

**BOOK REVIEW:
CAN THE TORIES
CONVINCE YOU?**

page 20



**CHRISTODOULOU:
WHY 7 MYTHS WAS
A SURPRISE SMASH**

page 14



**ACADEMY TRUSTS
INVESTIGATED FOR
BONUS PAYOUTS**

page 6



SCHOOLSWEEK.CO.UK

FRIDAY, NOVEMBER 10, 2017 | EDITION 119

COASTING? DECLINING? OUTSTANDING!

THE 2ND ANNUAL PERFORMANCE TABLES
FOR REGIONAL SCHOOLS COMMISSIONERS

PAGES 8-10



SSAT National Conference 2017
ILLUMINATING LEARNING

30 November - 1 December

Manchester

ssat the schools, students
and teachers network

To find out more and book your pass go to ssatuk.co.uk/NC17

Media Partner
SCHOOLS WEEK

Lead Conference Partner
humanutopia
Putting People First

SCHOOLS WEEK

MEET THE NEWS TEAM

schoolsweek.co.uk

**Laura McInerney**
EDITOR@MISS_MCINERNEY
LAURA.MCINERNEY@SCHOOLS WEEK.CO.UK**Cath Murray**
FEATURES EDITOR@CATHMURRAY
CATH.MURRAY@SCHOOLS WEEK.CO.UK

Please inform the Schools Week editor of any errors or issues of concern regarding this publication.

**Tom Mendelsohn**
SUB EDITOR@TOM_MENDELSON
TOM.MENDELSON@LSECT.COM**Freddie Whittaker**
CHIEF REPORTER@FCDWHITTAKER
FREDDIE.WHITTAKER@SCHOOLS WEEK.CO.UK**Alix Robertson**
SENIOR REPORTER@ALIXROBERTSON4
ALIX.ROBERTSON@SCHOOLS WEEK.CO.UK**Jess Staufenberg**
SENIOR REPORTER@STAUFENBERGJ
JESS.STAUFGENBERG@SCHOOLS WEEK.CO.UK**Pippa Allen-Kinross**
REPORTER@PIPPA_AK
PIPPA.ALLENKINROSS@SCHOOLS WEEK.CO.UK**Sam King**
JUNIOR REPORTER@KINGSAMANTHA
SAMANTHA.KING@SCHOOLS WEEK.CO.UK

THE TEAM

Head designer: Nicky Phillips
 Designer: Matthew Willson
 Photographer: Ellis O'Brien
 Financials: Helen Neilly
 Sales team leader: Bridget Stockdale
 Administration: Frances Ogefero Dell
 PA to managing director: Victoria Boyle

**Shane Mann**
MANAGING DIRECTOR@SHANERMANN
SHANE.MANN@LSECT.COM

ADVERTISE WITH US

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on schoolsweek.co.uk or contact:

E: advertising@schoolsweek.co.uk**T: 020 81234 778**

SUBSCRIBE

For an annual subscription to *Schools Week* for just £50 visit www.schoolsweek.co.uk and click on 'subscribe' at the top of the page.

www.schoolsweek.co.uk
 or call 020 8123 4778 to subscribe

Disclaimer

Schools Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of Schools Week, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material.

The design of the printed newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission. If you wish to reproduce an article from either the printed paper or the website, both the article's author and Schools Week must be referenced (to not do so, would be an infringement on copyright).

Lsect Ltd is not responsible for the content of any external internet sites linked to.

Please address any complaints to the editor. Email laura.mcinerney@schoolsweek.co.uk with Error/Concern in the subject line. Please include the page number and story headline, and explain what the problem is.

SCHOOLS WEEK IS PROUD TO
BE A MEMBER OF



Learning & Skills Events,
 Consultancy and Training Ltd
 161-165 Greenwich High Road
 London SE10 8JA
 T: 020 8123 4778
 E: news@schoolsweek.co.uk

Edition 119

**The mysterious case of
the expanding grammar
school that never was**

Page 10

**How strong is the bank
balance of England's only
for-profit free school?**

Page 6

**Former education
secretary Ruth Kelly
is back!**

Page 4

Experts

**RUSSELL
HOLLAND**

Page 18

**DR SAMINA
KHAN**

Page 18

**PAUL
LUXMOORE**

Page 19

**TOP BLOGS
OF THE WEEK**

Page 20

ED
WeekBROUGHT TO YOU BY
SCHOOLS WEEK
AND FE WEEK

PREMIUM JOB OPPORTUNITIES

THIS WEEK'S TOP AVAILABLE JOBS IN THE FE SECTOR. TO FIND OUT MORE INFORMATION
PLEASE TURN TO THE CENTRE OF *SCHOOLS WEEK*. OR VISIT THE WEB ADDRESS LISTED

TeachFirst

**TEACH FIRST - PARTICIPANT DEVELOPMENT
LEAD - £40,070 PER ANNUM DEPENDENT ON
EXPERIENCE:**

[HTTP://9NL.ES/25Y8](http://9NL.ES/25Y8)

**EAST NORFOLK SIXTH FORM COLLEGE
- DEPUTY PRINCIPAL (DEPUTY CEO
DESIGNATE) - £75,000 - £78,000**

[HTTP://9NL.ES/8R4](http://9NL.ES/8R4)

**TRIBAL - INSPECTION OPPORTUNITIES -
COMPETITIVE RATE OFFERED**

[HTTP://9NL.ES/ZLIX](http://9NL.ES/ZLIX)

**HART LEARNING GROUP - TEACHING
OPPORTUNITIES - VARIOUS SALARIES**

[HTTP://9NL.ES/PAN2](http://9NL.ES/PAN2)

**DAVID ROSS EDUCATION TRUST - SUBJECT
LEADER MATHS - MAIN PAY SCALE
(DEPENDENT ON EXPERIENCE) PLUS TLR1A**

[HTTP://9NL.ES/3LAQ](http://9NL.ES/3LAQ)

TO ADVERTISE YOUR VACANCY WITH EDUCATION WEEK JOBS AND *SCHOOLS WEEK*
PLEASE CALL 020 81234 778 OR EMAIL ADVERTISING@SCHOOLS WEEK.CO.UK

NEWS

There is such a thing as too much peer observation, research suggests

FREDDIE WHITTAKER

@FCDWHITTAKER

The effectiveness of teacher peer observations is in doubt, after a £1.2 million study at 82 schools found they made no difference to exam results.

The findings, published by the Education Endowment foundation, are based on the English and maths GCSE results of more than 14,000 secondary pupils who took part in trials.

No evidence was found of grade improvements when teachers took more frequent part in peer-to-peer observations – which in some cases took place monthly.

The research has prompted calls for a rethink of how observation is used in schools.

For the study, a random group of teachers were trained in observation skills by the University of Bristol, and then observed and were observed by their colleagues several times over the course of two years.

Their pupils' results were compared with those of a control group whose teachers had not used this format of peer-to-peer observation.

Each of the schools had high proportions of pupils eligible for free school meals, and many were using lesson observations of some kind before the trial began.

However, the findings led the researchers to conclude the "structured observation programme" – which trained staff and increased the number of observations -- did not have any benefits "over existing levels of peer observation" already occurring within schools.

During the study, many teachers failed to complete the recommended number of observations – between 12 and 24 – as they had difficulty fitting them into their timetable. Others said they felt "uncomfortable" taking time out of teaching to complete them.

But even when teachers did complete the full observation schedule, there was no evidence that they had better pupil results.

The EEF trial, prompted by an earlier US study that found structured lesson observation led to gains in student and teacher performance, raises questions about the time and money schools spend on it.

The estimated cost to EEF of the observations was around £4,000 per school, per year. This does not include teacher

time, which was not reimbursed and was undertaken as part of usual teaching duties. Most of the money was spent on software and iPads to record observations and training. In total, the EEF spent £1.18 million on the study.

Dame Alison Peacock, the chief executive of the Chartered College of Teaching, which this week signed a pledge to support evidence-based practice, said the difference between the EEF findings and the earlier work in the US "emphasise the importance of carrying out robust evaluation, in context, before simply jumping on a bandwagon".

She pointed out that other academics, such as Professor Rob Coe, have previously shown that peer observations focused on rating individual aspects of a lesson did not change pupil outcomes, and have suggested that it is hard to judge teaching quality in this manner.

Given that observations "can be hugely time consuming,

and given the serious workload challenges already facing teachers, there is an urgent need for further evaluation of other kinds of lesson observation to understand where, when and whether they may be effective in developing practice", she said.

The study's findings contradict received wisdom that peer observation among teachers leads to improvement. In recent years, other academic studies in the UK have espoused its virtues, and the EEF trial found it was fairly widespread in schools.

A compendium put together in 2009 by academics at Leeds Metropolitan University lists the benefits of peer review, including opportunities for teachers to reflect on and review their teaching skills and "learn new tricks from one another".

The Learning Institute at the University of Leicester also speaks of the "opportunity to mutually enhance the quality of their teaching practice" that is provided by the peer observation process.

Sir Kevan Collins, the chief executive of the EEF, said the latest research found that schools "shouldn't expect to see an improvement in results" by increasing the frequency and intensity of their teacher observations.



Dame Alison Peacock



Sir Kevan Collins

Bad heads are sinking small private schools

JESS STAUFENBERG

@STAUFENBERGJ

Investigates

Small private schools are not failing Ofsted inspections because they refuse to teach British values, as the media has suggested, but because their leaders are often unqualified and don't know how to improve teaching.

Ofsted is responsible for inspecting 1,080 non-association private schools, schools that don't belong to a membership organisation like the Independent Schools Council, a role it took on two years ago after these schools' poor performances became publicised.

But inspectors at a Westminster Education Forum event in London on Tuesday said that high-profile newspaper stories have too often focused on issues like gender equality.

Instead, data from inspections from the last academic year show only four per cent of non-associated private schools failed to meet pupils' 'spiritual, moral, social and cultural development' which includes the requirement to teach fundamental British values.

Instead, inspectors generally single out leadership as the "real worry".

Philippa Darley, specialist advisor at Ofsted for non-association private schools, said leaders are "not getting the basics" of good teaching right, mainly due to their "fundamental weaknesses in expertise".

Many heads have no educational training or are not qualified teachers, she said.

The requirement for non-associated private schools to meet certain standards in teaching and learning was only introduced with a "more rigorous" inspection framework in 2015.

Since then, the proportion of private schools rated 'good' or 'outstanding' has fallen from 75 per cent to 68 per cent.

This means the number of pupils educated in grade three or four provision has "more than doubled", she said.

She was backed by Dr Peter Swift, the Department for Education's head of independent education, who added that because parents were sometimes not supportive of changes, the schools took "a lot longer" to meet standards.

"These are the ones that really worry us," he said. "They are improving only slowly or not at all."

Dr Farid Panjwani, the director of the Centre for Research and Evaluation in Muslim Education at the UCL Institute of Education, welcomed the findings, since it overturned the view held by "certain parts of the press" that many small faith schools do not prioritise British values.

However, he said the lack of qualified heads was "deeply concerning", and called for a requirement on those setting up private schools to demonstrate their experience before being allowed to do so.

#EDUCATIONFEST
EDUCATIONFEST.CO.UK



The Telegraph
FESTIVAL OF
EDUCATION
WELLINGTON COLLEGE
21-22 JUNE 2018



WHERE THOSE WHO INSPIRE
FIND THEIR OWN INSPIRATION

WE ARE NOW ACCEPTING GROUP BOOKING REQUESTS
FOR 2018. MORE AND MORE SCHOOLS ARE MAKING BLOCK
GROUP BOOKINGS FOR THE FESTIVAL.
GET SET FOR SUMMER 2018 AND BOOK YOUR SCHOOL OR
ORGANISATION TICKETS FOR 2018 TODAY.

BROUGHT TO YOU BY

summerhouse
events

VISIT EDUCATIONFEST.CO.UK TO BOOK NOW

NEWS

WE WILL PUBLISH FUNDING CUT IMPACT ANALYSIS

FREDDIE WHITTAKER @FCDWHITTAKER

For the first time, the government will publish an assessment of the way funding cuts affect schools, including the financial impact of the apprenticeship levy and the education services grant.

In the past, the Department for Education has published data that allows schools to check the impact of funding reforms, but did not factor in cost pressures that lead to real-terms cuts to budgets.

But a parliamentary written answer from the schools minister Nick Gibb reveals the DfE now intends to publish analysis of the impact of such pressures.

The report will also detail the impact of the rise in employers' national insurance contributions.

There is significant uncertainty in the schools community about the financial future, even though the education secretary has promised an extra £1.3 billion over the next two years.

Not everyone believes this sum is enough: the Institute for Fiscal studies has said that schools will have faced real-terms cuts of 4.6 per cent between 2015 and 2019 despite the injection.

Many schools have turned to the SchoolCuts.org.uk website, run by the teaching unions, to calculate how the various funding changes will affect them.

The site uses the government's own statistics, but has been branded as misleading by ministers.

In Parliament on Monday, Justine Greening asked parents to check the "the actual funding for their school" on the DfE's website, which must comply with Office for National Statistics standards, "unlike some of the websites that put up inaccurate data".

She then accused the SchoolCuts website of "scaremongering".

"They say that money to schools is being cut when it is increasing, and they say that teacher numbers will go down although they are going to go up," she said.

Schools will receive a cash-terms increase in their funding over the next two years, but unions insist their calculations include the impact of real-terms cuts caused by funding pressures between 2015 and 2019.

Andrew Baisley, who designed the site on behalf of the National Education Union, has challenged Greening to provide details "of what these inaccuracies actually are".

The new assessment could help adjudicate between the two, although officials this week refused to say exactly when the new assessment would be published, and confirmed the data would be presented at a national level, not at school level. This means schools won't be able to search for their own level of funding with inflationary and cost pressures added in, as they can on SchoolCuts.

