MPs who were comprehensively educated may well "view their school as having helped them become an MP".

Vignoles' words were echoed by Melissa Benn, the chair of Comprehensive Future, which campaigns against selective education, who said MPs previously "hadn't understood comprehensive education", and that the report's findings were "cheering".

"There has been a real gap in policy makers and professionals, which hopefully is starting to close now," she said.

The relative success of the Labour

Party is partly behind this rise in new comprehensively educated MPs in parliament, according to Francis Green, a professor of work and education economics at UCL Institute of Education.

Of the 98 newly elected MPs, just 12 per cent of Labour MPs and 29 per cent of Conservative MPs were privately educated.

But it will take 60 more years before the makeup of the House of Commons represents the educational background of the general population if change continues at this rate, the Sutton Trust has found.

Of all the privately educated MPs in parliament, 10 per cent attended just one school: Eton College in Berkshire. All 20 of those are Conservatives. Winchester College in Hampshire and Millfield School in Somerset each educated five MPs apiece.

To even up access, the Sutton Trust recommends that pupils at comprehensive state schools be given better citizenship lessons on politics, and access to high-quality debating clubs to learn the self-confidence often observed in former pupils of private schools.

Unpaid internships to work with an MP, which is often a route to becoming one, should also be abolished, and young people must all be paid at least the minimum wage so poorer pupils can take part, the Trust recommended.

THE FINAL COUNTDOWN TO #EDUCATIONFEST 2017

FESTIVAL OF EDUCATION

@EDUCATIONFEST

Thousands of teachers and school leaders will descend upon Wellington College next week for the 8th The Telegraph Festival of Education.

Organisers have once again pulled together an inspiring line-up, with over 300 speakers due to speaker at the two day event.

This year's Festival of Education will also host the FE Week Festival of Skills, which will stage over 60 sessions focussed on vocational education.

Comedian Hugh Dennis will open this year's Festival with a humorous overview of education and current affairs.

Other headline speakers in 2017 include Ofsted chief inspector Amanda Spielman, former President of Bosnia, Founder and Chancellor of Sarajevo Schools of Science and Technology, Ejup Ganic and Professor of Educational Technology at the School of Education, Communication and Language Sciences at Newcastle University Sugata Mitra.



Hugh Dennis

Earlier this year organisers also announced the introduction three new themed strands: Research Ed, curated by Tom Bennett, founder of Research Ed, SEN/SEND, curated by Jarlath O'Brien, Headteacher, Carwarden Community School and World Class: Tackling the ten most important challenges facing schools today, curated by authors Dr David James and Ian Warwick.

The global education company Pearson are returning as the official Festival Partner in 2017 and will be providing several workshops. At the Festival Pearson will also be exploring 'What will education look like in 2030?'

Pearson, have been conducting research and working alongside teachers and other experts to make informed predictions about the future of work and the education tools that will be needed to support successful teaching and learning. Pearson will be providing a snap shot of their findings so far at the Festival.

Ahead of next week's Festival, Rod Bristow, President of Pearson in the UK, commented:

"We are delighted to be part of this year's Festival, which has become one of the best celebrations of education of the year.

"This year we want to talk to festival-goers about the future of education. Sometimes it feels we only ever get the chance to focus on the latest funding announcement or policy proposal.

These are often very important matters, but

sometimes it's good to pause for a moment and think about what schools and teaching might be like in 10 or 20 years time?

"What sort of jobs might be out there, and how do we prepare children for them? What sort of technology might support great teaching and learning? Will we still assess and test in the way we do today? Can technology help reduce teacher workload levels?

"So at this year's festival Pearson will be offering a glimpse of new research into the jobs of 2030. We will be looking at some of the technology that is inspiring teachers now, and considering how it can be developed to improve teaching in the future. We are looking forward to the conversation."

Schools Week are the UK Education Media for The Telegraph Festival of Education at Wellington College on 22-23 June 2017. Tickets are available at educationfest.co.uk.



Amanda Spielman



Rod Bristow

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NEWS: HEALTH & SAFETY

STAFF WIN £8.6M IN INJURY COMPENSATION

JESS STAUFENBERG

@STAUFENBERGJ

Exclusive

Teachers injured while breaking up fights between pupils are claiming tens of thousands of pounds each in compensation – and behaviour experts say schools must do more to ensure staff are kept safe.

Teachers and assistants who intervened in fights, were attacked or had things thrown at them claimed 15 per cent of the compensation costs paid out by councils over the past three years, a Freedom of Information response to *Schools Week* has shown, amounting to £1.29 million.

Amongst these claims was a teacher who had their eye gouged out by a pupil in south-west London.

In total, £8.6 million was spent covering injuries to staff in schools between 2014 and 2017.

The most expensive category of claim was slips, trips and falls, which came to £2.9 million worth of claims – 34 per cent.

The education sector came fourth in a list of industries with the most non-fatal workplace injuries released by the Health and Safety Executive last year, ahead of both construction and transport.

Tom Bennett, an independent behaviour adviser to the Department for Education, told *Schools Week* that intervening in fights

was a “grey area” for staff who may not be aware what was legally permitted.

According to government guidance, use of “reasonable force” by teachers is allowed, but they may not wish to intervene if they feel their personal safety is under threat.

“They’re not the police,” said Bennett.

However, a “no-touch” school policy was “ridiculous”, he added, and staff should be able to shake hands with a pupil or intervene in a fight should they want.

In Plymouth, a teacher was injured trying to stop a fight, and suffered injuries which resulted in compensation costs of £19,000. In Oxfordshire, more than three times that, £61,374, was handed out to a teacher hurt trying to restrain a pupil.

The highest compensation cost of any was reported in Wandsworth, south-west London, was £80,042 after a pupil gouged out a teacher’s eye. The previous year, the same council paid £923.35 after a pupil tried to throw a computer at a member of staff before pushing and hurting them.

A teaching assistant who was hit accidentally by a chair when a girl threw it at another pupil also won a claim of £27,705.

Claims are paid by insurance companies with whom the council has a policy. Academies and free schools have their own insurance.

In Medway, in the south-east, the two highest compensation claims from the past three years came after teachers were “struck by pupils”, amounting to about £50,000 each.

A pupil also pulled a cupboard onto a school employee, costing the borough of Lewisham in south-east London £7,750.

The costs include legal fees, and do not amount to the exact figure given to the claimant. In total, 129 councils responded to Freedom of Information requests to provide the details.

Violent incidents are difficult to prevent because they are “emotional flashpoints” that are often unpredictable, but schools can embed behavioural expectations to set themselves apart from aggressive cultures either at home or on the streets, said Bennett.

The third highest source of compensation costs following slips, trips and falls, and pupil assaults, was injuries caused lifting



or moving things. Other actionable injuries from using poorly maintained equipment, trapping hands in doors, exposure to asbestos, and objects falling onto teachers’ heads.

Amanda Brown, the assistant general secretary at the National Union of Teachers, said schools needed better risk assessments.

“Compensation is only available where the employer should have known of a risk and failed to take reasonable steps to avoid an injury,” she said.

“More could be done to prevent such incidents with better risk assessment.”

Hidden hazards: flip charts, papers and filing cabinets

JESS STAUFENBERG

@STAUFENBERGJ

Teachers have been injured by all sorts of classroom furniture in the course of their daily duties.

Last year, a teacher hurt by a falling flip chart received compensation of £18,285, according to West Sussex council. The amount includes both legal fees and payment to the teacher.

The fact compensation was given means that the school, as the employer, was found to have breached their health and safety duties to the teacher, with insurance paid out by the local authority in return for an annual premium.

Other examples given by councils of injury claims described teachers hurt moving furniture in their classrooms around and while setting up displays.

A teacher fell from a ladder as they made a display in Newham, east London.

This caused a back injury that cost £33,750 in compensation.

Meanwhile, a teaching assistant who helped colleagues move a filing cabinet had the hulking unit fall onto their big toe, according to Camden council in north London. That compensation claim cost £1,100.

About £12,000 was paid in compensation when tables stacked

“too high” fell on top of a teacher, causing “laceration to the shin” and injuries to the ankles, also in Camden.

A member of staff was also hit on the head by a box of papers falling from a top shelf in Wandsworth, west London.

This then caused him to trip over boxes left on the floor; the resulting claim was £22,875.



The costs of ‘industrial disease’ and ‘defective equipment’

JESS STAUFENBERG

@STAUFENBERGJ

Over the past three years, hundreds thousands of pounds have been handed out in compensation for teachers suffering from stress.

In St Helens, near Liverpool, £17,500 was made as a compensation payment to a teacher over work-related stress.

The figure was much higher for a teacher in west Berkshire, whose claim for stress resulted in a £123,388 compensation claim.

Another teacher in Sheffield made a claim for stress this year which cost the council’s insurers £40,000.

“Occupational” or “industrial” disease was also mentioned by councils as a cause of compensation claims. There was a payout for industrial disease of £23,076 in Stockton, in the north-east, and another for £10,335 in Hull, in Yorkshire.

This could refer to mesothelioma, a

terminal disease caused by exposure to asbestos, a carcinogenic building material found in the majority of older schools, but the councils did not specify this.

However, the two highest compensation claims at Derbyshire council over the past three years were asbestos claims, at £268,019 and £101,765 each.

Another £7,000 in compensation was paid out for exposure to carbon monoxide, which can be toxic if breathed in, in Surrey.

Dodgy equipment and defective premises were also the cause of some of the priciest compensation claims to reach councils.

In Croydon, two compensation claims were made about “defective equipment” in the last three years, amounting to £10,180.

Inadequate lighting outside a school in Kent caused a member of staff to hurt themselves, with an ensuing cost of £42,000.

NEWS: POLICING

'Great shame' of school police cuts

JOHN DICKENS

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Exclusive

Schools are beginning to lose their access to dedicated police officers as cuts bite, with new figures obtained by *Schools Week* revealing a stark postcode lottery of access to officers.

Requests to police forces across England for information on their numbers reveals a mixed picture – with some forces boosting the number of schools officers, most notably in London, while others made cuts.

Nottinghamshire police force said it cut funding for nine dedicated school police officers because of "austerity measures".

However one of the region's schools, Outwood Academy Valley, had dipped into its own budget to continue funding a police officer on site.

The figures, from 31 forces across England, reveal that 13 don't actually have any dedicated officers in schools at all.

Kim Johnson, the former president at the National Association of Head Teachers, told *Schools Week* the lack of police based in schools full-time was a "great shame".

"They can offer a word of advice, a strong voice and a listening ear – which is very beneficial in schools," he said. "I think schools are probably picking the slack up now, which extends beyond their usual pastoral brief."



Of the 13 forces with no dedicated schools officers, most said that PCSOs or youth intervention officers had school-liaison briefs. But government figures, analysed by UNISON, show there was a 36 per cent fall in the number of PCSOs between 2010 and 2016 resulting from police funding cuts.

Furthermore, one in five areas also saw a drop in their school-based police numbers.

In Norfolk, the number fell from 52 in 2014-15 to 31 in 16-17.

