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ALIX ROBERTSON
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NEWS

29 schools share £2.6m in last-ditch funding

JESS STAUFENBERG
@STAUFENBERGJ

Exclusive

An emergency government funding pot for schools “in danger of imminent failure” handed out £2.6 million to 29 schools in the past year, *Schools Week* can exclusively reveal.

But it hasn’t always helped: one school is in the process of closing down despite three separate handouts worth over £400,000 in total.

The emergency fund was established in April last year as part of the Department for Education’s Strategic School Improvement Fund, and can only be awarded under “exceptional circumstances.”

Funds are only given to trusts supporting either an ‘inadequate’-rated maintained school that is not converting to academy status, or an ‘inadequate’ academy which is not moving sponsor.

Coasting schools are also eligible, as are previously ‘outstanding’ schools which have fallen to ‘requires improvement’, or any school where “strong local intelligence” suggests it could drop to ‘inadequate’.

Three separate grants of £167,000, £136,000 and £100,875 were channelled to the Cheadle Hulme High School to support the nearby Manchester Creative Studio, after a damning Ofsted report plunged it into special measures.

Even though £403,000 has been spent on the school, the local regional schools commissioner Vicky Beer warned parents last month she was running a consultation to consider closure, according to the *Manchester Evening News*.

The situation contrasts with the fate of

Harrop Fold School which recently featured in the *Educating Manchester* series on Channel 4.

This ‘good’-rated school is struggling with a large financial deficit but is unable to secure emergency funds to help.

“It’s difficult because there’s this perception you’re a good school and you don’t need the money,” said Drew Povey, the school’s headteacher. “But we do have real challenges and it would be great to apply for help with a chance of getting it.”

Povey said large amounts of money should be spent where pupils’ futures were at risk, but warned it should not be withheld “until disaster struck”.

“There’s a feeling that money is thrown at schools once the horse has already bolted,” he said.

United Learning also received £150,000 to support Sedgehill School in south London. The trust was advised to apply for the emergency funding after Sedgehill was put into special measures in 2016, according to a United Learning spokesperson.

Sedgehill remains a maintained school as it cannot find a sponsor, despite its close relationship with United Learning. The trust would not explain why a takeover has not taken place.

Taunton Academy in Somerset meanwhile received £213,000 via nearby secondary academy Uffculm School in Devon. The school is now on its way to escaping special measures.

Dan Moynihan, the chief executive of Harris Federation, which has taken over several underperforming schools but did not receive any additional funding, said he felt

WHO GOT WHAT?	
GRANT RECIPIENT	GRANT AMOUNT AWARDED
UFFCULME SCHOOL	£213,000
CAMBRIDGESHIRE EDUCATIONAL TRUST	£202,065
WOOD GREEN ACADEMY	£172,789
CHEADLE HULME HIGH SCHOOL	£167,000
UNITED LEARNING TRUST	£150,000
ORCHARD HILL COLLEGE ACADEMY TRUST	£149,206
ARTHUR TERRY LEARNING PARTNERSHIP (MULTI-ACADEMY TRUST)	£144,275
CHEADLE HULME HIGH SCHOOL	£136,000
DIOCESE OF CHELMSFORD VINE SCHOOLS TRUST	£135,140
ASHLEY DOWN PRIMARY SCHOOL (BRISTOL PRIMARY TEACHING SCHOOL ALLIANCE)	£107,085
CHEADLE HULME HIGH SCHOOL	£100,875
CORSHAM PRIMARY SCHOOL (PICKWICK LEARNING)	£94,901
RUSHEY MEAD ACADEMY (RUSHEY MEAD EDUCATIONAL TRUST)	£74,900
THE DALES TEACHING SCHOOL ALLIANCE	£70,000
LION ACADEMY TRUST	£68,445
LION ACADEMY TRUST	£68,445
PLYMOUTH CAST	£62,700
LORETO GRAMMAR SCHOOL	£61,680
LION ACADEMY TRUST	£60,975
NORTHERN START ACADEMIES TRUST (SKIPTON GIRLS' HIGH SCHOOL, NORTHERN LIGHTS TEACHING SCHOOL ALLIANCE)	£51,160
EAST ANGLIAN SCHOOLS TEACHING ALLIANCE (BASED AT NOTRE DAME HIGH SCHOOL IN THE ST JOHN THE BAPTIST CATHOLIC MULTI-ACADEMY TRUST)	£50,000
THE RUTLAND LEARNING TRUST	£49,800
LEIGH ACADEMIES TRUST	£40,175
STUDLEY HIGH SCHOOL	£38,354
TAUHEEDUL EDUCATION TRUST	£37,000
PRINCE ROCK PRIMARY SCHOOL	£32,229
THE SPONNE SCHOOL (THE SWAN TEACHING SCHOOL ALLIANCE)	£30,000
CORSHAM PRIMARY SCHOOL (PICKWICK LEARNING)	£19,791

the emergency funding pot was a “good idea” because exceptional circumstances can hit all schools, particularly smaller ones with fewer resources.

But Valentine Mulholland, head of policy at the National Association of Head Teachers,

said real-terms cuts to school budgets meant more would be “pushed to the cliff edge”.

“Emergency funding may help here and there, but what we really need is sufficient investment across the whole system,” she said.

365 secondary schools fall below the floor...

SCHOOLS WEEK REPORTER
@SCHOOLSWEEK

More secondary schools have fallen below floor standards, according to new figures from the Department for Education.

This year 365 (12 per cent) secondary schools dropped below the standard for the 2017 exam series, compared with 282 last year (9.3 per cent) – an increase of 29 per cent.

The government said the increase was caused by a wider spread of Progress 8 scores last year – as more schools scored either very negatively and very positively.

Changes to GCSEs, including the reformed 9-1 English and maths GCSE, caused the greater variance as top performers now receive a ‘9’ score, as opposed to a top mark of ‘8’ under the old GCSE system, elongating the difference between the best and worst performers.

Geoff Barton, the general secretary of the Association of School and College Leaders, accused the government of “once again moving the goalposts” with its new 9 to 1 grading system, which he said had complicated the way in which the headline measures of school performance are calculated.

“As the DfE itself says in today’s statistics,



these changes are the main reason why there has been an increase in the number of schools which are deemed to be below the ‘floor standard’ for Progress 8,” he said.

“It is extremely unfair that more schools find themselves in this situation because of complex changes to the way in which this is calculated.”

Barton urged the government, trust

boards, governors and inspections to “avoid leaping to judgement on the basis of these performance tables”.

“They only tell us a limited amount about the true quality of a school. The qualifications system is undergoing significant change and there will continue to be turbulence in summer 2018 with the next phase of new-style GCSEs.”

The removal of writing assessments from key stage 2 scores also affected scores.

School leaders have already complained about quirks in the progress score and the education department has committed to changing the methodology in the 2018 cycle.

London schools are least likely to fall below the floor standard, and secondary schools in the north-west and north-east are most likely.

However, Nick Gibb (pictured), the schools minister, said the data shows that teachers and pupils are “responding well” to the government’s “new more rigorous curriculum”.

“The attainment gap between the most disadvantaged pupils and their peers has narrowed by 10 per cent since 2011, and more disadvantaged pupils are studying the core academic subjects, ensuring they have the knowledge and skills they need to make the most of their lives,” he claimed.

FEWER SCHOOLS ARE COASTING, AT LEAST

Fewer schools were labelled ‘coasting’ this year, according to the government’s latest data release.

Coasting schools are defined as having a progress score of below -0.257 in 2017, and below -0.256 in 2016, with fewer than 60 per cent of pupils achieving five A*-C grades in 2015, including English and maths.

Now, 271 schools (9.6 per cent) meet the definition, a decrease on the 319 (11.3%) defined as coasting in 2016.

The Department for Education said more schools were caught under the label based on their 2017 results alone, but across the three years fewer met all criteria for inclusion in the category.

Where a school falls into the coasting category, a regional schools commissioner or local authority will contact the school to look at its context and consider what action, if any, should be taken. The school may be told to become an academy or be taken on by a new sponsor.

According to new guidance issued to councils and commissioners this week, formal intervention in coasting schools should happen “only in the rarest circumstances”.

Last year, formal action was brought against only one school that met the definition, and officials expect the likelihood of formal action being required to remain “very low”.

NEWS

THREE NEW SCHOOLS NETWORK TRUSTEES RESIGN

Three long-serving trustees of the New Schools Network, the free schools advocacy charity run by Toby Young, resigned from their posts earlier this month, *Schools Week* can reveal.

According to the NSN, they all resigned because they reached the end of their terms of office, and not due to the recent furore over numerous offensive comments Young was found to have made.

According to Companies House, Diana Berry, Michael George and Barbara Harrison all had their appointments at the organisation terminated on January 9.

Harrison, the former chief executive of the Girls' Day School Trust and founder of The Belvedere in Liverpool, the first independent sector academy, became a trustee of the NSN in November 2009, a few months after its incorporation.

George, the founder of wealth management firm MaxCap Partners, has served on the NSN's board since May 2012 and Diana Berry, a former director at auction house Sotheby's and current trustee at right-leaning think tank Policy Exchange, was appointed in August 2015.

Young's suitability to lead the NSN was called into question after numerous offensive tweets came to light.

However the organisation stood by him after he was forced to resign from his role at the new universities regulator, the Office for Students.

CARILLION BUILDING PROJECTS MAY NEED TO BE REPROCURED

A "small number" of school building projects run by Carillion may need to be reprocured, the education secretary has admitted.

In a letter to the parliamentary education committee, Damian Hinds said the construction and outsourcing firm, which is going into liquidation, is also still responsible for some outstanding work on DfE building contracts, but that officials do not expect "significant issues" in getting the job done.

The education secretary's letter has been issued in response to committee chair Robert Halfon's demands for information about the impact on schools of the collapse of Carillion, which was announced last week.

Hinds said he was aware that councils and academy trusts had contracts with Carillion for the delivery of a "small number of school building projects", where work "may need to be reprocured".

The DfE itself also has "a small number of contracts" with the firm for the delivery of school building projects, and Carillion companies would have had responsibility for fixing defects in completed projects under warranty arrangements, which it will now no longer be able to honour.

Carillion also held the contract for a "privately financed" project to rebuild eight schools in the west Midlands, and work to demolish old school buildings is still outstanding, Hinds said.

However, the department "does not consider that there will be significant issues with completing the work required".

Carillion's non-construction work in schools, which includes catering, cleaning and facilities management contracts, will be financially supported by the government and all staff "should continue to deliver public services to schools until alternative arrangements are put in place".

"To date all schools have remained open and no significant issues have been reported."

Warrington UTC enrages neighbouring schools by 'poaching' pupils

ALIX ROBERTSON
@ALIXROBERTSON4

A university technical college in Cheshire has infuriated local schools after it invited its 2018 intake to start this month – a potential breach of the government's school admissions code.

The pupils were due to join UTC Warrington, which offers science and engineering courses for 14- to 19-year-olds, in September, but it suggested they move in January instead, reportedly leaving it up to the children to inform their previous schools that they would depart at Christmas.

This decision to "poach" its new intake nine months in advance of the conventional start date has caused outrage in the local area, and the skills minster Anne Milton has acknowledged "concerns" that the UTC's actions may be "in breach of the admissions code".

"We are taking this seriously and are in discussions with the UTC, the local authority and representatives from local schools," she said in response to a written parliamentary question from Warrington North MP Helen Jones.

Filling pupil places has been a constant problem for UTCs. A *Schools Week* investigation revealed last week that almost every UTC missed their recruitment targets in 2016-17, meaning they were overpaid by the government.

The Education and Skills Funding Agency is now attempting to claw back a combined debt of over £11 million from 39 of the UTCs still open in 2016-17.

UTC funding is allocated based on estimated student numbers, so if their actual enrolment is lower than predicted they have to repay the excess money.

The schools which have lost pupils to UTC Warrington could now be asked to return money to the government, as their funding is also directly related to the number of pupils they teach.

The UTC has been scolded by for its "unwise decision" by one of its own founding members, Steven Broomhead, who is also chief executive of Warrington borough council.

"Members" are effectively the owners of a UTC, involved in setting it up and responsible for important decisions, but Broomhead did not mention his involvement.

"The council was very disappointed by the unwise decision of the UTC and are unimpressed by its educational principles," he said. "We have met with the UTC to discuss the matter and in particular how, in future, our young people's interests could be better served by developing good



relationships between schools and the UTC."

Jones has told the local newspaper, *The Warrington Guardian* that she found it "astonishing" that the UTC had recruited the pupils early "without approval from the Department for Education".

"The actions of the UTC have damaged many schools and will lead to yet further cuts in their budgets," the MP said.

She has subsequently tabled questions to the government, asking it to compensate the schools that have lost money.

In response, Nadhim Zahawi, a junior minister at the DfE, wrote a letter on January 19, saying "no schools will lose funding in the current academic year for those year 9 pupils who have made an early transfer to Warrington University Technical College".

DFE BOARD MEMBER QUILTS AMID CHARITY DINNER SEX SCANDAL

FREDDIE WHITTAKER
@FCDWHITTAKER

David Meller, the organiser of the disgraced Presidents Club charity dinner, has resigned as a non-executive board member for the Department for Education and is now taking a leave of absence from the academy trust he founded.

The Meller Educational Trust condemned the alleged inappropriate behaviour of guests at the men-only dinner last Thursday, and said its chair would take his leave "with immediate effect".

However, it is unclear whether he remains a member of the trust, which runs four schools and a university technology college.

He is still listed on the chain's website in all three of his prior capacities: member, trustee and chair.

Meller resigned from his Department for Education role on Wednesday after the Financial Times revealed allegations of sexual harassment by guests attending a charity dinner at London's prestigious Dorchester Hotel.

He also stood down as chair of the government's apprenticeships delivery board. Both resignations were announced in the House of Commons on Wednesday afternoon by the skills minister Anne Milton.

During the debate, the shadow education secretary Angela Rayner told MPs that



Meller "should not have any other roles in education".

His leave of absence from the trust was announced that evening.

"The trust is absolutely committed to equality of opportunity and respect for all members of society," said a spokesperson. "We are appalled to hear reports of what happened at the Presidents Club dinner.

"We, as trustees, wish to express our sympathy to those women who have been so badly treated. David Meller is taking leave of absence as a trustee with immediate effect. The trustees will continue to support the academies within the trust."

