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- Women leading trusts earn £35k less than men
- Two thirds of CEOs received pay rises last year

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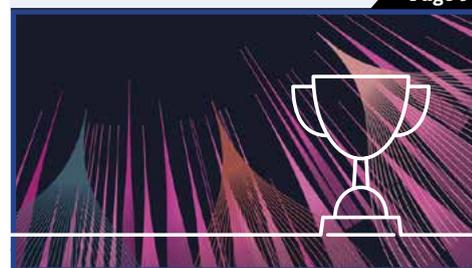
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NEWS

Funding discrepancy 'on bigger scale than expected'

JESS STAUFENBERG

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Investigates

More than 500 academies got millions of pounds of extra cash because the government funded them on a model usually reserved for new schools, *Schools Week* can reveal.

A Freedom of Information request shows that from 2013-17, 543 converter and sponsored academies received loans based on estimated pupil numbers, rather than on the previous year's numbers.

Funding for the other 4,000 academies that opened in the same period will have been based on previous years' pupil numbers – which accountants say is harder for schools if numbers rise.

David Butler, the academies partner at accountancy firm Bishop Fleming, told *Schools Week* he was aware that "small numbers" of trusts were funded on estimated pupil numbers, but this data revealed the model was used on a much "bigger scale than we expected".

He warned that the funding discrepancy would frustrate other schools struggling for cash on a non-predictive model.

In total, £82 million in estimated pupil funds was given to converter and sponsored schools. The number of pay-outs rose from 122 four years ago to 321 in 2016-17, indicating academies were increasingly funded on a predictive model.



In one case a £92,000 loan was written-off, even though the academy remains open; another academy received a £1 million loan that it was unable to pay back within the right time-frame.

This year's academies report by Bishop Fleming warns that some trusts are getting better at persuading the Education Skills and Funding Agency to fund them on their estimated pupil numbers, because the model has a "significant cashflow advantage".

Government advice states academies are only funded on estimated pupil numbers if they are new schools, are still adding year groups or are older academies with this model in their funding agreement. But a source confirms there are schools in the

dataset that should not have been funded on an estimated basis, given this criteria.

Large multi-academy trusts with strong track records were especially able to bargain for estimated pupil number funds, said the report.

This is backed by the data, which shows of the 543 schools to get the loans, 24 are Oasis schools, 23 are Ark, 18 are Harris, 14 are Ormiston and eight are Outwood Grange.

Some, such as Ark All Saints Academy in south London, opened with just one year group and was continuing to add new ones, so fall within

government guidelines for a predictive funding model.

But others, such as the now-closed Ark Rose Primary academy, converted from local authority schools, but were still funded based on the predictive model. Ark Rose got £23,795 extra to cover any additional pupil costs in 2014-15. It later merged into Ark Kings Academy to make the school an all-through institution.

Schools over-predicting pupil numbers

Other schools couldn't pay back their loans after their pupil roll was not as full as expected.

Thirty-nine academies over-predicted

numbers and agreed to a "deferred recovery plan" or were in "discussions" about returning the borrowed money.

The biggest pay-out across all four years was to Nightingale academy in north London, a sponsored secondary under the Academies Enterprise Trust, which had been given £1 million by 2013-14, but then had to "discuss a recovery plan" for over-predicting numbers. A spokesperson for the trust said the debt "has been addressed as part of AET's wider turnaround plan".

In some cases, the money was written-off: Marlowe Academy in Kent received £97,300 that was written off in 2014-15 when it closed, as was a £178,597 loan to the Ridings Federation Yate International Academy, which was taken over by the Greenshaw Learning Trust following financial concerns.

City Academy Bristol received £91,908 which was written-off, even though the school continues to operate, *Schools Week* can reveal.

Three Ormiston academies also had deferred recovery plans after over-predicting their pupil numbers. A spokesperson said the trust was "meeting the schedule" of the recovery plans and confirmed they would be completed by the end of this year.

The Department for Education was approached for comment, but did not respond by the time *Schools Week* went to print.

Andria Zafirakou – officially the best teacher in the world

FREDDIE WHITTAKER

@FCDWHITTAKER

A London teacher, crowned the best in the world at this year's Global Teacher Prize, used her speech to demand arts subjects are given greater prominence in schools.

Andria Zafirakou, an art and textiles teacher at Alperton Community School in north London, becomes the first UK winner of the Global Teacher Prize, beating teachers from more than 170 countries.

She received the award during a ceremony at the Global Education and Skills Conference in Dubai on Sunday, and was presented with her prize by Trevor Noah, presenter of the hit US series *The Daily Show*.

Zafirakou earned praise for learning basic greetings in many of the 35 languages spoken at her school, including Gujarati, Hindi, Tamil and Portuguese in order to greet pupils and parents in their own tongue.

In her acceptance speech, the 39-year-old said arts subjects needed to be more valued in school, and claimed educators could make a great positive difference through creative subjects.

Formula 1 champion Lewis Hamilton, former US vice-president Al Gore and the UK's ex-prime minister Tony Blair all attended the event, and UK politicians have all showered praise on Zafirakou.

In a video message, Theresa May said she had "shown enormous dedication and creativity in your work."

"Being a great teacher requires resilience, ingenuity and a generous heart," she said.

Damian Hinds, the education secretary, said Zafirakou's story of selflessness and dedication was "truly inspiring", and that he was "thrilled that she has received international recognition for her fantastic achievements."

"Great education is all about great people and Andria embodies the huge difference teachers can make to children's lives," he said.

Nick Gibb, the schools minister, said it's thanks to teachers like Zafirakou that "standards are rising in schools across the country."

"You only have to meet Andria to see how her upbeat optimism is so infectious. Her love of teaching and her dedication to her pupils is truly inspiring and motivating."

The Global Teacher Prize was launched in 2015 and is a \$1 million award presented annually to an exceptional teacher who has made an outstanding contribution to their profession.

It is administered by the Varkey Foundation, a not-for-profit organisation established to improve the standards of education for underprivileged children throughout the world.

Andria Zafirakou



Lewis Hamilton

Trevor Noah

NEWS

The ups and downs

JESS STAUFENBERG

@STAUFENBERGJ

Investigation

Our annual analysis of chief executive pay in the largest academy chains once again reveals huge variations, including between men and women, and pay per pupil and school.

We looked at trusts with more than 20 schools in 2016-17.

Sir Dan Moynihan of the Harris federation came top of all CEOs for salary, with a £20,000 pay increase to a minimum of £440,000 last year. However, the London-based boss earns almost half the amount per pupil compared with bosses in eight other trusts.

Harris took on four new schools last year, bringing Moynihan's per pupil pay down from £16 last year to £13.75 this year. That's significantly less than the £22 per pupil paid to Andrew Fielder at The Aspire academy trust in Cornwall, and Mary Jane Edwards at the Diocese of Norwich education and academies trust (DNEAT) in East Anglia.

However, Moynihan tops the list for pay per school. His salary equates to £10,000 for each of his 44 academies, more than treble that of Julian Drinkall, the new CEO of the country's biggest chain, Academies Enterprise Trust. He gets £3,125 for each of its 64 schools.

Meanwhile Paul Tarn gets £4,186 for each of the schools in Delta academies trust.

Moynihan is also not the highest paid for every good or outstanding school: he comes fourth with £12,222 for each of Harris' 36 good or better rated schools, while Edwards earns £25,000 for each of her trust's four good or better schools. Seven of the trust's schools have lower ratings, while the rest have not been inspected.

Only three of Astrea trust's 23 schools have been inspected. Two are good, placing Libby Nicholas top for pay per good or outstanding school.

The former CEO at Plymouth Cast, John Mannix, earned the least at £2,750 for each of its 20 (of 36) schools graded good or better. Drinkall gets about £4,000 for each of the 49 (of 64) schools graded good or better.

Pay rises across the sector

Two-thirds of the chief executives of 24 trusts with more than 20 schools got a pay rise. However, three diocesan trusts – Peterborough, Ely and Oxford – refused to release CEO pay, while a spokesperson for the Academy Transformation Trust, whose accounts are not available, could not provide any information.

The rise comes as teachers' pay lifts remain capped at 1 per cent.

Together the trusts handed out £118,000 more than in 2015-16 – from £3.9 to £4 million – to their leaders. Tarn's pay doubled from £90,000 two years ago to £180,000 last year.

Mark Wright, director of ATL's leadership

ACADEMY TRUST CEO PAY PER PUPIL 2016-17

Trust	CEO in 2016/17	Min. salary	Min. salary	No. of pupils	Pay per pupil	Salary change?
		2015-16	2016-17			
The Aspire academy trust	Andrew Fielder	£98,100.00	£104,091.00	4,685	£22	↑
Diocese of Norwich education academies trust	Mary Jane Edwards	£100,001	£100,001	4,533	£22	—
GLF Schools	Jon Chaloner	£169,435	£170,001	8,893	£19	↑
LEAD multi-academy trust	Diana Owen	£170,000	£185,000	10,648	£17	↑
The Elliot Foundation academies trust	Hugh Greenway	£165,000	£166,650	10,200	£16	↑
Kent Catholic Schools Partnership	Clive Webster	£145,000	£150,000	9,600	£16	↑
Astrea Academy Trust	Libby Nicholas	£130,001	£130,001	8908	£15	—
David Ross Education Trust	Wendy Marshall	£159,999	£179,375	13,009	£14	↓
Harris Federation	Dan Moynihan	£420,000	£440,000	32,000	£14	↑
The White Horse Federation	Dr Nick Capstick	£143,500	£150,000	11,362	£13	↑

NO CHANGE — ↑ UP ↓ DOWN

ACADEMY TRUST CEO PAY PER SCHOOL

Trust	CEO in 2016/17	No. of schools	Min. salary	Min. salary	Pay per school	New schools
			2015-16	2016-17		
Harris Federation	Dan Moynihan	44	£420,000	£440,000	£10,000	4
LEAD multi-academy trust	Diana Owen	25	£170,000	£185,000	£7,400	7
GLF Schools	Jon Chaloner	27	£169,435	£170,001	£6,296	7
Kent Catholic Schools Partnership	Clive Webster	24	£145,000	£150,000	£6,250	0
The Elliot Foundation academies trust	Hugh Greenway	27	£165,000	£166,650	£6,172	3
E-ACT	David Moran	25	£153,014	£153,653	£6,146	0
Astrea academy trust	Libby Nicholas	23	£130,001	£130,001	£5,652	6
Ormiston academies trust	Toby Salt	36	£180,000	£200,000	£5,556	2
Outwood Grange academies trust	Martyn Oliver	31	£200,702	£168,675	£5,441	9
Greenwood academies trust	Wayne Norrie	32	£170,000	£170,000	£5,313	2

GOVERNMENT ACTIONS

Eileen Milner, CEO of the Education Skills and Funding Agency, is writing to multi-academy trusts where remuneration for a trust employee is more than £150,000 asking them to justify the pay. She has already done so for single-academy trusts.