Schools Week understands some heads are worried their schools will be even worse off than the site calculates, because it does not take into account the way local authorities distribute funding.

Universal credit is a 'disaster waiting to happen' for FSM kids

ALIX ROBERTSON @ALIXROBERTSON4 Exclusive

The government has yet to decide how the universal credit benefits system will interact with free school meals, leading a former shadow education secretary to predict a "disaster waiting to happen".

Universal credit combines six benefits into one payment for eligible people old enough to work and is now being rolled out across the country, in pilot areas first.

But there is no explanation for how the benefit will affect children's eligibility for free school meals, which are only available if their parents are on specific benefits.

"The government is in a real mess and despite being asked repeatedly, over a number of years, how universal credit will interact with FSM, ministers unbelievably still have no idea what is going to happen," Lucy Powell told *Schools Week*.

At present, any pupil whose parents receive universal credit is entitled to free meals. If this is maintained, an additional 1.7 million children are expected to qualify by the time it is fully in place, costing up to £600 million more per year, according to research by the Resolution Foundation, a think-tank.

"Ministers are either going to have to shell out for all children on universal credit or cut the support some families currently receive," Powell said. "In that scenario, not only is it a disaster waiting to happen for some families,



Robert Goodwill

it will cause chaos for schools who rely on the FSM data for pupil premium funding, and other measures."

Pupils on free school meals earn an additional grant of around £1,000 each for the schools they attend. Changes to eligibility could hammer the budgets of schools with substantial numbers of children entitled to meals. Alternatively, if everyone on universal credit ends up being fed, education ministers who hadn't budgeted for the change could feel the pinch.

The children and families minister Robert Goodwill has answered seven written questions from MPs on how universal credit

will affect FSM since the start of October this year. In every response he has said "no decision has been taken yet, and our proposals on this matter will be announced in due course".

Goodwill has confirmed the current policy of giving free meals to all children in families on universal credit is only "an interim arrangement during the initial roll-out".

Powell told *Schools Week* that ministers must "finally sort this out, so parents and schools can plan for the future".

From October, the government rapidly increased the roll-out of universal credit, introducing it in 45 job centres last month. The aim is for around 50 more centres to be added every month from now on.

Universal credit combines housing benefits, income support, income-based jobseeker's allowance, income-related employment and support allowance, child tax-credits and working tax-credits into one payment.

David Finch, the senior economic analyst at the Resolution Foundation, said ramping up the roll-out meant "more and more families are going to be exposed to some significant flaws in the system".

"Universal Credit rightly aims for a highly desirable simplification of our social security system, but the issue of FSM is just one of many design issues which should be addressed before millions of people are moved onto the new system," he said.

Kelly's heroes: Helping pupils in care

JESS STAUFENBERG @STAUFENBERGJ

The former education secretary Ruth Kelly has launched a tutoring programme to improve the "terrible" exam results of pupils in care, as the numbers taken from their families continue to rise.

Kelly, who was Labour education secretary between 2004 and 2006, has established the First Star Academy programme for pupils in care at six local authorities in London.

Thirty pupils from Richmond, Ealing, Hounslow, Wandsworth, Southwark and Kingston are now receiving weekly tutoring from trained teachers at St Mary's University, where Kelly is pro-vice chancellor, in subject areas they struggle in, said Kelly.

The pupils are in year 10 and will stay on the programme for four years learning life skills, going on trips, and getting careers advice during month-long stays on campus each summer, to accustom them to university life.

The main motivation behind the tutoring, which takes place over eight hours on a Saturday, is how poorly pupils in care do in exams.

"I really believe as a society we should take responsibility for those who don't have families," said Kelly. "Their educational outcomes at the moment are a real indictment of the system."



Ruth Kelly

Pupils in care are less likely to meet the expected standards at every key stage, according to Department for Education data.

For instance, about 46 per cent of pupils in care reached the standard for maths at key stage 1, compared with nearly three quarters of pupils not in care in 2016.

The story was the same at key stage 2: 41 per cent of pupils in care reached the expected standard in maths, against 70 per cent of the rest.

On a slightly more encouraging note, GCSE results for pupils in care have improved since 2012. Just 15.4 per cent got A* to C in both English and maths, but for 2016 that rose to 17.5 per cent.

But these results are still a far cry from pupils not in care – 59 per cent of whom

passed both English and maths last year.

Richard Watts, chair of the Local Government Association's children and young people board, told *Schools Week* that more support for pupils in care amid the £2 billion shortfall for children's services was "welcome".

The strain on services had been worsened by the "spectacular" rise in the number of pupils moving into care, he added.

Schools Week analysis shows an eight-per-cent increase in pupils ending up in foster care or children's homes over the past five years, from 67,050 pupils to 72,670.

The "strain on families" as a result of "difficult financial circumstances" is also seeing more pupils removed from their homes, usually on the grounds of neglect rather than direct abuse, Watts said.

However, he pointed to a previous study by the universities of Oxford and Bristol, which found in 2015 that vulnerable pupils' GCSE improve once they are placed in care.

"It's not being in care which causes their schooling to suffer. It's the damage that happens at home that is the problem," he said.

Meanwhile, Kelly's programme hopes to replicate the success of a US pilot, which gave placements to 300 pupils in care across 13 universities. Of those, 91 per cent went onto further or higher education, she said.

Teachers can refer a pupil in care directly to the First Star programme, or to virtual headteachers in councils, she added.

NEWS

Heads miffed over new Ofqual re-marking rule

FREDDIE WHITTAKER

@FCDWHITTAKER

Investigates

A new rule requiring schools to seek permission from pupils before submitting their GCSE exams for re-marking is causing an "administrative burden" for leaders trying to challenge marking mistakes that affect a whole cohort.

The rule change, announced last year, means that GCSE exam papers submitted for re-marks from this summer are at risk of being marked down as well as up, so schools must get permission from pupils before sending papers.

Previously, schools with concerns about GCSE exam marking could submit large groups of pupils for re-marking without any fear that they would drop grades.

Schools that identified mistakes in a small number of cases could send in a whole batch for re-marking, and only those considered to have been short-changed would see their scores affected.

The change is proving to be "an administrative burden", according to Suzanne O'Farrell, the curriculum and assessment specialist at the Association of School and College Leaders, members of which have

raised the matter more than once.

"I understand the principle behind it, trying to be fair to all students, but if students have moved into a different setting and there is a concern about mistakes at a cohort level, it can get very difficult to get those permissions," she told *Schools Week*.

"I can see where Ofqual is coming from in trying to ensure students get an accurate grade, but I think the implications for schools in terms of workload and administration are significant."

Kesgrave High School in Ipswich was forced to obtain the permission of 45 pupils before it could submit their papers for re-marks in both English and maths this year after mistakes were identified.

Nigel Burgoyne, the school's headteacher, said that in one case, more than a third of papers had been "significantly undermarked", but the school's options were limited.

"In the past, this would trigger an extended re-mark for the cohort, but under the new regulations this cannot be offered as the board is not allowed to protect the mark or grade of any candidate," he said.

"We were therefore allowed to submit within 10

working days candidates to be reviewed with their permission. The centre has submitted a further 45 candidates. Clearly it was difficult to risk the grades of our candidates, so many will potentially not receive their accurate mark."

Burgoyne believes his school's "legitimate desire" to gain fair marking for pupils has been blocked "because we cannot risk student grades, or gather consent from so many students".

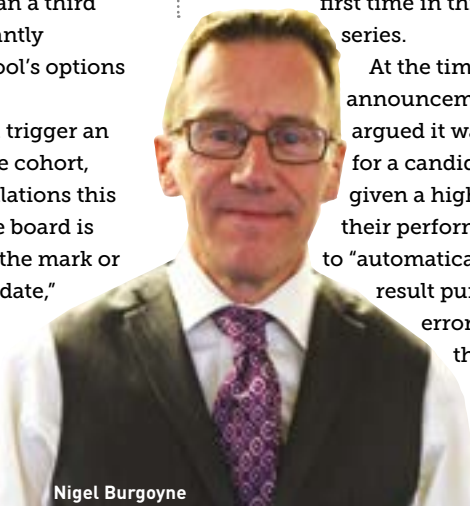
"Is this regulation change a mechanism simply to stop justified extended re-marks, rather than to enhance the accuracy and quality of the marking in the examination system?" he asked.

The change was announced by Ofqual in May 2016, but was only enforced for the first time in this summer's exam series.

At the time of the announcement Ofqual argued it was "not fair" for a candidate who was given a higher result than their performance deserved to "automatically keep that result purely because the error was discovered through a review".



Suzanne O'Farrell



Nigel Burgoyne

PRIVATE SCHOOLS 'CAN SAVE MONEY' BY JOINING MATS

Private schools should consider joining multi-academy trusts to save money, according to the chair of the Independent Schools Council.

Barnaby Lenon told an education forum in London on Tuesday that private schools would do well to talk to academy trusts such as United Learning, which combines a mix of state and private schools.

He believes independent schools can make savings on back-office costs by joining trusts created for state schools, as well as granting access to a larger staff body and allow for "roving subject specialists" to drive up teacher quality.

"Anyone thinking about the possible benefits of this should go and speak to Jon Coles," he told delegates at a Westminster Education Forum, referring to the chief executive of the United Learning.

"You can find out what the merits of being partnered with other schools are. They seem to me to be many."

He was responding to a question on whether the independent sector could learn about efficiency savings from academy trusts, which are increasingly expected to oversee at least 10 schools to maximise finances.

Lenon admitted it would be "difficult" for private schools to move from their current positions to gain the economies of scale which drive down costs in academy trusts, but joining one could give access to these advantages.

SUMMIT



Headteachers' Roundtable

SAVE THE DATE

The Headteachers' roundtable summit is returning for a second year. Following the success of our first summit earlier this year we're delighted to announce the date and location for our 2018 event.

Delegate tickets go on sale Friday 17 November.
More information and agenda to follow.



FRIDAY 23RD FEBRUARY 2018



ETC COUNTY HALL, WESTMINSTER

ENABLING SCHOOLS TO THRIVE & FLOURISH

Media partner

SCHOOLSWEET

Brought to you by



summerhouse
events



NEWS

DFE SWERVES NEW SCOTTISH SAFEGUARDING POLICY

ALIX ROBERTSON
@ALIXROBERTSON4

The government has “no plans” to replicate a Scottish safeguarding scheme that nominates someone to support every school-age child, despite concerns that English schools need to do better on safeguarding.

The “named person” scheme, coming into force north of the border next year, allocates an individual such as a health visitor or teacher to provide advice and support to every child and their family whenever it is needed.

Children are thereby able to have an independent person review any allegations of safeguarding.

During a parliamentary debate on sexual harassment and violence in schools last week, Maria Miller, the Conservative MP who chairs the women and equalities committee, said 124 schools across the country had been rated ‘inadequate’ by Ofsted due to ineffective safeguarding. Other MPs shared cases of constituents who felt their children’s concerns about violence in schools were not taken seriously – even though senior leaders shrugged off concerns.

MPs have been asked to check on safeguarding in schools and for more intervention from Ofsted.

However, Andrea Bradley, the assistant secretary of the Educational Institute of Scotland, the largest teaching union in Scotland, said the named-person policy would give children access to the right services, such as educational psychologists, social workers, or the police, when necessary.

“If a young person and their family do find themselves in a crisis scenario, resources could be marshalled more quickly in order to bring a quicker end to that crisis, so children and young people can get the absolute best experience that school has to offer,” she said.

Schools Week asked the Department for Education if it was considering a similar scheme in England, but there are apparently “no plans” to do so.

Geoff Barton, the general secretary of Association of School and College Leaders, said it is “critical” that problems experienced by young people are dealt with in a “supportive and caring way”, but new initiatives must not overburden teachers.

“The teacher’s role is principally one of educator,” he said.

Sarah Hannafin, a policy advisor for headteachers’ union the NAHT, pointed out that while every child should have a staff member they can turn to at school, the named person might not be their preferred choice of confidant.

“All staff need to be properly trained and supported to respond when a student asks for help,” she said. “Staff also need to be able to recognise when help is needed, without having to wait for a young person to come forward.”

For-profit free school on the up’n’up

FREDDIE WHITTAKER
@FCDWHITTAKER

Exclusive

Ofsted has praised “inspirational leadership” at the first free school in England to be run by a for-profit company, rating it ‘good’ for the first time since it opened.

IES Breckland in Suffolk was praised for improving its teaching quality and pupil progress.

Inspectors complimented the “ambition” of and teamwork between the Sabres Education Trust, the school’s non-profit sponsor, and IES International English Schools UK, the private company that runs the school.

This is the latest evidence of improvement at the controversial school, which had a tumultuous existence in the first few years after it opened in 2012.

It was placed in special measures in January 2014, with inspectors criticising ‘inadequate’ teaching and behaviour, poor pupil progress and low attainment.

At the time, it was the only free school to be rated ‘inadequate’ which managed to avoid closure or rebrokering to another sponsor.

Then, in August 2015, the school just about met the government’s floor standard for GCSEs in its first ever set of results.

That year, IES Breckland saw 40 per cent of its pupils achieve five or more A* to C grades, including English and Maths.

In November 2015, the school was removed from special measures, but was still rated ‘requires improvement’.

It wasn’t until the inspection this September that it received its first positive Ofsted grade.

The school’s headteacher, Alison Tilbrook, who was singled out for praise in the inspection report, said she was “incredibly thrilled” with the outcome of the inspection, and has pledged to take the school to an ‘outstanding’ grade.

“The three-and-a-half-year journey from special measures to ‘good’ has been the result of the dedication of students, teachers and parents, supported by International English Schools, Sabres Trust, governors and all in the local community,” she said.