Speaking in Parliament on Wednesday, Milton was also highly critical of the event.

"It is quite extraordinary to me that in

the 21st century, allegations of this kind are still emerging," said Milton, with the new education secretary Damian Hinds at her side.

"Women have the right to feel safe wherever they work, and allegations of this type of behaviour are completely unacceptable."

Departmental board members are expected to stick to a code of conduct, which states that "adhere to the seven principles of public life", she said.

The focus now turns to Nadhim Zahawi, the new children's minister, who also attended the event. Opposition MPs have demanded he be sacked as well.

He was asked to explain his actions to the prime minister's office and he later defended himself on Twitter, claiming he left the event early because he "felt uncomfortable".

"I did not see any of the horrific events reported by the FT. I am shocked by them and condemn them unequivocally," he said.

Downing Street said it had full confidence in Zahawi, who was only appointed to the brief earlier this month.

Since the FT's investigation was published on Tuesday night, a number of charities have announced they have returned proceeds from the Presidents Club, which is now also under investigation by the Charity Commission.

The organisers have announced that the charity is to close, and no further events are planned.

NEWS

Baker Clause off to a stumbling start

ALIX ROBERTSON

@ALIXROBERTSON4

Investigates

Only two of the 10 largest multi-academy trusts in England have fully complied with their new legal duty to allow training organisations the chance to speak to pupils about technical qualifications and apprenticeships.

The so-called Baker Clause came into force on January 2, and requires all schools to publish a policy statement on their websites. But a *Schools Week* investigation has found that most large trusts have failed to meet that duty.

Lord Baker, the former education secretary behind the new law, is concerned enough to write to the government demanding for action.

The Baker Clause was introduced as an amendment to the Technical and Further Education Act, which was made law last May. It means every school must give training providers access to every pupil in years 8 to 13, so they can find out about non-academic routes.

According to the Department for Education's statutory guidance, schools needed to have published "a policy statement setting out their arrangements for provider access", which "should be made available on the school website" by January 2.

This must explain how to arrange access, which premises or facilities can be used, and the grounds for granting or refusing requests.

When Baker prosed the changes in February last year he acknowledged the move was likely to be "met with great hostility in every school in the country".

Nevertheless, he told *Schools Week* this had been a "very, very poor start".

"I am going to write to [academies minister] Lord Agnew about it. It's really a matter for the government to chase them up," he said, though he admitted he was not surprised.

"We know that many schools will try to resist this, but it's very important that it should be implemented more rigorously."

Robert Halfon, a former skills minister who now chairs the parliamentary education committee, has also pledged to write to Agnew, and said trusts "must get their act together".

"Parliament has legislated for this requirement for a very good reason – it's vital that more is done to promote technical education," he said.

"I shall be writing to the minister to establish what efforts the Department for Education have made to ensure academies publish these policy statements, and what actions they intend to undertake to ensure academies up their game and comply with the law."

The DfE did not respond to repeated requests for comment.

Two out of 10 ain't good: Our investigation

Schools Week looked at the central websites of the 10 largest academy trusts and the websites of a sample of 10 per cent of their schools to check if policy statements had been published. The trusts were then contacted and asked to provide the documents, along with evidence they had been published online.

Of the 10 trusts investigated, only The Kemnal Academies Trust (TKAT) and Delta Academies Trust responded with a copy of their statement and proof of publication. Plymouth CAST provided its access policy document, which is available on its trust website, but admitted it had not published it on the sites of its two secondary schools yet.

Ark Schools, Academies Enterprise Trust (AET), the David Ross Education Trust and Oasis Community Learning admitted that they had yet to comply with the new legal requirements.

An Ark spokesperson said the trust was "in the process of finalising policy templates" for schools.

"We hope to have this completed within the next couple of weeks," they said.

AET's spokesperson said it was working with schools to get the statement published "as soon as possible", while DRET's spokesperson said their trust was "close to finalising the policy, which will be published shortly".

The Harris Federation did not respond to *Schools Week*'s enquiries, though we did find a document on one of its academy's websites which appeared to contain the relevant information.

United Learning and Ormiston Academies Trust did not respond, despite repeated requests for comment.

Was the deadline fair?

During the course of the investigation, *Schools Week* heard from some trusts that the January 2 deadline had been difficult to meet as the Christmas period had been busy, and most schools had not yet returned to school by then.

Geoff Barton, the general secretary of the Association of School and College Leaders, defended the "slight delay", given the "tight timescale".

"The guidance was only published on November 23 in the busy period before the Christmas holiday," he said.

"The policy statement has to include procedures for accommodating access requests as well as details of the premises and facilities that will be provided, and clearly this does require some thought and planning."

There are also conflicting reports over how well the government promoted the new duty.

Marcus Taylor, the chief operating officer of Plymouth CAST, told *Schools Week* the trust felt the new requirements had "not been well advertised".

"We are not aware of any official correspondence to parent multi academy trusts on the matter," he claimed.

But in a response to a written question in early December, the academies minister Lord Agnew said the government had communicated with

schools throughout the autumn term to "explain how to comply with the new law and allow them sufficient time to prepare for its commencement".

The DfE published information on its website and communicated directly with school governors, head teachers and careers leaders, Agnew insisted. Ministers were also due to remind schools of their legal duty again in December.

Since January 17, when *Schools Week* began its investigation, the DfE has tweeted twice with the link to its new careers guidance. It had shared the same tweet on January 8 and 12.

THE LEGAL VIEW



Caraline Johnson, head of education at the law firm Bates Wells Braithwaite, said her firm had informed all its education clients about the Baker Clause requirement before Christmas.

"Even though there was a bit of publicity around it when the act was going through, it kind of slipped off the radar," she said. "Strictly speaking, schools should have put something up on January 2."

If a school has not complied with the clause, she said, the first sign of trouble would be "for someone to make a complaint".

"It would be dependent on someone being aggrieved about not having been able to find it". Then it would go through the school's complaints procedure, and it would presumably be rectified, she said.

"If a school simply refuses to do it for a very long period of time, then obviously it's a breach of statute and if it were an academy the ESFA would take action."

WHAT SHOULD SCHOOLS DO?

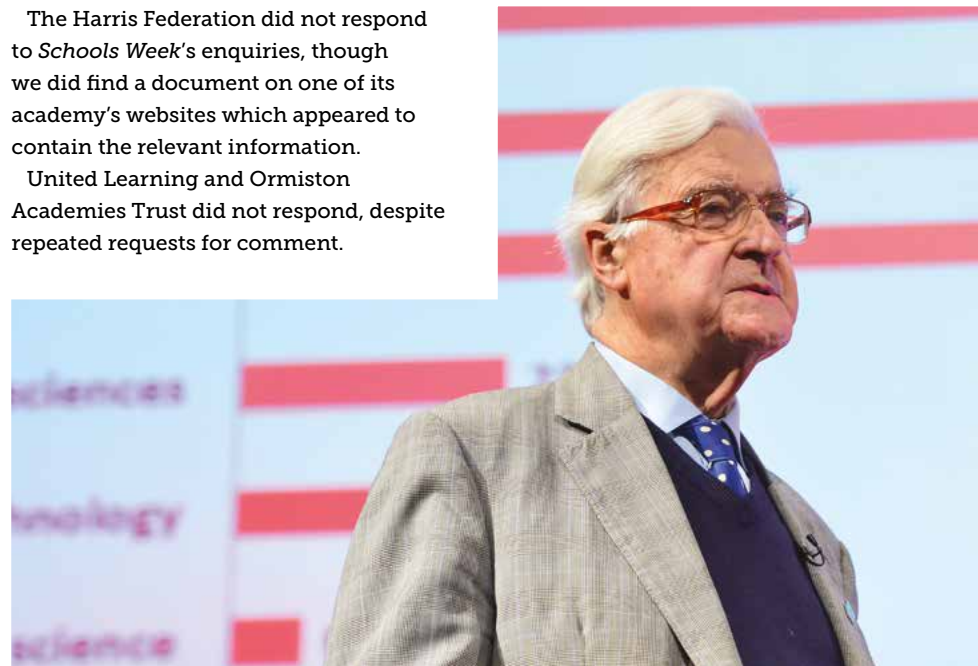


Schools should all now have a policy statement that sets out how they will ensure education and training providers can access every pupil in years 8 to 13, to inform them about technical education and apprenticeships. This statement must be published and made available on the school's website.

The DfE has full details on what should be included in its statutory careers guidance and access for education and training providers, which can be found here: <http://bit.ly/2D8IUSe>

The document also includes a handy template which schools can lift and adapt to suit their needs.

For an example of how one trust has implemented the Baker Clause requirements, see the site of Rainham School for Girls, a member of The Kemnal Academies Trust, which has included a provider access statement in its careers policy: <http://www.rainhamgirls-tkat.org/135/policies>



WHAT IS OFSTED'S DUTY TO ENFORCE THE BAKER CLAUSE?



In answer to a written question about what steps had been taken to ensure all schools were aware of their responsibilities under the Baker Clause, academies minister Lord Agnew said on December 6 that Ofsted would "take account of this statutory guidance when developing its approach to assessing careers provision".

Where statutory requirements are not being met, it will be "considered for inclusion in the inspection report as a key point for improvement".

An Ofsted spokesperson told *Schools Week* that the inspectorate "will continue to consider careers guidance in line with the common inspection framework and school inspection handbook".

"In assessing the effectiveness of 16-to-19 study programmes, inspectors look at whether learners are receiving high-quality, impartial careers guidance that enables them to make well-informed decisions about their future plans."

NEWS: MAT LEAGUE TABLES

LARGE TRUSTS ARE MAKING BETTER PROGRESS & OTHER FINDINGS

The performance of multi-academy trusts up and down the country was under the spotlight on Thursday with the release of long-awaited (and occasionally overhyped) data. Trusts could be ranked on their Progress 8 score, which measures how much pupils have improved at secondary school, and on primary school pupils' progress in maths, reading and writing. *Schools Week* has crunched the numbers and summed up some of the more interesting findings.

JESS STAUFENBERG
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1. More than half of MATs fell below the national average for Progress 8

Although this finding doesn't sound promising, the fact that 53 per cent of MATs fell below the national average of all schools for Progress 8 is actually an improvement on 2016.

Two thirds of MATs were scraping below-average Progress 8 measures that year. Moreover, 51 per cent were performing "significantly below" the national average, a proportion which has now shrunk slightly to 45 per cent.

2. At Key Stage 2 MATs improved their writing progress, but maths has flatlined

A healthier 57 per cent of academy trusts achieved writing progress scores in key stage 2 that were above the national average – another improvement on 2016, when just 53 per cent managed that.

But there was no change to the proportion of MATs with above-average scores in maths, which stuck stubbornly at 49 per cent.

3. A bigger proportion of MATs have bad reading progress scores at Key Stage 2

Overall, the proportion of MATs with below average progress scores for reading has risen from 54 per cent to years ago to 59 per cent last year.

Less than a third of MATs, at 31 per cent, were "significantly below average" for reading progress at key stage 2 in 2016. But last year, that figure was higher at 33 per cent.

4. Fewer large, well-known trusts sit at the feet of the tables

Last year, *Schools Week's* analysis showed some of the largest trusts were ranked at the bottom of the MAT performance table, including Academies Enterprise Trust, Ormiston Academies Trust and E-ACT.

This year, the worst performers for progress include the Wakefield City Academies Trust, which is in the process of handing over all 21 of its schools, and Lilac Sky Academy Trust, which appears in the tables which began handing its schools to other trusts in the summer of 2016 and has now closed.

Some trusts that cropped up as poor Progress 8 performers in 2016 did so again last year, including the Greenwood Academies Trust, which has 29 schools.

Others appearing for the second year in a row were the Midland Academies Trust (four schools), the Learning Schools Trust (three schools), the Woodard Academies Trust (five schools) and UCAT (six schools).

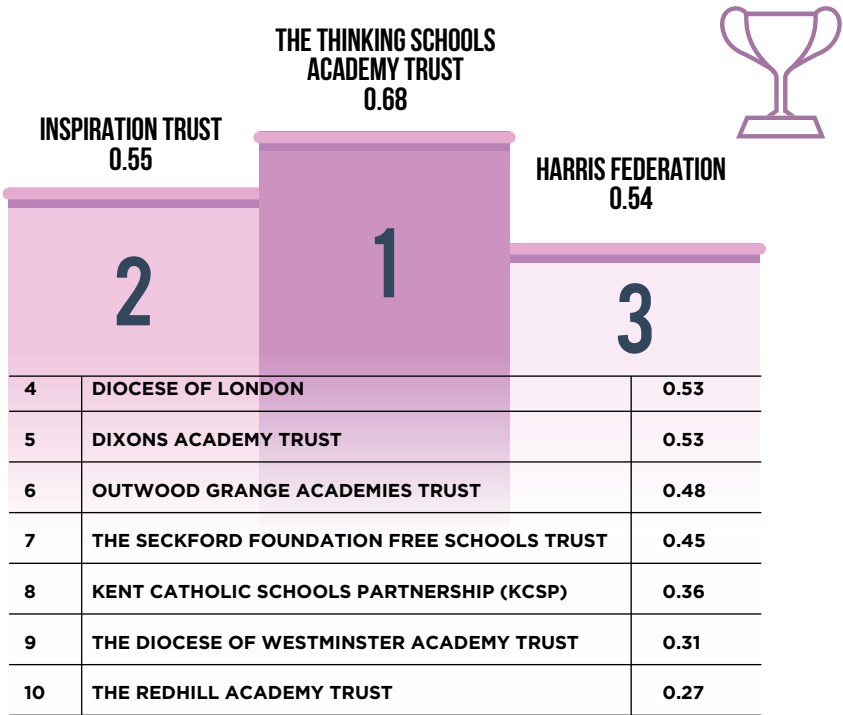
Among the worst progress performance at key stage 2, the Ninestiles Academy Trust, formerly headed up by regional schools commissioner Christine Quinn, appeared again.

Meanwhile, the Harris Federation in London (33 schools) and Inspiration Trust in East Anglia (10 schools), to which ministers regularly point as examples of good practice, achieved some of the best Progress 8 scores in the country.