Sergeant Tim Horrobin, from Norfolk's safer schools partnership team, told *Schools Week* the number was due to a staffing change – but that there was no drop in provision for schools.

He said a total of 41 PCSOs working part-time in schools would become the equivalent of 10.5 full-time schools officers.

"We see this as the bedrock of community policing," he said. "We view our children as important to invest in – and we want to build communities that have a good relationship with police."

Introducing the safer schools partnership cut crimes in a 200-metre radius of schools by 50 per cent, he added, and anti-social behaviour by 80 per cent.

Last year, Nottinghamshire police force cut its number of school police officers down from nine to just one.

The remaining officer is actually funded by the Outwood Academy Valley in Worksop, and spokesperson for the force said the school applied to fund the post itself.

They added that officers were cut after a review caused by "austerity measures", but said links were maintained with schools through neighbourhood teams.

The school did not respond to a request for comment.

Schools Week approached several large academy trusts in an attempt to find out if others had funded their own officers, but it appears this is not a widespread concept.

Johnson, who is also principal at Bradfields Academy in Kent, said he had been asked by police to part-fund a PCSO to work at the school but didn't have the money.

"I can't dip into my school's budget to fund a PCSO, as much as I would like to," he said. "It seems as though funding cuts have bitten for police just as they have for schools, too."

By contrast, figures showed that six police forces had upped their numbers – including London (see story right).

OFFICER NUMBERS UP IN LONDON AFTER KNIFE CRIME RISES

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In contrast to the rest of the country, the number of police officers in the capital's schools is on the rise, after the mayor vowed to make schools safer following a recent glut of knife crime.

Figures obtained by *Schools Week* show that the Metropolitan Police has upped the number of schools officers from 270 in 2014-15, to 295 this year – an increase of nearly 10 per cent.

The force now has officers based in 639 schools, compared with 550 three years ago.

Sadiq Khan, the city's mayor, has meanwhile pledged to identify "youth crime hotspots" by delivering more specialist schools officers.

Khan unveiled the proposals in the police and crime plan he published earlier this year, which includes a promise to provide every pupil in London a "direct line of engagement" with police.

A spokesperson for the Met police said this means having a specialist officer based in every secondary school and college in London.

It was reported last month that 17 under-25s had died from stabbings this year. Police suggested schools install metal-detecting knife arches as one way to prevent attacks, the use of which *The Guardian* reports rose in the capital by 24 per cent last year.

Sophie Linden, London's deputy mayor for policing and crime, told *Schools Week* that keeping children safe is one of the administration's "highest priorities", with schools officers having a "crucial role to play in preventing young people from becoming victims or perpetrators of crime".

The Mayor's Office for Policing and Crime (MOPAC) said it would work with the Met to "develop a strong evidence base on the youth crime hotspots ... to identify the public spaces where young Londoners are least safe".

The evidence collated will be used to inform local neighbourhood policing plans and ensure police are on hand at places of highest risk, including "key transport hubs at school closing time".

As part of the plans, Croydon council is piloting a new scheme at St Mary's Catholic High School to make "personal safety part of everyday learning".

Pupils will use drama and arts to roleplay various scenarios and understand the consequences of the difference action they could take.

Teachers will also learn how to identify and take the next steps with youngsters at risk of offending. The trial will run this year, before it is evaluated and rolled out across other schools next year.

The Met's spokesperson insisted that the officer pledge meant they can build stronger relationships with staff and pupils – meaning previously unreported crimes will now be picked up.

"Every child should be able to go to school in safe environment and we are working hard to tackle crime in schools," they said.

Khan has pledged to provide an additional £27 million to fund the plans, but he admitted the proposals come at the "most challenging time in the Met's recent history", as the force faces government spending cuts of around £400 million over the next four years.

Pupil hate crimes surge in wake of Brexit

BILLY CAMDEN

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Investigates

Schools across the country have experienced a surge in racial hate crimes in the aftermath of Brexit, new figures suggest.

The number of schoolchildren arrested for racism has also risen dramatically.

Schools Week submitted freedom of information requests to all 43 of the UK's police forces, asking how many racial hate crimes and subsequent arrests were reported in schools over the past three financial years.

Of the 21 forces that provided comparable data, 18 revealed they had experienced a sharp increase in reports of hate crime. The overall figure rose by 57 per cent from 271 in 2014-15, to 425 in 2016-17.

In all, 19 police forces provided figures for arrests of schoolchildren relating to hate crime reports – reporting a 53 per cent rise: from 45 in 2014-15, to 69 in 2016-17.

Weyman Bennett, the joint secretary of the Unite against Fascism campaign group, suggested the rise of racist attacks in schools is due to the EU referendum vote on June 23 last year, which led to Brexit.

"The unpleasant tenor of much of the debate on migration in the run up to the referendum undoubtedly plays a part in fuelling such prejudice," he said.

The 2016-17 police figures capture hate crime reports from the 12 months starting April 1, 2016 – two weeks before the Brexit referendum campaign kicked off, and around 12 weeks before the vote.



Police reports provided under FOI show in June last year a youngster in Northamptonshire was physically attacked by another pupil on his way home from school.

"The suspect was then pulled back by friends and whilst leaving the suspect said 'go back to your own country you rat,'" the police report stated.

Similar issues arose in Devon and Cornwall, where police reported a 15-year-old told an ethnic minority pupil to "leave the EU" the month after the Brexit vote. Other reports reveal how ethnic minority schoolchildren were "kicked and punched and told to 'go back to their own country'" in the same month.

Police sources claimed that this increase in hate crimes reflects the "willingness and growing confidence" of victims to come forward.

But Bennett said it was "painful to hear such things happening" in schools.

Allana Gay, the deputy headteacher at Lea Valley primary school in north London, said the figures indicate "the confusion

young people feel about who is a threat to their future", and that they showed "our integration towards multiculturalism has a strong undercurrent of fear and poor understanding".

To prevent such incidents in the future, Gay said schools need to have "open discussions" on race and give students "racial encounters beyond the stereotypes they read or hear about".

She continued: "This would include initiating discussion about extremist activity around the world, how it is reported, how we feel and how we want to respond."

In Warwickshire, there was a 750 per cent increase in reported racial hate crimes at schools – with two reports made in 2014-15 and an incredible 17 in 2016-17.

Faz Chishty, chief inspector of Warwickshire Police, said his force employs safer schools officers to help raise awareness in classrooms of hate crime and how it can be reported.

North Yorkshire Police experienced just one reported racial hate crime from a school in 2014-15, rising to six in 2016-17, a 500 per cent jump.

A spokesperson for the force said that while being a victim to hate crime is "incredibly upsetting", it is "reassuring" to see more reports being filed.

"This means that victims are becoming aware that there is something they can do about it and becoming more confident to come forward and report it to the police," she said.

NEWS

THE LILAC SKY SCANDAL: ACCOUNTS REVEAL ASTONISHING FINANCIAL IMPROPRIETY

JOHN DICKENS
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Investigates

An academy trust under investigation by the government has repeatedly breached financial rules – including paying staff severance cash before re-employing them the next day, and spending public money on “luxury” booze, according to an explosive new report.

Overdue annual accounts for the Lilac Sky Schools Academy Trust (LSSAT) were published last week, and revealed numerous alarming instances of financial “impropriety” had been reported to the Education Funding Agency – the full charge sheet is to the right.

The issues only came to light after the government ordered the trust to close down, when new trustees were appointed to oversee the transfer of its nine schools.

The disclosures follow several investigations by *Schools Week* into the trust and its leadership – and they pose awkward questions for the government, as the trust’s founders are linked to the regional schools commissioner Dominic Herrington.

Lilac Sky Schools, an education consultancy firm owned by LSSAT founder Trevor Averre-Beeson, had a two-year contract to provide advisers for Herrington, who was later tasked with overseeing the brokering of the trust’s nine schools.

The Department for Education is also facing criticism for allowing Averre-Beeson to take charge at the Henriette Le Forestier private school in Croydon after he stood down at LSSAT – even though it had been aware of the financial cloud hanging over him. Guidelines state you have to apply to the DfE for approval of any significant change to a private school or its running.

This school – a private school founded in 1848 to support Catholic orphans that was previously operated by nuns – closed down

just six months after Averre-Beeson took it over. It left 80 pupils stranded and owed staff £231,000 in unpaid wages. Over £300,000 is also still owed to the convent.

Schools Week understands that DfE checks on the takeover were ongoing, but could not be completed before the school closed.

An EFA investigation into LSSAT is still ongoing, but last week’s accounts reveal the trust ran up a £1.3 million deficit.

The accounts state the trust paid “extortionate and expensive” chief executive consultancy costs – at a net cost of £217,500 for 232 days of work. That money went to a firm owned by Averre-Beeson, while his partner, Jane Fielding, was also a trustee at the time.

The report flagged the high cost of support services, and notes that central trust staffing costs were “far higher than average”.

Two staff members were given severance deals before being immediately reappointed as consultants for the trust in a process that involved “minimal value-for-money procedures and lack of competitive tendering”.

The actual amount for these two settlements is not included – but other parts of the accounts show a total of £250,107 was paid out in severance in 2015, with £104,637 paid in 2016.

Several relationships between senior staff and trustees meanwhile gave rise to “significant concerns” over financial compliance. Angela Barry, a new trustee appointed as interim accounting officer, states in the report that the “absence of clear lines of accountability” resulted in “inappropriate actions taking place”.

The report states that payments continued to three firms where Averre-



Dominic Herrington



Trevor Averre-Beeson

Beeson is a director – Lilac Sky Schools, Lilac Sky Outstanding Education Services, and Corporate Bespoke Services – despite being ordered by the government to cease doing so in April 2015.

Schools Week has previously revealed how

CHARGE SHEET

- ADVANCE PAYMENTS MADE TO A FIRM OWNED BY TRUST FOUNDER TREVOR AVERRE-BEESON BEFORE SERVICES WERE PROVIDED, WITH A STANDING ORDER SET UP FOR FUTURE SERVICES
- EXPENDITURE TOTTALLING MORE THAN £200,000 PAID TO THAT FIRM WITHOUT MEETING GOVERNMENT FUNDING RULES
- LOCAL AUTHORITY GRANTS PAID STRAIGHT INTO THE BANK ACCOUNT OF AN EDUCATION CONSULTANCY FIRM OWNED BY AVERRE-BEESON. MONEY WAS REPAID OVER TIME, BUT “NOT PERFORMED IMMEDIATELY”
- AN APPLICATION OF CAPITAL FUNDING FOR FOUR NEW ACADEMIES WAS INAPPROPRIATELY USED, FORCING THE NEW LEADERSHIP TO SEEK ADDITIONAL CASH TO ENSURE CLASSROOMS COULD OPEN “WITH THE NECESSARY BASIC EQUIPMENT AND FURNITURE”
- MONEY HAD TO BE REPAID FROM THE FOUNDER AFTER AN “INAPPROPRIATE USE OF PUBLIC FUNDING” TO BUY A SELECTION OF LUXURY ALCOHOLIC BEVERAGES AT AN ANNUAL AWARDS EVENING
- SEVERANCE PAYMENTS HANDED TO TRUST STAFF WHO WERE THEN IMMEDIATELY RE-EMPLOYED
- AN ACADEMY TRUST CREDIT CARD WAS USED BY SOMEONE NOT EMPLOYED BY THE TRUST, WITH IT EQUIPMENT BOUGHT FOR NON-EMPLOYED CONSULTANTS

payments between the trust and these firms totalled more than £1 million.