“Together we want the school’s continued trajectory to ‘outstanding’. We are a unique school and our international relationship with Sweden has given us an exclusive cultural diversity that has raised the aspirations of all those who attend and work at the school.”

The company behind the school has also been dogged by financial problems. According to its accounts, IES International



English Schools UK Limited made a loss of £67,574 in 2013.

It finally entered the black for the first time in 2014, posting a profit of £36,000, but only after it received a £307,000 bailout from its Swedish parent company,

IES Sverige AB.

The company posted further profits of £21,952 in 2015, but its latest accounts show it made a loss of £49,117 in 2016.

However, a spokesperson for the company said financial support from IES Sverige meant it remained in a good financial position, despite the reported losses.

“IES has not taken money out of our UK operations. Quite the opposite,” he said. “We are concentrating on supporting IES Breckland to deliver the highest possible quality of education for students in Brandon and the surrounding area.

“Our operations in the UK have been financially supported by the mother company in Sweden, which is in a very strong financial position, and this is in order to meet the goal of providing the level of educational quality described above.”

Academy trusts probed for murky severance deals

JESS STAUFENBERG
@STAUFENBERGJ

Investigates

Government finance bosses are investigating several unnamed academy trusts that failed to get Treasury approval for hefty payments made to staff.

The Education and Funding Skills Agency has launched investigations into three “special severance payments” worth £184,000 that were paid to staff after they resigned or were fired.

According to one trade union, some of these will have been legitimate payments to staff who were unfairly dismissed, but others are likely a “bung” for friends of the trust.

Schools Week has also found that one disgraced trust made severance payments but failed to record them properly, meaning they couldn’t be investigated at the time.

According to Academies Financial Handbook (AFH) rules, special severance payments are made on top of the amount staff are paid when they resign or are fired. If the sum involved is £50,000 or more, trusts must get approval from the Treasury via the ESFA.

In fact, the AFH stipulates that special severance payments of £50,000 or more should only ever be offered if there’s a chance the trust will be taken to an employment tribunal and made to pay even more.

But five trusts have broken these rules, according to the Department for



Education’s consolidated annual report and accounts.

These trusts spent a total of £353,000 on six special severance payments without asking the ESFA. Only three payments are being investigated, because one payment got “retrospective” approval and two more are awaiting the same. Retrospective approval may only be sought in “exceptional circumstances” and is considered on a case-by-case basis, according to a DfE spokesperson.

The DfE is nevertheless refusing to name the remaining three trusts.

Jon Richards, the head of education at Unison, said such “huge” special severance payments were sometimes justified when a headteacher or chief executive on a large salary is “wrongly” fired.

For many of those leaders, the extra payment would only equate to six more months’ wages, he pointed out.

But he also “suspected” that special severance payments such as these can sometimes be used as a “bung” to someone whom the trust felt bad about letting go.

Governors’ boards might have a close

relationship to a fired headteacher, and wish to give them a sweetener, he said.

Phil Reynolds, a specialist in academies and education at the law firm Kreston Reeves, said the ESFA would investigate where it was worried a trust had done someone a favour.

“The ESFA will think, ‘if we weren’t asked for approval, they’re hiding something,’” he said.

Not all special severance payments have even been properly recorded, Schools Week can reveal.

New management at the disgraced Ridings Federation near Bristol, which is being wound up after financial notices to improve, found some historical severance payments had not appeared in the trust’s accounts.

David Baker, the interim chief executive at Ridings until it joins his Olympus Academy Trust, said he and new chair of governors, Claire Emery, had commissioned an audit of the trust’s finances when they both took over last year.

They discovered evidence of severance payments made to 12 members of staff worth £220,000, of which £77,000 were special severance payments. There were no business cases for the payments, nor evidence that the Academies Financial Handbook had been complied with.

The findings were so shocking the school shared the documents with parents and held meetings to reassure them the accounts were being sorted out, said Baker.

NEWS

524 CASES OF SAT MALADMINISTRATION INVESTIGATED IN 2016

More than 500 cases of maladministration in the 2016 primary SATs exams were investigated last year by the Standards and Testing Agency, and there was a substantial 50-per-cent increase at KS1.

The STA's latest report, released on Tuesday, said that in 2016 it reviewed a total of 524 cases of maladministration – by which it means any act jeopardising the “integrity, security or confidentiality” of the tests.

Issues include incorrectly opening test papers, cheating, or test administrators offering too much help to children, as well as changes made to test scripts by someone other than the pupil, or inflating or deflating teacher assessment judgements.

In total 65 sets of exams were amended or annulled at key stage 2, and two sets of exams were changed at key stage 1 – both reductions on previous years.

However, the number of investigated maladministration cases rose at key stage 1 to 94, up from 60 in 2015. At KS2, the number dropped from 456 to 430.

Half of the 524 cases were found by schools reporting themselves to the STA. In 18 per cent of cases, the council reported the problem, and 14 per cent were reported anonymously. This balance is similar to that seen in previous years.

THE CURIOUS CASE OF THE MISSING GRAMMAR SCHOOL

PIPPA ALLEN-KINROSS

@PIPPA_AK

Investigates

A London MP is “confused” after a grammar school denied multiple reports in the press that it had plans to expand into his constituency.

Despite large-scale media coverage to the contrary last year, the head of the trust behind Wallington County Grammar School (WCGS) has now insisted that expansion was “never on the table” and that the reports were “fake”.

The school, based in Sutton in south-west London, was widely reported to be in talks to build a satellite site in its neighbouring, non-selective borough of Croydon throughout 2016.

The story was covered in both the national and regional press, including *Schools Week*, the *BBC*, *The Daily Mail* and *The Croydon Guardian*, amid anxieties that for the first time since the ban on grammar schools, a separate satellite site had been agreed for a school in Kent, with the government pledging to open more.

In an interview in *The Telegraph* in January 2017, Jonathan Wilden, the executive head teacher of the Folio Education Trust, said he hoped the new annex would open in Croydon as soon as September 2019.

The Tory MP for

Croydon South, Chris Philp, supported the plans, writing on his website in January that he was working alongside the DfE and Wilden, “pushing hard both publicly and privately to get this done as quickly as possible.”

However, Wilden has now claimed the idea “never had legs” and media coverage was “carried away” and “fake”, although he did admit to discussing the plans with former grammar school student Philp and even pinpointing a possible satellite site.

Croydon Council has also denied the school was considering expansion, and claimed the only school the trust has looked to build in the borough is Coombe Wood School – a free school which will select 10 per cent of its students based on their sporting aptitude, due to open in September 2018.

According to Coombe Wood's website, the school will incorporate “selective school features” including a vertical house system and a “grammar school preparation model” for university applications.

Wilden said the free school meant opening a grammar site in Croydon now would be “shooting myself in the foot”, and would upset the “balance” of education in the area.

However, he did not rule out building one in the future, despite acknowledging the Labour-run council had

been clear it was “not supportive of selective education”.

A spokesperson for Croydon Council said plans for the annexe “were never scrapped or cancelled” but had simply never existed.

“There are no plans for a grammar satellite school in Croydon associated with WCGS or any other organisation,” she claimed.

“Any aspirations the Folio Trust may have had were prior to the last general election. There is no unmet demand within the borough for additional places other than those already approved.”

Philp admitted he was “confused” by these denials, and said he had spoken with Wilden about bidding for funding to expand the grammar school site “separately and additionally to the free school”, and had not been told other parties were no longer interested.

“I was definitely discussing a grammar school satellite up until March this year. It was at a very early stage but I was definitely discussing it with them,” he recalled.

Building new selective schools has been banned since 1998. The funding pledged for the possible creation of new grammar schools were shelved after the Conservatives failed to win a majority at the general election in June.

Earlier this month, *Schools Week* revealed the DfE was still refusing to publish its consultation into grammar schools, even though submissions closed over a year ago.

THE 5 THINGS WE LEARNED FROM QUESTION TIME

FREDDIE WHITTAKER

@FCDWHITTAKER

Justine Greening and her ministerial team faced questions from MPs in the House of Commons on Monday. Here is what we learned from the debate.

1. WCAT won't be able to keep school reserves

The doomed Wakefield City Academies Trust will not keep the surpluses taken from its schools once it is wound up, Nick Gibb told MPs.

WCAT is currently in the process of giving up all of its schools, after admitting it doesn't have the capacity to improve them.

The schools minister said WCAT “will not be able to retain any of the reserves it holds at the point of dissolution”.

He was responding to questions from Philip Davies, the MP for Shipley in Yorkshire, who said that more than £276,000 in reserves had recently been transferred to the trust from High Craggs Academy in his constituency.

Gibb said schools from the trust would be receiving “the resources and support they needed to raise academic standards”, including High Craggs, which is to be rebrokered to the Tauheedul Education Trust.

2. Parents are unhappy with the WCAT rebrokering process

Following the news that all 21 of WCAT's

schools are to be taken on by other sponsors, parents are struggling to get information about the process, according to one local MP.

Yvette Cooper, the Labour MP for Normanton, Pontefract and Castleford, said parents at Freeston Academy had been “promised consultation” on the future of the school, and were worried about it losing its name, identity and uniform in the transition.

Instead, those parents have been told to “travel miles to another school in another town only for a meeting”, for which tickets had to be “booked online”, Cooper said.

In response, Gibb said the government was “not happy” with WCAT's performance, and had “taken swift action” to rebroker the schools.

3. Ministers say the new maths GCSEs aren't putting pupils off A-level

Gibb was grilled by the former shadow education secretary Lucy Powell about the new, harder maths GCSEs.

Powell reported that the pass mark for the new higher-level GCSE paper was just 18 out of 100, and asked whether the difficulty was putting pupils off studying the subject further.

Gibb said the new GCSE was “significantly more demanding” to ensure “a better fit and preparation for students to go on to study maths at A-level”.

The minister also insisted that the

comparable outcomes system aimed to ensure that “roughly the same proportion of pupils” would achieve the new 9 to 1 grades as their equivalent A* to G grades.

While he accepted this would mean that pupils “might achieve a lower grade” this year, Gibb said he expects the figure to rise as schools get used to the new curriculum.

4. We still don't know where £1.3bn in savings will come from

The government has pledged to give schools an additional £1.3 billion, but still isn't saying where the money will come from.

Justine Greening was pressed for information on how the Department for Education will come by the additional money, some of which will come from general departmental savings.

She said her department had been “working to identify” the savings, but did not say more about how successful that work had been.

Last month, Jonathan Slater, the permanent secretary at the DfE, admitted not all the savings had been found yet.

5. Schools will get new guidance on sexual assault this term

The education secretary has confirmed that



new interim guidance on how to deal with reports of sexual assault and harassment will be issued to schools before the end of the year.

Labour MP Stella Creasy urged Greening to fast-track the guidance, which she claimed was “promised months and months ago”.

Her comments follow an unfolding sexual harassment scandal that is rocking Westminster, and prompting calls for better education about consent.

“We will be issuing interim guidance this term,” Greening confirmed, adding that longer-term change in attitudes towards “totally unacceptable” workplace behaviour would need to start in schools.

“That's why we're now updating the relationships and sex education guidance for the first time since 2000.”

RSC league tables

ROUND TWO: THE ANNUAL SCH

ALIX ROBERTSON
@ALIXROBERTSON4

Investigates

The government has released the latest data showing the performance of the regional school commissioners in their second year of the job.

A new set of performance indicators were used that year, and *Schools Week* has crunched the data to show how the RSCs measured up in each of the categories – and whose has done best overall.

Dominic Herrington, the regional schools commissioner for south London and the south-east, was the best-performing RSC in 2015-16, according to *Schools Week*'s analysis of the latest government data.

Herrington, who has done the job since July 2014, came top by 4.5 points, bringing him up from third place last year, when Pank Patel, the former RSC for the west Midlands, scooped first place.

The RSC for the north, Janet Renou, came last for the second year running – scoring

half as many points as Herrington.

In second place, the south-west region was overseen by two commissioners during this period: the current national schools commissioner Sir David Carter, between September 2015 and April 2016, and his successor Rebecca Clark, once a boss at the Oasis Academy Trust. Clark stepped down in September 2017 and the role now belongs to Lisa Manall.

Third place went to Martin Post, for the north-west London and south-central England region; fourth to Tim Coulson in the east of England and north-east London; Vicky Beer in Lancashire and west Yorkshire was in joint fifth place with Patel in the west midlands, who stepped down in May 2016 to be replaced by Christine Quinn.

The former RSC for the east Midlands and Humber region, Jennifer Bexon-Smith, came second to last, scoring only 6.5 points more than Renou. She has since retired and been replaced by John Edwards.

The RSCs have a range of powers devolved from the education secretary, including converting underperforming schools into academies, sending warning notices if academies fall below expectations and

deciding whether schools can expand.

Schools Week analysed their performance data published in the latest annual report and accounts for academies in England in 2015-16.

It is the first year the department has voluntarily published the information, following a successful campaign by *Schools Week* for more transparency. Previously we created our RSC league tables using data gathered from Freedom of Information requests.

As ever, we have constructed the tables using the government's own "key

performance indicators" which show how it judges its own RSCs.

The data looks at the commissioners' second year in office, from September 2015 to August 2016. We awarded the commissioners a score out of eight for each of the eligible KPIs.

Top scorers received eight points, second placed got seven, down to the worst performer, who gained only one point. In the case of a draw, a median score was given. Points were handed out based on who had improved the most in each KPI from 2015-16. We added up the scores to provide a final ranking.