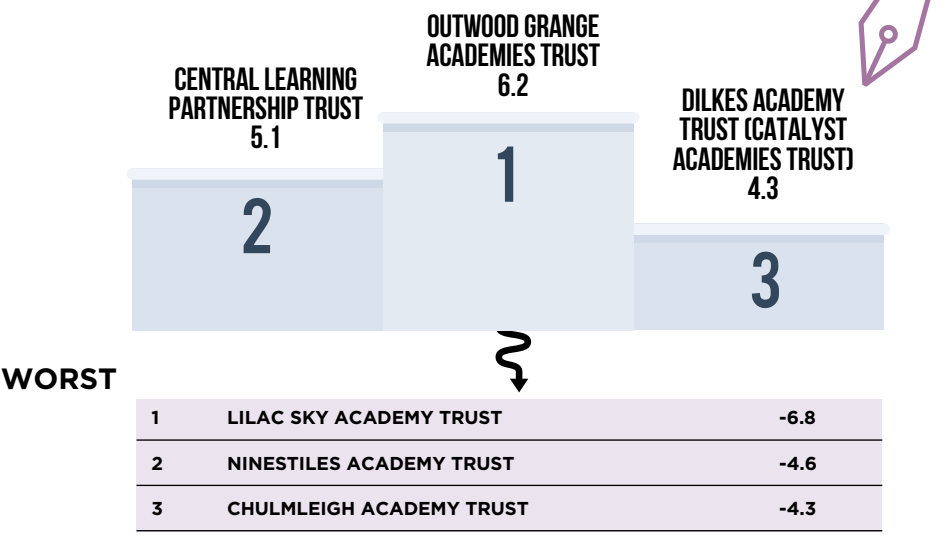
Other large high-performing trusts include Ormiston Academies Trust, with 32 schools, Outwood Grange Academies Trust, with 22 schools, and Kent Catholic Schools Partnership, with 24 schools.

However smaller trusts such as the Burnt Mill Academy Trust, which has seven schools, and the Bourne Education Trust, which has 10 schools, also put in strong progress performances at key stage 2.

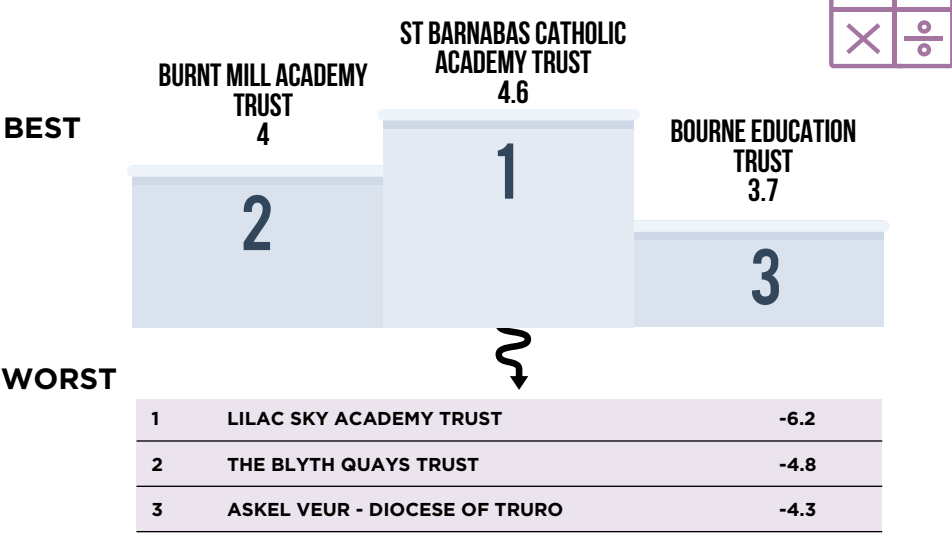
BEST PERFORMERS FOR PROGRESS 8:



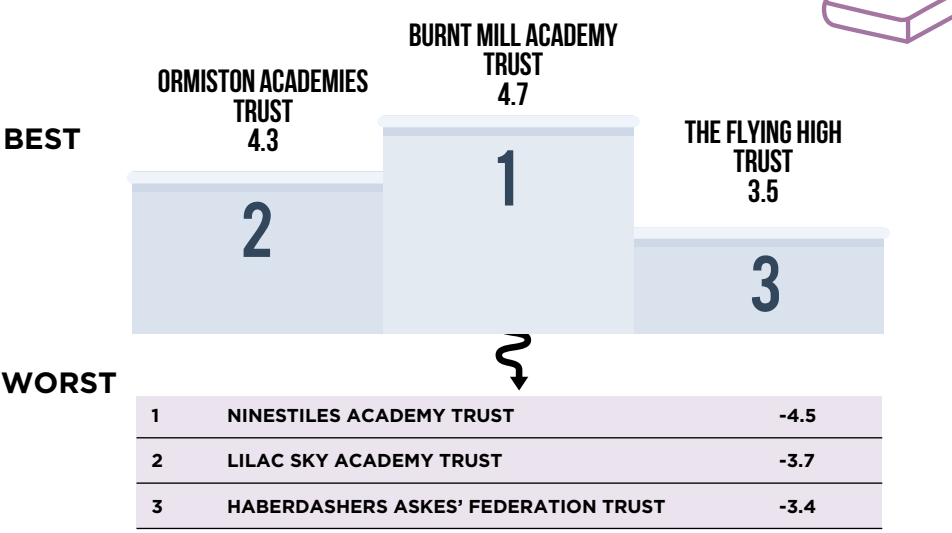
BEST & WORST PERFORMERS IN KEY STAGE 2 WRITING PROGRESS



BEST & WORST PERFORMERS IN KEY STAGE 2 MATHS PROGRESS



BEST & WORST PERFORMERS IN KEY STAGE 2 READING PROGRESS



	WORST PERFORMERS FOR PROGRESS 8:	
1	HART SCHOOLS TRUST	-1.21
2	THE MIDLANDS ACADEMIES	-0.69
3	WAKEFIELD CITY ACADEMIES	-0.54
4	UNIVERSITY OF CHESTER ACADEMIES TRUST	-0.51
5	EASTERN MULTI-ACADEMY TRUST	-0.5
6	ALDRIDGE EDUCATION	-0.44
7	GREENWOOD ACADEMIES TRUST	-0.43
8	FYLDE COAST TEACHING	-0.41
9	WOODARD ACADEMIES TRUST	-0.4
10	LEARNING SCHOOLS TRUST	-0.4

NEWS: LEAGUE TABLES

A deep dive into Progress 8 and disadvantage

ALIX ROBERTSON

@ALIXROBERTSON4

Investigates

The Department for Education released its revised GCSE results for the 2016-17 exams on January 25, and *Schools Week* has taken a deep dive into the data to see how disadvantaged pupils fared at different types of schools. Pupils are defined as “disadvantaged” if they have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day, or if they are recorded as having been adopted from care.

We explored their progress through the Progress 8 measure results for four types of school promoted in the government’s reforms.

Progress 8 was created as the headline indicator of school performance in 2016, and is used to determine whether a school is above the floor standard or “coasting”.

For the 2017 exam series, the measure has been calculated using a points system in which pupils jumping from a grade B to an A are awarded 1.5 extra points, while the difference between a G grade and F is just 0.5. All other grades are separated by a score of one.

Overall, there were 69,261 disadvantaged pupils at the end of key stage 4 in 2017, compared with 458,598 pupils who were not disadvantaged.

The average Progress 8 score for disadvantaged pupils was 0.48, compared to 0.04 for all other pupils.

TOP FINDINGS:

- **SELECTIVE SCHOOLS HAD THE WIDEST RANGE OF PROGRESS 8 SCORES FOR DISADVANTAGED PUPILS AT FLAGSHIP SCHOOLS IN 2017, WITH A GAP OF 4.09 BETWEEN THE LOWEST AND HIGHEST SCORES. THEY WERE FOLLOWED BY FREE SCHOOLS WITH 3.75, THEN STUDIO SCHOOLS AT 2.71 AND UTCS AT 2.03.**
- **THE LOWEST PROGRESS 8 SCORE FOR DISADVANTAGED PUPILS AT FLAGSHIP SCHOOLS WAS AT COLYTON GRAMMAR SCHOOL IN DEVON, WHICH SCORED -2.75.**
- **THE HIGHEST PROGRESS 8 SCORE FOR DISADVANTAGED PUPILS AT FLAGSHIP SCHOOLS WAS AT DIXONS TRINITY ACADEMY IN BRADFORD, WHICH ACHIEVED 1.35 (THE HIGHEST FOR DISADVANTAGED PUPILS AT ANY TYPE OF SCHOOL WAS 1.66 AT TAUHEEDUL ISLAM GIRLS’ HIGH SCHOOL, A MAINSTREAM CONVERTER ACADEMY IN BLACKBURN).**

UTCS

The range of Progress 8 scores for disadvantaged pupils studying at UTCs spanned from a disappointing -2.08 at UTC@harbourside to -0.05 at Humber UTC.

UTC@harbourside, a marine engineering specialist college in Newhaven, East Sussex, had 14 disadvantaged pupils at the end of key stage 4. Humber UTC, specialising in engineering and renewable energy and based in Scunthorpe, had 24. Both UTCs have been open since September 2015.

No UTCs had a positive Progress 8 score in 2017. In 2016, Heathrow Aviation Engineering UTC achieved a strong Progress 8 score of 0.22 overall, and a progress score of 0.24 for disadvantaged pupils. But in 2017 its score was -0.31 overall and -0.24 for disadvantaged pupils.

Leigh UTC also gained a positive Progress 8 score for disadvantaged pupils 2016 at 0.02, though its overall Progress 8 score was -0.09. In 2017 its score was -0.42 overall and -0.67 for disadvantaged pupils.

Overall, the DfE recorded 40 UTCs with 2,555 pupils at the end of key stage 4 in 2017, achieving an average score of -0.86.

STUDIO SCHOOLS

The Da Vinci Studio School of Science and Engineering was the lowest-performing studio school with a score of -2.4 for disadvantaged pupils, while De Salis Studio College had the highest result at 0.31.

Da Vinci had to close last summer, and had 25 disadvantaged pupils at the end of key stage 4, while De Salis had six.

The latter is based in Hayes and opened in September 2014. It also performed well in 2016, when it entered 29 per cent of its disadvantaged pupils for the EBacc – and 29 per cent achieved it. Its Progress 8 score in 2016 was 0.22.

Four studio schools achieved positive Progress 8 scores in 2017. The other three were Ikb Academy in Bristol, Waverley Studio College in Birmingham and Studio West in West Denton, Newcastle.

Studio West, Waverley Studio College and De Salis also recorded positive Progress 8 scores for disadvantaged pupils in 2017.

In 2016 three studio schools had positive scores overall, but only one, Space Studio Banbury, had a positive score, of 0.03, for its disadvantaged pupils.

There were 34 studio schools with 1,258 pupils at the end of key stage 4 in 2017, and they earned an average score of -0.68.

FREE SCHOOLS

Discovery School had the lowest Progress 8 score for disadvantaged pupils of any free school in England at -2.4, while Dixons Trinity Academy had the highest at 1.35. Discovery is a technical school for 13- to 19-year-olds from Tyne and Wear, Northumberland and County Durham, focusing on science, technology, engineering and mathematics. Its Progress 8 score overall was -1.45, down on 2016 when it scored -0.8 and -1.22 for disadvantaged pupils.

Dixons had 38 disadvantaged pupils at the end of key stage 4, 36 of whom took part in the progress 8 measure. Discovery had just eight.

Dixons Trinity Academy scored 1.22 overall this year and did not have a Progress 8 score in 2016.

A total of 29 free schools achieved a positive score overall, and 16 reached a positive score for disadvantaged pupils. In 2016 these figures were 10 and six.

Overall, the DfE recorded 53 free schools with 3,362 pupils at the end of key stage 4 in 2017, achieving an average progress 8 score of 0.15.

SELECTIVE

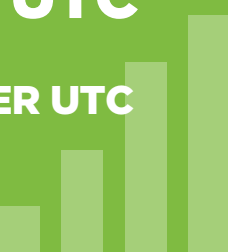
For selective schools, Progress 8 scores for disadvantaged pupils ranged from -2.75 for Colyton Grammar School in Devon, to 1.34 for Westcliff High School for Boys Academy in Southend-on-Sea. Colyton had an overall score of -2.54 in 2017, a significant decline compared with its score of 0.37 in 2016. Westcliffe had an overall score of 0.75 in 2017, up on its 0.66 in 2016.


A total of 37 selective schools recorded negative scores for their disadvantaged pupils in 2017. The highest overall Progress 8 score for selective schools in 2017 was at The Tiffin Girls’ School in Kingston, which achieved an impressive 1.21, up on 0.72 in 2016. Its score for disadvantaged pupils was a respectable 0.4, though it only had seven pupils falling into this category.

SCHOOLS THAT STOOD OUT FOR DISADVANTAGED PUPILS PROGRESS 8 SCORES:

TOP UTC


HUMBER UTC






TOP STUDIO SCHOOL

DE SALIS STUDIO COLLEGE





TOP FREE SCHOOL

DIXONS TRINITY ACADEMY





TOP SELECTIVE SCHOOL


WESTCLIFF HIGH SCHOOL FOR BOYS ACADEMY





WATCH OUT FOR ABILITY BIAS IN PROGRESS 8 SCORES

Expert Tom Perry warns of the impact of imperfect measures of prior attainment, on page 18



NEWS

CONSULTATION LAUNCHED TO END TEACHER GOLDEN HELLO CLAIMS

SCHOOLS WEEK REPORTER
@SCHOOLSWEEK

An end date has been earmarked for teachers to make golden hello claims to their school or local authority.

The National College for Teaching and Leadership has published a consultation on its proposal to cease applications from August 31, 2019.

The golden hello scheme, a financial incentive for teachers of priority subjects in secondary schools, was for teachers who began their eligible postgraduate initial teacher training (ITT) programme between August 2000 and July 2011.

In coming to the decision, the NCTL said there was a “99% reduction in golden hello payments over the last four financial years”.

It added that “the vast majority of eligible teachers have already successfully claimed” and there would be “reasonable opportunity” for those with outstanding claims to make a submission before the proposed end date.

Figures within the consultation show that reimbursements of golden hellos has dropped from £20 million in 2010-11 to a mere quarter of a million pounds in 2016-17.

The consultation will run until March 8, a response is expected to be published later in the month.