Averre-Beeson stood down as LSSAT chief executive in April 2015 but the annual accounts state he then became the “named internal auditor for the trust academies”.

He did not respond to repeated requests for comment. The EFA said its review into financial management and governance at LSSAT was ongoing.

Government urged to ‘bare its teeth’ on serious mismanagement

The government has been urged to show it has the “teeth” to deal with people implicated in major academy finance scandals.

Several instances of financial “impropriety” at the Lilac Sky Schools Academy Trust (LSSAT) have been reported to the Education Funding Agency (EFA), though the government is yet to publish an investigation into financial management at the trust.

Calls are now growing for the EFA to show it has powers to crack down on academy chiefs that break the rules, led by Mary Bousted, general secretary of the Association of Teachers and Lecturers, “The key issue here is ‘where are their teeth,’” she told *Schools Week*. She added that she hopes that the

delayed publication of damning accounts for LSSAT will spark the government into action to restore confidence.

“Is the EFA really holding these trusts to account for their use of public money – or trying to paper over the cracks?” she asked.

“Trusts should not make profits out of state schools. They need to be accountable for their use of public funding.”

The DfE said only that its review into LSSAT is still ongoing – but it’s unclear what action could now be taken.

Previous EFA investigations into academy trusts have resulted in recommendations to improve financial mismanagement. However, LSSAT has already had its nine schools rebrokered, and is due to dissolve. Several senior educators have called for

sanctions against the senior trust members alleged to be responsible for the shocking financial mismanagement borne out in the report.

However *Schools Week* has been told that senior trust employees such as chief executives don’t fall under the misconduct remit of the NCTL, the regulator which can ban teachers for life.

Misconduct rules only apply to those within “teaching”, which is understood as planning, preparing and delivering lessons, and assessing and reporting on pupils.

The secretary of state does however have powers to ban people from holding any management position in schools, including as a governor, under section 128 of the Education and Skills Act 2008.

It is believed only one order has ever been issued: Tahir Alam was banned in September 2015 for his alleged involvement in the Trojan Horse affair. Then secretary of state Nicky Morgan said Alam was unsuitable to manage schools because of his conduct “aimed at undermining fundamental British values”.

The four trusts that took over the LSSAT schools are now picking up the pieces. A spokesperson for the Stour Academy Trust, which took on two schools, said the previous financial mismanagement “significantly impacted” the ability of the schools to raise standards.

That included a lack of investment in professional development for staff, and a lack of investment in curriculum resources, a spokesperson added.

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NEWS

Ark school steps in for exam pupils affected by Grenfell Tower blaze

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The education community has moved to help the families affected by the Grenfell Tower blaze, with exams regulator Ofqual confirming that it will consider concessions for pupils whose exams have been disrupted.

As *Schools Week* went to press on Wednesday evening, 12 people were reported dead, with 18 in critical care following a fire of nearly unprecedented scale at the 24-storey west London tower block.

Ofqual, in a statement published on Wednesday morning, said it was aware that pupils at schools and colleges close to the fire had been affected.

A spokesperson said: "We will consider with the exam boards how provisions for students who are unable to sit their exams when planned, or who take their exams but whose performance might be affected, will be applied."

Schools in the area have also rallied together to coordinate support.

The Kensington Aldridge Academy, which is very close to the tower, closed for the day. But year 12 students were told on Wednesday morning that their AS maths exams would still go ahead at the nearby Ark Burlington Danes Academy.

In a statement published on Wednesday evening, the Aldridge academy, which opened in 2014, said it would remain closed for the immediate future – with pupils based temporarily in neighbouring schools from today (Friday).

The Royal Borough of Kensington and Chelsea council has offered to provide school transport for any families in temporary accommodation after the blaze.

Staff at the Aldridge school, along with Burlington Danes and others in the area, are also providing support to community centres housing those affected.

David Benson, the principal at Kensington Aldridge Academy said: "We are part of this community and its pain is ours. As a school our priority is to work with those students and families affected, but also to ensure that we continue to the best of our ability to offer the high standards of education with which we are associated."

According to a press release issued by the Royal Borough of Kensington and Chelsea council last year, the Grenfell Tower was refurbished as part of a wider £67 million development which included the academy.

An investigation into the cause of the Grenfell Tower blaze was underway on Wednesday evening.

It's the second such statement Ofqual has issued in as many months, following the terrorist attack at a pop concert in Manchester in May.

A total of 22 people, including children, were killed after a man detonated an improvised explosive device at an Arianda Grande concert in the Manchester Arena.

The exams regulator stated after the attack it would talk to exam boards about how to adjust examinations for any pupils whose performance might be affected or who may be unable to sit their exams, in what it called a "special consideration".

The Met Police has set up an emergency number, 0800 0961 233, for anyone concerned about friends or family involved in the Grenfell Tower fire.

Run tenders to take over failed schools, says report

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School takeovers require an open bidding process to combat secrecy from schools commissioners – and their sometimes poor choices – according to a new report.

At present, the regional schools commissioners (RSC) take decisions with boards of headteachers behind closed doors about which sponsors should take over a failing school or open a new one.

And while minutes of the meetings are published, they do not include detailed information about why particular sponsors were chosen.

But a new report published by the Centre for Education Economics (CfEE) – to mark its change of name from the Centre for the Market Reform of Education – is calling for the system to be replaced by an "open tendering framework".

Sponsors would have to make a formal bid, which would be published in the public domain, and should be allowed to suggest tailored funding agreements and performance targets, to encourage more trusts to work in challenging areas.

The CfEE said "too great trust" is placed in the judgment of "too few individuals" under the current RSC system. James Croft, the author of the report and director of the CfEE,



Robert Hill

said "no one knows how the conversations with the RSCs" about sponsorship agreements go, and headteacher board minutes don't give full details about other offers that were made.

Meanwhile, incentives for academy trusts to take on schools in poorer areas are "nowhere near adequate". This could be improved by allowing bidders to "come up with a performance metric that is more appropriate", and to also suggest the resources they would need to hit them, Croft told *Schools Week*.

Currently, pupil progress is compared against a national average, which critics

have previously said discourages trusts from taking on challenging schools for fear of performing worse in league tables.

Croft said that the Office of the Schools Commissioner, to which all RSCs belong, was "too close to politics". He said it should instead become a non-ministerial department like Ofsted to make sure it was technically accountable to parliament but independent of the Department for Education.

This arrangement, he said, would make headteacher boards less likely just to "pick winners" and move to a "more transparent and less political reform process."

But Robert Hill, an education consultant and former government advisor, said tendering only really works where there was a "surfeit of people" wanting to take on 'inadequate' schools, but currently "no one was queuing to do it".

Tendering is also often a lengthy process, which could be a problem when failing schools needed speedy takeovers for the "sake of pupils", he added.

Following the Education and Inspections Act in 2006, local authorities ran open tendering processes when a new academy or voluntary-aided school was proposed – until this practice came to an end as academisation took off from 2010.

A DfE spokesperson said boards made a "detailed analysis of potential sponsors."

Primary children 'more alert in the afternoon' finds study

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Primary pupils could be more alert in the afternoon, a new study has found, in a discovery that could undermine the popular practice of scheduling maths and literacy lessons in the morning.

The BBC's Terrific Scientific study released the results of an investigation into primary children's sleep patterns following the clock change in March, when the clocks move forward and people effectively lose an hour's sleep.

The study, run in partnership with the University of Oxford, found that after the clocks go back, sleep time for pupils aged between nine and 11 was increased and sleepiness reduced – contradicting popular belief that sleep time decreases after the clocks change.

The investigation also found that children were more alert in the afternoon at a "statistically significant" rate, and reacted quicker irrespective of the clock change.

The report says that many primary schools schedule maths and literacy lessons in the morning, as it is assumed that children will be more awake and open to learning, an assumption which "these findings appear to contradict".

Doctor Katharina Wulff, an Oxford lecturer in chronobiology who helped analyse the findings, said the times schools run tests should be "matched to the children's preferred learning time" to get the best possible results.



She urged schools to put "emphasis on reducing sleepiness", rather than moving subjects around time tables.

The study investigated the sleep diaries of 900 children from schools across the UK. These diaries were kept for three days on either side of the clock change on Sunday, March 26.

Participating children conducted tests designed to measure both their tiredness and reaction times in the morning and afternoon.

Using the Karolinska sleepiness scale, pupils self-assessed how sleepy they felt on a scale from one to nine.

Sixty-eight per cent of pupils reported that they were more of an "evening type" – meaning they had more energy levels and higher alertness later in the day.

Researchers also tested pupils' reaction times by catching a dropped ruler. The study found that pupils on average were faster in the afternoon than in the morning, and

that reaction times appear generally slower before the clock change.

The difference between morning and afternoon reaction time, about two and five milliseconds respectively, is "statistically significant", according to researchers.

They added this "might not seem like much" but is a "very long time in the life of the brain".

But Malcolm Trobe, the general secretary of the Association of School and College Leaders, said schools need to find the "right balance" to meet pupil needs.

"What you will always try to do is make sure a group is not getting all of their English or maths lessons in the morning or all of them in the afternoon," he said.

That teachers in primary schools should "use their professional judgment to whether youngsters are particularly tired one day", he said.

If, for instance, there have been activities on, "you might go in and do a little bit more work on the artistic side rather than heavy-duty maths at that stage".

The Education Endowment Foundation is currently funding a trial of Teensleep, an initiative where teachers deliver sleep education during personal, social and health education lessons.

The trial had planned to look into the impact of later school start times, but timetabling challenges for schools were "too great" meaning not enough schools signed up to take part.

An evaluation report of the trial will be published in September.

NEWS

EDUCATION GRADUATES EARN MORE THAN LAWYERS - BUT DO THEY REALLY?

JOHN DICKENS

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School career advisors are being asked to talk up the earning potential of teaching after new government figures suggested that those studying education courses at university earned more than law graduates.

A report from the Department for Education, published on Tuesday as part of its longitudinal education outcomes study, has revealed how much university graduates are earning five years after completing their studies, broken down by subject.

There's a surprising picture for education graduates: according to the DfE, the median wage is above that of their counterparts in law.

"One of the benefits of being a teacher is structured pay progression and this is reflected in these figures," said Geoff Barton, the general secretary of the Association of School and College Leaders.

"It is also a very fulfilling and rewarding career as teachers make a real difference to the lives of young people. It is a great job and we would encourage people to become teachers."

However, professor Chris Husbands, the vice-chancellor at Sheffield Hallam University, urged caution when interpreting the stats.

He pointed out that the 23 subject areas encompassed very different career types. The education category, for instance, includes teacher training and early childhood roles.