HOW WE DID IT

- WE AWARDED COMMISSIONERS A SCORE OUT OF EIGHT FOR EACH OF THE ELIGIBLE KPIS FOR THE SECOND YEAR OF THEIR WORK. SOME KPIS WERE SPLIT INTO SECTIONS, MEANING RSCS GOT MORE THAN ONE SCORE FOR THAT MEASURE.
- THE TOP SCORERS GOT EIGHT POINTS, THE SECOND SEVEN, DOWN TO THE WORST PERFORMERS WHO GOT ONE POINT. IN THE CASE OF A DRAW A MEDIAN POINT SCORE WAS GIVEN.
- MOST KPIS WERE BASED ON THE PROGRESS THE RSCS HAD MADE FROM THE RESULTS AT THE END OF THEIR FIRST YEAR IN 2015.
- WE TOTTED UP THE SCORE FOR THEIR FINAL RANKING.

HOW THEY RATED IN THEIR SECOND YEAR

DOMINIC HERRINGTON



1ST

SOUTH LONDON & SOUTH EAST

69.5

DAVID CARTER** / REBECCA CLARK*



2ND

SOUTH-WEST ENGLAND

68






MARTIN POST



3RD

NORTH WEST LONDON & SOUTH CENTRAL ENGLAND

58.5

RSC NAME	RSC REGION	SCHOOLS WEEK RSC PERFORMANCE SCORE
4 Tim Coulson	North East London & East of England	55 
5 Vicky Beer	Lancashire & West Yorkshire	53 
5 Pank Patel*	West Midlands	53 
6 Jennifer Bexon-Smith*	East Midlands & Humber	44.5 
7 Janet Renou	North	38 

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

SCHOOLS COMMISSIONER TABLES*

*The data is from 2015-16, the second year the commissioners were in operation. This is the most recent data.

THE FULL BREAKDOWN

1. PERCENTAGE OF SCHOOLS THAT ARE ACADEMIES

David Carter/Rebecca Clark (south-west) came top in the first category, boosting the percentage of academies in their region from 31 in September 2015 to 37 by August 2016. Vicky Beer (Lancashire and west Yorkshire) finished bottom, increasing her share by only two percentage points.

2. PERCENTAGE OF ELIGIBLE SCHOOLS ISSUED WITH AN ACADEMY ORDER

Bexon-Smith (east Midlands and Humber) was in first place here, increasing academy orders in her region by four percentage points. Carter/Clark came second, followed by Pank Patel (west Midlands), Dominic Herrington (south-east) and Tim Coulson (east) in joint third. Martin Post (north-west London and south-central England) performed the worst, as his percentage stayed the same.

3. PERCENTAGE OF ACADEMIES, FREE SCHOOLS, UTCs AND STUDIO SCHOOLS BELOW THE FLOOR, BY NUMBER OF YEARS BELOW THE FLOOR (UNUSED)

The floor standard is the minimum standard for pupil attainment and progress. As noted during previous reporting on RSCs' performance data, we found this category unclear. Does the DfE consider it better for RSCs to have higher numbers of academies below the floor standard for one year, meaning there could have been an influx of schools below the floor that year, or higher numbers stuck below the floor for a series of years? We don't know what good performance looks like based on these figures (and we don't think the government does either) so we didn't include it in our analysis.

4. PERCENTAGE OF 'INADEQUATE' ACADEMIES, FREE SCHOOLS, UTCs AND STUDIO SCHOOLS THAT ARE IN THIS CATEGORY FOR MORE THAN 18 MONTHS.

This is another difficult metric. First, the category is split into three subdivisions: converter academies, sponsored academies, and "free schools, UTCs and studio schools".

Also, two more pieces of information are given: the number of 'inadequate' schools in an area, and the percentage of those that are still 'inadequate' after 18 months.

The government says it uses the percentage as its key measure because it wants RSCs to ensure 'inadequate' schools turnaround quickly. But there's a problem – the more inadequates you get and turn around, the better you look, leaving something of an incentive to allow schools to slip into the bottom category in the first place.

For example, Clark/Carter had the best result, paring their percentage of 'inadequate' converter academies that were still 'inadequate' after 18 months down from 20 per cent to 13. But that was only because

the number of such schools leaped from five to eight; a quirk of the maths meant the one school still struggling after 18 months in both years was less significant in the overall statistics.

Post came bottom because 67 per cent of his 'inadequate' schools kept their ratings for 18 months, where in 2015 this happened for none. But this happened because he went from having no inadequates for over 18 months, to having two.

For the percentage of sponsored academies rated 'inadequate' for more than 18 months, Herrington was the top performer, reducing from 44 per cent (four schools) to zero.

By contrast, Coulson's percentage increased by 47 percentage points, with one extra sponsored academy holding an 'inadequate' rating for over 18 months.

For free schools, UTCs and studio schools Beer and Coulson did best, reducing their share holding an 'inadequate' rating for over 18 months by one each, or a respective decrease of 100 percentage points.

Renou had the opposite experience, increasing her share by one.

5. NUMBER AND PERCENTAGE OF ACADEMIES, FREE SCHOOLS, UTCs AND STUDIO SCHOOLS BELOW THE FLOOR OR OFSTED 'INADEQUATE' WITHIN FIRST THREE YEARS OF BEING OPEN

We gave six separate scores for this KPI, one for number and one for percentage in each for the three categories: "converter academies", "sponsored academies", and "free schools, UTCs and studio schools".

Bexon-Smith, Beer, Coulson and Post all managed to keep their percentage of below-floor converter academies the same between 2015 and 2016. Renou, Herrington, Carter/Clark and Patel each increased by one percentage point.

Looking at the raw numbers, Herrington came out best, increasing by just one. Patel did worst, increasing his share by nine.

For sponsored academies, Beer and Post each increased their share by one percentage point, while Renou was the worst performer, increasing hers by six percentage points.

In terms of raw numbers, Coulson did worst, with an extra 14 sponsored academies below the floor or rated 'inadequate' within the first three years of opening. Renou and Beer did best, with just an extra four each.

Renou fared worse for free schools, increasing her percentage below the floor or 'inadequate' by a huge 55 percentage points, or six more schools. Post was most successful increasing his percentage by only one percentage point.

Post and Herrington saw their numbers of free schools below the floor standard or inadequate in the first three years increase by just one school each between 2015 and 2016.

6. PERCENTAGE OF 'INADEQUATE' MAINTAINED SCHOOLS ISSUED WITH AN ACADEMY ORDER WITHIN THE AVERAGE TIME

Patel topped the ranks in this category, increasing his percentage by 29 points between September 2015 and April 2016. Post came bottom, with zero.

7. PERCENTAGE OF APPROVED SPONSORS THAT ARE ACTIVE IN THE REGION

For sponsors less than 12 months old, Coulson came out on top. He increased the percentage of approved sponsors active in his region by 31 percentage points. Renou's results were the worst, with the percentage of approved sponsors active in her region decreasing by 33 percentage points.

For sponsors more than 12 months old, overall performance was weak. The strongest RSC was Herrington, whose percentage of active sponsors more than a year old remained the same. The weakest was Coulson, who saw his percentage fall by five points.

8. NUMBER OF FREE SCHOOLS, UTCs AND STUDIO SCHOOLS OPEN IN THE REGION

Between September 2015 and August 2016, Post's region did the best for the number of free schools, UTCs and studio schools, with an increase of 15 new schools. Coulson did the worst, with only one new school opening.

9. NUMBER OF FREE SCHOOLS, UTC AND STUDIO SCHOOL APPLICATIONS APPROVED IN THE REGION

Finally, Coulson was the most successful in terms of the numbers of free school, UTC and studio school applications. The number of successful applications in the east of England and north-east London increased from two in wave 10 to 31 in wave 11. At the opposite end of the scale was Renou, whose number of approved free school, UTC or studio school applications increased by only three between waves 10 and 11, from just one to four.



RSC league tables

WHAT ELSE DID WE LEARN?

INACTIVE ACADEMY SPONSORS ON THE RISE

The number of academy sponsors not running any schools at all has grown from last year, according to the latest academies report.

More academy sponsors – companies or trusts with permission to take on new academies – were created in all but one region of the country in 2015-16, but not so many actually took new schools on, even though many of these trusts were handed cash to set up.

“Active” academy sponsors are those approved by the Department for Education as a sponsor and which run one or more open or planned-to-open academies, on top of their original founder school.

The percentage of “active” sponsors in a region is one of the performance indicators for school commissioners.

Four regions meanwhile saw their percentage of “inactive” academy sponsors increase – those which have been open for less than a year but which don’t run any academies: East Midlands and Humber, Lancashire and west Yorkshire, the north, and south London and the south-east.

The largest hike was in Janet Renou’s north region, where 72 per cent of the trusts that opened during this period failed to take on

any new schools at all.

For academy sponsors more than a year old, nearly every region saw its percentage of active sponsors fall. South London and the south-east, overseen by Dominic Herrington, was the only region which experienced no change.

The east of England and north-east London region, overseen by Tim Coulson, had the greatest rise in inactive sponsors open for more than 12 months.

Mary Bousted, the joint general secretary of the National Education Union, said the commissioners’ insistence on growing their numbers of academy sponsors without forcing them to adopt new schools, either because they are “unable or unwilling”, is “ineffective” and causes confusion.

A DfE spokesperson said that having more approved sponsors ensures more suitable matches are made between sponsors and schools.

“RSCs’ offices are working proactively with trusts who have the capacity and capability to



support underperforming schools, creating a pipeline of sponsors who can then be matched to schools as and when they need it,” she said.

Last year, Schools Week reported fears about the lack of decent sponsors, after eight schools set to become academies were discovered struggling to find a sponsor even though they were weeks from being forcibly converted.

These concerns re-emerged in April, when research by the National Foundation for Educational Research found that RSC regions in the north were only just managing to deliver enough sponsors. However, these latest figures suggest approved sponsors are available, but that they are not taking over the schools quickly, or at all.

NEXT YEAR, EVERYTHING WILL CHANGE...

Regional school commissioners were judged last year on a new metric: the proportion of multi-academy trusts which operated fewer than three schools.

This appears to mark a change in focus for the commissioners, who oversee the opening and closure of schools, moving them away from persuading individual schools to become academies and directing resources increasingly towards expansions.

The new criteria will be used to measure commissioner performance in the last academic year, 2016-17, and the results will be released next November.

In return, the government will no longer judge commissioners on the number of “active” sponsors in each region.

School improvement has also become a more important part of the new performance metrics, as commissioners will be responsible for the number and percentage of academies rated ‘good’ or ‘outstanding’ in their region. This is a move that may be contentious with Ofsted, which has previously warned against using grades as accountability measures.

Emma Knights, the chief executive of the National Governance Association, said the

2016-17 criteria for RSCs does not explain what good performance should look like, and fails to take into account the size of the schools a trust is managing. For example, the three schools could be large primaries, covering up to 5,000 pupils, or three small rural schools with fewer than 100 pupils overall.

“I don’t think there is a proven link yet between size and pupils’ outcomes,” she said. “Three significant secondary schools is a large establishment, but three minute rural primaries are not even as big as one urban secondary.”

She believes the focus on MAT size already seems outdated, but said the emphasis on school improvement is welcome.

This is not the first time the indicators have been changed since the RSCs started their work in 2014. Schools Week reported in

Him? He got the contract to drive schools to work together in larger chains.



January that the government had scrapped one of the original measures, which looked at how many schools in a region needed an academy trust.

Mary Bousted, the joint general secretary of the National Education Union, said changes to the performance indicators were “inevitable”, as the role of RSCs has

“completely changed” since its inception.

Transparency and accountability measures for the RSCs have been “forced”, she claimed.

“You get the sense that the performance measures have happened after the performance. That’s why they keep changing – they don’t actually know what they are meant to be measuring.”

BOOK NOW FOR

FREE

ENTRY



worldskillsuk
GO FURTHER, FASTER

JOIN THOUSANDS OF YOUNG PEOPLE PLANNING A BRIGHT FUTURE AT

THE SKILLS SHOW 2017

**16-18 NOVEMBER
NEC BIRMINGHAM**

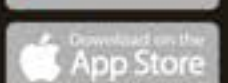
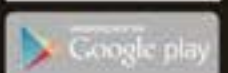
- Get involved with our Have a Go experiences
- See presentations from industry leaders
- Sign up for education, training, and live job vacancies
- See competitors battle it out in the WorldSkills UK Competitions National Finals.

#SKILLSSHOW17

🐦 📷 📺 📱 @worldskillsuk

worldskillsuk.org

DOWNLOAD THE FREE APP



Supported by



Department
for Education



EDITOR'S COMMENT

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

The No 1 Schools Detective Agency

Detectives are having a renaissance. If you haven't seen the overly dramatic posters for the new movie version of *Murder on the Orient Express*, you've probably saved yourself a migraine but missed out on a great game of "who is that guy?", as the film has a star-studded cast and the producers clearly wanted every last one in the advert.

In education, however, we are having our own Miss Marple moments, as old shibboleths are slowly dismantled by new evidence.

Take this week's page three, for example. The Education Endowment Foundation's study into "structured" observations found that training teachers in peer-to-peer observation and encouraging them to watch each other every two months doesn't seem to affect exam results.

This doesn't mean there aren't other positive effects. It could be that teachers enjoy the camaraderie of such an exercise, or maybe they get an elevated sense of learning, which aids retention.

Personally, when a school where I taught introduced this, I found it about as useful as a plastic knife on a school dinner jacket potato (you know what I mean). Trying to timetable the observations was painful: inevitably an unexpected school trip, or some

kind of exam, would ruin the whole thing, or otherwise I'd be called to deal with a year 11 who had discovered the joys of texting (again, you know what I mean). Obviously, it's great to be able to learn from colleagues – but when it becomes a formal pressure, then it can be counter-productive.

Speaking of which, here's another counter-intuitive idea I heard this week: the increased cash for schools during the New Labour years actually made teacher workload worse.

At a memorial lecture for Caroline Benn given earlier this week, Dr Becky Allen explained why she felt more money has meant more problems.