GOVERNMENT WORDS

"I would not expect the pay of a CEO or other non-teaching staff to increase faster than the pay award for teachers," Theodore Agnew, academies minister, recently told trustees in a letter about executive pay.

section at the National Education Union, said the rewards were "disproportionate", pointing to research by the Centre for Education Economics in 2016 that said no evidence clearly linked leadership with pupil outcomes.

"Leadership should be a support function for what happens in classrooms," he said. "But it often feels the other way around – teachers feel they are supporting senior leadership teams and their demands."

Trustees should stop using the corporate world as their benchmark for salaries, he said.

The highest boost went to John Murphy at Oasis Community Learning, with a £25,000 rise, followed by Moynihan and Toby Salt (now replaced by Nick Hudson) at Ormiston academies trust with £20,000, Diana Owen at LEAD academy trust and Gary Peile at the Active Learning trust with £15,000.

But four trusts cut CEO salaries: Mannix at Plymouth Cast, Drinkall who replaced Ian Comfort at AET, Martyn Oliver at Outwood Grange academies trust, who has

replaced Sir Michael Wilkins, and Rowena Hackwood at the David Ross Education Trust, who has replaced Wendy Marshall. Their salaries fell, evidently because they are new to their roles.

Four leaders stay on the same salary, although in all cases they took on more responsibility: Jon Coles at United Learning stayed at £160,000 but acquired eight more schools; Wayne Norrie stayed at £170,000 at Greenwood Academies trust but took on two special schools and Libby Nicholas at Astrea academy trust stayed at £130,000 but took on six new schools. Edwards at DNEAT also remained on her £100,001 salary but took on two new schools.

This compares with five trusts that upped CEO pay without adding more schools: Reach2, E-ACT, the Kent Catholic Schools Partnership, the Enquire Learning Trust and Delta.

Hugh Greenway at the Elliot Foundation moved from £165,000 to £166,650 last year, a 1 per cent rise, while its teachers got a 2 per cent boost.

Mind the gender gap

Schools Week has worked out the average CEO pay for men and women.

Seven women lead the 24 trusts in the country with 20 or more schools, for which full data is available. Two Church of England trusts also have women at the top – Anne Davey at the Oxford Diocesan Schools trust, and Sarah Conant at the Diocese of Ely MAT, but their salaries are paid by the diocese and not the trust. The dioceses refused to release this information.

For the top 10 trusts with the most schools, only three have female bosses: Dr Karen Roberts at The Kemnal Academies Trust, with 43 schools, Lucy Heller at ARK with 36 schools and Dr Karen Cook at Plymouth Cast with 36 schools. Cook will be replaced in July by Raymond Friel, currently head of the Catholic Independent Schools' Conference.

Heller is in the top 10 for best-paid CEOs, as are Hackwood at David Ross and Diana Owen at the LEAD multi-academy trust.

of academy CEO pay



CEO SALARIES FOR 2017-18

Trust	No of schools	CEO for 2017-18	2017-18	2016-17	2015-16
Academies Enterprise trust	64	Julian Drinkall	£225,000	£200,001	£270,000
Ark Schools	36	Lucy Heller	£191,017	£187,272	£183,600
Outwood Grange academies trust	31	Martyn Oliver	£168,675	£168,675	£200,702
REAch2 academy trust	55	Sir Steve Lancashire	£230,000	£222,035	£220,000
Greenwood academies trust	32	Wayne Norrie	£170,000	£170,000	£170,000
United Learning	53	Jon Coles	£160,000	£160,000	£160,000
E-ACT	25	David Moran	£154,545	£153,653	£153,014
Kent Catholic Schools Partnership	24	Clive Webster	£154,300	£150,000	£145,000
David Ross Education Trust	34	Rowena Hackwood	£150,000	£179,375	£159,999
Aspire academy trust	24	Andrew Fielder	£111,553	£104,091	£98,100
The Active Learning Trust Limited	21	Gary Peile	£110,000	£110,000	£95,000

Schools Week has calculated that across the 16 trusts headed by men with 20 or more schools, the average CEO salary was £174,765. Across those headed by women, the average salary was £139,800 – almost £35,000 less.

Women are also heading trusts that have slightly fewer schools: 32 on average, while men lead trusts with 36 schools on average.

Vivienne Porritt, the co-founder of WomenEd, said the data was yet another example of a “rampant” gender pay gap in education that was becoming “really tiring.”

“Are trustees, who are also mostly male, appointing people who look and think as they do?” She also called on large academy trusts to “get cracking” and publish their gender pay gaps before next month.

Keziah Featherstone, another co-founder of WomenEd, said male chief executives should not negotiate salaries to “see what they could get away with” and more women needed to be placed in headship roles so they could head towards the top role.

Schools Week exclusively reveals 2017-18 pay

We can reveal the pay of 11 CEOs ahead of the 2017-18 accounts (see table above).

Just four are not taking a pay rise, including Martyn Oliver at Outwood Grange academies trust and Gary Peile at Active Learning.

Of those, two haven't had a rise for three years running: Wayne Norrie at Greenwood Academies Trust and Jon Coles at United Learning.

Rowena Hackwood at David Ross is on nearly £30,000 less than her (female) predecessor, while David Moran's salary at E-ACT has only inched up by about £500 over three years. Julian Drinkall has bagged the highest rise this year, with an extra £25,000, but is still on £45,000 less than his predecessor.

CEO LIST

HIGHEST PAID

DAN MOYNIHAN HARRIS FEDERATION

MINIMUM SALARY	£440,000
PAY PER SCHOOL	£10,000
PAY PER PUPIL	£13.75
PAY PER GOOD OR OUTSTANDING	£12,222



BIGGEST % PAY RISE

JOHN MURPHY OASIS COMMUNITY LEARNING

£180,000 TO £205,000 - A 14% INCREASE	
PAY PER PUPIL	£7.88
PAY PER SCHOOL	£4,183
PAY PER GOOD OR OUTSTANDING	£5,857



LOWEST PAY PER PUPIL

JON COLES UNITED LEARNING

MINIMUM SALARY	£160,000
PAY PER SCHOOL	£3,018
PAY PER PUPIL	£3.56
PAY PER GOOD OR OUTSTANDING	£4,705



LOWEST PAY PER SCHOOL

JOHN MANNIX PLYMOUTH CAST

MINIMUM SALARY	£55,000
PAY PER SCHOOL	£1,527
PAY PER PUPIL	£7.33
PAY PER GOOD OR OUTSTANDING	£2,750



NEWS:

GIBB: THE SYSTEM IS WORKING DESPITE 92 ACADEMIES WITHOUT SPONSORS

FREDDIE WHITTAKER

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More than 90 schools ordered to convert into academies are yet to find a sponsor, according to the schools minister, who told MPs that the government is "not struggling to find sponsors".

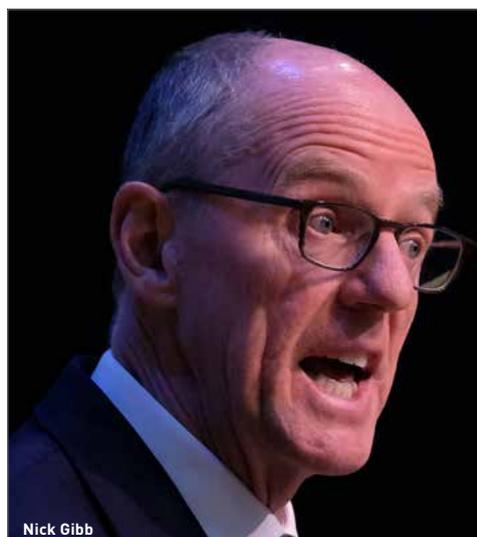
Nick Gibb insisted that the academies programme has been a success, even though 92 schools with academy orders do not have sponsors. He also claimed that many of the existing 7,000 academies are "becoming the sponsors of underperforming schools across the system".

The minister was responding to questions from Heidi Alexander, the Labour MP for Lewisham East, who asked about the problems Sedgehill, a school in her constituency, had faced in finding a sponsor.

Earlier this month, *Schools Week* reported that United Learning, one of the country's largest academy chains, had backed out of sponsoring the school as it was shackled by a costly PFI contract.

The trust's boss Jon Coles said that any similar request to take on other PFI-laden schools would also be rejected, unless a "more reasonable" deal was on offer.

"My interest in this matter stems from the number of years it took [Gibb's] department to resolve the situation at Sedgehill School in Lewisham, which was not able to find



Nick Gibb

a sponsor and has instead agreed a three-year school improvement partnership," said Alexander. "If the department is struggling so much to find sponsors for academies, why is this still a central plank of the minister's school turnaround strategy?"