The study used tax records to track the salaries of employees who graduated in

2008-09, breaking down the figures into 23 subject areas and averaging them out for each university.

Education graduates had average earnings of just under £25,000, well below medicine and dentistry graduates, who were the top earners with over £45,000.

But they earned slightly more than law graduates on average, and education also trumps English, psychology and biological science in earning potential.

But while the report claimed education graduates had a slightly higher median salary, law graduates have the potential to earn much more money.

The data includes the lowest and highest average earnings of a university cohort for each subject.

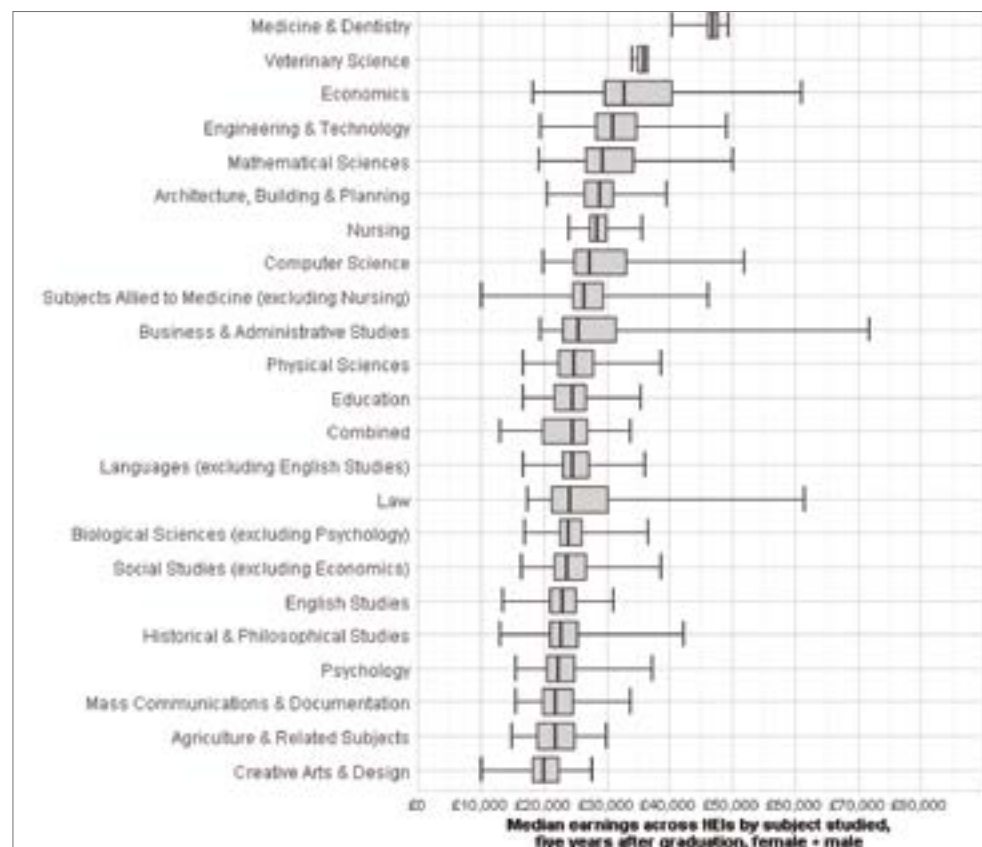
The cohort of law graduates at the university with the highest average earnings were receiving over £60,000 each, compared with just over £35,000 for education.

Chris Keates, general secretary of the NASUWT union, denied that the figures represented the reality of teaching, which she said had significantly changed since 2010, after "relentless attacks" on working conditions such as "year-on-year cuts to pay".

NASUWT published independent research in February that showed pay increases for teachers in England had fallen behind most other professions over the last six years.

The Incomes Data Research report found that a teacher's average starting salary was 15 per cent below average for comparable professions.

Around 95 per cent of the 2008-09 graduate cohort was included in the



Source: DfE report 'Graduate outcomes for all subjects by university'

analysis, though the data did not include graduates who were self-employed, nor was it able to differentiate between part-time and full-time roles.

Barton said the government could make teaching "more attractive" by lifting the one-per-cent pay cap on teacher salaries.

"This would better reflect the high level of responsibility, work and skill required of teachers, and help to improve both recruitment and retention," he said.

A DfE spokesperson said: "Our

universities rank among the best in the world and this data confirms that having a degree can lead to rewarding and well-paid jobs."



***NERD BOX:** The vertical lines on each box-and-whisker plot (right) represents the average earnings of a single university's cohort. The line in the centre of the box represents the average cohort salary at the median university for that subject.

Secondary schools feel the pinch as 'baby bulge' comes of age

FREDDIE WHITTAKER

@FCDWHITTAKER

More children are missing out on their first choice of secondary school as the demographic boom hits secondary schools.

This year, 83.5 per cent of pupils got their first choice secondary, compared with 84.1 per cent in 2016 – a fall of 0.6 percentage points.

However, the fall comes at the same time as the number of children applying for secondary places rose to its highest level in almost a decade.

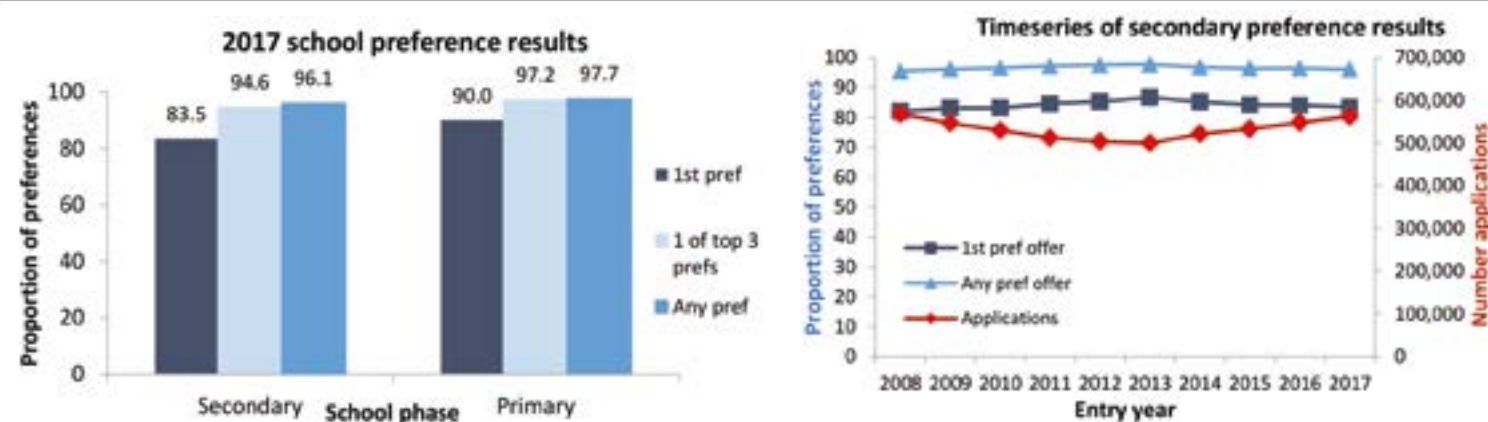
This baby bulge has moved through primary schools over the past seven years, though the pressure on primaries now appears to be easing.

Applications for primary places dropped 3.3 per cent since last year, down to 620,330 – the lowest level seen in the four years for which figures have been collected.

In turn, the proportion of pupils receiving their first choice of primary school place has now risen from 88.4 per cent last year to 90 per cent this year.

The proportion getting one of their top three preferences is also up from 96.3 per cent to 97.2 per cent.

At secondary school, the proportion of



pupils getting one of their top three choices for a place also fell, from 95 per cent to 94.6 per cent.

Kevin Courtney, the general secretary for the National Union of Teachers, said the demographic bulge had been poorly handled, adding that the drop in offers is "largely the predictable result of a woeful lack of planning and commitment by central government".

"The government has reduced the powers for local authorities to plan for and provide sufficient school places in their areas," he continued.

"This can't be defended. It is essential that

local areas have these powers restored and that they are given the funding required to meet the demands of the local community."

But, according to a Department for Education spokesperson, "the vast majority of parents continue to secure a place at their first choice of school for their child".

The department says the combined figure for primary and secondary schools was 86.9 per cent this year – "with more than 95 per cent having received offers at one of their top three choices".

There were large variations across regions. The areas with the lowest first preference rates at secondary school were

all in London: Hammersmith and Fulham (53.6 per cent), Westminster (56.6 per cent) and Lewisham (57.8 per cent).

Hammersmith and Fulham, and Westminster have been in the lowest three local authorities since 2015, but both achieved higher preference rates this year compared with 2016 (52.0 per cent and 53.4 per cent, respectively).

London is also the area with the lowest first preference rates at primary at 85.9 per cent, compared with 83.7 per cent last year.

However that is much better than the region's secondary first preference rates – which are 68.2 per cent.

NEWS

GRAMMAR ZOMBIE APOCALYPSE



EDITOR'S COMMENT

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

Is the grammar nightmare finally over?

In the delirious early hours of last Friday morning I tweeted that, finally, the nail was in the coffin for the grammar schools project. A hung parliament meant the Conservatives would have to form a coalition and that would be the end of that.

By 10am I was regretting my words: as the realisation dawned that Theresa May was not going to form a coalition but would instead hit up the DUP for a less rigid arrangement, I became more dejected. Suddenly I could see all kinds of ways she might make a pernickety argument for why grammars could, and should, still go ahead.

For example, if you only count English MPs, the Conservatives have a reasonable majority of about 300 to 276. Given education is a devolved matter, perhaps May would argue the election had returned her a thumbs up for grammars and she would plough on.

"Stop worrying," came the messages from people in the know. "She is not going to do grammar schools," their text messages said.

But these days I think of the grammar schools policy like zombies in a B-movie. Just when you think our heroes have flattened it and there are celebrations all round, a hand bursts through a window and starts strangling

them all over again.

Hence, I was not surprised that after my joy on Friday, by Sunday this hand was indeed popping through my telly screen and starting to squeeze.

Okay, that's a slight exaggeration. But Graham Brady, the Conservative MP who heads the influential 1922 Committee that's now pretty much in charge of Tory party policy, was on the Sunday Politics talking about the government's predicament on new selective schools – and the fact that it was looking distinctly unlikely they could now make it through parliament.

"I would be upset if no progress was made" on grammars, he said, before suggesting a "rather modest sort of pilot" of them instead. Brady needs to explain how anyone can "pilot" something which is currently illegal, of course. As one cheeky tweeter wrote, perhaps we might consider a modest pilot of proportional representation for his seat at the next election?

In either case, I dusted off my zombie-hunting gear once more.

As the week unfolded, however, more and more voices – including those close to conversations over at Downing Street – are telling us the grammar thing isn't going to happen: it is gone for good. Nick Timothy's resignation

(see page two) has made that even more certain.

If correct, this should allow schools a sigh of relief, and also raise a cheer for how the sector came together to fight for the cause. At another time, it may well have been easier for a government to get the policy passed. But, like the Scooby Doo gang, we were just too pesky to let them get away with it.