According to her thesis, when school budgets increased in the 2000s, school leaders spent it on more managers. Heads appointed more deputy and assistant heads, who then line-managed departments, who then line-managed seconds-in-charge, and so on. But managers need to justify their existence by managing. So what did they do?

At the same time as the cash flowed in, Ofsted shifted from longer inspections to shorter ones focused on data and "school improvement plans". Teachers were given 10 per cent of their timetable time "free" from teaching in

order to plan, mark and do anything else required.

All these factors combined to make managers start asking for more data. But the problem was that they didn't just ask for some things, they asked for everything.

Hence, Allen's analysis has found that teachers are now working an hour every day more than they were a decade ago. So while more money seems like a solution, it doesn't always work that way.

The global sleuths

Next week, to hunt out more findings, we are sending our senior reporter Alix Robertson and Tom Sherrington, a former headteacher and author, to the World Innovation Summit for Education in Qatar where researchers will show off their new findings.

This form of global sleuthing is a new venture for *Schools Week* as we've only looked at England's policies in the past. But the way schools work in other countries can help us see things in a new light. Hence, Tom and Alix are off to sniff out the best new ideas.

One promising paper on the agenda is about the increasing gender

achievement gap. We've known about it for ages in England. But it's also happening in parts of the Middle East, the Caribbean and the US. These regions have different school systems, different labour histories, and different cultural attitudes to work and education. Yet they are all seeing girls pulling away. Why? We'll have to find out!

Finally, I must clear something up.

In last week's editorial I was the first person in history to accuse the chief inspector, Amanda Spielman, of being slow. She's a woman so much in a rush that she was even born in the doorway of her parents' household. Yet, I had interpreted her saying that she had met the national schools commissioner "only yesterday" as meaning she had only met him for the first time, which that seemed slow, given the job started in January.

A rather gentle note from Ofsted on Friday put me right. It was a signal that in fact they meet a lot, to the extent that "they had met only yesterday!"

I stand corrected. Spielman continues at the same frenetic pace as ever.



TeachFirst

Be challenged every day!

We're seeking to recruit **Participant Development Leads** to support trainee teachers on our Leadership Development Programme.

If you're a qualified teacher with leadership experience, you could be right for the job. Your work will be fundamental to the success of our trainee teachers and you will help achieve our mission by preparing great teachers who will change lives within classrooms across the UK.

Nationwide salary: £40,070
(roles in London receive £3,000 London weighting allowance)

View the job description:
www.teachfirst.org.uk/careers/participant-development-lead



Teach First is a registered charity no. 1098294

Deputy Principal (Deputy CEO Designate)

Full Time Permanent Post
Salary Range £75,000 - £78,000



The College is seeking to appoint a leader who has energy, drive and enthusiasm to review, develop and continuously improve the outcomes for students through the enhancement of teaching, learning, assessment and effective performance management.

The post holder will act as the lead during Ofsted Inspection and will deputise for the Principal in her absence. They will have significant influence over the curriculum and leadership of the College and undertake project work relevant to the role.

This post will be of interest to senior leaders from Sixth Form Colleges, Schools/Academies or Further Education Colleges who are committed to supporting students to maximise their full potential. The successful applicant will be joining the College at a very exciting time as it moves from being a standalone Sixth Form College to an academy within the East Norfolk Multi Academy Trust.

Potential candidates may wish to have an informal discussion with the Principal, Dr Catherine Richards, and/or arrange a visit to the College.

The above vacancy closes at midday on 17 November 2017.
The assessment process will be held on 30 November 2017 & 1 December 2017.

Job description/person specification and details of how to apply can be downloaded from our website: www.eastnorfolk.ac.uk/jobs

Essential requirements

- Honours Degree (2:1 or above)
- Recognised teaching qualification
- Sound understanding of the Ofsted Common Inspection Framework in areas relating to teaching and learning, student outcomes and leadership and management
- Expert knowledge of teaching, learning and assessment
- Successful experience of leading, performance managing and empowering and developing staff in a Sixth Form College, High School or FE College
- High quality leadership and management skills
- Confident communicator with excellent numeric, verbal and written communication skills including ability to negotiate and influence successfully
- Autonomous leadership style with ability to make clear and transparent decisions and accountable for own decisions
- Able to create effective and collaborative relationships with professional association and trade union representatives.

EN is committed to safeguarding and promoting the safety and welfare of all our students. Applicants must be willing to undergo appropriate screening, including checks with past employers and enhanced DBS clearance.





Class Teacher

MPS/UPS (Fixed Term, approximately 8 months) January 2018;

Sun Academy is going from strength to strength. Taking pride in the achievement of every child, we are committed to providing a safe, friendly and fun learning environment, with pupils leaving us in Year 6 with the positive attitude and real-world skills to lead happy and successful lives.

Literacy, numeracy and a passion for learning are at the heart of everything we do, and you will make them central to your lesson plans. Setting the highest standards of behaviour and ensuring that each child participates to the full, you will assist us in delivering an inclusive education that maximises pupils' potential at all levels of ability.

As a qualified teacher with proven primary experience, you will be ready to hit the ground running and will make a lasting impression in your few months with us. In particular, you will assist us on our journey towards Outstanding as you maximise pupils' sense of self-worth and enthuse your colleagues with your creative and

innovative approach to teaching. Prove you have what it takes and other temporary or permanent opportunities may become available across the Trust's network of 23 schools.

For an informal chat or to arrange a visit, please contact Mrs Caisley on 01782 973855

To apply now, please visit www.academytransformationtrust.co.uk/vacancies and complete the online form.

Closing date: Midday, Friday 17 th November 2017
Interview date: Friday 24 th November 2017

Academy Transformation Trust is committed to safeguarding and promoting the welfare of children and the successful applicant must undertake an enhanced DBS disclosure and reference checks.



TRIBAL

International School Inspection Opportunities, UAE

Competitive Salary Offered

Tribal are currently recruiting for current or former inspectors to work for us, on a freelance basis, on a new and exciting inspection contract in the United Arab Emirates. Inspections and Evaluations usually take place within a 6 to 7 week window in each semester.

We are looking for people who are available from October 2017 onwards and who have experience of leading inspections. In addition, we are particularly looking for current or former inspectors who have subject specialisms in English, Maths or Science.

We offer a generous daily rate as well as flights, international transport and hotel accommodation with breakfast and laundry. Typically, we look for people to be deployed for periods of 3 weeks or more at a time. Contract specific training will be given prior to deployment.

Are you a qualified and experienced inspector who is looking for a new professional challenge and the opportunity to work internationally?

If you feel that you fit this set of criteria and are interested in working in the UAE for short blocks of time, please submit a current CV and brief covering email to recruitmentUAE@tribalgroup.com



TEACHERS



HART
LEARNING GROUP

WE THINK TEACHING IS ONE OF THE MOST IMPORTANT AND FULFILLING JOBS IN THE WORLD – HELPING PEOPLE REALISE THEIR POTENTIAL AND BUILD A LIFE FOR THEMSELVES; HELPING BUSINESSES TO IMPROVE AND GROW; AND HELPING TO BUILD STRONG, VIBRANT, COMMUNITIES. IF YOU SHARE OUR PASSION, WE WANT TO HEAR FROM YOU.

The Hart Learning Group currently includes: North Hertfordshire College, a further education college with over 3,000 full time students in the full range of sector areas; the Hart Schools Trust, a burgeoning multi-academy trust which supports primary and secondary schools in Stevenage; and Hart Learning & Development, a progressive, national learning and development business that helps business clients of all sizes to engage with emerging talent through apprenticeships and other training.

We have a number of teaching and support vacancies across the Group including maths and English lecturers, engineering and welding lecturers, business lecturers, and employability tutors.

Call us on **01462 424242** for a chat, or visit hartlearninggroup.co.uk/work-for-us to see all of our vacancies and to apply.

Subject Leader of Maths



David Ross Education Trust
Broadening Horizons

Location: Spilsby, Lincolnshire

The David Ross Education Trust is now recruiting for a Subject Leader for Maths. This role at King Edward VI Academy could be the ideal next step in your career.

If you are ambitious, inspirational, creative, open-minded, and want to be part of our success then we want to hear from you.

Giving our young people access to a world-class education and enrichment experiences is what drives us. Our students benefit from a wealth of opportunities to develop, learn and lead. From the classroom, to cultural visits, sports, music and arts and engaging with our local communities, the rich and varied experiences we create help fuel ambition and unlock potential. The education and experiences equips our young people with the leadership skills, team spirit, resilience and confidence to become outstanding citizens.

About the role

- To be responsible for leading the subject of Maths across all Key Stages.
- 32.5 hours per week, 39 weeks of the year
- Permanent vacancy

Salary & Benefits

- Main pay scale (dependant on experience) plus TLR1a
- Access to Teachers Pension Scheme.

Who we are looking for

- Qualified Teacher Status, including NQT
- Evidence of recent professional development or in-service training
- Degree or equivalent professional qualification
- The implications of academy status
- Maintaining a high standard of teaching and learning
- Enable students to achieve high expectations through good

- quality teaching and learning
- Inspire students to have high aspirations and achieve their full potential
- Build and maintain relationships with staff, governors, parents, students and the community
- Inspire, motivate, challenge and empower others
- Build and manage effective team(s)
- Demonstrate commitment, enthusiasm and motivation

About The David Ross Education Trust

The David Ross Education Trust (DRET) has grown to a network of 33 academies, incorporating primary, secondary and grammar, and special schools. We employ over 2000 people with the primary focus of raising the standards of education for 13,000 young people. Whatever your role, you should know you are contributing to achieving our vision of inspiring the next generation of young people to be the best they can in whatever they choose. Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment, including events such as the DRET Spring, Summer and Winter Cups, Music Cup, volunteering trips abroad, and regular trips/visits throughout the year.

We are incredibly lucky to be able to work alongside outstanding organisations and individuals who are happy to share their expertise and skills in supporting the David Ross Foundation's vision to give children better life chances through access to the best education and support we can give them.

While each academy is unique, we share common goals, aspirations, values and methods that enable us to work collaboratively and collectively to achieve our mission. We operate regional hubs, whereby academies work with other schools who are part of the Trust so we can share skills and knowledge, allowing them to benefit and learn from each other. We offer high quality programmes for CPD and Leadership Development delivered through our Teaching School Alliance to support our practitioners to deliver high quality teaching and learning across our academies.

Apply now

To apply for the position, please submit your CV and covering letter to jobs@dret.co.uk by **11th December 2017**

READERS' REPLY



EMAIL



TWEET



FACEBOOK



WEBSITE

Why is the DfE still sitting on its grammars consultation response?

**Jo Bartley, Kent**

The delay with the grammar school consultation response is unacceptable. More than 10% of secondary pupils are directly affected by selection, and this consultation reviewed existing grammar schools. In 12 local authorities a quarter or more of secondary school pupils attend grammars and in another 26 there is partial selection. Thousands of children live in areas that have effectively had no review of their education system since the 1950s.

The DfE seems to love testing and statistics, yet they completely ignore the problems of the secretive 11-plus. This means we have unscrutinised tests put together by teachers, reports that 11-plus questions cover subjects that aren't on the year 5 curriculum, and the OSA saying grammar school tests are "probably fair" but only because they've seen no research about test tutoring. The DfE don't even take the simple step of demanding 11-plus results are linked to pupil data. This means we get no reporting of fair access stats, and no one ever has to prove their 11-plus can predict future academic potential. New grammar schools are clearly a bad idea, and this means old grammar schools are a problem.

Teaching assistants allowed to gain QTS through assessment-only route

**Joe Knight-Ford**

As a teacher I love my TAs and would bend over backwards to support them and importantly learn from their skills. I am so sick of QTS being the only indicator of experience. TAs are gold dust.

Autism free schools eclipse other SEND provision

**Jen Leavesley // @leoniedelt**

Maybe that's because it's the most pressing need? "Too much focus" ?

Academy slammed for 'stage, not age' curriculum

**Seb Fuller**

Superficially it looks like the US model with a bit of Montessori thrown in. I suspect they should not be experimenting on new curriculum concepts straight off the back of a bad run of safeguarding, employment and fiscal audits.

Agnew: 'MATs should have between 12 and 20 schools'

**John Rendel // @john_rendel**

Based on what? Does the data show a correlation between size and performance?

Ray Penzance // @PenzanceRay

Some need to run the academies they already have efficiently first. Any with one in special measures should not be allowed to expand.

Jacqui Burke // @jacquiburkefp

Surely depends on the size of schools. 12 large secondary schools is a very different mix from 12 small primaries – 20,000 pupils versus a couple of thousand.

Government 'developing fundamental British values curriculum'

**Chris Sainsbury // @chrissainsbury3**

Not sure British values is aspirational enough.

**Janet Downs, Bourne**

What evidence is there that "the chronological teaching of British history can help 'foster integration'"? British history is important but why should it be taught chronologically? This seems a throwback to Gove's ideas about how history should be taught based on no evidence whatsoever.

Cognitive science needs fair scepticism

**Nicole Brown // @cprsmum**

I remember a conference on "Brain Based Learning". I was virtually thrown out for pointing out the emperor had no clothes...

How to test interventions in your own classroom

**Ian Taylor, Bristol**

Imagine GPs thinking they should engage in medical research. Would you take the tablets because a GP somewhere had done some personal experimental research on a new medicine using a few of their own patients? Why do teachers think they are capable of doing meaningful educational research when even the professionals are pretty hopeless? The fact teachers think their own research will be valid in other contexts is quite worrying. By all means try something new, but don't call it research.