But Gibb insisted that "we are not, across the system as a whole, struggling to find new sponsors.

"The academies programme is working and is raising standards right across the system," he said.

At the same session, Gibb's boss Damian Hinds was grilled about his recent censure by the UK Statistics Authority. Earlier this month, the watchdog criticised him for his



Angela Rayner



Nadhim Zahawi

claims at January's education questions that schools would get a real-terms increase in per-pupil funding.

The claim is incorrect because although per-pupil funding will increase in cash terms in the next two years, it will not take into account inflation and cost pressures, and does not therefore represent a "real-terms" rise.

Angela Rayner, the shadow education secretary who reported Hinds to the stats watchdog, asked if he would apologise for inadvertently misleading Parliament.

The education secretary said that although it was true that cash funding per pupil was increasing and that real-terms funding was

increasing, he admitted he "could and should have been more precise that when we talk about real-terms per pupil funding, that is being maintained".

MPs were also told that the next stage in the government's reforms to relationships and sex education would begin soon. Responses to December's "call for evidence" on RSE reforms would appear "shortly".

Parliament voted last year to make relationships education compulsory for all children from the age of four, and sex education compulsory for all children aged 11 and over.

Nadhim Zahawi, the children's minister, meanwhile sought to reassure MPs that pupils affected by delays to the process of transferring high-needs pupils from statements to education and health care plans (EHCPs) would keep their support, no matter what.

Although the government was "aiming" to have all pupils with special educational needs and disabilities transferred to an education and health care plan by April, those who did not get theirs by the deadline would still be supported.

Zahawi insisted that most councils were on target.

Last month, the local government ombudsman warned that pupils were waiting up to 90 weeks to be transferred from the old statements system to the new EHCPs.

UNION WAS A HUGE SPENDER AT THE GENERAL ELECTION

The National Union of Teachers spent £326,306 campaigning in the run-up to last year's general election.

Figures published by the electoral commission reveal the NUT declared the campaign spending during the year until election day on June 8 2017, which is the commission's regulated period for last year's poll.

Education, and in particular concerns about cuts to school budgets, became one of the most prominent issues during last year's campaign, helped in part by the popular School Cuts website.

The site, which is still running, allows users to search for any school in the country and find out how much money each one stands to lose as a result of cost pressures and flatlining budgets.

Kevin Courtney, the general secretary of the NUT, which has since joined with the ATL to form the National Education Union, said the money had "delivered results".

"Our election spending was on the successful school cuts campaign which made school funding a high-profile election issue, changed 750,000 votes at the election, and resulted in the government stumping up another £1.3 billion for schools in July," he said.

The NUT was one of just two non-party campaigners to declare election spending of more than £250,000. The other was the Best for Britain campaign, a pro-EU group.

This week's figures also show that the Conservative Party, which lost 13 seats last June, spent more than £18.5 million during the election. This was £7.5 million more than Labour, which spent around £11 million.

Pupils forced to queue for mental health support

FREDDIE WHITTAKER

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Exclusive

Schools struggle to get pupils seen by qualified mental health professionals because training for counsellors focuses too much on treating adults, warns the head of a children's mental health charity.

Patrick Johnson, the director of learning at Place2Be, told a meeting of headteachers, charities and academics in parliament last week that it was "no surprise" there were shortages of qualified staff "given that approximately 90 per cent of formal counselling training courses are for those working in adult mental health, not with children specifically".

Dean Johnstone, the chief executive of another charity, Minds Ahead, argued for youth mental health work to be "transformed into a career of choice for young graduates".

Last year, *Schools Week* revealed that the number of educational psychologists working with schools fell 13 per cent over five years. The number employed by local authorities dropped from 1,990 in 2010 to 1,650 in 2015.

According to research by the Care Quality Commission (CQC), young people in some areas can wait up to 18 months to receive the mental health support they need.

Earlier this month, the CQC called on Ofsted to rate schools on how well they responded to the mental health needs of pupils.

According to Julian Astle, the director of



creative learning and development at the Royal Society of Arts, schools had to choose between depth — expert provision from a professional — and breadth — where all school staff were trained to support young people presenting with mental health issues.

"In the RSA academies, we are purposefully going for greater breadth with an ongoing programme of training for all staff, non-teaching as well as teaching."

At the meeting, hosted by the Liberal Democrat MP and former health minister Norman Lamb, the headteacher of Reach Academy Feltham, Ed Vainker, spoke of the "mistaken belief" that schools "are either rigorous, have high expectations and excellent results, or are supportive, nurturing and place mental health at their heart".

Vainker said that his organisation believed those two elements "can go together and that excellent outcomes for pupils require a warm, nurturing, supportive environment

for the pupil and their family".

Jon Brunskill, a teacher at Reach Feltham, said there was "more that teachers should, and can, do", but said ultimately the increased challenge "will only be met with a co-ordinated, multiagency approach with the child at the centre".

David Hall, from the University of Exeter, said there was an "urgent need to lower the level of pressure on schools and children.

"This doesn't mean insulating young people to some of the inevitable pressures and stresses of school life, but it does mean that these should be kept within tolerable levels."

Evidence heard at the meeting will form the basis of a "call to arms" report by Minds Ahead and the education think tank LKMco, which will be published "soon".

"So many of the issues we explore in our research trace their origin back to a youth mental health crisis that has been neglected for too long. Today's session was an attempt to tackle the underlying issues head-on," said LKMco director Loic Menzies.

A government consultation on young people's mental health closed earlier this month. Proposals include £95 million funding for schools to appoint and train designated senior leads for mental health from 2019, and £215 million for new mental health support teams to work between schools and the NHS and treat pupils in the classroom.

Experts: mental health in schools, page 18

NEWS

Director resigns from troubled Bright Tribe

PIPPA ALLEN-KINROSS

@PIPPA_AK

Investigates

A director at the troubled Bright Tribe Trust has resigned days after his UTC was criticised by the government for paying out hundreds of thousands of pounds to the trust.

Professor George Holmes, the vice-chancellor of the University of Bolton, resigned on February 28 after two years on Bright Tribe's board. The trust said he stepped down "to focus on his various and extensive other commitments".

On February 23 the government issued a financial notice to improve to UTC Bolton, which is run by the University of Bolton and counts Holmes as one of its three controlling members.

The intervention was prompted in part by an Education and Skills Funding Agency (ESFA) investigation that highlighted concerns about £900,000 in related-party transactions, including £209,862 paid by the UTC to Bright Tribe Education Services, a company run by the Bright Tribe Trust.

The founder of the Bright Tribe Trust, Michael Dwan, is also a member of UTC Bolton, while North Consulting Limited, a company owned by Dwan, acted as the UTC's secretary from August 2014 to November 2016.

Both Holmes and Dwan were directors of UTC Bolton until they became members in 2016.

The joint general secretary of the National Education Union, Kevin Courtney, warned of a "lack of accountability inherent in the

academy system as a whole" and criticised the "continued failures of the regional schools commissioners" to bring the financial affairs of academy trusts under control.

He said the government must take action to "outlaw related-party transactions and bring all state-funded schools and educational institutions back within the accountability structure and oversight mechanisms of the local authority.

"That is the only way we will restore a public service ethos to education that gives our children and young people the education they deserve."

The government's investigation into UTC Bolton was prompted by an anonymous whistleblower's allegations of financial mismanagement and poor governance.

It found evidence of unchallenged financial decisions, and "inadequate" financial controls and management of conflicts of interest.

Three of the six suppliers reviewed during the investigation, the University of Bolton, Bright Tribe Education Services and Greater Manchester UTC, were classed as connected or "related parties".

Since September 2015, the UTC has paid £658,922 to the University of Bolton, £209,862 to Bright Tribe and £51,368 to Greater Manchester UTC.

Greater Manchester UTC closed last year. Its former directors include Dwan and his brother Andrew. Dwan's North Consulting firm also acted as secretary, as it did with Bolton.

There was "no evidence of any formal

procurement exercise" for any of the six suppliers and five had no signed contract. The one contract was described as "brief" and without "adequate detail", the ESFA found.

"The trust's current operating model of directly using connected/related parties to provide key functions, without following a proper procurement and contracting process, is inherently irregular and breaches the academies financial handbook, the trust's own current procurement policies and EU procurement regulations.

"Directors were unable to fully demonstrate they were solely acting in the interests of the trust. This was due to inadequate management of conflicts of interest between the trust and connected parties."

Bright Tribe insisted all related-party transactions were "provided at cost in full accordance with statutory regulations" and that UTC Bolton had shared an executive principal with Greater Manchester UTC, "the costs of which we apportioned evenly between the two institutions."

A spokesperson for the University of Bolton insisted there was "nothing remarkable" about transactions between the UTC and the trust, which had been carried out with the "full knowledge of the funding body and the department" and were declared in accounts and signed off by auditors.

She added that Holmes had never received any payment or expenses "in cash or kind" from Bright Tribe or UTC Bolton, and his decision to step down from the board "had nothing to do with ESFA reports and is simply a matter of workload, nothing more or less".

MOST TEACHERS ARE HAPPY WITH THEIR PAY – BUT NOT THEIR FREE TIME

ALIX ROBERTSON

@ALIXROBERTSON4

Most teachers remain happy with their income, despite a real-terms drop in pay and longer working hours in recent years, new research has found.

A report by the National Foundation for Educational Research has found that 79 per cent of teachers said they were satisfied with their income in 2015-16, even though their average hourly pay decreased by 15 per cent in real terms since 2009-10.

The report compared teachers' experience to that of nurses and police officers and found that 78 per cent of full-time teachers are satisfied with their jobs, slightly lower than nurses (81 per cent) but much higher than police officers (67 per cent).

Nurses and police officers are generally less satisfied with their income than teachers, at 68 per cent and 70 per cent respectively.