Becky Allen's statistics over at Education Datalab and Chris Cook's number-crunching at Newsnight gave the hard evidence on outcomes. Sam Freedman, Gove's former advisor, wailed on Twitter until every self-respecting journalist and political commentator was on his side. The unions fought smart. The NUT has already sent legal letters to schools trying to create backdoor grammar schools and promised to judicially review any moves to open new ones. Joanne Bartley and the team at Comprehensive Future, put in hours to get data on the 11-plus as it currently exists, giving ammunition to the parliamentary committee that looked at grammars.

It was an extraordinary

coalition, the sort Theresa May can only dream of. And, it seems, it worked.

I would also like to say at this point that I've been impressed by two further groups who have unnecessarily had it hard during this grammar debate period. The Secondary Modern Association has tirelessly pointed out that their schools are not second-rate. Many are amazing. But they work with the odds stacked against them. Likewise, the grammar school heads who have all got in touch with me have been uniformly polite and interested, and the fact so many are starting to sponsor comprehensive schools is, I hope, going to be a way of sharing their resources across the system.

I think we may finally be at the end of the movie. The camera is backing away and the credits are about to roll. But there is a final shot: of a zombie, or in this case, a document titled "grammar school plan", still lurking in a cupboard. One must always be ready for a sequel.



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(OFSTED, June 2015)

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

(OFSTED, June 2015)

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How to Apply

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Zoe Challis, zchallis@aatmagna.org or 01202 604222

Closing date for applications: Wednesday **21st June 2017 9am**

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Executive Director of School Improvement

Salary range: £70,000 - £80,000 pa - Dependent on experience (part-time will be considered, at a pro-rata basis)

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We are seeking an ambitious, energetic and determined individual to support in the leadership, strategic development and school improvement policy of our academies.

Strong leadership is vital to the success of the Trust. The Rivermead Inclusive Trust would like to appoint an ambitious and energetic Executive Director of School Improvement who will work alongside the CEO to establish and maintain the ethos in line with the vision of the Trust Board.

.....

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment.

If this position interests you and you want to know more you are very welcome to visit.

For further details including the job description for an informal discussion with the CEO please make an appointment please contact

Mrs Karen Watkin:

PA/Human Resources Manager Rivermead School,
Forge Lane,
Gillingham,
Kent
ME7 1UG.

Tel: 01634 338348

Email: office@rivermead.medway.sch.uk

Closing Date: 29th June 2017

.....

Key Responsibilities:

- To monitor the performance, standards achieved and quality of education in each of the Academies within the Rivermead Inclusive Trust.
- To support the promotion of the Trust.
- To analyse a range of Academy level data and to support Trust Headteacher/Head of School in the interpretation and use of data to raise standards.
- To ensure that the necessary actions needed to bring about improvement are implemented quickly and effectively and to ensure that such actions have the required impact.
- To support the CEO in overseeing the deployment of Academy-to-Academy support and intervention strategies across the MAT.
- To work with the CEO to develop and disseminate highly effective practice across all the Academies within the Rivermead Inclusive Trust.
- To contribute to pre-Ofsted and other Learning Reviews.
- To hold Senior Leaders to account to secure School Improvement across a wide range of schools within the Trust.
- To be the point of contact for dealing with any critical incidents in the Trust.
- To liaise with the local authorities and develop strategic partnerships (including business links) that will further support the work and effectiveness of each of the Academies.
- To be proactive in understanding current local, national and international policy, practice and research in relation to schools working in challenging contexts and advise accordingly.
- To be the key strategic professional for 16-19 (16-25 programmes) programmes within the Trust and be the strategic point of contact for the College which the Rivermead Inclusive Trust partner with.
- Where no Headteacher is present to act as Headteacher where appropriate to ensure School Improvement.

What we can offer:

- A varied and rewarding role where you will be accountable, to the CEO, for ensuring the educational success of the academies within the overall framework of the Rivermead Inclusive Trust plan.
- The benefits of being part of the forward thinking Rivermead Inclusive Trust - and shaping the future for a relatively new MAT
- A wide range of professional development opportunities and the opportunity to work with some of the best educational professionals in the country.
- The Executive Director of School Improvement will be accountable to the CEO to raise standards across each of the schools within the Trust
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Interview date: Tuesday 27th June, in Folkestone

Turner Schools seeks to appoint the Principal Designate for Folkestone's new Free School. Folkestone's first new school in a decade. Turner Free School will be an academically ambitious and inclusive four form entry 11-18 school in the Cheriton region of Folkestone (Folkestone was recently voted by the Sunday Times as one of the coolest places to live in the UK).

The school's mission is to set a new standard in non-selective education in this selective county, by giving all pupils the cultural capital they need to thrive in the modern world. In addition, to give pupils a leading edge for further education and employment, modern foreign languages will be emphasized, with the aspiration that all pupils will achieve a working standard.

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READERS' REPLY



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Trojan Horse trial collapse: What does the fallout mean for the NCTL?

Heath Monk // @Heath_Monk

Great piece, but not sure about the word "still" in the online tweet for the story. It implies (wrongly) that the NCTL was once fit for purpose.

Ian Jones // @SchoolBarrister

A very interesting piece. Having represented cases at NCTL panels myself & read other decisions, distinction between panel/prosecutors.

Andrew Hall // @AndrewHall2015

This is just one reason *Schools Week* is THE best education paper

Diocese sidesteps rules on church control over secular schools

@ms_peaceweaver

Faith schools are a really complicated wrinkle in academy policy

Huge leap in 'educationally homeless' SEND pupils

Jon Reid // @JonReidOBU

Shares concerns we've discussed previously about lack of provision 4 CYP w more complex needs

Simon Knight // @SimonKnight100

Time we established what capacity exists in the specialist sector. Not sure that @educationgovuk know exactly how many places/spaces exist.

Union membership at lowest point in a decade

Kenny Frederick // @kennygfederick

Worrying! We need to do more to ensure teachers know what unions offer & make sure leadership work in partnership with unions. We all benefit.

Shelagh Hirst // @ATLShelaghHirst

Reason is many feel they can't afford it, especially if new to the profession and paying off student loans. How many have opted out of pension as well?

Death of four-year-old boy prompts call for review of schools' absence approach

Nicci AD

It's tragic obviously but isn't there a case to say accidents, however huge, do still happen and we can't regulate our way

through every scenario?

Lisa Hayat

Schools cannot be blamed for everything! Neighbours? Relatives? Friends? Colleagues of the mother? Nobody noticed? RIP to them both.

Pupil cooks, cleans and washes with spring water for school project

Ruth Belle-Fortune // @RBelleFortune

Absolutely amazing. A true role model. WaterAid remains my most important charity for fundraising. So thank you.

BAME teachers only get promotions from 'white allies'

Janet Downs, Bourne

Doesn't anyone seeking promotion have to be 'endorsed' by someone senior? Can't see anyone, BAME or otherwise, gaining promotion without a reference. And that reference is likely to be given by someone white because white teachers are the majority. What is more concerning is when BAME teachers (or women, or LGBT teachers) are overlooked for promotion based on prejudice. That is what needs addressing not the skin colour of the person giving a reference.

OCR sorry for basic error in English exam sat by 14,000

Clare Hall

This is absolutely disgusting. How many of those 14,000 children will have left the exam devastated because they were unable to answer the question to the best of their ability?

DO YOU HAVE A STORY?

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

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020 3051 4287

Nearly a quarter of schools disrupted by election

REPLY OF THE WEEK

Lorena Arikamedoshika Woodfine

No reason for it either. Why can't churches, mosques, community centres, athletic halls etc be used? There are more than enough places available that would cause minimal/no disruption. The farce is that parents and teachers get hammered for taking kids off school for a day or needing a day off work because education matters.

REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!



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PROFILE

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Andrew Moffat, assistant headteacher at Parkfield Community School

Andrew Moffat, an assistant headteacher at one of the largest primary schools in Birmingham, appears unstoppable: he is navigating a school bus down a street, dodging ladies in saris walking in the road, humming snatches of a Eurovision song, and answering a clipboard of questions I have clutched in sweaty hands.

"We are finding the most diverse street in Birmingham," he says. "The kids know what to do."

As the 45-year-old, who helps lead 750 pupils, leaps out of the bus, we already seem to be a diverse bunch: the pupils from Parkfield Community School, which is 99 per cent Muslim, have met up with a group of Church of England pupils, most of whom are white, in a joint project to ask shopkeepers in this less-affluent part of the city where they are from (fully risk-assessed beforehand).

The exchange is enlightening.

"How many languages do you speak?" asks 10-year-old Dipesh. The shopkeeper, surrounded by family members, thinks.

"Persian, Kurdish, Arabic, Urdu, Turkish, Dutch, Russian, English." This is noted carefully.

"And do you and the other shopkeepers here help each other out?"

"Yes. We are from everywhere. Jamaica, Lithuania, Cuba."

The pupils nod. Afterwards, Moffat explains that a group head out every week to research the diversity of the city. As anyone watching a 10-year-old writing "Afghanistan" can see, it's as much an exercise in spelling as anything else. But it began with more than that.

"After Brexit, lots of the children asked me if they had to leave their homes," he tells me. "The next week, we went into town to hand out flowers. I told them it would make people feel happy, but it was to show the pupils they belonged. Everyone was lovely to them. They felt really good about that."

Teaching pupils such lessons about society through indirect, rather than direct, means is Moffat's central strategy for delivering change. His success in teaching diversity means he delivers speeches to school conferences on almost a weekly basis on how to embed the 2010 Equality Act, which forbids any kind of discrimination, into everyday lessons.

Having risked the school trip paperwork – a barrier Moffat dismisses as only a problem if you make it one – the impact of venturing so frequently into the outside world hits like a rainbow when you get inside the school. Jaw-droppingly decorated boards, everywhere, proclaim that girls can be engineers, boys can be dancers, black is good, brown is good, white is good, yellow is good. There is even, this reporter is delighted to see, a whole board about gingers. Two words are found across them all: "no outsiders".

Moffat has been an outsider. At the age of six, he felt different to most boys. He didn't like football, his friends were girls. When he was 13, he was punched by a gang because he liked Wham, and Wham were "gay" (the boys were Queen fans, not knowing Freddie Mercury was too afraid to come out).

By 16 he knew, but in 1988 Margaret Thatcher introduced Section 28, a law forbidding gay people from being discussed by teachers or textbooks. He couldn't bring himself to come out to his family until he was 27. Never as a helper in a children's home, or as a youth

worker with gangs, or as a teacher, would Moffat answer honestly when pupils asked about himself.

"Who did you go to the cinema with, sir?" Moffat pauses during our interview. "I could never say I went with David. Other teachers could say they were married, and I couldn't".

While working in Coventry with challenging children, Moffat saw the TV series *Little Britain* introduce them to gay people through the Matt Lucas' unforgettable Welshman, a character who repeatedly shrieks "I'm the only gay in the village". Section 28 might have been repealed in 2003, but nothing much had changed – and to this day teachers check with Moffat if they can say "gay" in class.