Teaching assistants allowed to gain QTS through assessment-only route

REPLY OF THE WEEK

**'Tree Booth'**

I smell a certain amount of hypocrisy here. TAs have been poorly deployed for many years, with no prior sight of planning and expected to produce miracles, despite arriving in classrooms with no info/prep from teacher colleagues. Legions of TAs cover classes every day despite their shocking levels of pay and sometimes temporary contracts because they're cheaper than supply. We nearly got our own Standards and National College – which would have had a profound impact on our practice, pay and status – until the government whipped the rug from underneath us.

We are told regularly that we are an ineffective "Mum's army" despite the fact that the education system would grind to a halt if we all walked out next week. I know HLTAs who teach classes day in day out, know the curricula of all year groups, mark more books than any teacher, have the confidence of the children, their colleagues and SLT yet don't enjoy the pay, pension, insurance and T&Cs that teachers do. Let's stop the TA bashing. Train and pay us properly for what we do.

DO YOU HAVE A STORY?

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

news@schoolsweek.co.uk
020 3051 4287

REPLY OF THE WEEK
RECEIVES A SCHOOLS
WEEK MUG!



PROFILE



DAISY CHRISTODOULOU

LAURA MCINERNEY
@MISS_MCINERNEY

Daisy Christodoulou, director of education at No More Marking

The Charles Dickens Museum café is a pertinent location to meet Daisy Christodoulou, the author of the enduringly popular *Seven Myths of Education*, as there's something about her that feels as if she's sprung from a Dickens novel.

Born in Whitechapel in east London during the recessions of the 1980s, her parents worked on her grandparents' market stall, which for half a century sold handkerchiefs, until Kleenex and Sunday trading laws wiped them out.

Thankfully her dad – whose parents were Cypriot immigrants shortly before the second world war – could work as a "sparkie", though he had to go back to college in the 90s to get his electrician's qualifications, having traded without them. Her mother was a hairdresser, and later a counsellor – gaining a master's degree from the University of Greenwich.

"So when people ask were you the first person in your family to go to university," she laughs, "I wasn't!"

Raised on a classic inner-city housing estate, Christodoulou's accent sounds at any moment like it might invite you to Albert Square for a few pints at the Old Vic.

But after snaffling one of the final free places at a top London private school during the penultimate year of assisted places, Christodoulou went on to become a champion of *University Challenge* – winning more points than her three team mates combined and romping Warwick University home to its first ever win in the show's 45-year history.

Her myths book followed a similarly successful trajectory. Originally released as an e-book it was later picked up by Routledge, and still sits amid best-selling education text charts. It began a knowledge revolution in schools. Rarely does a Nick Gibb speech go by without the minister mentioning her work and the Conservative manifesto at the election this year pledged to develop more "knowledge-based" curriculum resources.

Did she expect the book to lead to such great things?

Christodoulou chortles, as we down tea and cakes in the garden of the museum, where she is now trustee.

"That was a surprise! I knew it would be controversial but not that it would be read by so many people."

Her first inkling it might be taken seriously was after a day at the cricket, when she came home to find that the American academic ED Hirsch, had written a positive review.

"When I was writing the book I was thinking 'who will ever read this?' It was just me pulling out a bunch of Ofsted reports. I was thinking 'what am I doing with my time?' But relatively soon after it came out, ED Hirsch wrote a very nice review of it and I thought 'that is a big deal.'"

At the time she took flak from opponents to her arguments. Social media commentators particularly criticised her for being young (she was 26) and, incorrectly, for lacking teaching experience (she had taught for four years at the time).

"That's life," she says. "No one is going to agree with everything. You roll with it."

Was that easy to do?

"I suppose, I would never say that it's easy. But the things that can annoy you, and did in my teenage



Daisy with her grandparents



Daisy in her younger days



Daisy with her Mum after they finished a 5k race together

"WHEN I WAS WRITING IT, I WAS THINKING 'WHO WILL EVER READ THIS?'"

years – that you are a woman, that you are young, from a working-class background – you can get bitter that you're not taken as seriously as others but that's not helpful. It's not good for your soul, as my mother would say."

She laughs, and points out that she still lives near her parents, who always help keep things in perspective. One of her cousins recently spent years passing his black cab knowledge test only to find tech-company Uber spring up to ruin his career.

"That's London for you!" she says.

It's also a tale about the advance of technology and how it changes the workplace, something Christodoulou is looking at in her new role at No More Marking, a company helping schools harness the power of comparative judgment.

In the Dickens museum garden, she pulls out a MacBook and, within minutes, is balancing it on my lap, revealing a split screen showing two pieces of year 4 writing. Pupils were asked to write to the local council with their views about a festival taking place on a nearby common. My task is simple: I must select the better piece of writing.

"Just pick the one you think is best," she says.

Sometimes I struggle, but I can always pick one or other piece. Though, for some reason, I keep explaining my answers out loud: "I think this one is using more interesting words, but doesn't make sense, whereas this one has a better structure – and I think that matters more?"

The whole thing feels weird. I find myself making judgments within a few paragraphs of work, and deciding more quickly than feels right. Is that normal?

"The thing is," she says, "we think that when we mark work that we are looking at all the criteria. But a lot of the literature says that what we really do is make an implicit judgment and then we spend time trying to justify that."

That chatter where I'm convincing her my choices are correct? Really, that's me convincing myself.

Once the scores are in, Christodoulou shows how the papers are ranked, adding my scores to hundreds of others. If I had completed a few more, the programme would show how similarly I had marked compared to others teachers (thankfully we are running out of time and my blushes are spared).

The process is eerily brilliant. Which is exactly how Christodoulou felt when she first saw it. After her initial years teaching in south-west London, she became a specialist in teaching sixth-formers but eventually felt the role came too late in children's education to make as much difference as in earlier year groups.

She moved to Pimlico Academy, and then on to Ark, where she oversaw curriculum for several years.

"I would speak to heads about the new primary tests and they would tell me reading was no problem, but they didn't know how to assess writing."

As a member of the commission that oversaw the scrapping of assessment levels, she was dismayed the new tests had brought them back but in an even worse format, which required teachers to moderate pupil essays.

"I was tearing my hair out trying to come up with a solution of how to do it effectively," she recalls. "When I saw it, I couldn't believe my eyes!"

During normal moderation, teachers spend hours looking at marked scripts and deciding if the scores are fair. Anyone identified as an over-generous marker can have their entire class's scores marked down.

"The problem of moderation is that people will die in a ditch for one kid to get a certain grade and then another will accuse them of having low standards and it can all get quite personal," she says.

"Moderation also relies on personal authority – who is the most senior person? It becomes about 'if this teacher lets me have this, I will let him have that'.

"I am not being cynical. The literature on marking

PROFILE DAISY CHRISTODOULOU



"COMPARATIVE JUDGEMENT IS A MACHINE FOR MAKING TACIT KNOWLEDGE EXPLICIT"

reinforces this view. The number of biases that we have when it comes to marking is enormous. With this system, we sat in silence for 30 minutes, judged the work, and we all agreed.

"Or, as one colleague said, 'with normal moderation, you do it for six hours, see a handful of scripts and you leave angry with each other. This way, you don't speak, you all agree after 30 minutes and then you can go to the pub.'"

The maths behind the system is not new. Louis Thurstone discovered the principle of comparative judgement in the 1920s, on the grounds that if you ask a person to guess how tall someone else is, they are unlikely to get it right. But if you ask which person is taller, the likelihood of a correct answer is virtually 100 per cent.

A mathematical process converts these comparisons into a rank. In the case of tall people you can use the comparisons to eventually rank everyone in height order, even though not everyone has been compared to everyone else.

Calculating the ranks was a lengthy process when done by hand but as computers advanced the promise of comparative judgement increased such that, by 2004, academics at Goldsmiths University in London were using it to judge design and technology portfolios – a notoriously hard endeavour.

"Comparative judgement is basically a machine for making tacit knowledge explicit," explains Christodoulou. "Everyone knows something is brilliant, but you might not know why. Now, we have a way of quantifying that."

But isn't the quality of writing or a piece of design a subjective thing?

"Yes, but it's a subjective thing that hundreds of people agree on."

The inter-rater reliability of the No More Marking method is an impressive 0.9. Even a 0.8 is considered high in psychometrics.

Another benefit of the system is that it highlights "edge cases".

At one point during my marking, a piece

completely throws me. "This kid should be a journalist," I suggest. The writing is entertaining and snazzy, it hooks me with an exciting introduction and is written in fun, easy-to-read English, all my favourite things. But it's supposed to be a formal letter to the local council. Is it a good piece of writing for that?

The piece is divisive, she says. Some people score it highly, loving the playful language. Others are put off by its perceived inappropriateness. By flagging such papers, moderators can then hammer out their score in the old-fashioned way and examiners can make their mark schemes clearer.

The potential of comparative judgement is huge and it's clear why Christodoulou wants to develop it. But there's one puzzle that still isn't clear. Did she only apply to Warwick, or was there an Oxbridge application too? She confesses she applied to Oxford's Merton College but didn't get a place offer.

What happened, a disastrous interview?

"I didn't think so," she says, "but maybe they thought it was!"

When she beat Oxford's colleges on *University Challenge* was she secretly pleased she'd proven them all wrong? A very genuine laugh rings around the museum.

"Not at all. I had a good time at Warwick."

Really? Not even a little tinge of happy revenge?

She laughs again.

"Okay, maybe my parents thought that on occasion. My mum definitely said it once or twice." Thereby neatly proving that every Dickensian hero also has a great supportive cast.

IT'S A PERSONAL THING

What's your favourite book, and why?

Great Expectations by Charles Dickens. It has everything: a great plot, lots of humour, and it's deeply moving. It's also a book I've got different things from at different times of my life.

What is a memorable phone call you received?

Probably the one telling me where I would teach on Teach First. Before I got the call I had no idea where in London I'd be teaching and I can remember googling the school whilst on the phone to find out where I would be working.

What is your morning routine?

I always have porridge for breakfast, and I try to do some exercise in the morning as well.

If you were invisible for a day what would you do?

Eavesdrop on the England cricket management team and find out what they are planning to do about Ben Stokes.

Growing up, other than education, what job did you think you would do?

I wanted to be a professional footballer.

SSAT National Conference 2017

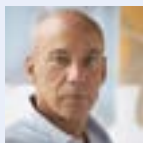
ILLUMINATING LEARNING

30 November - 1 December Manchester

How do you know you're really making an impact?

The *SSAT National Conference 2017: Illuminating learning* will shine a light on what happens in our classrooms. Find out how school leaders can be truly evidence-informed, how a culture of evidence and research can be embedded, and examine the implications of the latest research.

Hear from a range of engaging main stage speakers including:



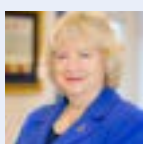
The formidable **Professor Paul A. Kirschner** debunking the myths and perceived orthodoxies that persist in education



Renowned neuropsychology expert **Dr Ashok Jansari** examining memory, executive functions, and young peoples' brain development



Professor Phil Scraton, who led the research for the recent enquiry into the Hillsborough disaster, exploring how he went about uncovering decades-old evidence and why



The new chief executive of the College of Teaching, former headteacher **Dame Alison Peacock**, considering how we can build a truly evidence-informed profession



CEO of the City of London Academies Trust **Mark Emmerson** looking at the concept of marginal gains in education.

PLUS

WORKSHOPS AND SEMINARS

A range of school-led 45 minute workshops and 7 minute rapid fire sessions focusing on how you can build a culture of evidence engagement and action-research, how leaders are changing school practices, and innovative solutions to help students.

BRING YOUR SCHOOL BUSINESS MANAGER

Book your two-day conference pass and bring your business manager to attend their own tailored speaker strand on the second day of the conference at no additional cost.

SPLIT YOUR PASS

Split your two-day conference pass between two of your school's leadership team, and attend one day each.

GALA DINNER

Join us for a drinks reception, three course meal, and keynote speech from **Rt. Hon. David Laws**, former MP and Executive Chairman, Education Policy Institute.



SSAT MEMBERSHIP PASSES AND DISCOUNTS

SSAT Secondary Network full members are entitled to one place as part of their membership, and discounted additional places. Other SSAT network members can book discounted places, and non-member places are also available.

VISIT SSATUK.CO.UK/NC17 TO FIND OUT MORE AND BOOK YOUR PLACES



RUSSELL HOLLAND

Barrister in the education team,
Michelmores law firm

Does competition law apply to academy trusts?

As multi-academy trusts come to dominate in so many areas, concerns are raised about unfair competition and less choice for parents. But the mechanism for challenging a MAT's dominance is not at all clear, as education law expert Russell Holland explains

The Competition and Markets Authority (CMA) was established in 2014 to combine the functions of the former Competition Commission and Office of Fair Trading. It is most likely to feature in the news for its work in commercial areas, and you might recently have seen its work on the proposed merger of Fox and Sky News.

At first sight it may not seem to have much to do with education. However, back in 2015, the CMA did write an official letter to schools about school uniforms. It pointed out that some schools' uniforms policy, in which parents could see bills of hundreds of pounds, could be in breach of competition law, and reminded leaders and their suppliers of its power to issue fines or make directions about anti-competitive behaviour.

MATs combine aspects both of private and public organisations and pose interesting legal issues

Legally speaking, multi-academy trusts (MATs) have an unusual status. They combine aspects both of private and public organisations and pose interesting legal issues. An MAT is a private company and must comply with company law, but they are also an exempt charity, so charity law also affects them.

They have a master funding agreement with the education secretary, but also individual supplemental funding agreements for each of their schools. These funding agreements are drafted as contracts,

and elements of the agreement require academies to comply with statute law which would not otherwise apply to an academy.

They are regulated by the Department for Education through the Education and Skills Funding Agency. If they want to expand, then some powers are exercised by the education secretary, through the Regional Schools Commissioner (RSC) and the Head Teacher Board (HTB). So, MATs are subject to both private and public legal challenges and are regulated by both contract/regulatory powers. They do not therefore neatly fit any one legal category.