Ofsted grades RSC’s single-school trust ‘inadequate’

FREDDIE WHITTAKER
@FCDWHITTAKER

A single-school trust run by a regional schools commissioner has been rated ‘inadequate’ by Ofsted for serious safeguarding failures.

Martin Post has been accused of having a conflict of interest relating to his role at Verulam School in St Albans.

The RSC for north-west London and south-central England, Post is one of three members of the academy trust that runs the school. He is responsible for the oversight of governance, which has been strongly criticised in the Ofsted report.

However, as the RSC for the area, he is also responsible for intervening at failing schools and academies.

Inspectors raised specific concerns about Verulam’s governing body’s failure to ensure the safety of pupils after an inspection several months ago, but details have only just come to light.

Governors were told they had not done enough to ensure the school promotes tolerance of others. According to inspectors, pupils “often make derogatory and homophobic comments to each other and about teachers”.

According to the register of interests for RSCs, Post has served as a member of the single-academy trust that runs the school since 2007.

The school was inspected last October and given the lowest possible overall rating, but the report has only just been published.

Inspectors warned that safeguarding arrangements at the school are ‘inadequate’, and said leaders did not ensure pupils were safely travelling to, and arriving at, off-site provision.

Governors have not effectively challenged leaders on “how to ensure that the curriculum develops pupils’ understanding about how to keep safe”.

“The governing body has not fulfilled its duty to ensure the safety of pupils,” the report went on.

Angela Rayner, the shadow education secretary, has demanded answers from the government about the potential conflict of interest in this case.

In particular, the revelation raises questions about how Post’s department handles its dealings with the school, and whether he would himself be involved in any future discussions about the potential rebrokering of the school to a new trust. The Department for Education has so far declined to comment on his position.

“The government has serious questions to answer about how this situation ever arose,” Rayner told *Schools Week*. “We urgently need to know what steps the government will be taking to stop this happening again in future. Ministers have created a school system so fragmented that schools are increasingly unaccountable to the communities they serve and severe conflicts of interest keep arising.”

In a statement, the school pointed out that despite its overall rating, it had been rated ‘good’ in three out of

five categories: quality of teaching, outcomes for pupils and 16-to-19 study programmes.

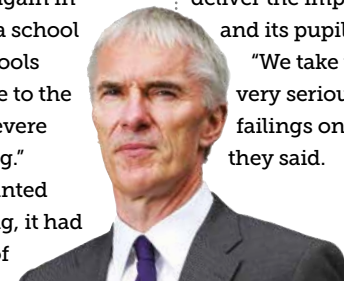
In response to safeguarding concerns, the governors and senior leadership team have “taken immediate action” to address the Ofsted inspectors’ views and findings. A comprehensive action plan has been agreed and “changes are already underway, from which progress can already be seen”, the school said.

Richard Kennedy, the school’s chair of governors, and Post’s fellow trust member, said the report’s findings were “disappointing”, but the school “has a framework to build upon much of the excellent work and good practice being carried out by staff and students”.

“We are confident that Ofsted will welcome the changes we have made and will reinstate our overall ‘good’ rating when they return to the school,” he said. “Importantly, teaching and learning, the sixth form and outcomes for students all remain ‘good’. Verulam will receive a monitoring visit as soon as three months.”

A DfE spokesperson would not comment on Post’s involvement, but said the department was “working closely with the academy to deliver the improvements this school needs and its pupils deserve”.

“We take the safeguarding of pupils very seriously and where Ofsted finds failings on this, action will be taken,” they said.



BROKEN PROMISES ON POST-16 AND SPECIAL NEEDS ENGAGEMENT

JESS STAUFENBERG
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The headteacher boards have been ignoring post-16 and SEND experts in their decisions on academisation – even though the government promised they would be included.

The Department for Education said the boards, which advise the regional schools commissioners on rebrokering and academy conversion, would seek “specific advice” from post-16 and special needs experts, but *Schools Week* understands there has only been one meeting involving them – and many now fear they’re being deliberately sidelined.

Dominic Herrington (pictured), the RSC for London and the south-east, was praised by the Sixth-Form Colleges Association for inviting post-16 academy principals to discuss their expertise. However, the SFGA said this was the only such meeting it knew of, even though the “opportunity was invaluable”.

This meeting in November was the result of requests from the previous year from the post-16 and SEND schools communities, that a representative from each sector should have a reserved place on every headteacher board.

The government refused to make the additional spaces for experts compulsory.

After *Schools Week* reported this at the time, the DfE claimed that the RSCs were communicating with SEND and post-16 specialists on ways to improve their access to the boards, so they could “offer specific advice”.

Each board has eight spaces, encompassing four academy CEOs or headteachers elected by local academy heads, two more appointed by the local RSC, and another two “co-opted” by the rest of the board. Those who are co-opted should have specific expertise in a certain area.

Simon Knight, director of Whole School SEND, part of the London Leadership Strategy, said it was “concerning” special needs experts do not have automatic seats on the boards.

His words were echoed by Jarlath O’Brien, the director for schools at the Eden Academy trust in Middlesex, who “strongly recommended” the boards speak to local SEND experts.

The “complexities and subtleties” of special schools, as well as pupil referral units and alternative provision, which take in excluded pupils, were “not always appreciated.”

“These schools are educating some of our most vulnerable children, and can also be very expensive provisions, so any decisions about their future must be made with the fullest possible information,” he insisted.



Meanwhile, Herrington tweeted enthusiastically about his meeting with post-16 experts on November 27, calling it an “informative session.”

James Kewin, the deputy chief executive of the Sixth-Form Colleges Association, said the post-16 academy heads were asked “how they might play an active role in the region’s community of schools”.

Herrington’s headteacher board is also one of the few with a co-opted SEND expert.

Alison Beane, the executive headteacher of the Solent Academies Trust, which is a group of three special needs schools

in Portsmouth, was co-opted at the last election in October.

A former member of a headteacher board, who did not wish to be named, told *Schools Week* the boards’ elections had produced some “unrepresentative patterns” this year, and that not all sectors are properly represented.

“Regional schools commissioners are appointed because of their extensive knowledge of the education sector,” said a DfE spokesperson, adding it was “not unusual for them to engage with leaders from across the education system.”

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NEWS

IN brief

GOVERNMENT OPPOSES 'HOLIDAY HUNGER' BILL BUT BACKS RESEARCH

The government will not support a draft law to force councils to provide free meals and activities for poor pupils in school holidays, but promised to research whether or not state intervention is needed to prevent "holiday hunger".

Ministers say research to assess whether providing meals to disadvantaged pupils in school holidays would be effective will begin "immediately", and funding is available for pilot projects in some areas. But the government opposed a bid by backbench MPs to force town halls to tackle the issue.

Frank Field, the Labour MP for Birkenhead, who chairs of the all-party parliamentary group on holiday hunger, put forward a draft bill that, if passed, would place a duty on local authorities to make sure disadvantaged pupils are fed during school breaks.

The research will investigate "how best to ensure more children from disadvantaged families benefit from healthy meals and enrichment activities during the holidays, including through targeted pilots".

NO PAY CUT FOR HEADS IN LONDON'S HARINGEY

Labour Party activists in the London Borough of Haringey insist they won't cut pay for headteachers, despite press reports of a plan to slash salaries of the highest-earning council employees.

An article in last week's *Sunday Times* about the selection of council candidates backed by the Jeremy Corbyn-supporting group Momentum claimed activists had proposed a plan to cut the salaries of council employees earning over £60,000 by up to 40 per cent.

The article points out that headteachers would be among those worst affected because almost all of them earn more than £60,000.

However, Celia Dignan and Russell Dove, chairs of the Hornsey, and Wood Green and Tottenham constituency Labour Parties, which cover the Haringey council area, said the claims are "simply false".

"We can inform members and supporters that none of our branches has forwarded a proposal to cut Headteachers pay to our upcoming Manifesto Conference. The implication that it will be debated there is simply untrue."

NAHT: TEACHERS NEED AN IMMEDIATE 5% PAY RISE

The headteachers' union NAHT is demanding a five-per-cent pay rise for all school leaders and teachers.

The National Association of Head Teachers has asked the School Teachers' Review Body to recommend a "significant increase" in pay, and an increase in school funding to pay for it, insisting that a big rise is required to address the recruitment and retention crisis.

The union said teachers' pay had fallen by 10.5 per cent in real terms since 2010, and school leaders are finding it "impossible" to offer attractive salaries.

Since 2011, average pay rises for public sector workers have been capped at one per cent. However, in September the chief secretary to the treasury Liz Truss wrote to the chair of the STRB, Dr Patricia Rice, to give her body the "flexibility" to recommend an average pay rise above the cap for 2018/19 in response to growing pressure on the government.

Wild disparity between PISA tests taken on paper and PC

ALIX ROBERTSON

@ALIXROBERTSON4

Pupils taking international aptitude tests have scored much worse since organisers switched from paper exams to a computer-based system – and the new method makes comparisons highly unreliable, according to new research.

The latest Programme for International Student Assessment (PISA) used computers for the first time in 2015, making it much harder to compare results with previous years, even with adjustments made to counteract the shift.

UCL's Professor John Jerrim made the revelations in his recent paper for the Centre for Education Economics, an independent think-tank.

Between 2000 and 2012, PISA used a paper assessment, but in 2015, pupils in 57 out of the 72 countries involved took the test on a computer. In 2018, 70 countries will use the computer-based assessment.

Looking at sample data for three countries from a trial carried out by the OECD, which runs the tests, Jerrim found that pupils taking the test on computers underperformed their peers by up to 26 points in Germany, up to 18 points in Ireland and up to 15 points in Sweden.

He also found that adjusting scores to account for the weaker performance on computers was not a suitable solution.

He concluded that the adjustments made to PISA results in 2015 "do not overcome

all the potential challenges of switching to computer-based tests", meaning that "policymakers should take great care when comparing the results across and within countries obtained through different modes".

This has serious implications for a test which "has increasingly come to dominate education-policy discussions worldwide", and for other assessments making a similar switch.

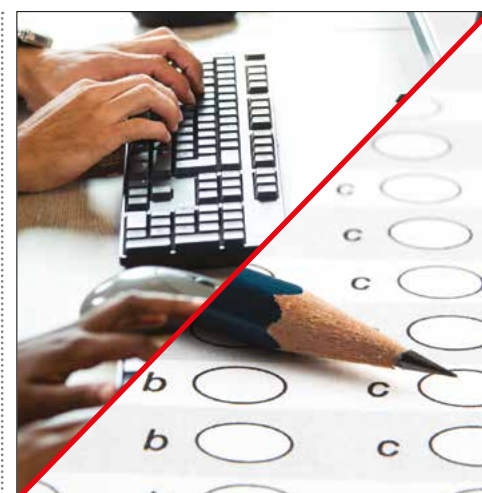
A spokesperson for Ofqual refused to comment on what affect the research may have on the future of testing in England, pointing out that few general qualifications are assessed using computers at present.

Different results should be expected when changing from paper to computer-based testing, according to Tim Oates of Cambridge Assessment, but this is only a problem if you claim to be "maintaining the exactly the same standard".

"Different kids tend to pick up marks differently when you change the mode of testing. Different skills are mediating the ability to demonstrate what they know," he said.

"But the whole point of PISA is to gather cross-sectional data every few years on a sample of 15-year-olds, and then make a claim that the country is improving or deteriorating in certain ways. Comparing years that used a different mode – that becomes an issue."

Oates has wider concerns about replicating the problems in other tests, such as the Trends in International Mathematics and



Science Study (TIMSS).

"TIMSS is going in the same direction," he said. "They are adopting on-screen assessment very rapidly, mainly because that's what PISA did. I am worried about it."

Andrew Harland, chief executive of the Exams Officers Association, said the news cast doubt on the reliability of the assessment.

"Unless and until this sort of anomaly or questionable outcome can be resolved, it would seem unwise at the very least to change from written examinations to computer based examinations," he told *Schools Week*.

"At least at the moment everyone knows and understands the outcomes of the traditional examination system. If the switch is made to computer based assessments before there is understanding of the impact of those systems on the outcomes for the candidates, those decisions will be inevitably compromised and therefore probably inaccurate."

The OECD's Yuri Belfali insisted that progressing to computer-based delivery of the PISA tests had been "appropriate" and "inevitable".

EEF PREDICTS 'LITTLE OR NO HEADWAY' IN CLOSING ATTAINMENT GAP BY 2021

ALIX ROBERTSON

@ALIXROBERTSON4

Schools will make "little or no headway" in closing the attainment gap between disadvantaged pupils and their better-off classmates over the next few years, the Education Endowment Fund has warned.

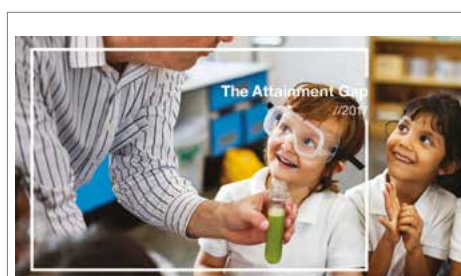
Based on last year's key stage 2 results, the charity predicts that the gap between the Attainment 8 scores of the poorest pupils and their peers will be 11 percentage points in 2021, just as it was in 2017.

The same research predicts that the gap in their Progress 8 scores will actually widen slightly, from 14.8 percentage points in 2017 to 15.6 points in 2021, an increase of around 5.5 per cent.

Attainment 8 measures average achievement in GCSE across eight subjects, while Progress 8 measures students' progress between key stage 2 and key stage 4 in the same areas.

Dr Mary Bousted, the joint general secretary of the National Education Union, claimed "the link between social demography and educational destiny has not been broken".

"The government needs to address the root causes of disadvantage as well as



provide money for those services beyond schools that support children, young people and families," she said.

The findings from the study, which used key stage 2 results data to predict how the gap is likely to shift, were not all negative however.

Improvements in primary schools over the past few years mean the gap between the proportion of disadvantaged pupils with at least a good pass in English and maths and all other pupils may reduce, from 24 percentage points last year to 21.5 points in 2021.

The EEF report stressed that widening achievement gaps at GCSE level are not a foregone conclusion, as there is opportunity for secondary schools to make a difference.

The foundation suggested secondary schools should, for example, enter disadvantaged pupils for the same number of subjects as all other pupils, explaining that this would "reduce the forecast gap in Attainment 8 scores from 10.8 percentage points to 8.8 in 2021".