However, teachers had the lowest rate of satisfaction with their amount of free time, at just 47 per cent compared with 60 per cent for nurses and 58 per cent for police officers.

Teachers work the longest hours out of all three professions, with an average of 50 hours per week during term time. Police officers work an average of 44 hours and nurses 39. Teachers' working hours have also increased since 2009-10, while police officers' hours have decreased slightly.

Teachers work so much during their free time that even if the relatively long holidays they receive are taken into account, they still work 45 hours a week on average throughout the year.

The findings back up recent research by the Department for Education, which found that some teachers are being forced to go part-time to manage their heavy workload, and previous NFER research, which found that they are willing to take a 10-per-cent pay cut to leave the profession and allow themselves more free time in another job.

NFER calculated that teachers have a real average hourly pay rate of £17.70 per hour, about the same rate as nurses, but less than police officers at £18.80.

Teachers' average hourly pay has decreased in real terms more than nurse or police officer pay since 2009-10, with a fall of 15 per cent compared with 4 per cent among nurses and 11 per cent for police officers.

Geoff Barton, the general secretary of ASCL, described the research as further evidence that many teachers are overloaded and underpaid.

"Unsurprisingly, we are failing to attract enough teachers into the profession and then losing too many early in their careers," he said.

Despite relatively strong job and income satisfaction rates, teachers are more likely to leave their profession than nurses or police officers (12.3 per cent each year, compared with 9.9 per cent and 7.6 per cent respectively).

"We recommend that further work to reduce the working hours of teachers should be a priority for school leaders and the government," said NFER boss Carole Willis.

UNAUTHORISED ABSENCE RATES SNEAK UP TO RECORD HIGH

PIPPA ALLEN-KINROSS

@PIPPA_AK

Rates of unauthorised absence in English schools have reached the highest level on record.

New government statistics show the rate at state-funded schools in England rose from 1.1 per cent in 2015-16 to 1.3 per cent in 2016-17, the highest since records began in 2006-7.

Overall absence rose from 4.6 to 4.7 per cent from 2015-16 to 2016-17. The rise was driven by an increase in the rate of absence in secondary schools, from 5.2 per cent to 5.4 per cent, and in special schools from 9.1 per cent to 9.7 per cent.

Overall absence rates in primary schools remained stable at 4 per cent.

Data published this week also shows the number of fines issued to parents for unauthorised pupil absence fell by 5.4 per cent in the wake of a landmark court case that saw the issue of term-time holidays become a national debate.

The number of penalty notices issued by councils fell from 157,879 in 2015-16 to 149,321 in 2016-17, the year after the High Court ruled in favour of Jon Platt, a father who took his daughter on holiday without her school's permission and refused to pay two £60 fines.

Platt claimed he had not broken the rules

on pupils' "regular attendance", a position backed by senior judges in May 2016. His case was later overturned by the Supreme Court in 2017, which told him to pay the fine.

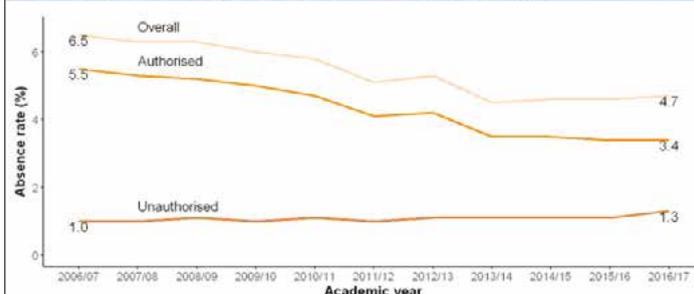
According to new data collected for the first time last year, unauthorised term-time holidays accounted for 77.5 per cent of all fines issued in 2016-17. The percentage of pupils who missed at least one day due to a family holiday last year was 16.9 per cent, compared with 14.7 per cent the year before.

Of the fines issued in 2016-17, 102,301 (68.5 per cent) were paid within 28 days, 21,182 (14.2 per cent) were withdrawn, 13,324 (8.9 per cent) led to prosecutions and 11,895 (8 per cent) remain unresolved.

An investigation by Schools Week earlier

SFR 18/2018, 22 March 2018

Overall and unauthorised absence rates have increased since last year



SFR 17/2018, 22 March 2018

The number of penalty notices issued to address poor attendance has decreased from last year



this month revealed councils collect as little as 25 per cent of the fines they issue for children's unauthorised absences, with some choosing to forgive the fines if attendance improves or if they feel it will be detrimental to the family.

NEWS

BOMB HOAXES
FORCE 400 SCHOOL
EVACUATIONSPIPPA ALLEN-KINROSS
@PIPPA_AK

Hundreds of schools across the country were evacuated this week after they received hoax bomb threats by email.

The messages, which the police are not treating as serious, warned that a bomb had been placed in school grounds and would be detonated unless money was paid.

Humbeside police said 400 schools and colleges around the country received the emails on Monday, particularly in London, Northumberland and Yorkshire.

The hoax is thought to have originated in America. An image posted to Twitter shows an email claiming to have "sent in a student with a bomb" that will go off in three hours unless \$5,000 is paid.

"If you try to call the cops we WILL blowup the device on the SPOT! ANY attempt at defusing it your self will cause it to explode," the message read.

Humbeside police said 19 schools in East Yorkshire and northern Lincolnshire received the threat on Monday, but representatives did not believe them to be credible.

Northumbria police said a "large number of schools" in the region received the emails, but insisted there was no viable threat.

"Schools have been visited by police to reassure them that the incident is being treated as a hoax and address any concerns. We take all incidents of this nature extremely seriously and an investigation into the emails in question is underway."

The Metropolitan Police said it was investigating emails sent to "a number of schools across London", while a spokesperson for North Yorkshire police said officers worked with schools to "offer reassurance and address any concerns".

How to handle a bomb threat

Government guidance for handling bomb threats states that, no matter how ridiculous or implausible the threat may seem, "all such communications are a crime and should be reported to the police".

If a threat is received by email, the message should not be replied to, forwarded or deleted. Recipients are advised to note the sender's email address and preserve all web log files from seven days before the threat and 48 hours after to help the police investigation.

The advice adds that the decision to evacuate should not be delayed until the police arrive. It recommends that at least two assembly points are identified in opposite directions and preferably not in a car park.

"Where any school receives a threat, real or otherwise, they should contact the police and follow their advice. All schools have clear emergency plans in place, which have been agreed with police and the local authority," said a spokesperson for the DfE.

"It is a criminal offence to make threats of this kind and should they occur they will be investigated by police."

DATA POSTS UNFILLED AS NEW LAW LOOMS

FREDDIE WHITTAKER
@FCDWHITTAKER

Exclusive

Half of schools are not yet ready to meet their legal duty to appoint a data protection officer, although the deadline for an appointment is fast approaching.

New research by The Key, seen exclusively by *Schools Week*, asked headteachers who they planned to appoint to handle data when the new general data protection regulation – or GDPR – rules come into effect.

From March 25, schools will need to be clearer about the data they hold about their pupils and respond more quickly to requests for copies of personal data. They must also have a data protection officer in place to supervise the way data is handled.

Of the 1,032 school leaders who responded to the survey, 50 per cent said they had not yet decided who would be their officer. The problem was more acute in rural schools, where 53 per cent had not made an appointment, and in primary schools where 52 per cent were undecided.

The Department for Education says a data protection officer would have to make a "reasonably big commitment". They must be "highly knowledgeable" about data protection and the new regulations, and "understand the school's operations and policies".

The officers will report directly to their governing body, and conduct data protection impact assessments.



According to Fergal Roche, chief executive of The Key, many schools are struggling with practical and legal issues surrounding the new role, especially at a time of financial pressures.

"Already stretched school leaders are working hard to get their head around the new regulations," he told *Schools Week*.

"Identifying a suitable data protection officer to monitor your school's compliance is not easy, practically or legally, when the requirements include having a sound knowledge of data protection law, yet no conflicts of interest, and when budget constraints make outsourcing a non-starter for most schools."

Roche urged school leaders who have not yet made an appointment to "draw on decisions already made in other schools like theirs".

The Key's survey reveals too that so far school business leaders are most likely to be named as data protection officers.

Twenty-one per cent of the heads who had someone in place said they had appointed their school's business manager or bursar.

Twelve per cent planned to outsource the role to a data protection professional or other external contractor, while 9 per cent will use a member of staff from their multi-academy trust or local authority. Six per cent of leaders plan to give the role to their deputy or assistant head, and 2 per cent will use a business manager from another school.

Headteachers cannot fill the role because of conflict of interest rules that require the officer to be removed from decisions about technology and processing. This also bars heads of IT.

Paul Whiteman, general secretary of school leaders' union the NAHT, called for more support from government for schools struggling to meet the new requirements.

"While data protection is nothing new to schools, and most should be prepared, the government could help schools more by highlighting the true must-haves for GDPR compliance, specific to schools," he said.

"NAHT has provided advice for members and has been running GDPR information and preparation sessions across the country."

Two charities to run breakfast club provision

ALIX ROBERTSON
@ALIXROBERTSON4

The two charities Family Action and Magic Breakfast have been chosen to deliver breakfast clubs in about 1,775 schools from this spring, but one union says the plan is not far-reaching enough.

The pair will split £26 million in government funding raised by the "sugar tax" on soft drinks and will operate in the most deprived areas of the country, including the government's opportunity areas.

Damian Hinds, the education secretary, says the clubs will "help to raise education standards", but the National Association of Head Teachers (NAHT) accused ministers of abandoning the government's manifesto commitment to give every primary school pupil a free breakfast.

"The funding announced is far less than originally promised and will only affect a few children," said Paul Whiteman, the NAHT's general secretary.

He also called for auto-registration for free school meals to ensure all eligible children claimed them. About one in ten currently miss out.

The Department for Education (DfE) has been unable to explain a delay in the tender process for delivering the clubs.