So, if someone has concerns that a MAT has a dominant role in a particular area, what can they do?

The starting point would be to look to the DfE's decisions which have come through the RSC and the HTB. These could be challenged with a judicial review, an instrument through which a High Court judge is asked to determine whether a public body has acted unlawfully and outside its powers or otherwise in a way that is unreasonable or irrational. This is a matter for principles of public law rather than competition law, and interestingly, there is currently no case law in this area.

Given that there is limited guidance on the way in which decisions by the RSC/HTB are reached at present, you would have to base your argument that a MAT is dominating its local area more on educational standards rather than competition law.

In order for the CMA to exercise its powers of competition law, it would first need to determine that a MAT was a business undertaking economic activities in a relevant market. Further technical legal points arise when making an assessment about whether or not there is dominance in this market, or abuse. It is difficult to see how such arguments could be made successfully in respect of a MAT's expansion.

Given the government's continued drive towards academisation and free schools, it is likely that there will continue to be considerable debate about the growth of MATs and the way in which they are regulated. From a legal perspective, such concerns are likely to be addressed primarily through policy reform, using the principles of public law rather than competition law.



DR SAMINA KHAN

Director of undergraduate
admissions, Oxford

One way teachers can help minorities get into Oxford

One in three Oxford colleges admitted no black British students in 2015. Samina Khan explains how teachers can make a difference

Oxford University recently received a letter from over 100 MPs urging us to do more to admit more students from disadvantaged backgrounds. We know we need to move faster in diversifying and we're already reaching out to underrepresented groups.

Oxford has dedicated programmes across the country, and projects working specifically with BAME communities who do not apply in the numbers we would like. For instance, projects with the African and Caribbean Society attracted over 200 black state school students (and grime artist Stormzy). We want to find the best students from all backgrounds.

There are several challenges, including the unacceptable attainment gaps between pupils from disadvantaged backgrounds and their better-off peers, between different ethnic groups, and between different parts of the UK. David Lammy MP argues that Oxford and Cambridge make so many more offers to students in the south-east than the north-east. But the disparities in our education system are well established long before students start their UCAS applications: more pupils in Buckinghamshire achieved three As at A-level last year than in the whole of the north-east.

Attainment differences certainly aren't the fault of teachers. The national situation is complicated by social and regional disparities beyond even the considerable power of teachers – or universities – to solve. Ultimately, though, we aren't looking to expand our pool of applicants by reducing our grade requirements: we want to expand the pool by helping more students achieve the grades. I would like to write a personalised letter, as has been suggested, to all the best-performing students in the country, but the Data Protection Act means that I don't have access to this data.

One way of doing this is by offering support to teachers. As a former teacher myself, I'm only too aware of the pressure you are under to inspire every student to achieve their potential. Often, universities like Oxford only reach young people when they start thinking about their next steps after school, but we understand the need to intervene earlier. We've recently launched an innovative new approach to reach young people with potential, and to support teachers in supporting them.

We believe this new initiative can offer a more level playing field for intellectual curiosity. Oxplore is our first digital outreach portal, a website built with extensive feedback from underrepresented groups.

It poses "big questions" suggested by young people, which offer interdisciplinary approaches to topical debates couched to engage those from year 7 right through to year 13. Questions range from "could there be real-life X-Men?" to "does fake news matter?" They're designed to stimulate curiosity about the world, and the academic approaches to it through the wide range of subjects available at a university like Oxford.

“Ultimately, we aren't looking to expand our pool of applicants by reducing our grade requirements

We've also incorporated features like voting, commenting, and the facility to submit questions to the site. All this sits alongside a programme of online interactive events; our next one, in December, looks at whether money can buy happiness.

Oxplore has already been well received by teachers, and many are using it as an out-of-the-box activity to support their most able students, or encouraging them to access it in their free time. At Burton Borough School, they've used it as the basis for a philosopher's tea party, while Southborough High School has set up a lunchtime Oxplore club. Other teachers are using it in debate clubs as extension activities for talented pupils, and in form time on tablets or PCs. We're reassured that the boundless energy and creativity of teachers can help young people to make the most of this flexible tool.

We originally want Oxplore to be accessed outside school, but we've been so inspired by the impact teachers have had, that the team will soon be developing a digital resource specifically for them.

The X-Men's Professor X is a famous fictional Oxford alumnus, but you don't need superpowers to get in. Exploring whether there could be real-life X-Men (or any of our other big questions) could offer your students super-curricular powers.

Why is the government spending so much on T-levels when a world-class programme that combines academic and vocational study already exists, asks Paul Luxmoore

I don't really understand T-levels. This is either because I'm a bit dumb and slow, or because, as the executive head of a predominantly secondary MAT, I've been led to believe that T-levels are designed for FE colleges, and are therefore not for my pupils.

I get the intention, however. T-levels are supposed to be academically tough vocational courses, because we need to improve the status of vocational study. Academically able students are channelled into A-levels, which limit their choices and their styles of learning, and are designed to provide access to higher education. Those who cannot access A-levels are put onto vocational courses, which are perceived as having a lesser status. Anyone with half a brain recognises that this is a pretty stupid national system.

But will we be able to persuade students who are capable of coping with the academic demands of T-levels to undertake courses that are vocational? And – if T-levels are restricted to FE colleges, will secondaries not promote them because they don't want to lose the students who would otherwise be capable of taking A-levels?

Furthermore, for T-levels to succeed, the country will need to change its prejudiced view of "work-related" learning. In a nutshell, the middle classes will need to be persuaded to dump their obsession with A-levels.



PAUL LUXMOORE

Executive headteacher,
Coastal Academies Trust

Why design T-levels when equivalent already exists

The four secondaries in my trust in Kent are International Baccalaureate World Schools. One offers both the IB diploma programme (the one that most people have heard about) and the IB careers-related programme (IBCP). The other three just offer the IBCP. In fact, 27 secondary schools in Kent offer the IBCP – the biggest concentration in the world!

Kent isn't just the garden of England; it contains some of the most deprived coastal areas in the country, including Thanet, where we're based, as well as some very wealthy commuter areas. But there's clearly something about the IBCP that they all like.

The IBCP is the only educational programme that already combines vocational with academic learning. It is a clever blend of pre-existing courses: BTECS and the IB. It is brilliant in its simplicity and entirely flexible in its structure.

The IBCP requires a student to study any recognised vocational course at

whatever level is deemed appropriate. Work experience is not required, but depends on the requirements of the course. Students are required to study at least two academic subjects, but at whatever level is deemed appropriate, higher or standard.

They must also study the IBCP core, which is where it gets particularly interesting.

The core includes developing personal and professional skills, particularly related to work. Students typically keep a journal that enables them to reflect on their own learning and personal development.

It includes service learning, where students must apply their knowledge and skills to meeting a community need. This provides opportunities to work together in teams. It also requires students to complete a reflective project: an in-depth piece of researched work, based on an ethical issue that links their vocational and academic courses.

Finally, students must study a language,

usually a foreign language, although it does not have to be examined; internationalism is still fundamental to the IB.

“In a nutshell, the middle classes will need to be persuaded to dump their obsession with A-levels

While the IBDP is a more expensive programme, the IBCP is no more expensive than any other post-16 offer.

We have found the IBCP changes our students' lives, because instead of limiting their options, it is designed to keep their options open, both in terms of destination – work, apprenticeships or university – and how they learn. It is designed to develop skills and, through the IB learner profile, qualities.

Most importantly, it changes the restrictive paradigm we have imposed for generations, because it gives academic validity to vocational study and vocational validity to academic study.

I hope that T-levels are a success, but I worry they may fail. I am consoled, however, because we already offer what they are intended to provide.

Investigative, informative and intelligent award winning journalism for the schools and education sector.

YOUR ACCESS TO AWARD-WINNING INVESTIGATIVE EDUCATION JOURNALISM FROM AS LITTLE AS 80P A WEEK.

PRINT AND DIGITAL £60
DIGITAL ONLY £40

AVAILABLE ON:



Visit schoolsweek.co.uk/subscribe or email subscriptions@schoolsweek.co.uk

SCHOOLSWEET

REVIEWS

TOP BLOGS OF THE WEEK

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



Our blog reviewer of the week is Jill Berry, a former head, now educational consultant, author and Twitter addict @jillberry102

What is a Tweacher? @sputniksteve

This blogger's Twitter page includes the phrase "blog like you're Foucault", and in this post he describes a section of his doctoral thesis where he examines how contributors to educational Twitter debates construct their online identities "through a Foucauldian lens". I find Steve's deliberations considerably more accessible and illuminating than I ever found Foucault's.

He explores here the connection, or tension, between the content of the conversations and the contributors' relationships between and opinions of one-another. "Daily on #EduTwitter, the what-said is overshadowed by responses that focus upon, or are influenced by feelings towards, the who-said," he writes. "We all play games of identity construction and identity presentation on Twitter," he concludes. I found this fascinating.

Mark my words @ASTsupportAali

Amjad Ali now works four days a week as a senior leader at the new Aureus School in Oxfordshire, where, as he says, "we have the challenge and privilege of establishing principles and ideologies that are not engrained, burdened and flawed by years of 'that's how it has always been done'."

On the fifth day of each week he works as a trainer (a great example of flexible working), an additional opportunity to reflect on what we do in schools, why we do it that way, and how we could perhaps do it better.

Here he considers the subject of marking and feedback, and in a comprehensive post he reviews much of the discussion about the purpose and potential strength of feedback to students, alongside the traps we can fall into – particularly if leaders use marking as

an accountability mechanism to check up on staff.

We have to give careful consideration to how feedback benefits learners and supports progress, or we are wasting valuable and pressured teacher time. He warns against the conclusion that no marking or less marking is automatically the answer, however, and suggests practical examples and useful references to help us to improve our feedback policy and practice.

On teaching apprenticeships @debrakidd

The issue of whether teaching should be a graduate profession is now being debated in relation to the introduction of teaching apprenticeships. Debra Kidd reflects on her years as an undergraduate and how she believes the experience supported and enriched her experience as a teacher. She concludes that without her university years away from home, "I'm not sure I'd have been in a position to offer to my students the world view that I now have. I'm not sure I'd have been me." So much of what Debra says here resonated with me.

My #WomenEd pledge @MissHGregory

At the end of the latest #WomenEd national unconference in Sheffield at the end of September, delegates were encouraged to make a personal pledge which would support and strengthen them as they continued on their journey – facing profession challenges and personal ones. Hannah Gregory writes powerfully here, for the newly established #WomenEd blog, about her determination, as she begins her maternity leave, to make the most of her time and "to learn, to develop, to try new things." Good advice for us all.

I am the weekend @Beta_Teacher

Finally, I love Craig Ennew's writing, which is lyrical and evocative – and certainly distinctive when compared with many of the education blogs I read. This post resurfaced through Twitter recently and had such an impact that I wanted to share it.

Craig explores the idea of the weekend – how we use it and what it means to us, and how the experiences of some of our students may be very different. Similarly, he touches on teachers' experiences of the week which follows, set against the safety and security that the school week may represent for some students. It is sharply observed and poignant, and made me reflect on the teacher's perspective but also on the lived reality of many of the learners in our schools. Enjoy the weekend ahead.

BOOK REVIEW

The conservative case for education

By Nicholas Tate

Published by: Routledge

Reviewed by Michael Merrick



As a (small-c) conservative in education, allies are few and far between, and you cling to them where you find them. Those bold enough to enunciate the conservative vision are rarer still, so I wanted to love this book.

Tate sets himself a difficult task, presenting a case for a philosophy (a disposition?) that's already so resilient to description, in the context of an educational culture in which it has been almost entirely vanquished.

It is this difficulty which causes him to reframe the debate under the book's subtitle, 'Against the current'. Accordingly, he offers up the *pensée unique* – meaning the contemporary, progressive, mindset that's currently dominant in the academy and which, like all group-think, is "defended with self-righteous fervour and maintained regardless of the evidence" – as the hinge around which his thesis proceeds.

With this, Tate manufactures coherence using a selection of writers – Eliot, Oakeshott, Arendt, Hirsch – who might otherwise be considered odd bedfellows. What unites these thinkers is not conservatism, but their ability to provide an intellectual reactive against this *pensée unique*, a commonality that gives us an important early glimpse at Tate's real intention in writing this book.

Eliot receives the bulk of the attention, as Tate builds a jigsaw of juxtapositions against dominant presumptions, including the thorny issue of what education should look like in a "plurally monocultural" society. This includes a consideration of faith schools from which I find myself most distant, and where he admits his argument is "un-conservative", even if one suspects it is not with Christian schools per se where his anxieties lie.

Oakeshott is also afforded substantial consideration, and Tate's teasing out of the notion of *scholē* is genuinely insightful. Through both thinkers, we

also see a refreshing critical inspection of the principle of utility (for Oakeshott, "socialisation"), and its close kin, social mobility (for Eliot "getting on").

Arendt and Hirsch receive a more cursory treatment, each parsed for the contributions they might make to the case against *pensée unique*; Arendt in her essay 'The Crisis in Education', and Hirsch in his reclamation of the knowledge agenda, each overlapping with conservative

anxieties on concepts such as hierarchy, authority and cultural transmission. Tate also regularly brings to light the work of various French thinkers, a real treat, and his careful research provides a feast of references and recommendations for further reading.

There remains, however, an underlying tension; Tate's evident irritation with the direction of contemporary thinking, indeed culture, seems to hang over his work.

There is nothing wrong with this, and as Chesterton reminds us, "he is a very shallow critic who cannot see an eternal rebel in the heart of a conservative". But the rebel must also be a romantic, and have a cause to sell. It is here that Tate risks reaffirming the caricatures of the conservative mindset – that it knows what it is against more than it knows what it is for.