Then, in 2006, he and his partner David entered into a civil partnership, and Moffat wanted finally to be honest, to set an example for other pupils who might be gay. He developed a resource called *Challenging Homophobia in Schools*, full of lesson plans and story books, such as two male penguins who are in love and adopt a chick. When teachers told him it was easy to preach from a predominantly white area – he should try doing it in a multi-cultural area – Moffat promptly got a job in Birmingham with majority Muslim and Afro-Caribbean Christian parents. But not long after arriving, the governors said they did not want any of the materials in their school.

So he used them anyway.

"It was the wrong thing to do," he admits. "I wanted to make that point. I was upset and angry. It was wrong."

It was leaked to the media, and the pages of the *Sunday Times*, *Daily Telegraph*, *Metro*, *Independent* and *Guardian* all carried a story in the spring of 2014 of a gay teacher who was forced to resign after a parent complained they hadn't been told their child was learning "about gay sex" – even though the story books were used not to teach about gay people, but as resources for spelling and reading. They were right, says Moffat – those parents hadn't been told. So what did he do? He chose a school that was 99 per cent Muslim pupils in an area heavily affected by the so-called Trojan Horse plot to radicalise pupils (though it wasn't one

ANDRE

of the schools in question) and became assistant head there. His first resources went into the bin, along with its focus on lesbian, gay, bisexual and transgender rights, and he produced new resources based around both the Equality Act 2010, and the government's emphasis on "British values" such as democracy and respect for others who are different, which he called 'No Outsiders'. In other words, these were resources about the rights of everyone.

Does Moffat feel that being gay remains the ultimate taboo in schools? Only four of the 35 story books which *No Outsiders* uses refer to gay or transgender characters. Moffat is wise, and pragmatic in response.

"You know the slogan, 'some people are gay. Get over it'? That's no good for my parents," he laughs, referring to gay charity Stonewall's famous phrase.

"You're talking about thousands of years of religious belief. You can't just say 'tough'.

"Instead you say 'there are different people everywhere', and it's not about 'we are right' or 'you are right', but that we are helping prepare the children for all the different people they will meet. They can decide themselves."

It's working. The mostly Muslim governors at the

“OTHER TEACHERS COULD SAY THEY WERE MARRIED”



Andrew with Abba at Madam Tussauds



Andrew and Kathryn (sister) 1975

W MOFFAT

school support Moffat. The parents know he is gay, and either support him, or “tolerate” it, he says. Even I do a double-take when I see “it’s ok to be gay, or straight, or transsexual” on the walls of a primary school.

The children are also ambassadors for the No Outsiders approach to life. Since the Charlie Hebdo attacks in Paris, Moffat has produced online resources for teachers to explain hate crimes against refugees and terrorist attacks, because pupils kept asking questions. The assembly plans, which focus on the ways people pull together in the event, are more timely than ever as the children try to comprehend the recent attacks on Westminster Bridge, Manchester and London Bridge.

After the latter event, one pupil wrote to his assistant headteacher: “Perhaps if we could have spoken to him first, to the attacker, we could have explained about No Outsiders to him. Perhaps then he might not have wanted to do that quite so much.”

Instead of Prevent, maybe send in an unstoppable Moffat. Or better still, become one.

Expert, see page 18

IT’S A PERSONAL THING

If you could go on holiday tomorrow, where would it be to?

Stockholm is my favourite city. We’ve travelled to Stockholm loads of times for Eurovision events and parties and Sweden always do Eurovision best! Actually, Sweden should win Eurovision every year! (Although I’m very happy to go to Lisbon for the contest in 2018).

Who’s your favourite singer?

I was obsessed with Kate Bush as I grew up and that obsession never really went away. Going to see Kate Bush live in 2014 was amazing and something I never thought I’d get to do. It was wonderful to be able to share that with Kathryn [his sister] because we grew up together listening to ‘Hounds of Love’ and she was as excited as I was. I took David the second time who basically rolled his eyes and yawned throughout.

If you were stuck on a desert island with just one thing, what would you take?

My phone. Would there be a signal?

Where have you most enjoyed living? Why?

I’ve just moved house. It’s a bit of a blank canvas so it’s great to gradually make each room our own over the next year or so.

What’s your favourite film?

It has to be All about Eve. Bette Davies is an icon! “Fasten your seat belts, it’s going to be a bumpy night!”

OPINION



BANSI KARA

Assistant headteacher
London

Colouring in the curriculum

It would be tremendously enriching for students to add more non-white, non-male perspectives to the curriculum, insists Banshi Kara

At the inaugural BAMEed conference, I spoke to a room full of teaching and non-teaching professionals about a few of the arguments used to justify a white, male curriculum.

I argued the national curriculum is inherently tied to the prevailing social mores, trends and values of its day. It is a reflection of the power structures within society itself. Declaring what knowledge deserves attention and recall is a silent marker of what is seen as intellectual and what is not.

There are many reasons to applaud ED Hirsch's assertions that students require knowledge to be able to function in the culture in which they live. I do not believe he is entirely wrong. However, I recognise the inescapable consequence of his theory: a drive towards cultural hegemony. By dictating what knowledge is valid and what is not – as exemplified by Govian changes to exam requirements and syllabuses – we signal the cultural superiority of one people over another.

Between 1997 and 2010, huge steps were taken towards recognising the need for schools to reflect, in terms of personnel and curriculum, the ethnic make-up of students. I raised the possibility that there might be a correlation between the political and racial ideology of our current government and the content of the curriculum. After all, it was only due to public pressure from academics on Gove that Mary Seacole found her way back into the primary curriculum in 2013.

I am fully aware of the arguments as to why our primary and secondary curriculum might be dominated by white men. In my BAMEed session, I presented nine statements justifying the status quo, collated from a range of sources – from online articles and blogs I had read defending Hirsch, to responses to the NUS campaign scrutinising university syllabuses.

I started with the statement "the purpose of education is to transcend one's limitations", and it was agreed that "limitations" was a problematic term. Are students from non-white backgrounds "limited" in their scope?

So what if this debate is not about what you take away from a curriculum, but what you add? I used examples from literature. If textual complexity and length of time in

publication is a marker of a canonical work, then why not study the memoir of Sake Dean Mahomet? In all readability measures, he is far more intellectually and, perhaps culturally, challenging than Dickens.

I challenged the idea that students are asking for the removal of white knowledge by referencing ways in which we can make space in the current curriculum: using the etymology of the word "moor" to expand Othello's racial profile and intellectual history; informing students of the advanced nature of African astronomy by explaining

“ What if this is not about what you take away from a curriculum, but what you add? ”

the contribution of the Dogon people of Mali to the discovery of Sirius A and B, well before the invention of a telescope; linking the concepts of nature as a reflection of God and child mysticism to its potential origins in the Vedas and Upanishads of Hindu scripture.

In short, my argument was for the inclusion of more knowledge, not less, for the sole purpose that our students deserve to be able to do more than fit into the culture of one country. They might, if we find space to colour in the black and white, learn the interconnectness of the world they live in.

This is not about diversity for the sake of audits or political correctness. It helps students to be part of the narrative of now – not just the narrative of the colonial past.

When I was a teenager, I had a moment of realisation. I didn't fit into the narrative of England, the country I was born in. I couldn't find myself in any of the stories; as a student of literature, I was desperate to feel like I had a place. I sought it out many years later, but I recognise my privilege in being able to. Perhaps that is what we owe our students:

including knowledge in the curriculum that exists outside of the narrow lens of colonial history. The understanding that they are one small diamond on Indra's net.

That reference may not be something you are culturally familiar with. Look it up. Colour in your own knowledge.



SIDONIE BERTRAND-SHELDON

Programmes manager, Stonewall

How to make your school more LGBT-inclusive

Lesbian, gay, bi and trans people at school continue to face bullying, discrimination and isolation, argues Stonewall's Sidonie Bertrand-Sheldon

Homophobic language is a huge issue. A shocking 96 per cent of gay pupils hear homophobic remarks such as 'poof' or 'lezza', and 99 per cent hear the words "that's so gay" used to describe something negative.

We also know that over half of young LGBT people face bullying at school, with a third admitting the bullying affects their plans for future education.

This kind of behaviour is often not tackled adequately; in fact, more than eight in 10 primary school teachers have had no specific training on tackling homophobic bullying.

Forty per cent of primary school teachers aren't even sure whether they're allowed to teach LGBT issues.

Every aspect of education should be inclusive of LGBT young people, and school in particular should be a place that makes them feel welcome and safe, so it's important to ensure that the content being taught to young people is diverse and inclusive of all students.

Relationships and sex education plays a huge part, and compulsory RSE must include content that is age-appropriate and LGBT-inclusive.

This is important as it demonstrates to all students that same-sex relationships are natural, valid and should be respected. It also ensures that pupils are able to learn about different families and what those might look like.

Thanks to government and cross-party support, a law was passed earlier this year that will make age-appropriate relationships and sex education compulsory in all schools.

This is fantastic news, and certainly marks progress, but there are further steps that must be taken to ensure that the content of the RSE taught in schools is fully inclusive.

Inclusive RSE enables LGBT students to make well-informed decisions about the relationships they choose to have, and those who are not taught about same-sex relationships could well be more at risk than other students.

Schools can help by:

- Letting students know that you're there and listening – feeling as though your teachers accept you and can provide a support system is so reassuring for young people
- Calling out anti-LGBT language and behaviour at school – students might think it's just banter, but it can be hurtful for

young people questioning their sexuality

- Celebrating diverse role models – teach your class that celebrities, scientists, athletes and politicians come in all shapes and sizes, including LGBT. This will help include your LGBT students but might also dispel myths around LGBT stereotypes for others
- Demonstrating the importance of LGBT history – as well as celebrating LGBT role models, you should teach your students about the struggle for rights that has been fought over the years
- Ensuring your school is practicing inclusive RSE, which includes same-sex relationships in whichever way is age-appropriate

To make sure that not just your school, but every school, is providing a safe and inclusive learning environment for all students, it is also vital that we have the support of the UK government.

That's why we want government to commit to ensuring new guidance for relationships and sex education is LGBT-inclusive and

“ Relationship and sex education must include content that is age-appropriate and LGBT-inclusive ”

supported by high-quality resources and training for teachers – and for practical statutory guidance on supporting young trans people at school to be developed.

Ultimately, this will ensure that all young people feel happier, safer, included and informed about issues that affect all people, not just some.

As well as raising awareness among the education community and lobbying your local MP to ensure that they have committed to tackling issues that affect LGBT people at school, it's important to ensure the place where you work is doing all it can.

You can learn more about this on our website, where research and guides are free to download, as are posters and resources. These are also free to be delivered straight to your school.

You can also find out if your school is part of our School Champions programme, which equips you with the tools to benchmark your current policies and practice with legal requirements and national best practice.

The former senior DfE civil servant David Bell muses on one of the thorniest philosophical divides in education. Should it really all be about evidence?

Just before the general election, I participated in a press conference in which a group of experts looked at the various political parties' manifestos through a lens of educational evidence. It was interesting to see policies subjected to rigorous appraisal and, in some cases, found wanting.