The government advertised for an organisation to "kick-start or improve self-sustaining breakfast clubs" in October last



year, planning to select a supplier by late December. The contract was supposed to start on January 1, and the clubs were due to start in some schools in April.

The successful bidders have only just been announced, however, although the tendering process closed on November 15.

When asked why the successful charities were not unveiled in January, the DfE declined to comment. A spokesperson said the clubs were "due to start in spring 2018".

Magic Breakfast – which ran a previous breakfast clubs' programme for the department – has already supported the

provision of breakfasts to more than 31,500 children across 550 schools.

Family Action works with 45,000 families through community-based services that support people experiencing poverty and social isolation.

As well as improving breakfast provision, Family Action and Magic Breakfast will also look at how they can encourage more children to attend the programmes and how to improve collaboration across schools.

A secondary aim of the clubs is to give children the chance to be more active and develop their knowledge and skills through extracurricular activities to improve their learning.

Hinds said: "Children only get one chance at an education and they deserve the best, whatever their background.

"This investment will help to raise education standards further and will make sure young people have happy, healthy childhoods."

Last year, the Conservatives pledged to scrap universal infant free school meals and replace them with breakfast clubs.

However, the policy became an embarrassment after *Schools Week* revealed the £60 million in funding pledged for the policy amounted to just 7p per breakfast, forcing the party to backtrack on costs.

After the election, the Tories abandoned plans to scrap universal infant free school meals, but announced a more limited roll-out of breakfast clubs.

NEWS

Ombudsman to look at school closure conduct

PIPPA ALLEN-KINROSS

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Exclusive

The parliamentary ombudsman is to investigate the government's handling of a school closure in Coventry.

Clare McArthur, a campaigner and former teacher, has complained about the way Department for Education (DfE) officials handled requests for information about the closure of Woodlands Academy.

She received the final documents she wanted in January this year, 18 months after the school closed and following several formal complaints and a request for an internal review.

The academy, Coventry's last boys' school, closed in July 2016 amid concerns about falling numbers and financial pressures. Its pupils moved to the new Coventry West Academy, created from a merger with Tile Hill Wood girls' school.

McArthur, whose son is a former pupil at Woodlands, said she wanted to know what the "specific reasons were determining why it was deemed appropriate to close the school.

"All I really wanted was an explanation, because I and my family hold Woodlands in the highest regard," she told *Schools Week*. "I'm devastated so many pupils have now been denied the opportunities that were afforded to our son."

However, her complaint was not a

"crusade" to resurrect the school, but a bid to get the government to be more transparent.

"The school has gone and that's the end of it. My main concern is determining the validity of these decisions, and I wonder if this sort of thing is happening in other places.

"I would like to establish that regulation is in place to make sure procedures are properly adhered to, that there is complete transparency and people are held accountable for what they do."

McArthur claims that she made multiple unsuccessful attempts in early 2016 to question Pank Patel, the former regional schools commissioner for the West Midlands. By June that year, the consultation was over and Patel had left his post, but McArthur says that her emails had still not been acknowledged.

Further emails and two online complaints to the DfE also went without response, until December 2016 when McArthur was finally informed by Christine Quinn, Patel's successor, that the DfE had got her email address wrong.

Quinn still refused to release ministerial documents on the business case behind the closure, instead providing a record of meetings of the area's headteacher board. But the minutes only recorded the

decision made, not the reasons behind it or details of any arguments made at the time.

After another formal complaint, McArthur was finally sent "heavily redacted" headteacher board papers in February 2017. Some of the redactions were removed when she demanded an internal review, but the business case for the closure was still not released.

In October last year, Quinn admitted she was wrong to say she could not share the business case, but it took another freedom of information request for McArthur to obtain the documents.

She was told on Monday that Rob Behrens, the Parliamentary and Health Service Ombudsman, will take her complaint forward.

Behrens' role is to investigate complaints that individuals have been treated unfairly or have received poor service from government departments and other public organisations.

A spokesperson for the DfE said the decision to close Woodlands "followed an extended consultation, which included three public meetings.

"We, and the West Midlands RSC, will cooperate fully with any requests from the parliamentary ombudsman for more information."



Pank Patel

NEWHAM EXPANDS SPECIAL NEEDS PROVISION

ALIX ROBERTSON

@ALIXROBERTSON4

Exclusive

Five new or expanded centres attached to mainstream schools will be created for pupils with special educational needs in Newham, east London, as part of a multi-million pound grant from the government.

The new provision will provide an extra 100 places focused on speech, language and communication needs, including autism. The first are expected to be ready from September this year.

Newham will receive £2.2 million from the Department for Education over the next three years as part of an envelope of cash to help councils meet the need for more special needs places within mainstream schools.

Barney Angliss, a consultant specialising in SEND, told *Schools Week* that the £215 million fund announced by the department last year has encouraged the expansion of mainstream schools.

"In most cases I would imagine [the funding] is not enough to start a new special school, but it is enough to prime a unit or special provision attached to mainstream schools.

"Local authorities are having a cash crisis over SEND and if they can expand the range of units attached to mainstream then there's a chance that they can reduce the amount they spend on transport to special schools that are further away."

Recent research from the Education Policy Institute found that special-school pupils



Barney Angliss

typically travelled three times further to school than those in mainstream education.

Newham Council will also help pupils with specific social, emotional and mental health (SEMH) needs by creating six new "flexible learning areas" in mainstream secondary school classrooms. Staff will receive support and specialist advice from Newham's Eleanor Smith Special School.

Newham council told *Schools Week* that the bases would be "nurturing environments" with capacity for up to six pupils at a time on a short-stay basis. They are likely to be pupils not attending school, with irregular patterns of attendance or at

risk of exclusion.

The government is currently reviewing exclusion rates across schools and Ofsted has written to specific schools asking them to justify their high push-out rates.

Councillor Quintin Peppiatt, Newham's cabinet member for children and young people, said: "We are seeing an increasing complexity of SEMH and SEND needs . . . and unmet needs may cause a barrier to learning and can result in education outcomes that are inconsistent.

"We are working to ensure that we effectively meet these needs and our investment in a number of different provisions will support us to intervene early, allocate support and share best practice."

Simon Knight, the director of Whole School SEND, a consortium dedicated to improving outcomes for SEND pupils, said specialist provision attached to mainstream schools should not be seen as a short cut when special school places were scarce.

"The best resource bases offer a highly specialist education in a highly inclusive manner, but this is not always the case."

More research should be done to assess the impact of this provision if it was going to be made widely available, he added.

"This way we can better understand what high-quality provision of this type looks like and make sure that the children who attend are not shortchanged."

IN brief

CHEATING SCANDALS FORCE BEEFIER KEY STAGE 2 SECURITY GUIDELINES

Headteachers are being told to have two members of staff check deliveries of SATs papers when they arrive at schools to help them avoid allegations of maladministration.

The government has also beefed up its advice for the way key stage 2 SATs are supervised, recommending that schools invite a "trusted" member of the school community to observe the exams.

New guidance issued by the Standards and Testing Agency this week recommends that the two people who check the deliveries then replace the test materials unopened back into the original delivery box and reseal it.

The government has not previously specified the number of people who should be involved in checking the tests.

Schools are also asked to invite a community member to observe key stage 2 tests. Previous advice said only that schools "could" do so.

'IMPROVE OR BE CLOSED,' RSC TELLS YORKSHIRE SINGLE-ACADEMY TRUST

A single-academy trust in West Yorkshire has been warned it will be closed if it does not improve after Ofsted found it was not taking effective action to get better.

Unless Castle Hall Academy Trust can prove to schools commissioners that it can "achieve rapid and sustained improvement", it will be issued with a termination warning notice.

In a "pre-warning notice" issued in January but only published this week, Vicky Beer, the regional commissioner for Lancashire and West Yorkshire, said she was pleased the trust had agreed in principle that its academy should join a multi-academy trust.

However, these discussions should not "take any focus away from the delivery of the academy's improvement plan", Beer warned.

Castle Hall Academy was rated 'inadequate' by Ofsted last January and a subsequent monitoring visit by inspectors last September found that leaders and managers were "not taking effective action towards the removal of special measures".

TWO SMALL LIVERPOOL TRUSTS ARE ON THE BRINK OF CLOSURE

Two trusts in Liverpool may be forced to give up their only academies after they were warned over poor performance by the regional schools commissioner.

The Emslie Morgan Academy, which is run by the Liverpool City Region Academy Trust, has been served with a termination warning notice.

It was placed in special measures after an Ofsted inspection in November rated it 'inadequate' across the board, describing it as a "chaotic" school with widespread safeguarding failures. Inspectors also said that "pupils leave the school ill-equipped for their next steps".

The Emslie Morgan Academy is Liverpool City Region's only school, although the trust's website says its mission is to "grow a family of academies within the Liverpool City Region that inspire, challenge and transform lives".

The De La Salle Academy, also in Liverpool, was meanwhile served with a 'minded to terminate' letter in February.

It followed an 'inadequate' Ofsted grade in November 2017, which found "serious weaknesses", including low pupil attendance and poor GCSE results.

TEACH FIRST INNOVATION AWARDS

THIS YEAR'S WINNERS | 2018

The annual Teach First Innovation Awards exist to give a leg up to start-ups that want to tackle inequality in education.

Now in their fifth year, the awards have supported around 20 projects in spheres as varied as technology, mental health and farming. Winners receive a full-time salary for six months – worth £15,000 – and a year of advice and business training to help get their start-ups off the ground.

Samantha King chats to this year's successful education innovators, and catches up with last year's winners to find out how their projects have developed – and what they're planning next...

PROPELA EMMA SULLIVAN



Prospela, a careers advice website, pairs pupils aged 16 and above with working professionals, allowing them to chat online and learn about work life.

Employees in industries from banking to film-making can offer advice and contacts to students in a fully safeguarded online environment.