This is not to say there is nothing of the beauty, of the intellectually compelling case for conservatism present, but one has to work too hard to piece it together from a book that ought to have done precisely this work for you.

This is perhaps best summed up in the closing stages of the book, where Tate provides a list of 15 principles, the conservative case reduced to a sort of philosophical manualism. And even these fail to hit the heights, offering a list that is largely pragmatic, asserted and immanent.

And so, as a conservative looking for a bold articulation of the conservative case for education, one is left disappointed, as he instead offers the case against its ideological opponent. One might hack at weeds in the ideological garden, but unless one cultivates something to grow in its place, they will only grow back.

In the end, Tate teases the reader, leaving them ready for a revolution, but never quite telling them what it is they should be fighting for.





Week in Westminster

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

FRIDAY:

There's a new teacher recruitment advert out, and Week in Westminster can barely contain its excitement.

The 'Get Into Teaching' TV spot has gone live on YouTube, and will air across broadcast and digital TV in the near future.

Entitled "I chose to teach", the 30-second advert features teachers espousing the virtues of the government's bursaries and mentoring schemes.

Would-be teachers are told they can get "up to £26,000 tax-free to train", referring to the bursary available for trainees with a 2:2 or higher in chemistry, biology, physics, languages, geography, computing and classics.

This time there is no claim about actual pay after the DfE's last advert got it into hot water.

Although the department was eventually cleared by the Advertising Standards Authority for its claim that teachers could earn "up to £65,000" – and apparently around 480 really do – the advert was widely ridiculed.

MONDAY:

The government is pressing ahead with its reforms to sex and relationships education, and is looking to Ian Bauckham, the chair of the Tenex Schools Trust, to help.

Bauckham has already led a review of modern foreign languages and sat on one of its controversial headteacher boards. Now he's going to become the official "liaison" between the DfE and "parents, teachers, children and other interested groups" as the new sex ed curriculum is developed.

With MPs demanding the reforms are expedited amid a growing sexual harassment scandal in Westminster, Bauckham has his work cut out. Although we're thinking his business card should steer away from using the words "sex tsar".

TUESDAY:

With the government's long-awaited careers strategy now almost TWO YEARS in the making and still not published, skills minister Anne Milton can be forgiven for a bit of wishful thinking.

But there's wishful thinking and there's downright misleading.

Milton told the Careers Education and Guidance Summit in London that 88 per cent of schools and colleges taking part in a pilot scheme are achieving between six and eight of the Gatsby Foundation's "benchmarks" for good careers guidance. AWESOME!

But the reality, as revealed by the government's own figures last month for the rest of the country are much, much worse.

So far, less than three per cent of schools and colleges are achieving this many benchmarks, a far cry from Milton's rather more selective "88 per cent".

WEDNESDAY:

As the £420m-a-year National Citizen Service continues to miss its recruitment targets for 16- to 19-year-olds to get on its knock-off Duke of Edinburgh scheme, the DfE is hoping it can save David Cameron's floundering flagship policy. After all, it would be terribly embarrassing if the former PM's legacy was a complete flop, wouldn't it?

Bosses at the Citizen Service were hoping to have 360,000 pupils a year taking part by 2020, but their hopes were dashed after the government refused to force schools into promoting it.

Instead, new non-statutory guidance has today been published which encourages schools to "embed" promotion of the NCS into PSHE and citizenship lessons. Week in Westminster expects this will go down well among teachers, who clearly have nothing better to do than attempt to save a sinking ship.

If NCS carries on reaching 100,000 young people a year, its £420m annual budget by 2020 will be worth £4,200 for each child that takes part. About the same rate as a sixth-form college gets to educate an A-level pupil for a whole year.

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



FLY ON THE WALL



Name Kathy Bird
Age 61
Occupation Education adviser, Services for Education
Location Birmingham
Subscriber since November 2014

Where do you read your copy of *Schools Week*?
At home or in the office.

Which section of the paper do you enjoy the most?
The opinion section or Fly on the Wall. I enjoy reading about people's personal experiences and views.

If you could wave a magic wand and change one education policy, which would it be?
Up until recently I would have said make relationship and sex education compulsory, but that looks like it's about to happen. Otherwise I would remove the charitable status of private schools.

Who is your favourite education secretary of all time?
Estelle Morris, because she understood children and teachers!

What is your favourite story or investigation reported in *Schools Week*?
The profile of Jill Wood, the headteacher who said 'no' to SATs. It was refreshing to read about someone who stood by her convictions and put the children first.

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

What would you do if you were editor of *Schools Week* for a day?
Interview children and ask them what they would like to learn.

Favourite memory of your school years?
I have lots of great memories mostly based around socialising! I enjoyed being in school plays and representing the school in sports.

If you weren't working in education, what would you be doing?
I would have loved to have been a librarian but I talk too much!

Favourite book on education?
There are so many I have enjoyed but generally anything by Jenny Mosley.

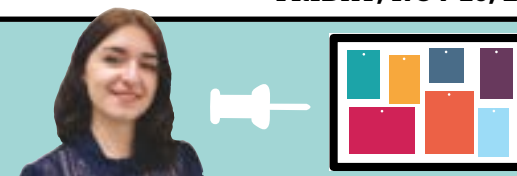
What new things would you like to see in *Schools Week*?
Views of education from a student or pupil.

If you could be a fly on the wall in anyone's office, whose would it be?
Can I have two? Our prime minister's and Donald Trump's...



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...

We'd love to hear from you – email samantha.king@schoolsweek.co.uk or submit an entry at surveymonkey.co.uk/r/flyonthewall



The buzz around bee conservation

FEATURED

Two primary schools have been recognised by the government for their work in protecting bees at the annual Bees' Needs Champions awards.

Hosted at the Royal Botanic Gardens in Kew, the awards celebrate 17 projects undertaken by schools, charities and councils across the country that are helping bees and other pollinators, including moths and butterflies, to thrive.

Goldthorpe Primary School in Barnsley received recognition for its efforts in building bee hotels made of offcuts of wood and disused pallets in its grounds, which have already attracted red-tailed bumblebees to the site, as well as allowing grassy areas to grow wild.

The hotels were built during the school's outdoor education sessions, where 120 pupils a week take part in farming, conservation, upcycling and construction projects for 30 minutes.

"Kids are using drills and making all these bespoke bee houses which have different hole sizes. They're dotted all around the school site," said Chris Wharton, an outdoor education teacher at Goldthorpe Primary. "It was really nice to be recognised for the work we do for pollinator species and habitat creation in our area."



The Grand Bee-dapest Hotel

Goldthorpe Primary collect their award from Lord Gardiner



The school recently received an £800 grant from the lottery-funded Polli:Nation project, run by the charity Learning through Landscapes, which allowed them to work on bee conservation projects with their local community. There are even plans to set up a beehive at the school.

It was a community campaign called "the pollinator promise" that won Saint Albans Primary School in Havant an award, by persuading local people each to make one small change that could help support bees.

"Pollinator promise is about inspiring others to give hungry and homeless bees food and shelter," explained the school's outdoor education teacher, Julie Newman.

"Each small individual change adds up to make a



Saint Albans Primary

big difference."

Official advice from the Department for Environment, Food & Rural Affairs says people can provide food and shelter for pollinators by growing more flowers, shrubs and trees, letting gardens grow wild, cutting grass less often and reducing their use of pesticides.

Lord Gardiner, the minister for rural affairs and biosecurity, presented the winning schools with their certificates.



ROAD SAFETY RESOURCES RELEASED

The government is launching a new series of THINK! Road safety resources for schools to reduce the number of child fatalities.

The free online resources will feature lesson plans, films and even a song about getting to school safely to make children aware of potential dangers, and will be released on November 20 to coincide with Road Safety Week.

"We have some of the safest roads in the world and in the last 10 years child road deaths have fallen by more than half. But there is no room for complacency," said Jesse Norman, the road safety minister. "Teachers are already doing great work but it's important we in government do everything we can to help teach our children these important safety skills."

The government's THINK! campaigns, which have previously featured hedgehogs learning to cross the road, and David Prowse, the actor under Darth Vader's mask, as the Green Cross Code Man, have helped reduce child road deaths by 90 per cent since records began in 1979.

The resources will be aimed at children aged three to six, with further resources for seven to 16-year-olds to be released in the New Year.

To access the resources, visit: <http://think.direct.gov.uk/education/contact.php>



The selection process begins

Bookworms blow the school budget

Ten avid year 7 readers from Southfields Academy were invited to an exclusive reading party where they were invited to pick new books for their school's library.

The pupils were identified as their year's most enthusiastic readers through their performance on the accelerated reader programme – a computer programme that quizzes pupils on the books they've read to test comprehension, which is currently being trialled at the school in London.

Presented with boxes of books sent by publishers, the

children were asked to choose which titles they each wanted to add to the library, and then debated their choices with each other.

"It was a real responsibility. They were picking books and spending the school's budget," said David Whitfield, assistant headteacher for KS3. "They had a thought-provoking discussion about boys' and girls' books, and whether it's a bit sexist by saying 'that's a boy's book'. It became quite an interesting debate."

"We bought them chocolate, thinking they would need an incentive to make it feel like a party, but they didn't care about the sweets," he joked.



Captain Holland with his creation

The main event

Battleship bonfire goes up in flames

A school groundsman has built a replica German World War 2 battleship for Luckley House School's annual bonfire.

The small-scale model of the Admiral Graf Spee, which served with the Nazi Kriegsmarine during the war, took Steve Holland five weeks to plan and build, with pupils at the Berkshire school helping paint portholes.

Holland has built a number of structures for the school's annual bonfire, including in 2016 a reproduction of London's Pudding Lane – the place where

the Great Fire of London started in 1666 – as well as the Houses of Parliament, Big Ben and Westminster Palace.

Paid for and organised by the school's PTA, Luckley House Friends, this year's bonfire attracted around 700 spectators who watched the model ship burn.

"Mr Holland's hard work and creativity is very much appreciated by the whole school," said headteacher Jane Tudor. "We all look forward to seeing his fabulous creations and are always slightly saddened to see all his hard work go up in flames."

MOVERS & SHAKERS

Your weekly guide to who's new



FIONA MORRIS

Acting principal,
Bacon's College

START DATE: September 2017

PREVIOUS JOB: Vice-principal for teaching and learning at Bacon's College

INTERESTING FACT: Fiona is the first ever female principal at the school.



JOHN WILKINSON

Chief executive,
Richmond West
Schools Trust

START DATE: October 2017

PREVIOUS JOB: Headteacher at Elmgreen School, Lambeth

INTERESTING FACT: John once met David Bowie and even travelled to New York to see him in concert.



FRANCES SOUL

National director of
education, Academies
Enterprise Trust

START DATE: December 2017

PREVIOUS JOB: Vice-president for efficacy improvement at Pearson

INTERESTING FACT: Frances loves to spend holidays on two wheels, most recently cycling across Europe and riding the Pacific Highway on a Harley.



DAVID HATCHETT

National director of
secondary, Academies
Enterprise Trust

START DATE: December 2017

PREVIOUS JOB: Regional director of education at E-ACT academy trust

INTERESTING FACT: David was a Games Maker volunteer during the London 2012 Olympic Games.



MATT LENT

CEO, Future First

START DATE: January 2018

PREVIOUS JOB: Director of partnerships and policy at UK Youth

INTERESTING FACT: Matt enjoys regular camping trips with family and friends, and is never happier than when taking part in water-based sport and activities.

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@schoolsweek.co.uk

future



future



**CAREERS, EDUCATION AND LIFESTYLE
MAGAZINE FOR 14-19s**

FUTURE IS A NEW, FREE MAGAZINE AND WEBSITE FOR 14-19 YEAR OLDS. IT'S PACKED WITH TOPICAL AND HELPFUL INFORMATION AROUND CAREERS, FURTHER AND HIGHER EDUCATION, APPRENTICESHIPS AND MORE.

A careers, education and lifestyle magazine dedicated entirely to 14-19s, published **five** times a year - regionalised and, **ideally distributed through your secondary school.**

**SUPPORTING THIS MAGAZINE IS AN
EXCITING AND TOPICAL WEBSITE:**

FUTURE-MAG.CO.UK

Future is brought to you by specialist PR and marketing firm **EMPRA** - in touch with what works in the sector and what readers want to see.

If you'd like your students to receive Future Magazine please email nikki@empira.co.uk for more information.

#EDUCATIONFEST
EDUCATIONFEST.CO.UK



The Telegraph
FESTIVAL OF
EDUCATION
WELLINGTON COLLEGE

WHERE THOSE WHO INSPIRE FIND THEIR
OWN INSPIRATION

WE'RE EXCITED TO ANNOUNCE THE DATES FOR THE TELEGRAPH FESTIVAL OF EDUCATION 2018. WE ARE NOW ACCEPTING GROUP BOOKING REQUESTS FOR 2018. MORE AND MORE SCHOOLS ARE MAKING BLOCK GROUP BOOKINGS FOR THE FESTIVAL. GET SET FOR SUMMER 2018 AND BOOK YOUR SCHOOL OR ORGANISATION TICKETS FOR 2018 TODAY. ACROSS TWO DAYS YOU AND YOUR COLLEAGUES WILL HAVE ACCESS TO 100'S OF INSPIRATIONAL SESSIONS FROM LEADING EDUCATIONALISTS AND THOUGHT LEADERS FROM ACROSS THE UK AND BEYOND. VISIT EDUCATIONFEST.CO.UK FOR MORE INFO.

VISIT EDUCATIONFEST.CO.UK TO BOOK NOW

BROUGHT TO YOU BY



SCHOOLS WEEK **Sudoku challenge**

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

Difficulty:
EASY

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

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

Difficulty:
EASY

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

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.