Yet as I sat there, I realised from my own experience of working with politicians at the heart of government that decisions were not always based on hard evidence. And surprising though it may be, that is not quite as outrageous as it sounds.

For one, educational evidence rarely – if ever – provides certainty in the way that would properly be expected in the physical or mathematical sciences. For example, context matters, especially when importing teaching techniques from other countries.

So the success of Finland's education system might have as much to do with the homogeneity of its population as it does with the qualifications of its teachers. The achievement of students in south-east Asia could be related to family expectations which are different in the UK.

There is also the question of values: if a politician fundamentally believes in markets and competition, it is likely to shape their views about the autonomy of schools. If you



DAVID BELL

Vice-chancellor, University of Reading

Should we base education policy on evidence or values?

support democratic oversight of schools at local level, then your policy prescriptions may be different.

“ **I never met a politician who did not care about evidence** ”

Neither of these points of view is absolutely right or wrong. The success of either approach can be supported by evidence, either from this country or elsewhere.

The thorny issue of selection in schools is a good example of a clash of values. Those

in favour of grammar schools may simply believe that academic selection based on ability is a good thing. Where you stand on the issue is likely to be as much about how you think equality of opportunity is best brought about, as it is about the evidence you can advance.

It is also the case that, despite hyperbole, virtually all – electable – politicians in this country stand for “mainstream” values. Fortunately too, they can evolve. Just think of where we would be today if values such as ‘knowing your place’ continued to pervade our education system.

In all my time working in government, I never came across a politician who did not care about evidence. In the post-1997 Labour government era, ministers wanted to draw in evidence from a wider variety of sources to support wraparound policies such as Sure Start and Extended Schools.

Michael Gove was keen to look much more carefully at international evidence of what worked, not least when it came to the curriculum and examinations. He also sought to crowdsource ideas by inviting the wider online education community to contribute their ideas.

And it is too crude to say that politicians simply want evidence to fit their prejudices. If educational evidence is contestable, as it is, then it is not unreasonable to use one's values as the basis of looking for evidence to inform the policies you are devising. The risk comes when you are deaf to alternative ways of doing something.

All of this is not to argue that evidence does not matter when it comes to politicians and education. The work being done by the Educational Endowment Foundation should enable politicians to be better informed about what works. Educational research can help to inform policy.

Likewise Ofsted, whose most important asset is being able to speak on the basis of the evidence it gathers (and, as we all know, this evidence does not go unchallenged).

The best lessons for politicians come from teachers themselves. Their work is informed by their values but experience requires them to be pragmatic. Trial and error is important. Some approaches work in most circumstances but not all. And the very best teachers are always open to learning something new every day.

Now there's something for the secretary of state to ponder!

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REVIEWS

TOP BLOGS
OF THE WEEK

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



Our reviewer of the week is
Andrew Old, teacher and blogger
@oldandrewuk

Citizenship

By @grumpyteacher17

This post addresses the question of whether citizenship should be mandatory in schools. The author starts from the position of being a hesitant "no", fearing that he might have to teach it and that it would take away curriculum from more valuable subjects. However, he goes on to consider a number of arguments and accepts that he is sympathetic to the idea in principle.

Out-of-lesson behaviour

By @Rosalindphys

A physics teacher describes the system at her school for dealing with poor behaviour in the corridors at lunch and break time. The expectations, and the consequences for not meeting them, are made clear to all students. The procedure for dealing with those breaking the rules is also clear. Importantly, it is convenient for teachers to carry out. She also explains why clear rules and procedures, including those outside of lessons, are better for learning and improve the culture and ethos of the school.

James R Flynn, 'Does Your Family Make You Smarter?'

By razorbladeinthecandyfloss

As the title suggests, this is a review of the book 'Does Your Family Make You Smarter?' by James R. Flynn. This book claims that the right family environment can increase IQ by seven points, and the wrong environment can decrease it by nine points. The reviewer observes that this is quite an important result given that it is often assumed that IQ is determined by genes.

How standards remove the need for reason and evidence

By @greg_ashman

If you are a teacher, the chances are that

at some point you will have seen a list of qualities, beliefs and dispositions that all teachers are meant to have. In this post, a teacher based in Australia gives a number of examples showing how official texts describing standards, the curriculum or best practice can often discourage teachers from questioning and debating ideas in education and instead impose a single perspective that, no matter how debateable, all teachers are meant to endorse.

Direct instruction transforms behaviour

By @AnthonyRadice1

This post makes the argument that one of the advantages of direct instruction: the use of explicit explanations and methodical practice, is that it improves behaviour. Direct instruction makes it clear that learning is not entertainment, nor a social activity, and it helps establish routines and sets expectations. It says: "If you want a calm, ordered classroom in which everyone can make progress, start using direct instruction."

The one thing I wouldn't bother doing...

By @BexN91

This post is about marking. Inevitably it describes what is actually worth doing when looking in books, and what wastes time but is done for the sake of those checking up on teachers. The writer wishes she was given more autonomy and trusted to do what she thinks best.

There's no authority unless you hold the party line

By @mw_history

A TA who is about to train to be a teacher describes her efforts to enforce her school's latest rule, only for the class teacher to ignore it a few minutes later. "So today, I learned something new," she writes. "Want to improve behaviour? Make sure all the teaching staff are onside, and on message. For there is no authority unless we collectively hold the party line."

No more Wonderland: six impossible things – part 1

By @stoneman_claire

This post is the start of a guide to ineffective teaching approaches that used to be part of the culture of seeking "outstanding" lessons. Ideas criticised include the higher order thinking skills in Bloom's taxonomy, putting too much effort into entertaining activities, and preferring "facilitation" to actual teaching. The examples given are painful to read about, but also very familiar if you've been teaching long enough.

BOOK REVIEW

The Power of Character: Lessons from the frontline

By Dr Andrew Reay

Published by John Catt

Reviewed by Dr Sandra Leaton Gray



'Sexual intercourse began/In nineteen sixty-three' says the Philip Larkin poem, and for Dr Andrew Reay, school leadership seems to have begun in 2009, when he became involved with Sir Iain Hall's Future Leaders programme. Its aim was to develop a cadre of high-quality leaders of urban comprehensive schools, replete with positive psychology skills and educational bonhomie of an intensity to which only our US cousins could aspire. Reay was fresh from a career in the RAF, looking for a calling, and that afternoon with Hall in a Birmingham hotel was the beginning of his journey from RAF staff officer to the post of director of character and leadership for the Great Schools Trust.

Readers should note that the book begins with an extensive quotation from Dr Martin Luther King. This sets the scene for extensive references from those figures Reay sees as key to the character and leadership education canon. Lest it be said that Reay entered into his vocation lightly, he points out that he has personally engaged in research on motivation and psychology amongst serving troops at the University of Birmingham. In this way, he curates a smorgasbord of insights and material that, he argues, potentially helps teachers to make the most of the raw recruits they find populating their classrooms.

The main section of the book begins with an exposition of society's ills, entitled 'The Proof of the Problem'. Much of life comes under Reay's scrutiny as we move briskly through a litany of adolescent profanity, urban riots, pilot analogies, anecdotes about alcohol and drug dealing at school, references to military uniform, views on the validity of statistics (without any statistics), views on the validity of intelligence theories (citing a couple of theorists), the 19th century Temperance movement, the financial crash, the technological

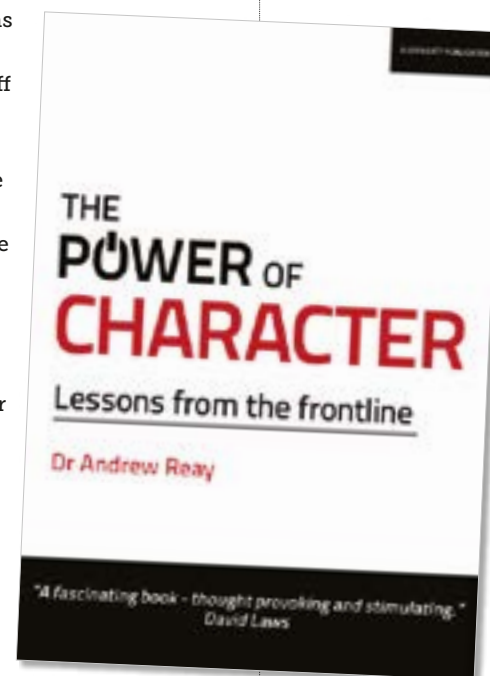
revolution, consumer debt, teacher recruitment issues, 20th century military command structures, curriculum theory, emotional intelligence, Finland, and, finally, charter schools. This is quite an extensive spread of topics crammed into 57 pages. It's not entirely clear what Reay's central thesis is apart from he seems to think a lot of things are wrong.

The next chapter, 'Education 2.0', presents us with a vision for a better world. Charter schools return and have clearly affected Reay's educational vision greatly. Indeed, we are told that Sir Iain Hall had visited one and recounted the experience to his Future Leaders, like a space traveller returning from a distant galaxy. Next we come to the Science Bit. There are a couple of diagrams, and the description of some educational improvement schemes (ENABLE, and ASPIRE, EDUCATE, always in capital letters, like the names of speculative property developments on the fringes of an

urban regeneration project), all helpfully linked back to the work of Aristotle. Lovers of topical educational terms should have no fear as "grit" makes an appearance around p127 as well (not in capital letters, presumably because it isn't an exhortation), but we have to wait until p137 before we finally get to the reference we have all been waiting for, namely Carol Dweck's mindset theory, presumably aimed at purists as there is no

critical analysis whatsoever (but it does lead to a 'Top Gun' reference). Finally Reay presents us with a chapter entitled 'Beyond Aspiration: A Field Manual', which consists of a 10-step plan that could probably be applied to anything.

In short, in this book we have the appearance of concern for character without evidence of perhaps its most important human form, namely humility. Hence a significant opportunity has been missed to create a robust and enduring framework for school improvement. Greater comparative analysis of the many authorities cited, along with more nuanced synthesis of the different areas of theory Reay touches upon, might have led to something special. Unfortunately in its current form, the book has too many limitations to be truly transformational in the way that the author intends.





A week in Westminster

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

FRIDAY:

A few former Conservative MPs have found themselves with a bit of spare time on their hands, and Neil Carmichael is no exception.

Carmichael, the former chair of the education committee lost his Stroud seat to the Labour MP David Drew.

After, Carmichael tweeted that he now has "Plenty of spare time to go to the dentist. At least my teeth are in good order!"

But it has been suggested this was a "cheap shot" against Drew – as Carmichael had also 'liked' a tweet which compared his opponent to a beaver. Who says children can't hold elected office?

Meanwhile, Edward Timpson, whose 48 vote deficit in Crewe and Nantwich cost him his job as children's minister, has been mourned by many who saw him as a progressive and reasonable force at the DfE. He responded by deleting his twitter account. He'll be missed, both in government and online.

SATURDAY:

Sleeping off the election

SUNDAY:

Because we know you love keeping tabs on former edu-sec Michael Gove, we thought you'd be excited to know he has been named as environment secretary.