Sir Kevan Collins, the chief executive of the Education Endowment Foundation, insisted that closing the attainment gap is "our best shot at improving social mobility".

"We know the attainment gap is not inevitable – in one in 10 schools disadvantaged pupils' outcomes exceed the national average for all pupils – so secondary schools can make some important headway in boosting outcomes for the poorest students," he said.

A Department for Education spokesperson said ministers wanted all pupils to benefit from education that "inspires them to make the most of their lives, no matter where they live or their background".

"Last week, the education secretary announced a package of measures to support underperforming schools, drive up pupil attainment, and create more opportunities for young people – particularly in disadvantaged areas of the country."

NEWS

Research: The government is hiding the true cost of free schools

JESS STAUFENBERG

@STAUFENBERGJ

Exclusive

Free schools cost on average almost three times as much to open as the government originally predicted, according to research that lays bare the scheme's full pricetag for the first time.

A new report written by ex-Department for Education adviser Tom Richmond and shared exclusively with *Schools Week* established that the average cost of every free school opened between 2010 and 2017 was £8.6 million, far more than the £3 million-per-school that had originally been planned, and much higher than the £6.6 million figure quoted by the National Audit Office in a 2013 report.

Over the past seven years, the government has spent £3.6 billion setting up 422 schools. A quarter of that has been spent on "hidden costs" for lawyers of around £900 million, a figure which has been rolled up into overall capital costs until now.

Free school advocates have defended the programme, saying their value should not just be judged on whether they improve results or create school places – but as "innovators" in their own right.

But Richmond, who has also worked as a researcher at the Policy Exchange think-tank, warned against "cherry-picking" particular schools as examples of good practice, and instead wants education



experts to keep a close eye on the schools' Ofsted ratings and results as a better way to gauge their true value for money, especially in light of the legal fees.

Although data obtained under the Freedom of Information Act shows that £235 million was spent on legal advice for new free schools between 2010 and 2017, Richmond suspects the real bill is much higher, and is being hidden in government records under general capital cost totals.

He notes an "unusual pattern" in the monthly breakdown of costs, which shows monthly legal costs topped £20 million on

several occasions in 2013, falling to the hundreds of thousands since then.

Legal fees went from almost £160 million in 2013-14, around a quarter of the total spend for that year, to £3.3 million in 2014-15, just 0.4 per cent of the total spend. At the same time, general capital costs increased from £537 million in 2013-14 to £733 million in 2014-15.

The National Audit Office's 2013 report on free schools stated that contractor costs were rolled into capital spending after 2014, which has led to an assumption that legal costs are no longer being treated as their

own category.

Instead, Richmond assumes that legal advice continues to account for around 25 per cent of the overall costs of the programme, reaching around £900 million over the past seven years.

He wants the DfE to "clearly separate out all the different forms of spending" so that both supporters and critics of the programme can make an informed judgment. His demand for transparency was echoed by both the Association for School and College Leaders and the National Education Union.

However Mark Lehain, the founder of Bedford Free School and the director of the Parents and Teachers for Excellence, said free schools had "never just been about meeting basic need" for school places.

"It was about bringing in innovation," he said, pointing to Michaela Community School, Dixons Trinity Academy and the Tauheedul education trust, all of which have performed well.

The process for setting up free schools now is also "much more efficient" than in previous years, almost to the point where the government is "too cautious" about costs, he claimed.

"We mustn't just look at the bottom line of these new schools, but on what their influence might be on the wider system," he suggested.

The Department for Education was approached for comment.

Headteachers' Roundtable

SPEAKERS ANNOUNCED!

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SCHOOLS WEEK



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EDUCATION SELECT COMMITTEE



TOM SHERRINGTON
AUTHOR & EDUCATION
CONSULTANT



NEWS

SPENDING PLANS RELEASED FOR T

FREDDIE WHITTAKER & JESS STAUFENBERG
@SCHOOLSWEEK

The new education secretary has set out how £36 million will be spent in six social mobility “opportunity areas” across England.

Damian Hinds has now released delivery plans for the second wave of opportunity areas: Bradford, Doncaster, Fenland and east Cambridgeshire, Hastings, Ipswich and Stoke-on-Trent.

These introduce the people appointed to chair the six partnership boards in those regions, and sets out what they will do with their money.

A lot of the plans focus on school improvement, particularly in numeracy and literacy, and all six include proposals for “enterprise advisers” in schools, a policy already developed and funded by the Careers and Enterprise Company. The National Citizen Service will also expand its work across all six areas.

Hinds has also announced that a new research school will be founded in Ipswich, as part of the opportunity areas reforms.

In his first major policy announcement since taking the role in early January, Damian Hinds handed £200,000 to Highfield Nursery School to found a research hub with the Kesgrave and Farlingaye teaching school alliance and the Springfield teaching school alliance.

The group is the 23rd research school



Damian Hinds

awarded government funding, and the first set up by an early-years provider.

Hinds also announced that £45 million in growth funding has been allocated to “more than 400” academy trusts.

However, the Department for Education has only named seven of the recipients of money from its MAT development and improvement fund, and said the others would be identified later in the month.

The seven trusts confirmed as receiving

funding are Maiden Erlegh in Reading, Hamwic Education Trust on the south coast, Ebor Academy Trust in east Yorkshire, Thomas Hardy MAT in Dorchester, Manor Multi-Academy Trust in Wolverhampton, Norfolk’s Inclusive Schools Trust and SS Simon and Jude, which operates in Knowsley and Salford in the north-west.

“By supporting good and outstanding schools to help others improve, and focusing on disadvantaged areas where

our young people need extra help, we can continue to make a difference to people’s everyday lives and build a Britain that’s fit for the future,” said Hinds.

The first wave of opportunity areas – Blackpool, Derby, Norwich, Oldham, Scarborough and West Somerset – were announced in late 2016 by Hinds’ predecessor Justine Greening, and their plans were published last October.

The second wave was named last July.

BRADFORD

The chair of the Bradford opportunity area partnership board is Anne-Marie Canning (pictured), who is director of social mobility and student success at King’s College London.

A former access officer at the University College Oxford, Canning is also a member of the Universities UK Ministerial Advisory Group, and has served as chair of the Russell Group Widening Participation Association.

She says she grew up in one of the poorest postcodes in Yorkshire and is determined to “make Bradford’s social mobility aspirations a reality”.

Priorities for schools in Bradford

- Teaching and leadership – school leaders will design master classes to attract education professionals to the city. Fifty leaders will start National Professional Qualification leadership classes.
- Reading – whole-school literacy training will be available for nine primary schools, and an English hub will be established in the area.
- Careers advice – each school will have an enterprise adviser – a volunteer from the business world – and a primary school careers programme will also be

considered.

- Removing barriers to learning – the Education Endowment Foundation will help promote evidence-based interventions on handwriting, teacher training and other issues in 50 schools. Health partners will identify pupils with uncorrected eyesight problems across 80 schools.



DONCASTER

The chair of the Doncaster opportunity area partnership board is Professor Chris Husbands (pictured), who is vice-chancellor of Sheffield Hallam University and a former director of the Institute of Education in London.

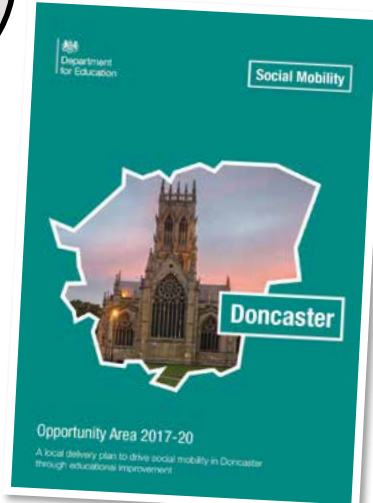

Formerly the head of the Institute of Education at Warwick University, he has also been dean of education and lifelong learning at the University of East Anglia.

He says “too many children are being held back based on where they live in the town” of Doncaster, and emphasised that collaboration across the borough was central to the plan to turn their fortunes around.

Priorities for schools in Doncaster

- Reading and maths – a new CPD programme will support good teaching, and schools with low outcomes will get an education adviser.
- Teaching and leadership – the number of Teach First placements in secondary schools will be doubled, and 80 leaders will be offered the National Professional Qualification.

- Careers advice – every school will have an enterprise adviser, and six schools and one college will get outreach staff to double the number of poor pupils going into higher education.
- Mentoring – a programme will be launched for vulnerable pupils to raise school attendance and increase their confidence.



THE NEXT SIX OPPORTUNITY AREAS

FENLAND AND EAST CAMBRIDGESHIRE

The chair of the Fenland and East Cambridgeshire opportunity area partnership board is Patricia Pritchard (pictured), who also sits on the Oxford Diocesan Schools Trust board.

She is a self-employed education consultant, who also works with the Woodard Academies Trust, Woodard Corporation, the Church Schools of Cambridge Trust and the Cambridge Centre for Sixth Form Studies.

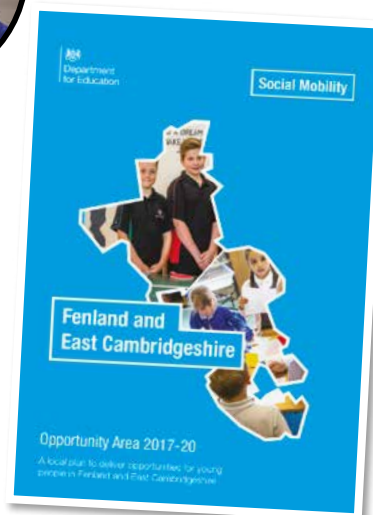
Pritchard says she wants the opportunity area to "become a beacon of excellence for promoting social mobility and transforming the life chances of every pupil".

Priorities for schools in Fenland and East Cambridgeshire

- Speaking and reading – at least 20 early-years educators will be trained with a focus on early speech, and at least five new breakfast clubs will open this year.
- SEND and mental health – mental health first aid training will be delivered to one member of staff in each secondary school, and four support centres will be set up for parents whose children have an Education Health and Care Plan.
- Careers advice – each secondary school will get an enterprise adviser, as well as

training to get a qualification in Careers Education, Information, Advice and Guidance (CEIAG) and to act as "careers champions".

- Teacher supply – ten more Teach First placements will be made available, up to 100 school leaders will take the National Professional Qualifications and 20 new foundation teacher training places will be created.



HASTINGS

The chair for the Hastings opportunity area partnerships board is Richard Meddings (pictured), a former finance chief to Standard Chartered, the banking and financial services company.

In September he was appointed as a non-executive director to TSB, with the Financial Times reporting this places him in line to become chairman at the bank.

He had been a longstanding finance director at Standard Chartered, and was considered a candidate to become chief executive, but then left in 2014 ahead of an overhaul of its business.

Having lived in Hastings for more than 20 years, Meddings said the town's educational outcomes are improving but it "still lags a long way behind other areas".

Priorities for schools in Hastings

- Reading – 15 target schools will be offered professional development including for teaching assistants, and schools will have access to more resources on teaching phonics.
- Maths – regular "teach meets" will see teachers get together to learn about international evidence-based approaches, a STEM hub will be established and 24

teachers will be trained in the maths mastery approach.

- Mental health – a training programme will be available for all schools and will identify mental health leads in each, while a parenting programme will also be developed.
- Careers advice – every school will get an enterprise adviser.



IPSWICH

The chair of the Ipswich opportunity area partnership board is Richard Lister (pictured), who is also the founding vice-chancellor at the University of Suffolk.

He was recently awarded an OBE in the Queen's Birthday Honours for services to higher education over a career of nearly 40 years.

He has worked at the University of Suffolk since 2006, and previously worked at Brunel, Hull and Essex Universities.

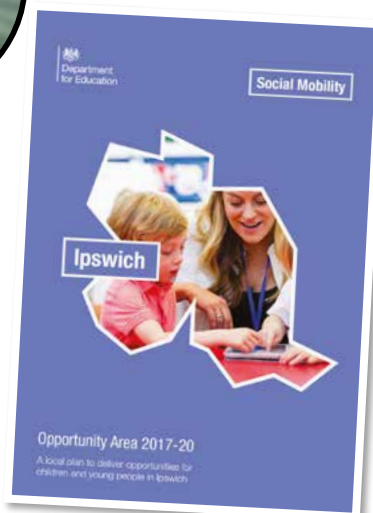
"We are determined to show that by working as a whole community we can transform opportunities for everyone," he said.

Priorities for schools in Ipswich

- Character – a delivery team will support disadvantaged families to develop positive learning behaviours.
- Teaching – up to 80 leaders will take the National Professional Qualifications this year, and two will become National Leaders in Education.
- Improving attainment – an Ipswich evidence-based practice fund will provide grants to improve English and maths

attainment for the poorest pupils. Three schools will participate in a research project about transition between key stages.

- Careers advice – secondary pupils will all get four "encounters" with the world of work, and a provider will deliver a programme to support young people not in employment, education or training to return to those pathways.



STOKE-ON-TRENT

The co-chairs of the Stoke-on-Trent opportunity area partnership board are Dr Carol Shanahan (pictured above) and Professor Liz Barnes (pictured below).

Shanahan is the managing director of Synectics Solutions, a data company which works with businesses to reduce risk, financial crime and meet regulatory requirements.

Barnes is the vice-chancellor and chief executive of Staffordshire University. Before that she was deputy vice-chancellor at Sheffield Hallam University and Derby University, after time spent at Teeside University in Newcastle.

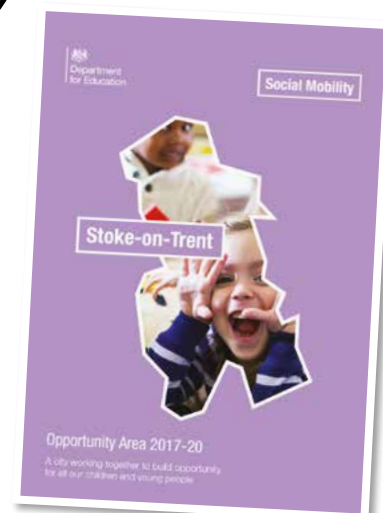
"We will work to make sure that all Stoke-on-Trent's children get a good start in life and grow into happy, confident and successful adults," they said.