The idea came from founder Emma Sullivan's own working-class background, and the additional struggles

she faced pursuing her dream career compared with her middle-class counterparts, who already had access to parental contacts to get ahead.

"The idea is that students from any background or any location can get access to a professional network without the need for existing networks that more affluent students benefit from," she says.

SECOND CHANCE SARAH WAITE



Students who don't achieve their expected grade in their English or maths GCSE can get one-on-one mentoring to help them succeed second time around with Second Chance, a social enterprise.

The mentorship programme pairs former subject-specialist teachers with students at FE colleges who are retaking their GCSEs, without which they could face barriers to employment.

"We know that a lot of teachers who have left are still very passionate about education and they want to continue to contribute to tackling educational inequality. We're seeking those people and getting them involved," says Sarah Waite, its founder.

She now hopes to pilot the programme in London, which she claims is the region with the worst post-16 resit results.

ImpactED OWEN CARTER



ImpactEd is a not-for-profit organisation that helps schools monitor the impact of their interventions on pupils.

Whether it's an after-school club, a peer-tutoring programme or literacy catch-up session, the organisation will help schools collate the data needed to monitor the impact they have on pupil outcomes.

"I interviewed 31 schools, and just one said it had any confidence in what it was doing," says Owen Carter, ImpactEd's founder. "Hopefully we can make it really easy

and intuitive for schools to do evaluation in a more meaningful way than 'pupils seem happy', or 'teachers seem to like the programme'. We're trying to get a bit beyond that."

Forty schools have already expressed their interest in joining a pilot of the programme.

"There's been a huge appetite from schools. They're aware of this problem. They know that there is a huge amount of activity and not that much in the way of evaluation," Carter adds.

CAREER ACCELERATOR MAYUR GUPTA



Career Accelerator helps students to break into the technology and digital sectors by offering work placements and one-to-one mentoring with companies such as LinkedIn. Open to 13- to 17-year-olds, the four-month programme aims to bridge the gap between schools and digital businesses and to diversify the sector's workforce.

The idea came to Career Accelerator's founder Mayur Gupta while he was working with a group of hardworking students from disadvantaged backgrounds at Ark Globe

Academy over six months. He witnessed them miss out on career mentorship opportunities through a lack of family and school connections.

He began a four-month pilot of the programme at the school, and got a range of tech start-ups and names including LinkedIn and HMRC on board.

"Over the next year I'm looking to work with two more schools and further refine it to make sure it's the most impactful digital career programme on the market," he says.

2017 WINNERS: WHAT HAVE THEY BEEN UP TO?

BOROMI EVIE KEOUGH



The founder of Boromi has had a busy year. As well as getting married and changing her name (you may remember her as Eve Dickson), her social enterprise has blossomed.

Born out of the former teacher's desire to give all children a positive home-learning environment, her subscription service provides schools and nurseries with boxes filled with learning experiences centred on the themes of "pretend", "investigate", "share" and "invent", which can be borrowed by children to take home and experience with their parents.

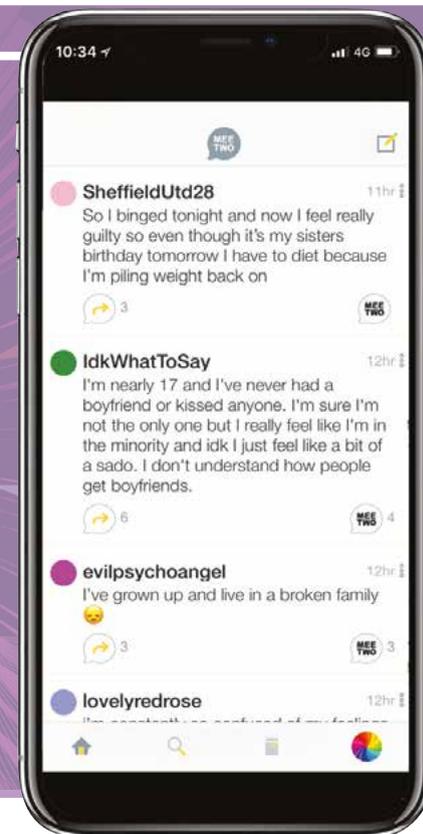
After a small pilot in north London in 2017, a

larger trial will take place this summer, ahead of plans to have an official, nationwide launch of Boromi in the next academic year.

Keough has secured £15,000 of additional funding to take the project into its next phase, receiving grants from UnLtd and the Shackleton Foundation.

"The basic logistics of getting a physical product set up and off the ground has definitely been challenging," she explains. "I'm now looking at outsourcing a lot more of it and getting my next boxes made on a larger scale abroad – boxes I've been previously making myself."

MEETWO DR KERSTYN COMLEY AND SUZI GODSON



Since MeeTwo's official launch last September, this mental health mobile app has had global recognition, earning a place on HundrED.org's list of the 100 most important education innovations in the world.

"HundrED.org are funded by the Finnish government and they look for global innovations in education," says Dr Kerstyn Comley, the project's co-founder. "We were named as one of the 100 in October. That was pretty special."

Now receiving between 15 to 20 new users a day, the free-to-download app supports 13- to 18-year-olds who are worried about their mental health into online discussions with expert

therapists, including a function to post about how they're feeling. It currently has 1,500 registered users, and is being promoted by around 40 UK schools.

The next step for the business is securing funding to achieve its target of supporting 20,000 young people by the end of 2018.

"Obviously that won't happen unless we can get the extra support," Comley adds. "Whether that's philanthropic support, grants or even investment, we're structured at the moment as a social enterprise, so we can accept any of those."

THE DIFFERENCE

KIRAN GILL



Winning the Innovation Award with The Difference, a programme recruiting stand-out teachers and training them to work in alternative provision for excluded children, Kiran Gill has spent the last year raising awareness of pupil exclusions and developing a model for her teacher-training programme.

"We were on *Victoria Derbyshire* [BBC radio] a couple of weeks ago, so we're seeing more and more public and media interest in exclusions, and reframing the issue away from negative portrayals of vulnerable children to actually understanding why it is that they get excluded," says Gill. "Our biggest challenge a year ago was that nobody really knew much about exclusions."

The Difference will recruit its first teachers in October. They will take up a leadership post in a school for excluded pupils from September 2019.

MATHS WITH PARENTS

TOM HARBOUR



"There aren't many primary schools that say engaging parents in maths isn't a problem," says Tom Harbour, the founder of Maths with Parents.

It was from this observation that the website was born, giving parents tailored support to help their children with maths homework through online games and video explainers, and allowing schools to determine which modules to release to parents and when.

"We're making the wording non-threatening for the parents and making the games genuinely fun, which when you're talking about maths homework isn't instantly what you would think," Harbour explains.

Since winning the Innovation Award, this social enterprise has become self-sufficient, and is already expanding, with two full-time members of staff to be in place by September this year, joining an existing team of volunteers and interns.

CPDBEE

NIALL ALCOCK



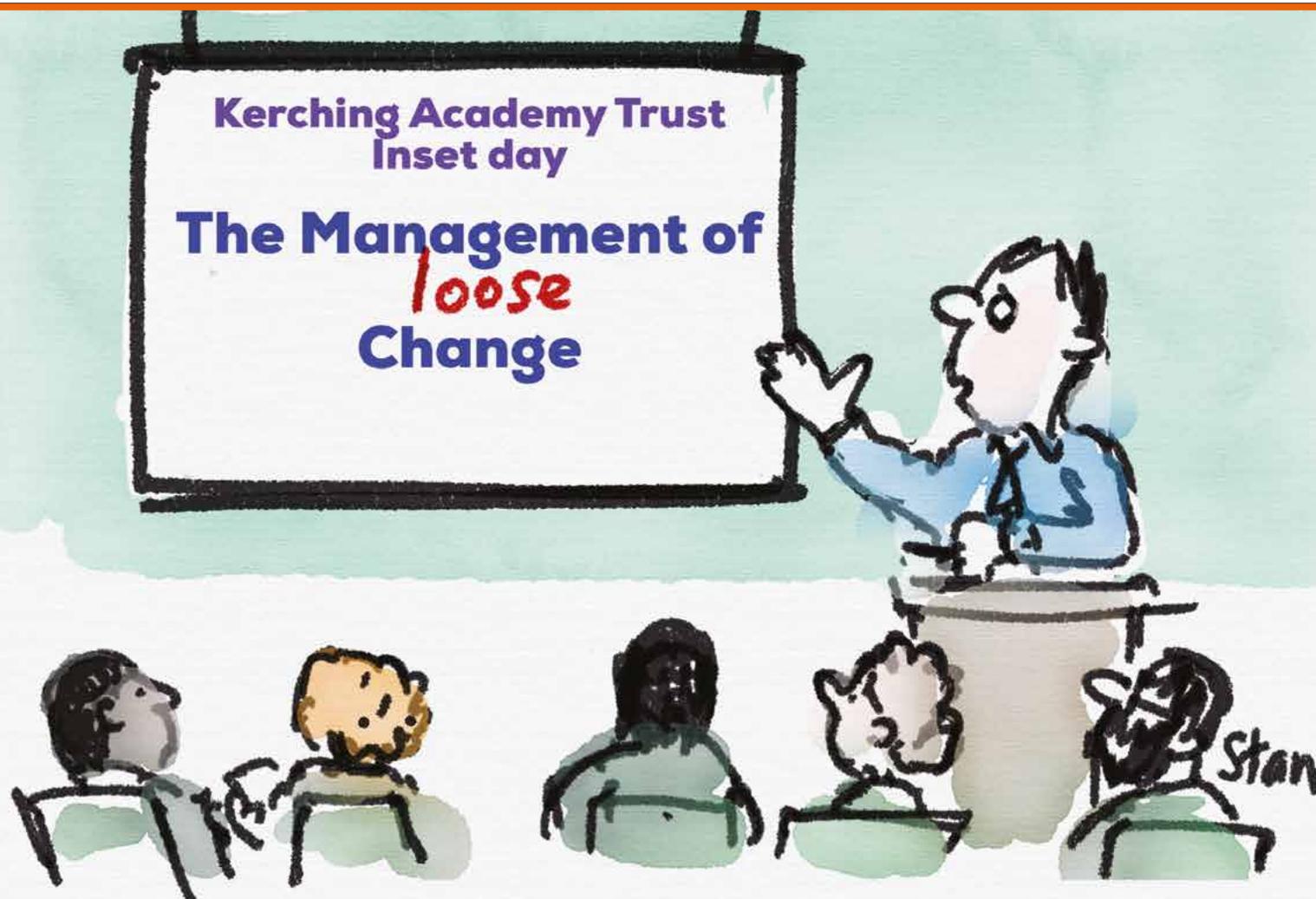
The CPDBee online marketplace for teacher CPD was set up to tackle what its founder, Niall Alcock, calls "the irony of teacher training".