Several people reported this was ironic given that Gove tried to remove climate change from the geography curriculum when he was in office.

Versions of the story differ but the one that Gove's former advisor, Sam Freedman, is pushing is that Gove wanted it to be in science, but eventually lost the battle and it stayed in Geography.

Most importantly, however, he has been kept away from the education department.

MONDAY:

Waiting for a government.

TUESDAY:

In the end there was only a minor reshuffle at the DfE, but the one sacked minister isn't going quietly.

Robert Halfon, the now ex-minister for skills and apprenticeships, put in a Newsnight appearance and wrote for The Sun about the problems faced by his party. In particular, Halfon felt it ought to focus more on workers - even rebranding as the "workers' party". Or, as one TV presenter put it, perhaps he could just join the party with the word 'labour' already in its title.

WEDNESDAY:

Mark Lehair, who opened Bedford Free School, is the new boss of Parents and Teachers for Excellence (affectionately known by its critics as 'paté').

Lehair will work alongside many other supporters of the government, like former Number 10 adviser Rachel Wolf, Inspiration Trust boss Dame Rachel de Souza and ex-

Policy Exchange chief James Frayne.

Schools Week revealed last year that Jon Moynihan, a venture capitalist and chairman of the finance committee of Vote Leave, was one of the two founding directors behind the group, alongside de Souza. Moynihan has donated more than £70,000 to the Conservative party and £60,000 to Vote Leave.

The organisation says it aims to shift the education debate from the "elites in Whitehall" and mobilise parents and teachers to make the case for education reform, but at the moment it looks like a Michael Gove fanclub.

Still, if the order of the traditional swearing-in of MPs tells you anything about influence Justine Greening was among the first of the cabinet ministers to go. She was seventh, after the speaker, the longest-serving MP, the PM, the first secretary of state, the chancellor and the home secretary. Gove was 21st.

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



Name: Catherine Morin

Age: 39

Occupation: Head of modern foreign languages

Location: London

Subscriber since: May 2016

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



FLY ON THE WALL

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

On my sofa with a nice cup of tea.

Which section of the paper do you enjoy the most?

The book review (and, secretly, the games at the end).

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

Make sure that the PGCE course is the only route into teaching.

Who is your favourite education secretary of all time?

Estelle Morris because of her human values and approachability – also because I got a Golden Hello to train as a modern languages teacher.

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

I would say any of the stories about how MATs are funded and how much money some executive heads get paid. Education is turning too much into business.

What do you do with your copy of *Schools Week* once you've read it?

I collect them in a box, sometimes cut out some articles to share with my team.

What would you do if you were editor of *Schools Week* for a day?

I would celebrate great, enthusiastic teachers and the joy of teaching. Our brilliant profession is dragged down into the mud by so much negative coverage!

Favourite memory of your school years?

Call me a geek but I have always adored learning new languages.

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

I would be a vet!

Favourite book on education?

It might be 10 years old but 'Management Skills in Schools' by Jeff Jones sure taught me how to run a department.

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

Perhaps more on pedagogy.

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

It would be Michael Gove's office. I wonder if he was telling us the truth? I would love to know if he has any regrets about his policies and if his Sundays are as busy as mine with all these curriculum changes!

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



Science teacher's leap of faith for charity **FEATURED**

A science teacher has raised £2,200 for a year 8 pupil by taking on the world's highest commercial bungee jump.

Fifty-four-year-old Wendy Senior – a teacher at Meols Cop High School in Merseyside – wanted to raise money for a home hydrotherapy pool for Noah Cunningham, a student with Duchenne muscular dystrophy.

Noah used to play wheelchair football but due to the progressive nature of the disease, swimming is now the only exercise possible for him.

"Noah was £4,000 short for a hydrotherapy pool – they've been collecting for a long time – so I thought we'd try and see if we can get it all the way there," she said.

"I was going to South Africa, which is home to the world's biggest bungee, so I thought I'd give it a go."

The jump takes place at Bloukrans Bridge, which spans the Bloukrans River, and at 216m tall, it's the highest commercial bungee in the world.

"The day I got there I just stood and cried because I really had no concept of actually how big it was. I've never done one before, and it was scary. I was crying, I was emotional and I didn't think I could do it but for the fact it was for the school and Noah – I had to do it," she said.

Senior has also incorporated her experience into science lessons, getting



(L-R) Headteacher David Jones, Wendy, Noah and mum Vicki

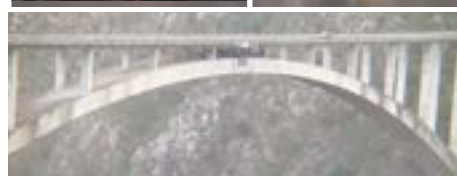
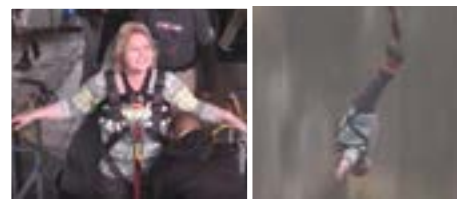
students to work out the precise speed at which she was travelling.

"We calculated that I would be travelling about 66 metres per second, which is somewhere round the region of 130 miles per hour," she said.

As part of Noah's Education, Health and Care Plan, the school has timetabled all of his lessons on the ground floor, and three members of staff take him to a local hydrotherapy pool twice a week during lunchtime.

Following the bungee jump, the school are continuing to run fundraising events to help Noah and his family hit their £4,000 target.

Annette Peet, the deputy head at the school, added: "Sadly he is losing more movement,



Wendy takes the plunge

which is why we're aiming to get a hydrotherapy pool in the house, so he can swim on a daily basis. The more he does, the better it will be for him."

READ THE FT FOR FREE

The Financial Times is now offering free digital subscriptions combined with a content curation service for sixth-formers and their teachers.

The offer is open to 16- to 19-year-olds, and aims to help students understand how their subjects apply to the world beyond the classroom, and even prepare them for further study and employment.

A weekly email bulletin will highlight key articles picked out by both the FT and a panel of teachers, with their relevance to the curriculum explained.

To access the resource, a representative must fill out an online form on behalf of their school. Once the school is set up for access, students will be able to log in anonymously over the school's IP network or remotely via their personal login, which require the school's email domain.

Schools will have access for at least a year and can continue their subscription as long as the programme lasts, and the paper will notify schools if the free offer ends.

Standard individual FT subscriptions cost £5.35 per week, equivalent to £278.20 per year.

Caspar de Bono, the FT's B2B managing director, said: "Universities and employers are looking for candidates that are confident about their subject, and can demonstrate a wider interest than the minimum required by the curriculum."

"A pilot initiative [with secondary schools] has shown that FT journalism can play a valuable part in building this deeper interest."

Teachers can access the resource at <http://9nl.org/ftschoools>



'Eye heroes' to the rescue



A new light: pupils experience visual impairment

A team of volunteers are tackling rising levels of avoidable blindness in the UK by running free eye health workshops in primary schools.

The campaign, dubbed 'Eye Heroes' educates children aged eight to 12 about spotting and reporting changes in their sight and the importance of attending regular eye tests.

Originally set up with a grant from Moorfields Eye Charity, the volunteer-led workshops have now been delivered to around 2,500 children across 20 cities.

Caroline Cox, a teacher from Woodcote Primary School in Croydon said: "The children really enjoyed the workshops. Lots of them said that they would go away and talk to their families about it, and it was nice for those children who wear glasses

or who have had eye tests to be able to share their experiences."

Research by the Royal National Institute of Blind People found that cases of avoidable blindness are on the rise in the UK, especially within migrant groups, the elderly and low-income households.

Andrew Davies, schools coordinator at Eye Heroes, added: "We have had great success with the workshops that we have been running but desperately want to reach more schools."

To register your interest, contact Andrew Davies at schools@eyeheroes.org.uk



Britain's classroom heroes to get their due

The Pearson Teaching Awards have announced the 56 educators who won silver accolades in their annual search for Britain's best teachers. Thousands of teachers and teaching assistants from across England, Ireland and Wales were nominated by colleagues and students for awards, and the successful 56 will enjoy celebratory assemblies at their schools throughout the day.

All of the silver winners will be invited to the televised annual awards ceremony in London on October 22, where 11 will be presented with prestigious Gold Plato Awards.

The ceremony will later be broadcast by the BBC as Britain's Classroom Heroes.

Among the recipients of this year's award is science teacher Pauline Astle from the Streetly Academy, in the category of 'teacher of the year at a secondary school'.

Through the Researchers in



Schools Programme, she set up the Streetly Brilliant Club, which, in partnership with Kings College London, took 60 year 10 students through an experience of graduate level studies.

Rod Bristow, the president of Pearson UK, said: "Great teaching can have a huge impact on a child's education so it's vital for us to recognise and celebrate inspirational teachers, for their commitment to teaching and for improving the life chances of the next generation."



Michael Morpurgo, president of the Pearson Teaching Awards



LISA DOLAN

PRINCIPAL, DARWEN ALDRIDGE COMMUNITY ACADEMY

START DATE: September 2017

PREVIOUS JOB: Vice-principal of the Nuneaton Academy

INTERESTING FACT: For the first eight years of her teaching career, Dolan taught at the school she attended as a pupil. She's fluent in French and German, and worked at a school in Pakistan during a trip there.



ROWENA HACKWOOD

CHIEF EXECUTIVE, DAVID ROSS EDUCATION TRUST

START DATE: June 2017

PREVIOUS JOB: Education market director at Capita

INTERESTING FACT: Hackwood was the CEO of the Auckland Castle Trust for over two years, which helped restore and bring Durham County's historic Auckland Castle into public use.

MOVERS & SHAKERS

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



STEVE MASTIN

SUBJECT SPECIALIST LEADER FOR HISTORY, INSPIRATION TRUST

START DATE: September 2017

PREVIOUS JOB: Head of history and politics at Sawston Village College

INTERESTING FACT:

Mastin was one of five British teachers flown to Kazakhstan for a month in 2014 to help develop the country's national curriculum. He has authored an A-level textbook, advised the Department of Education on the history curriculum in England, and says he is passionate about giving every pupil "access to historical knowledge".



RICHARD KUEH

SUBJECT SPECIALIST LEADER FOR RELIGIOUS STUDIES AND PHILOSOPHY, INSPIRATION TRUST

START DATE: September 2017

PREVIOUS JOB: Head of religion, philosophy, and ethics at Cambourne Village College

INTERESTING FACT: When not teaching, Kueh sings with the chapel choir at Downing College, Cambridge.



SAM JOHNSTON

PRINCIPAL, AVON VALLEY COLLEGE

START DATE: September 2017

PREVIOUS JOB: Vice-principal (behaviour & inclusion) at Sandown Bay Academy

INTERESTING FACT: Johnston lived in the US for five years, working in Washington DC and Texas in public, independent and charter schools. This will be his first principalship.

Get in touch!

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@schoolswweek.co.uk

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SCHOOLS WEEK Sudoku challenge

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

Last Week's solutions

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

Difficulty:
EASY

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

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.