Priorities for Stoke-on-Trent schools

- Early years – engage parents with their children's learning through a "parent ambassador" initiative. Deliver specialist support at 25 schools with low levels of development in reception.
- English, maths and science – "pupil premium catch-up reviews" with schools to make sure money is being used effectively, and one-on-

one tuition for disadvantaged year 7 pupils.

- Citizenship – improve access to the National Citizen Service extracurricular programme for the city's poorest pupils, and increase holiday provision that keeps disadvantaged pupils on track with learning.
- Careers advice – expand an "inspiring females and males" event to half of the city's secondary schools, and making sure all secondary school pupils have four high-quality encounters with employers.





EDITORIAL

Free by name, but definitely not by nature



It's an unfortunate name for such a costly project: "free schools". They're free, of course, in the sense of being freer from local government control, just like academies, but joyously free of charge they are not.

Are they, in fact, cheaper than alternative models? Free schools by their nature have to make a case for why they should exist, and what they offer. Many interesting models have been birthed of this necessity: last week's paper mentioned School 21, a free school with a curriculum entirely based around pupil speech and debate. At the other end, Michaela Community School, which treats the teacher as an absolute authority, is visited so frequently that onlookers are asked not to bug pupils for their thoughts. This genuinely helps education seem like an exciting, vibrant sector.

BUT... In his admirably balanced report on p11, Tom Richmond, a former advisor to the DfE, looks at the facts, finding "a mixed picture" on academic results so far. Education Datalab has found free schools are more likely to have

either very high or very low Progress 8 scores. Richmond goes on to work out, from multiple, confusing government datasets, that free schools have cost three times as much as ministers initially imagined. When *Schools Week* spoke to a business manager this week, they said one project cost £5 million, and another £20 million.

And that's the thing about free schools. There is no model, no benchmark, no measure for what they should be like or cost. They operate on extremes. That's why they're exciting, and also why they're so infuriating. Without wanting to mention Brexit, the lack of clear information has been sure way to sow division.

By hiding the legal costs of the free schools programme, the government continues to stoke that discontent. It must pull the data together, with all capital and advisor costs clearly laid out, for every free school project, including those that have closed, since 2010. It must publish this, and it must allow us to see whether these schools do live up to their name.

The inconvenience of identity

First it was the free schools deciding to drop the term from their official name.

Then it was Colston Primary School in Bristol, which last year decided it needed a rebrand after protesters pointed out it was named for the infamous 17th century slave-trader Edward Colston.

And now the Meller Education Trust has to make an awkward decision: does it stick with the nomenclature of its "absent" founder, who organised a charity event cancelled forever in

disgrace, or twist?

Back in 2016 *Schools Week* revealed that multi-academy trusts were six times more likely to be named after men than women, and that none were named after female founders.

At the time, we took the view that only women should be used as a basis for names for a while to even things up.

Perhaps it may simply be better for academy trusts not to be named after anyone at all.

Blurred lines

As the government's academisers-in-chief, regional schools commissioners understandably have their fingers in all sorts of pie.

While the RSCs have a wealth of knowledge and expertise to share, there's a clear conflict of interest that should prevent them from serving in trust roles in their own region at the very least.

Martin Post, the RSC for north-west London and south-central England, is not only a top boss at a academy trust,

he's also the top boss at a failing one.

His involvement with Verulam School in Hertfordshire has raised many questions. For example, what does he do when the school's new 'inadequate' rating and safeguarding failures are inevitably discussed with his RSC hat on?

Clarification is needed, because right now, Post is both in charge of governance at a failing school and in charge of clamping down on bad governance at that very same school.



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Principal

Brighton Aldridge Community Academy

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Aldridge Education is a charitable trust working in different regions across England where the opportunities and prospects for young people are often most limited, and where the introduction of our entrepreneurial approach to education can have most benefit.

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Closing date: Midday on Friday, 9th February 2018.

To apply please go to <http://www.unitedlearningcareers.org.uk/vacancies>

United Learning is committed to safeguarding and promoting the welfare of children. The successful candidate must be willing to undergo an enhanced disclosure through the Disclosure and Barring Service.



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PRINCIPAL

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Scarborough UTC, with specialisms in engineering and computer science, opened in September 2016 in a state-of-the-art new building with facilities and equipment to match. It is favourably positioned close to Scarborough town centre on a prestigious £47 million development, which alongside the UTC boasts a new university campus and Sports Village. The UTC is a school for 14-18 year olds with world-class sponsors such as GCHQ, Plaxton, Unison Group, McCain, Deep Sea Electronics and the University of Hull. These partners commit generous time and resources to ensure our students receive a relevant and leading edge technical and academic experience. An experience which accelerates their entry into careers in engineering and computer science through preparation for related university degrees or high level apprenticeships. Students study for approved Technical Qualifications, GCSEs and A-Levels. Ours is a distinctive offer, delivered through a challenging and applied curriculum. A programme of study which blends technical and academic routes with embedded employer projects and university enrichment.

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professional development. Studying with us gives students access to a range of exciting careers in the many areas of future engineering, such as advanced manufacturing, automation, robotics, programming, artificial intelligence and cyber security.

As Principal, you will be a passionate and school leader with the ability to inspire staff, students, parents, employers and our wider community. We are looking for a leader with:

- an expansive long-term vision for Scarborough UTC;
- the professional skills and characteristics to drive and implement that vision;
- a secure understanding of the ever-changing education landscape, system leadership and capacity building in financially challenging times;
- the ability to build, sustain and draw on effective business, employer, and community partnerships;
- the ability to lead, manage, motivate, and inspire staff, students, parents, employer and higher education partners and the wider community; and
- a proven highly effective, open, and collaborative approach.

This is a career-defining opportunity for a current school leader to provide innovative and world-class provision, with the support of employers and academic partners, to meet the needs of all learners at the UTC.

To find out more information, please visit www.leadscarboroughutc.co.uk. For an informal and confidential conversation, please contact Rachel Singer or Jo Fish at Navigate, our recruitment partners, on 0113 287 8445.

Head of Science

MPS/UPS plus TLR 1
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The school has an existing reputation for high quality education with a relentless focus upon high expectations and aspirations.

We are a friendly, dynamic and innovative school and pride ourselves on our commitment to ensuring student progress through high quality teaching and learning provision for all. The successful applicant will share these values and play an active part in delivering on this commitment.

We would love to hear from you if you:

- Want to work in a supportive and caring environment
- Are committed to enabling every student to achieve the very best they can
- Are an ambitious professional
- Are a good/outstanding classroom practitioner

Please e-mail bechellil@sgsce.co.uk to request an application form and job description.

Closing Date: Monday 19th February 2018 at noon
Interview date: To be confirmed

Saint George's School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The appointment is subject to satisfactory references, medical clearance and an enhanced DBS check.

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Are you a specialist in one of the core EBACC subjects?

Are you committed to an inclusive academic approach to learning?

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We welcome applications from excellent teachers, with a passion for delivering challenging, inspiring and knowledge-rich lessons for all. We are looking for reflective practitioners, who are willing to work collaboratively, and who will go the extra mile to ensure success for our students.

As a founding member of the school, you will play a key role in establishing our curriculum, expectations and ethos, and will have significant ownership over the delivery of your subject area. We are dedicated to continuous professional development in all areas, and will ensure that you receive high quality and effective training in order to support you in your role.

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info@turnerfreeschool.org

For further information, please visit our website: www.turnerfreeschool.org

Salary: On the MPS/UPS scales

Closing Date for Applications: Friday 23rd February

The Turner Free School is part of Turner Schools, which is committed to giving a powerful education to local families through schools where children thrive and knowledge matters. Turner Schools is committed to safeguarding children and promoting their welfare. It expects all staff and volunteers to share this commitment. Any appointment is subject to an enhanced Disclosure and Barring Service (DBS) check, including checks against the barred list. Two references are required prior to commencement of employment. We are an equal opportunities employer.

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READERS' REPLY

Reply of the week
receives a
Schools Week mug!



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Behaviour guru calls energy drinks 'child protection issue'



Mark Kelly // @mark_kelly256

Banning energy drinks for U16s will be as effective as banning sugar, cigarettes, etc – a waste of time and a futile publicity stunt masquerading as policy action

Unions: Schools need more help handling complaints



Ir8 Guy // @Ir8_Guy

No, schools need more support to improve, to reduce the amount of complaints

Free schools in £2m debt after getting pupil numbers wrong



Neil Short // @neils46

Yet another chapter in the free school financial fiasco!

Oracy 'pushed out' by strict traditional teaching, says MP



Janet Graves // @jk_graves

I think I use more direct instruction now but encourage my students to speak about what I've explained more than ever.



Terry Fish // @terryfish

Oracy is key for early years and for disadvantaged pupils particularly

Jon Brunskill // @jon_brunskill

When done badly, traditional teaching does indeed push out oracy, as children never get a chance to speak. When done well, it provides the rocket fuel for great speech.

Compulsory Saturday lessons could 'burn out' teachers



Gary McVeigh-Kaye

As the father of an eight-year-old and the husband to my lovely wife, I'd say my family are far, far more important than any of my students' exam results.

Schools mustn't stop teaching other religions



Dave Crathorne

We have to teach all children to be respectful of beliefs and opinions. Help them to educate themselves to make their own decisions, rather than follow the oppressive views that pebble-dash social media and other press agencies.

Compulsory Saturday lessons could 'burn out' teachers

REPLY OF THE WEEK



Deborah Carr,

As a teacher I already work weekends with the amount of marking and planning I need to do. It is the lack of thought for the young people here I am quite concerned about. They need to have time away from being in the modern factory of education and grow socially and emotionally, or we are going to have more and more issues with mental health problems, behaviour problems, social skills, etc.

Correction

In Sameena Choudry's opinion piece last week, entitled It's time to beat the gender pay gap, we said that Northern Education Trust was one of only two educational organisations with a gender gap in favour of women. It is in fact the Northern Schools Trust. The Northern Education Trust has not yet published its data.

It is beyond tedious to watch two ministers argue in public over the meaning of the word 'skills' when they could be fixing education, writes Laura McInerney

One of my favourite questions to ask people is this: "If you were invisible for the day, what would you do?" It always throws them off. Sometimes they ask me, and I've never had a good answer of my own. But this week, if I could've been invisible on Monday, I'd have dearly loved to be in the room when schools minister Nick Gibb heard his boss, the education secretary Damian Hinds, praising "soft skills".

Gibb hates the "skills" word in the way that most of us hate the words "SATs" or "Michael Gove". But education secretaries have an annoying habit of suggesting skills might be quite important.

Justine Greening claimed she was leading a "skills revolution" at the Conservative Party conference. Unfortunately, that same week, we learned that Gibb had banned civil servants from using the word 'skills' in his correspondence because "he doesn't believe they exist", a source let slip.

Hinds went a step further. In a somewhat confused speech at the Education World Forum on Wednesday he not only said that he believes in "soft skills" – cue hyperventilation from Gibb – but that "there is nothing soft"



LAURA MCINERNEY

Contributing editor, *Schools Week*

When Hinds says skills what he really means is knowledge, right?

about them. No brown paper bag in the world was big enough to stop that panic attack.

Merrily, Hinds continued: "The hard reality of soft skills is that actually these things around the workplace and these things around character and resilience are important for what anybody can achieve in life, as well as for the success of our economies. They're not exactly the same thing, character and workplace skills, but there obviously is some overlap."

Then, the kicker, the line that must've stabbed at Gibb's heart.

"I don't suggest they can just be taught," said Hinds, before pointing out they are also learned via ethos, extracurricular activities, yadda-yadda.

But the damage was already done, for in

saying they are not "just" taught he also implied that they "can" be taught.

In my dreams of invisibility I see the exact moment that steam begins pouring out of Gibb's ears. But then, he grabs a pen. Because he remembers that the very next day at the Education Forum, he also has a speaking slot.

And so it was that on Tuesday, in front of the same global audience, schools minister Gibb finally let the word "skills" slip from his lips. In fact, 610 words of his 1,500-word speech were dedicated to skills, and to explaining precisely why, when the government says "skills", it really means "knowledge-based skills". Not "skills-based skills" or "21st century skills", but skills that look a lot like "knowing maths". After all, musicians become proficient by

learning scales so kids can't be creative without knowing about the First World War. Obviously.

This is very cute if you're into masturbatory inter-ministerial argument, about which I'm sure there's a bigger point to do with progressives and traditionalism and all that stuff that a small group of people like to bang on about. But let's get real. At the exact time these speeches were happening, half a million teachers were overseeing eight million children already learning a bunch of "knowledge" and practising a clutch of "skills".

Schools don't need ministers to lock horns over philosophy

Some of what they were doing is dictated by what we know about curriculum (and we certainly need to know more) and some is dictated by old habits. None of it is affected by weird word-wars put on for show.

Schools don't need ministers to lock horns over philosophy, they need them to stop prattling about with cheap shots and nonsense, and instead come up with actual solutions to actual problems and announce those.

PROFILE

NATASHA PORTER

CATH MURRAY | @CATHMURRAY_

Natasha Porter, CEO, Unlocked Graduates

Teach First is spawning. First there was Frontline, which applied the model to social care, and Think Ahead, focusing on mental health. Then came Police Now.

The latest spin-off to get off the ground is Unlocked Graduates, which aims to train up the "brightest, smartest" graduates to work as prison officers for two years, during which time they write a dissertation, gain a masters and pump out a slew of new prison policy ideas.

The charity doesn't waste energy trying to persuade recruits to stay for longer, however. In fact, it positively wants some to leave.

"It sounds very counterintuitive," explains CEO Natasha Porter, "but actually what we need are people across society advocating for the prison service."

This organisation, like several of the above, is run by a former Teach First, who just happens to be a devotee of the "no excuses" schools movement, and who won three months of funding to write her business plan after pitching the idea directly to Michael Gove.

But the real story begins much earlier. Privately educated, Porter was recruited to Teach First in 2006 as she was finishing up her English degree at the University of Warwick. She was sent to a school in Finsbury Park in north London, not far from her own affluent home neighbourhood of Highgate. This proved to be a eureka moment.

She recollects "seeing children growing up very close to where I'd grown up, with completely different lives" – many of whom were cleverer and "much better behaved than I was" yet getting much worse exam results. "The only difference was that my family were wealthier than theirs," she realised.

Exam results weren't the only injustice, however. She also witnessed "children falling into the criminal justice system" for "doing things that my peers, when I was kind of an off-the-rails teen, were doing, but maybe getting away with because they had powerful families".