"A teacher's job is to educate, but their own education is somewhat hidden from them. It's difficult for them to access the wealth of opportunities that are out there," he says.

And with that, CPDBee.com was born – a site matching teachers with CPD providers that meet their training needs, and have been vetted in advance.

Over the past year, Alcock has been talking to school leaders across the country to find out exactly what their training needs are, developing the website to match the requirements of the education community.

The site will have its official launch in April this year, with 40 training providers applying to be listed.



Since learning of his salary increase the CEO asked for an amendment to my input today...



EDITORIAL

The most potent thing trusts can do is rein in CEO pay

The government is trying to put a genie back in its bottle. It was let out through the Academies Act in 2010, which gave academies the “freedom” to set teacher pay. It was left to run amok when the bill was passed with neither a green nor a white paper, resulting in widespread outcry. Ever-present schools minister Nick Gibb said the bill was about “trusting the professionalism of teachers and headteachers”. The National Association of Head Teachers, showing great faith in its members, said school leaders “will choose to use the freedom in a co-operative socially responsible manner”.

Zoom forward to 2018. Lord Theodore Agnew, academies minister, writes to all chairs of academy trusts in an effort to get the genie under control. He says “not all boards are being rigorous enough” on CEO pay, ending with a headmasterly admonishment – “I would *not* expect the pay of a CEO or other non-teaching staff to increase faster than for teachers.” Eileen Milner, boss of the Education and Skills Funding Agency, will be writing to any board paying more than £150,000.

Well, any teacher knows that loosening the rules then trying to tighten them again is a rubbish idea.

From our investigation, 16 of the largest multi-academy trusts are already paying more than £150,000. And we know this problem isn’t limited to them: the chief executive of the Transforming Lives Education Trust got at least £270,000 last year for overseeing only two schools (see edition 133).

In 1996 the average pay of a secondary headteacher was about £40,000. Recently, police and prison officers, and now some NHS staff, have had pay freezes lifted. Yet classroom teachers continue under immense strain while their bosses get £10,000, £20,000 and £25,000 pay rises. Nor is there proper research that demonstrates a single leader matches a classroom teacher in impact on learning. The high salaries also do not raise people’s ambitions: only 9 per cent of classroom teachers want to become heads, let alone CEOs. The pay is not an incentive.

Governors and trustees, the most powerful thing you can do is refuse to increase your CEO’s pay more than you do for the staff. If you find you have money left over – invest in ensuring those on the frontline are well resourced to provide quality learning for pupils.

Accountants are worth listening to. True . . .

Some of the most knowledgeable people in education are the accountants; their numerous clients give them a rare insight into academy finances. The Kreston academies report, written by a network of firms, did an admirable job of pinpointing emerging trends in the sector with the sort of precision we’d all like to see certain education secretaries have a bit more of.

One line stood out – based on the “negotiating skill” of the academy trust, some appear to be getting

funded on their estimated pupil numbers, not their last year’s pupil numbers. That’s a bit like applying for a mortgage on the credit rating you wish you had, rather than the one you have. And also having a very kind bank.

When academies can’t pay back the money, the DfE has said: try again next year. Compare this with the funding straitjacket placed on local authority schools, and the discrepancy is an outrage. Those accountants are worth listening to.

Why did campaigner have to fight so hard?

It’s likely that Clare McArthur’s struggle to get detailed information from the Department for Education will sound frustratingly familiar to most campaigners and school stakeholders.

Her persistence may have been rewarded eventually, albeit too late to make a difference to the closure of Woodlands Academy in Coventry, but the question remains of how many others have been put off asking questions in the face of such obstacles.

As McArthur said, this is no

“crusade” to attempt to reopen a school that has now been closed for more than 18 months.

This is an important question, with national repercussions, about the right of the public to hold decision-makers to account.

Why should a community be forced to fight so hard to find out why their school must be closed?

Let’s hope the parliamentary ombudsman finds it easier to get information than McArthur did.



Headteacher

Applications are invited for the role of Headteacher at Westbourne Primary School

Westbourne; An Outstanding Academy School: a friendly, caring, family community striving for excellence – committed to achievement and sharing in the success of each individual.

The Trustees, staff and pupils are seeking to appoint a dynamic, passionate and committed individual who is a serving Headteacher or has strong senior leadership experience to be the Headteacher of Westbourne Primary School from 1st September 2018.

At present Westbourne Primary School is the single member of a Multi Academy Trust (Westbourne Academy Trust).

We are proud to have been judged 'Outstanding' in our last three OFSTED inspections and have high expectations of our staff, pupils and trustees. We are committed to maintaining these high standards and expectations, whilst continuing to nurture the friendly, caring and committed atmosphere that has been central to Westbourne's success.

Our vision is to enable all children to achieve their full potential in a safe, welcoming and happy learning environment. We strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of a changing future.

To meet the needs of the local community Westbourne is expanding from two to three forms of entry. This will have been achieved for KS1/EYFS by September 2018. As a popular and expanding school we are seeking to appoint an inspirational and visionary Headteacher who will lead the school and support the Trust through its next period of opportunity, growth and development.

Our staff and trustees want a Head Teacher who:

- is an inspirational leader with a track record of improving outcomes for children;
- has a demonstrable commitment to excellence and continues to build on Westbourne's successes;
- is approachable and values, encourages and nurtures the development of all school staff;
- has empathy with the staff and helps them to strike a good work/life balance;
- leads by example and goes the 'extra mile' for the staff and children;
- exhibits and encourages best practice in the classroom;
- believes in providing a rounded education of pupils through sport the arts and other activities;
- brings in their own experience to take the school from strength to strength;
- has high expectations of themselves and others and leads the school's professional learning community with enthusiasm;
- fosters close links between home, school and the local community and has a genuinely inclusive approach.

Westbourne is in group 4 for outer London schools with a pay range for the Headteacher of points L20 – L27.

We encourage prospective candidates to visit the school. Please telephone **Mrs Diane Slack** (School Business Manager) at Westbourne Primary School on **020 8644 8453** to agree a mutually convenient time, noting that the school will be closed during the Easter Holiday 30th March 2018 to 13th April 2018.

Application packs are available from the school. Please telephone **020 8644 8453** or email dslack@suttonmail.org to request one.

Completed application forms should be emailed to dslack@suttonmail.org or posted to the school for the attention of the Chair of Trustees, Mr Bernie Higgins.

Headteacher



Howard Community Primary School

Bury St Edmunds, Suffolk, IP32 6SA



Start: September 2018 Salary: £46,799-£63,799 (negotiable) Roll: 205

We are looking for a strong, capable and inspiring leader to be the new Headteacher for Howard Community Primary School in Bury St. Edmunds. Having experienced a significant amount of change and turbulence prior to and since being placed in Special Measures in July 2017, the school requires a dynamic, passionate and committed individual to lead the school to success.

Applicants for this role will have a genuine aspiration for all children to thrive, flourish and achieve, regardless of their background, will be passionate about teaching and learning, and committed to working effectively with staff, parents/carers and the local community to raise standards.

The successful candidate will embrace challenge and be ambitious for the school and its children. They will have a positive track record for school improvement and leadership impact. Supported as part of a vibrant, cross-phase multi-academy trust (CHET), they will join a team of energetic and driven professionals committed to inclusive and inspiring education.

We welcome applications from colleagues that share our passion for and commitment to exceptional, holistic education and that are keen to make a positive and lasting difference to the children and families of the Howard community.

Howard Community Primary School has an enviable, expansive site and facilities and is ideally situated in the heart of its community. Bury St. Edmunds is a beautiful town with a great deal of opportunities for curricular enrichment. Positioned close to Cambridge and Newmarket with excellent transport links across Suffolk and Norfolk, we are keen for Howard to become a centre for educational excellence and a hub for the Cambridge and Suffolk Teaching School Alliance (CASSA).

We welcome informal school visits and conversations. Please contact Headteacher Recruitment at Headships@suffolk.gov.uk or telephone 01473 263943 to arrange a visit or request an application pack.

Closing date: 13th April 2018

Interviews: 26th/27th April 2018



www.chetrust.co.uk @CHETeducation



OFSTED HAS RATED US
OUTSTANDING
IN EVERY CATEGORY
MAY 2017

Harris Academy Tottenham is an Outstanding all through academy with a Specialism in Mathematics and Enterprise, and state of the art facilities. We have an aspirational culture in which pupils endeavour to open their minds to new ideas and collaborate with others to excel in their learning. We believe that we offer a unique opportunity for young people to experience a cohesive and progressive education, building on the strong foundations we build in our Primary phase, to reach exceptional career and further education pathways at the end of our Sixth Form.

With our newest primary and secondary cohorts starting in September 2018, we will be growing our academy team by appointing a number of qualified primary and secondary teachers across a range of departments and specialisms. Full details can be found on our website.