This awakening to injustice led Porter to become "obsessed" with a certain type of school then emerging in the US, of which charter schools and the Knowledge Is Power Program (KIPP) are probably the best-known varieties.

It was witnessing the low expectations put on children that got to her – attitudes among colleagues that these children had such complex problems at home that "we can't expect them to do well academically". By contrast, she found the KIPP ideology of teacher responsibility and raising expectations of pupils' academic achievement "really empowering". So when she read in The Evening Standard newspaper that Max Haimendorf, whom she'd met through Teach First, had been appointed headteacher of a new charter-

style school in London, she gave him a call.

Porter joined the founding team at the King Solomon Academy as head of English, and stayed for five years. Serving the most deprived ward in London for child poverty, KSA was one of the first no-excuses state schools in Britain, and managed to pull off the kind of miracle that the high-profile Michaela Community School is now looking to replicate.

Mossbourne Academy, established in a similarly deprived London borough in 2004 as one of Tony Blair's first "city academies", had been widely lauded for achieving a rate of five A*-C GCSEs at 83 per cent. KSA smashed these results out of the park: with a completely comprehensive intake, 93 per cent of their first cohort of pupils achieved five A*-C grade GCSEs including English and Maths.

Bolstered by the success of the model, Porter left KSA in 2014 to try and have a wider impact on education policy, first through the Policy Exchange think-tank then in the Department for Education itself.

One accusation often lobbed at schools – especially those of the no-excuses variety – is that they use exclusions too liberally, to improve results. Porter insists that KSA didn't exclude pupils and it made staff "angry" to learn that this was happening.

"We didn't have those conversations really," she insists. "We very much tried to work with parents."

Excluded pupils from the past can feel like "ghosts" to teachers, she says, in the sense that they stay with you and you constantly wonder what happened to them.

struggling to maintain a relationship with his daughter in year eight, until one of the officers suggested that he learn something she liked doing at school. So he took up maths, meaning they could talk quadratic equations on the phone and even practice together when she visited.

These are the kind of transformational interactions that Porter wants her officers to engineer.

Just as poor literacy is a huge problem in the prison population, so is disengagement from education. While there are teachers doing "incredible work" there, lots of inmates "can't read and write properly; they're ashamed, they hated school, the last thing they want to do is go and sit behind a desk in education".

In theory, she points out, "you could have Harvard delivering the best education, but if this guy doesn't get love, encouragement, support, and belief in his own ability", he will never even make it to the education block.

"Education's hard work. It's three-hour lessons. They often don't have loo breaks. It's often worksheet-based. They really lack resources," she says.

In short, the prison system isn't set up to support learning; it's about "safety, decency, making sure that people are well looked after and cared for. It's not about making sure they get educational outcomes". But this makes no sense from a policy perspective, as even a mere interest in education is a strong indicator that someone won't reoffend.

The solution, as she sees it, is to flood the prison system with "smart superstars" who will focus on

"EDUCATION'S HARD WORK. IT'S THREE-HOUR LESSONS. THEY OFTEN DON'T HAVE LOO BREAKS"

Many eventually end up in secure training centres or young offender institutes, and this is where Unlocked Graduates will be working from next year – having started its work in adult prisons.

Founded in 2016, the charity received five years' initial funding from the justice department – a package of support that began when she pitched the idea directly to then-justice secretary Gove. The story goes that Porter, uninspired by her fleeting foray into policy work, heard about Dame Sally Coates' government-commissioned review of prison education and "showed up on her doorstep" begging to be involved. Unlocked Graduates was one of the Coates review's key recommendations, and it became Porter's mission.

She tells a story about an inmate who was

getting inmates to engage with education. While society often views prison officers "as bouncers", they are dealing with "incredibly complex, challenging people, often with mental health problems, with very low educational attainment. So we need the brightest, smartest people doing that job."

It's also about raising prestige: "There are already prison officers doing these amazing things, what we want to do is partly shine a light on them, and partly bring in more people to learn from them."

Being intelligent isn't enough to pass the recruitment process, however. It includes a roleplay, a group exercise and a "tag-team interview" between a prisoner and prison officer. If they pass, they receive six weeks of intensive training where, in addition to the "nuts and bolts of being a prison officer", they learn about things



IT'S A PERSONAL THING

If you hadn't gone into education, what would you have done?

A scuba dive instructor: I'm a trained rescue diver – I've been diving in the Maldives, the Great Barrier Reef and Egypt.

Favourite place in the world?

It might have been Thailand back in the day. We used to go to little islands in the middle of nowhere because my dad was in student travel. A lot of it was still quite undiscovered, and we'd go on elephant rides through mountains and stuff. It was really cool.

What was your role in the family, growing up?

I have a sister five years' older, but I was both the brat and the boss. I was always the bossy one so my sister did what I wanted to do. We kind of switched roles.

Favourite book

Middlemarch, by George Eliot. Because Dorothea is a legend. She marries this disgusting guy at the beginning because she thinks to be a good Christian when she's 12 that it's all about pain, but basically in the end, she's this kickass single woman. She's in love with a guy but she's like "I'm not gonna marry you cos I'd have to give up all my property. And I'm the boss." It's a great book.

like trauma, attachment issues and special needs. They continue to receive training throughout the year from experienced prison officers, because they're the experts.

"Teachers are heroes," she emphasises, "but prison officers literally save lives. They cut people down from ligatures. When a good prison officer goes on a landing, self-harm can go down, suicide can go down on that landing, because the prisoners can feel safe."

While education in the youth estate is compulsory, attendance is "extremely low". So if the young people aren't getting to education, she wants to hire staff who will bring it to them. One of her officers set up a series of highly popular quizzes over Christmas, in response to prisoners revealing that they took drugs when there was nothing else to do. This is the kind of entrepreneurial spirit, driven by a passion for education, with which Porter now wants to

flood the nation's youth prisons, and it's why she recently put out a call for more teachers to apply.

Having been a "tearaway teen" herself – getting expelled and bouncing from school to school – she describes going through a seismic change in her late teens, when she decided to sort herself out, leading to a belief that people can always change.

"I believe in redemption", she declares – a succinct description of her mission.

OPINION



TOM RICHMOND

Former adviser to the
Department for Education

The incredible hidden costs of seven years of free schools

There's not enough evidence yet to see whether free schools have worked, says Tom Richmond, but what we do now know is quite how expensive the project has been

When Toby Young, the director of the New Schools Network, said last summer that free schools were “the most successful education policy of the post-war period”, I must admit to raising an eyebrow. Having been a teacher twice, an adviser to the Department for Education, and a researcher on education and skills for almost a decade, it struck me as a rather peculiar claim.

To judge whether any education policy has succeeded or failed, there are two fundamental questions that one should pose. First, what has it delivered? There is little to be gained by supporters or critics cherry-picking individual free schools that support their pre-existing views. Instead, we should evaluate them as a whole, and the evidence thus far has been mixed. Having analysed Ofsted reports and examination results, both the Education Datalab and the Education Policy Institute have concluded that it is hard to draw firm conclusions about the performance of free schools, largely because we do not have much data on them. While some have produced sparkling results, it is easy to find examples of dismal failures along the way. So we can't yet be sure what the project has delivered.

This brings us to the second consideration in judging the success of a policy: how much did it cost? Given the high-profile nature of free schools, you might think this would be a relatively straightforward answer. On the contrary, financial information on these schools is extremely hard to locate, which makes it difficult to give a fair assessment of whether any benefits they might deliver have been worth the investment. I recently took it upon myself to find out how much money free schools have received and what the money has been spent on. Through a combination of desk-based research, Excel spreadsheets, Freedom of Information requests and a lot of persistence, I found the answers to both questions. What I uncovered was surprising, and in some cases simply staggering.

The total sum of money spent on free schools up to April 2017 was over £3.6

billion. Given the climate of austerity that has gripped the DfE since 2010, this is a phenomenal amount and equates to approximately £8.6 million spent on each. Unsurprisingly, a large chunk of this funding has been consumed by capital costs such as construction, project management and land purchase. Much smaller amounts were spent on property and technical advice for these projects.

“**The total sum of money spent on free schools up to April 2017 was over £3.6 billion**

However, it is the money spent on legal advice that is most astonishing. In the early stages of the programme, the DfE was sometimes spending over £20 million in a single month on legal costs. Expenditure on legal advice was so rampant at this time that it was consuming 25 per cent of all the money being ploughed into free schools. A change in accounting procedures in 2014 means that legal costs now appear far lower than they once were. Even so, if we assume that (as was the case up to March 2014) these costs consumed a quarter of all spending on free schools, the total expenditure on legal advice since 2010 would now be £900 million – something that the DfE, the National Audit Office and the Public Accounts Committee may all wish to reflect on.

Almost £1 billion a year is now being poured into free schools and this is likely to grow. Supporters may choose to label this as money well spent, while critics will claim it as precious money wasted. My new report does not aim to settle the debate over these schools' value for money, rather to provide an additional lens through which to view the costs and benefits of the programme both now and in the future. By monitoring the examination results and Ofsted ratings of free schools in the coming years, at the same time as scrutinising the overall expenditure, we can hopefully move closer to working out whether the last seven years has been worthwhile.



TOM PERRY

Teaching fellow, University of
Birmingham

The 'phantom' grammar school effect of Progress 8

The school progress measures were a step in the right direction, but in their current form they can only partially correct for intake ability, writes Tom Perry

As we have known for decades, and the data clearly shows, raw attainment scores such as schools' GCSE results say more about schools' intakes than their performance. The progress measures – despite numerous limitations – were a step in the right direction.

Progress 8 compares pupils' KS4 scores only to those with the same KS2 scores. This enables like-for-like comparisons between pupils and helps level the playing field for schools.

But what happens when the KS2 scores we use to form KS4 expectations contain are unreliable? The conventional answer is that some schools will be “lucky”, taking more pupils who underperformed at an earlier stage and caught up. The hope is that these errors will cancel out when looking at whole cohorts.

My research, recently published in Research Papers in Education, shows that this is not the case. If we have imperfect measures of prior attainment, we get an incomplete correction for ability. We end up with some middle ground between the original KS4 scores – which are strongly correlated with intake prior attainment – and a perfect school value-added score for which intake ability doesn't matter. We have known that value-added measures are correlated with ability ever since Professor Stephen Gorard found a “surprising correlation” between them and attainment in the first ever English school value-added measure back in 2004. What was harder to understand was why.

Let me introduce you to some monsters which explain the problem.

First, the dreaded “shrinking expectations” (technically, regression attenuation bias). Progress 8 expectations rely on the relationship between KS2 and KS4 scores. As error increases, this relationship breaks down as pupils of different ability levels get mixed up. In the extreme, the KS2 scores do not predict KS4 scores at all and our best expectation is the national average. With normal levels of error, we end up somewhere in the middle – a twilight zone if you will – where the relationship moderately breaks down and the expectations shrink a little to

the national average.

Next, we encounter the terrifying “phantom” effect, which is about as exciting as statistical terminology gets. The handy thing about averages is that a lot of the pupil errors cancel out. A relationship that has broken somewhat in the pupil scores will only break down a little in the school averages. This means that the school-level KS2-KS4 relationship is just what is left over from an incomplete correction of the pupil scores. Researchers have known about this for some time and have been wrestling with how to measure the effect of pupil clustering by ability – at its most extreme in grammar schools – without falling for phantoms (i.e. results caused by statistical error).

“**In the extreme, the KS2 scores do not predict KS4 scores at all**

What we didn't know was the extent to which this affects the progress scores, until now. Ability bias is inevitable to some extent: measures are not perfectly reliable and, crucially, these measures only correct for pupil scores. Should we be scared? I used reliability estimates based on Ofqual research, ran simulations using the National Pupil Database and found that KS2 measurement error produces a serious ability bias, complete with a “phantom grammar school effect” which is eerily similar to that seen in the actual data.

Like most stories, we now need a plucky protagonist and a plan. The solution is simple, we adjust for school average prior attainment as well as prior attainment on a pupil-by-pupil basis. This is in keeping with the clear principle behind the progress measures: schools should be judged by the progress their pupils make rather than the starting points of their pupils. We just need to add that schools should not be advantaged or disadvantaged by the average prior attainment of their intake any more than that of individual pupils.

Now all we need is that plucky protagonist. But beware! There are some politics lurking...

The UK's dogmatic approach to teaching reading does a disservice to the different ways and speeds at which young children learn, writes Jan Dubiel

Oxford's recent Bold Beginnings report was controversial for several reasons, not least because it appeared to suggest that the core purpose of the reception year is learning how to read.

Literacy is important, but as an early-years specialist, I believe there are lots of things at that age that are just as important as learning to read.

In many countries, children don't start the formal process of decoding print until they're seven. In England it starts at four or five, and we have globally unusual expectations of children's decoding skills at a very young age, even though psychologically and cognitively, it is quite a complex process.

Much research exists to suggest that a delayed start to formal decoding tends to be more successful, which is the approach taken by countries like Denmark, Finland, Singapore and China.

That's not to say children don't read earlier, because of course there's a bell curve of development, and there will always be children who are cognitively and experientially prepared, and will pick it up really quickly.

But the real concern is that government expectations of early literacy are putting downward pressure on some children who may not be developmentally ready and need a range of experiences before the technicalities



JAN DUBIEL

Head of national and international development, Early Excellence

Reception shouldn't only be about learning to read

of decoding are primed to be successful.

Learning to read is a complex process, and one of the aspects it starts with understanding is language – it's dependent on being read to, talked to, and listened to. It starts with things like being able to hear and replicate different sounds, and ultimately culminates at the point where a child can say what makes an "s" sound and what makes a "t" sound.

Decoding writing requires visual discrimination, and starting to understand that print has meaning. So there's a whole journey up to the point where a child is ready to learn the phonetic code, because they are at a point in their development, understanding and experience where they're able to understand how it fits with everything else.

The worry is that we might try to leapfrog all this valuable foundation and go straight into attempting phonics with young children. But

“Educators trying to do too much at an early stage can have the opposite effect of what they're aiming for”

because they don't necessarily have all those experiences in place, it's not as effective. So from a policymaker's point of view, early years is inconvenient because there is a wide spectrum of what a "typical" level of development looks like.

There's an interesting American research project called 'Moving up the grades', which

looked at two different approaches to learning to read. One was a developmental approach, starting with stories and introducing phonics when children were ready, and one was much more regimented about the whole-class teaching timetable.

As children got to five or six, those who'd been taught all at once were better at decoding and reading, and by the time they got to seven or eight they were more or less level. But by the time they got to 10 or 11, the developmental group were outperforming the directly taught children by up to eight months in terms of their skills.

This shows that educators trying to do too much at an early stage can have the opposite effect of what they're aiming for.

We commissioned a review of all the available early-years research, when we were producing our Hundred Review in 2017, and identified five aspects that are universal throughout every study. These are personal social emotional development, physical development, language, self-regulation, and executive functioning. Everyone agrees at least that these are the main things that make a real difference in terms of getting good academic outcomes.

So I'm not saying that it's completely inappropriate to teach phonics in reception. It will be right for some children, but for others, practitioners will need to focus on the preparatory skills that lay the groundwork for being able to decode. Early-years practitioners need the training, the freedom and professional self-belief to guide each child's learning as they are ready.

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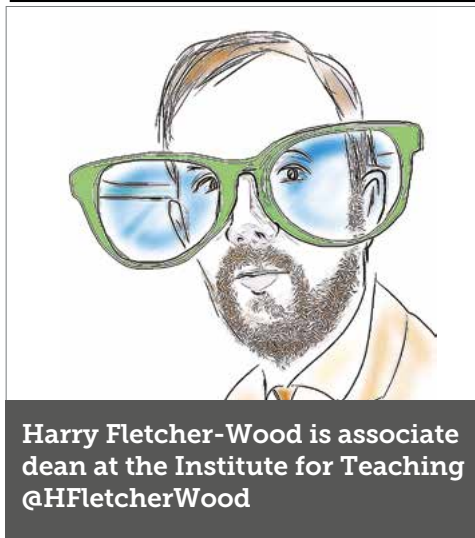
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REVIEWS

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Harry Fletcher-Wood is associate dean at the Institute for Teaching @HFletcherWood

Why did a small, badly designed experiment make me change my teaching forever?
@Waldenkent

It was obvious to Ben White that his “students had suspect ideas about note-taking”, but he was more surprised to discover that he had “some deeply ingrained assumptions about it”.

White was worried that thinking had been detached from writing, and studying was not leading to learning. He conceived “a simple experiment” to “prove to my students just how futile their approach was”, in which one class would write notes and another would study the same topic with challenging questions; and a test checked what they remembered the next day.

“I predicted that transcription would presumably not add much to pupil learning though it would slow the lesson down,” he writes. “Thus I would expect the group learning in this way to cover less ground and remember no more of it than the class which didn’t waste time writing neat copies of their notes booklets.” However “things did not go as expected”.

He says penny dropped when a student from the non-note group was surprised they remembered nothing about the lesson: “I remember the lesson, remember talking about Schaffer and Emerson and the video. It was really good, I just can’t remember anything in specific.”

Reflecting honestly about why his “smugly developed attempt to weed out pointless writing [was] scuppered by its own results”, White highlights his own biases about what makes good learning, and notes how valuable and enjoyable an experiment can be in improving teaching.

AfL in science a symposium:
@AdamBoxer1, @Rosalindphys, @chemDrK

Adam Boxer describes a difference of opinion with a senior colleague observing

his lesson, and traces its roots to an excessive focus on generic approaches to teaching. He highlights the lack of “disciplinary substance” in the application of assessment for learning, and introduces coordinated blog posts from teachers seeking to bring an evidence-based perspective to AfL in science.

When this column went to press, two had been published: Rosalind Walker sought to define what learning in science really is and Niki Kaiser had examined the threshold concepts students experience as their understanding of science changes. Each post makes a fascinating and valuable contribution, sharing considered responses from teachers. Even more valuable is the sophisticated approach to collaboration which brings these teachers’ experiences and understanding together as a coherent discussion.

Can you be a great leader without technical expertise?
Art Markman

Markman begins by describing the “broad assumption in society and in education that the skills you need to be a leader are more or less transferable. If you can inspire and motivate people in one arena, you should be able to apply those skills to do the same in another venue.” For example, leaders need to be able to motivate themselves and others, communicate, think critically, and so on. He shows that effective communication depends on the content: “Doctors talking to patients must communicate information differently than politicians reacting to a natural disaster.”

When we teach leadership, he argues, we need to “be more explicit that domain expertise matters. Just because a person is successful at running one kind of organisation does not mean that they are likely to have the same degree of success running an organisation with a different mission.”

Starting at a new school
@jo_facer

I’ve always enjoyed Jo Facer’s honest, practical and inspiring approach to writing and teaching, so it was a pleasure to read her suggestions on what to do when starting a new school as a senior leader. Her advice includes asking the “stupid questions”. For instance, “where do I stand for playground duty?”, because sooner or later people will look to you and you need to be getting it right. Think about what you would change, with the “fresh eyes” you bring (but don’t push it) and she recommends escalating “like a newbie”. I look forward to reading her continued reflections on teaching and leadership at her new school.

BOOK REVIEW

Teacher education in England: A critical interrogation of school-led training
By Tony Brown
Published by: Routledge
Reviewed by Sam Twiselton, Director, Sheffield Institute of Education
★★★★☆

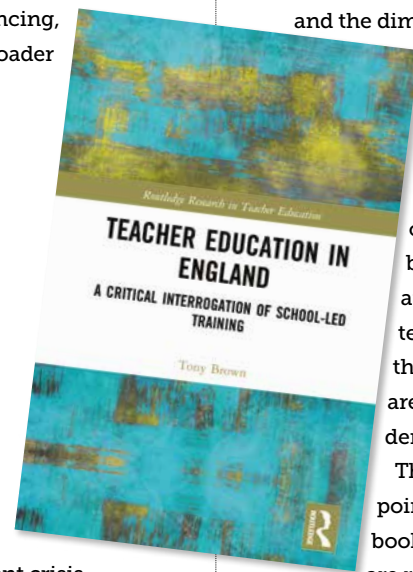
Published during a period of great flux in English initial teacher education, this timely book documents the complex implications of the changes we’re experiencing, situating them within a broader international context.

This is important, as ITE systems around the world are (as the author points out) so very different. It is also true that questions are being asked about the best models for preparing future teachers across the globe. The English context itself is currently far from settled, and as we face the inevitability of more change, particularly in the face of a teacher recruitment crisis, it is important to learn lessons from recent years.

It is also important to understand that the book is written from a very particular perspective, that of university-based teacher-educators. I will come back to why this matters.

Much of what is discussed is familiar and resonates with my own findings during the Carter Review of ITT in 2014/15, in which I was an expert advisor. The more extreme challenges to ITE – documented in great detail – illustrate the dangers of a system that is fragmented, often very varied in content and delivery, and emphasises training and practice potentially at the expense of theoretical understanding. These challenges are made explicit and discussed at some length. The risks of a system that spreads expertise so thinly across so many different providers were apparent in some (though not the majority) of our visits, and the resultant danger of diluting subject knowledge – particularly in the secondary phase – is something we warned against in the report.

There is also a very interesting and well-argued thread throughout the book that examines the implications of these changes at their most extreme for the roles, knowledge base and skill-sets of teacher-educators based



in universities. While reference is made to those involved in ITE who are based in other contexts, and while the data includes (for example) interviews with school-based mentors, the primary focus is on those who work in the university context.


The conflicts faced by people in this role are examined in depth and will resonate for many who are similarly positioned. The loss of certain income will be familiar to many, as will the need to diversify and sometimes abandon expertise that is held dear in order to develop new, more flexible and potentially more generic ways of working, and the diminishing collaboration between providers as the competition becomes more cut-throat.

There is also a well-rehearsed discussion on the conflict between being research-active and evidence-based in the teacher educator role, and the challenges when there are so many other competing demands on their time.

This brings me to my biggest point of dissonance with the book. While these challenges are real, and the complexity of the teacher-educator role well documented, they are not new and are not necessarily confined to university-based ITE. Although this is acknowledged, it doesn’t consistently come through. The author implicitly attributes these challenges to the school-led movement in a way that does not mesh with my experience.

I would also like to see more about the positive implications of putting schools at the heart of ITE. In the Carter Review we saw so many examples of how much more effectively theoretical and practical knowledge can be integrated when the school context is more than the place where placements happen. This necessarily requires schools to take more ownership than in traditional models but – importantly – some of the best examples of school ownership are not in models that would be technically labelled (through allocations methodology) as “school-led”. The book acknowledges some of this but not as thoroughly and explicitly as I would have liked.

I would have also liked more focus on the student-teacher and employing-headteacher perspective. Having said this, the book is an important read and should help avoid some of the highlighted pitfalls in future policy making and implementation.



Week in Westminster

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

MONDAY:

Exams watchdog Ofqual released its board meeting papers today. Brilliantly, on the final page, it stated that attendees agreed, "subject to some minor redactions", that the papers would be openly published. But you only reach that part after skipping over four fully redacted pages and four half-redacted pages. There are only 11 pages in total...

It was also the day of the new education secretary Damian Hinds' first big speech. The DfE's press office was super excited and sent out a preview of what he was going to say. Unfortunately, he either didn't know what they were hoping he'd say, or he forgot to take his notes to the stage with him, because, as eagle-eyed Janet Downs at the Local Schools Network pointed out, the quotes did not end up in his speech.

Instead Hinds dropped gems like this: "Well with all the things that are changing in the world I believe there are some things that don't change, apart from, they may just be more important than ever they have been".

And: "But now that point about international global perspectives helps to highlight the way in which exams and qualifications – the most important things you take with you into life – but they are not the whole picture when it comes to what we will achieve outside the realm of qualifications, which matters a great deal as well."

But perhaps his best turn of phrase was when he said: "There is no practical limit to the educational world."

There's a man who never tried to get silence from pupils with a bee in the room.

TUESDAY:

Ofqual was on the radar again today after it released guidance about the steps schools should take if exams are seriously disrupted.

This was possibly prompted by the situations from last year such as Grenfell and the Manchester Arena bombing, which affected pupils due to sit exams.

But Week in Westminster has an alternative theory: a few months ago, we

submitted a request to the regulator asking for its contingency plans in the event of the queen's death.

Protocol states the queen must be buried exactly nine days after her death, and that day must be a national holiday – even closing the stock exchange.

All this is fine if it happens in most months of the year, but what if it coincides with a GCSE maths exam?

Ofqual wrote back at the time saying it had no plans for dealing with such a circumstance – OH NO!

But the latest guidance includes a paragraph on "widespread national disruption" stating that government departments will communicate with everyone should such an event transpire, and "regulators will provide advice to government departments on implications for exam timetables".

We hope they now have advice to provide on what exactly should happen in this unlikely event.


WEDNESDAY:

When the news broke of another sleaze scandal, WiW was shocked – SHOCKED – to discover that a non-executive director of the Department for Education with an academy trust named after him was involved. We are still not over this shock, and neither is David Meller apparently, as he hasn't resigned from his academy trust, merely taking a "leave of absence". Do we think that, like us, he's having a sit-down to recover from the surprise of it all? We can only sympathise.

THURSDAY:


GCSE results day, sort of. The government has now made it so complicated to understand school results that no one in Westminster is really able to understand whether schools are good, bad or somewhere in between. Helpfully, the DfE has put out lots of positive-sounding stats. But they would, wouldn't they? Are they correct? *Looks down forlornly at ludicrous calculations* We've got no idea.

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



Name Richard Levinge
Age 60
Occupation Chair of governors and director of Ease Training
Location Gloucestershire
Subscriber since September 2016

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



FLY ON THE WALL

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

Which section of the paper do you enjoy the most?
All of it – especially the courage to challenge the system.

If you could wave a magic wand and change one education policy, which would it be?
School funding – we should index it to school costs as a minimum.

Who is your favourite education secretary of all time?
None. Get rid of the ideologues and put in an educationalist, and make long-term plans with a strategy not focused on election timings and MP job retention.

What is your favourite story or investigation reported in *Schools Week*?
The opaqueness of the academy system, and the continued lack of guidance to schools about the format of conversion.

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


What would you do if you were editor of *Schools Week* for a day?
I'd question the capacity of the politicians to understand the chaos, stress and wasted time they create by continuous change, penny-pinching, and obsession with data.

Favourite memory of your school years?
Our English teacher asked us to bring in our favourite music, and related it to literature.

If you weren't working in education, what would you be doing?
Investigative journalism – I would love to write for *Private Eye*.

What new things would you like to see in *Schools Week*?
A section for governors, who are willing volunteers under significant pressure.

If you could be a fly on the wall in anyone's office, whose would it be?
Ian Hislop's [the editor of *Private Eye*]



PA

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

MOVERS & SHAKERS

Your weekly guide to who's new



ANNA MYATT

Head of school, Forest Hall School

START DATE: January 2018

PREVIOUS JOB: Associate head, Forest Hall School

INTERESTING FACT: At 16, Anna had the option to train as a ballet teacher, but chose to become a school teacher.



ZEB CLARKE

Deputy head (academic), King Edward's School Witley

START DATE: January 2018

PREVIOUS JOB: Head of English and academic enrichment, King William's College

INTERESTING FACT: Zeba is a former journalist specialising in energy and economics.



STEPHEN PLUME

Principal, Iceni Academy Methwold

START DATE: January 2018

PREVIOUS JOB: Associate principal, Iceni Academy Methwold

INTERESTING FACT: Stephen is one of the UK's leading experts on sausages. Nicknamed the "Sausage King" by the press, he gets invited around the country to meet sausage makers and butchers to feature on his blog www.sausagefans.co.uk



EMMA OWNER

Principal, Iceni Academy Hockwold

START DATE: January 2018

PREVIOUS JOB: Head of school, Iceni Academy Hockwold

INTERESTING FACT: Emma learned to swim in the sea, and swam her first mile aged 10. She once saved her friend from drowning, but nearly drowned herself eight years ago when she crossed a channel.



RACHEL MCFARLANE
Director of education services, Herts for Learning

START DATE: April 2018

PREVIOUS JOB: Principal, Isaac Newton Academy

INTERESTING FACT: Rachel set up Going for Great, a programme designed for leaders of schools rated 'outstanding' by Ofsted, to develop and learn from each other and support the schools around them.

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



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SCHOOLS WEEK Sudoku challenge

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

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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

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.