Why work at Harris Academy Tottenham?

- “Teachers have high aspirations. Their enthusiasm for their subject is infectious, and this motivates pupils to want to achieve well.” OFSTED - 2017
- A calm, well-disciplined yet positive and innovative learning environment
- Excellent facilities and resources for all colleagues and students
- Superb professional development, including a thorough induction programme, ensuring you are always at the forefront of teaching and learning innovation.

This is an exciting opportunity to be part of a highly experienced and collaborative team who are providing exceptional outcomes for students from 3-18 years of age. We are interested to hear from experienced teachers, and those looking for their first role as an NQT.

Discover more at www.harriscareers.org.uk



HOST & TEACH ENGLISH IN YOUR HOME WITH INTUITION LANGUAGES



We are looking for qualified and experienced English teachers who can host and teach international students in their home.

Currently, we are interested in Host Tutors in the following locations:
UK, Ireland, Malta, USA and Canada.

InTuition Languages is one of the world's leading Home Tuition providers with teachers around the globe. Accredited by the British Council, and a partner of International House, we offer our teachers the opportunity to enjoy the rewards of flexible one-to-one teaching, from the comfort of their own homes. Students benefit from total cultural immersion, enjoying meals and sharing other aspects of daily life with their teacher.

As a host tutor, you have total control over which types of student you accept and the hours you wish to teach. Lessons usually take place in the morning, from Monday to Friday, and a weekly course can range from 15 hours of General English to 30 hours of Business English training.

We particularly welcome qualified English tutors with an expertise in a non-EFL related field such as law, finance, medicine, engineering, and pharmaceuticals, as we run professional courses, offering English in a professionally relevant context.

We are particularly busy during the summer months of June, July and August.

However, the locations stated above have steady demand throughout the year and teachers with consistently good feedback and regular availability may have the opportunity to work during the quieter periods too.

InTuition provides our teachers with full professional support in terms of access to course materials and general guidance.

Teachers must hold an accredited ELT qualification such as the Cambridge CELTA or Trinity Cert TESOL. They should also ideally hold a degree level qualification. A clean and comfortable home and a warm and friendly personality are equally important requirements for an Intuition teacher.

In return for providing tuition, accommodation and full board, teachers earn between **£440 - £1150 per week**, according to the course type.

To find out more, please visit our website:
<https://www.intuitionlang.com/work-with-us/>

For questions and queries, please contact us:
learn@intuitionlang.com / **0207 739 4411**

To apply: <https://www.intuitionlang.com/work-with-us/teachers-apply-online/>

SCHOOLS WEEK

Clare is our new sales executive at Schools Week, and your go-to person for everything jobs-related.

Having worked in recruitment advertising for the last 15 years, Clare is a highly experienced sales professional and will advise you on the best formats and channels to get your recruitment opportunities out to the sector.

Our specialist readership means your print and online job adverts will be seen by highly influential and talented individuals across the schools sector.

Searching for the right candidate with the right calibre can be both challenging and time-consuming, especially when trying to work within a budget.

Schools Week offers cost-effective approaches through proven advertising mediums, which are tailor-made to work in line with your budget and, more importantly, your expectations.

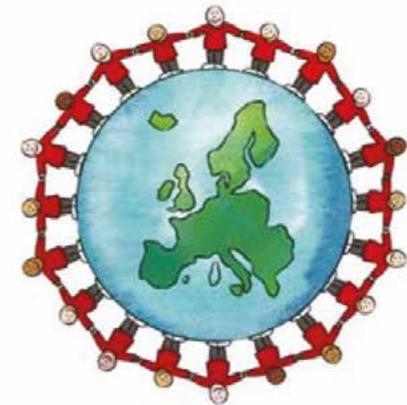
Speak to Clare to find out how Schools Week can support your recruitment needs.

Tel: 0203 432 1397

Email: Clare.Halliday@Schoolsweek.co.uk

**I'm here to make
recruitment that bit easier**





LUCKWELL
PRIMARY SCHOOL

HEADTEACHER

Luckwell Primary School, Bristol
Mixed 4-11 nor 220
Group 2 ISR 15-21

To start in September 2018 or earlier by agreement

We are looking for an inspirational Headteacher to secure school improvement and ensure outcomes are excellent for all our students.

Luckwell is a school that puts itself in the heart of the community, and always puts the children first. We have wonderful children who love to learn and dedicated, caring adults who love to help them do so. We are a one-form entry primary school located in the popular residential area of BS3 in south Bristol, it has strong links with the local community and supportive parents. The leadership team and staff and parents at the school are eager to meet the challenges of raising standards and progress for all our children.

ARE YOU:

- **Visionary, a strategic thinker and excited by the opportunities of this post**
- **Ready to accept the challenge of driving rapid and sustained improvement in the school**
- **Keen to work with staff, parents, other schools in the trust and the local community to embed a culture of high aspirations for all students**
- **Committed to the highest quality education for all children in the community whatever their background and abilities**

If this sounds like a school and opportunity that interests you, please visit our website <http://www.luckwell.bristol.sch.uk/> for further information and the application pack.

Closing date: 9 April 2018 at midday Interview dates: 16/17 April 2018

Luckwell Primary School is about to join the new Gatehouse Green Learning Trust, a multi-academy trust with Redland Green Secondary School, Ashton Park Secondary School, Ashton Vale, and Compass Point schools. Staff from the schools are already working together to improve outcomes for the children of the MAT.

The Gatehouse Green Learning Trust is an equal opportunities employer in line with the 2010 Equalities Act. We welcome applicants regardless of any human difference. We are committed to safeguarding the welfare of children and expect all staff to share this commitment. An enhanced DBS check is required for the successful applicant.

Applications by email to
recruitment@redlandgreen.bristol.sch.uk
If you wish to visit the school, please contact
recruitment@redlandgreen.bristol.sch.uk.

The recruitment process is being managed by Redland Green School, however all interviews and activities will take place at Luckwell Primary School.

READERS' REPLY

Reply of the week
receives a
Schools Week mug!



EMAIL



TWEET



FACEBOOK



WEBSITE

Do the maths: Cost of new times-tables tests to top £5.2m

f Liz Sedley

Massive difference between teaching times-tables and making sure all children know them. My children left primary not knowing their times-tables by heart – despite being taught them. I'm sure if there had been this test then they would have learnt them.

t Laura // @gurpoo286
That's a lot of school meals!

Teachers are going part-time to get their marking done

t John Bidder // @getloggedin
I don't think there's any such thing as a part-time teacher.

Daniel Pearson // @danpo_
Weird. I went part-time and took a pay cut to do less marking.

f Darren Arthur
We shouldn't even be thinking of this, it's morally wrong. Just reduce workload so a full-time job is full-time, not slave labour.

f Emma Paterson

My fear is that if I went part-time I'd still use that time for the job or to catch up. Teaching and planning are not the issues, it is all the other bits and pieces that take the time.

Police investigations continue at Bright Tribe and WCAT

f Lynne Holland

We need to take education back. Our young peoples' futures are being blighted in the name of profit.

Multi-academy trusts: What benefits can be proven?

t Brendan English // @brendanenglish9

One thing you can say is that they seem to be increasingly good at raising the pay of chief executives and executive heads.

Academy trust staff cycle 600 miles to visit their schools

t Mike Cowland // @MikeCowland

What a great idea. I wonder if I could ride to all 25 Peterborough Diocese Education Trust academies in a single day...

Do the maths: Cost of new times-tables tests to top £5.2m

REPLY OF THE WEEK

t Save Our Schools Brighton & Hove // @SaveSchoolsUK

Yet there is a funding crisis. That they choose to spend money on this rather than fund schools properly shows that they are the bad financial managers, not schools.

WE WANT TO HEAR FROM YOU

@SCHOOLSWEEK
NEWS@SCHOOLSWEEK.CO.UK
WWW.SCHOOLSWEEK.CO.UK

In 2012, the scientist Frans de Waal revealed how monkeys go berserk if paid unequally for a task.

A YouTube video, watched 13 million times, shows a researcher giving two Capuchin monkeys a food treat in return for handing her a pebble. When the first monkey is given a cucumber, he happily eats it. But when he realises that his mate is receiving grapes for the same task, he starts throwing his cucumber back at the researcher and shaking the cage door. The longer this pattern goes on, the more irate he becomes.

Humans have similar feelings. The HR firm CEB surveyed workers across various industries and found that their feeling on the relative fairness of their salary was 25 times better at predicting their engagement at work than their actual salary. When people feel their salary is unfair, they are also more likely to leave the job.

So what to make of Gatsby and Datalab's latest research suggesting that a 5 per cent



LAURA MCINERNEY

Contributing editor, *Schools Week*

So there's no sour grapes then

increase in salary for early career maths and science teachers would keep them in the profession and reduce the shortages that schools now face?

Unfortunately, even if the economics of it is all correct, and the pay rise really would keep the maths and science teachers, there's a major problem if it means others would down tools. And the latest research from the daily survey app, Teacher Tapp, certainly suggests differential pay would rankle.

More than 2,000 teachers were asked to imagine that a job in their school had been advertised, readvertised, and yet it was June and still no one had been appointed. What should the head do next? Readvertise the same job; add £3,000 to the pay package; add £5,000; add £10,000; or reach for the temping agency address book.

Depressingly, the most popular solution was to call a supply agency (43 per cent). No

doubt that was affected by it being June, meaning the resignation deadline had passed for many teachers, but it also shows that teachers would rather give money to a private company than even attempt to attract a new teacher via extra pay.

When asked about giving extra cash to physics teachers specifically, a similar pattern emerged. Almost half (46 per cent) of teachers said no extra money ought to be given. Among the rest, 17 per cent agreed with a £1,000 uplift, 25 per cent said a £3,000 bonus was acceptable, and 10 per cent were up for a £5,000 bump.

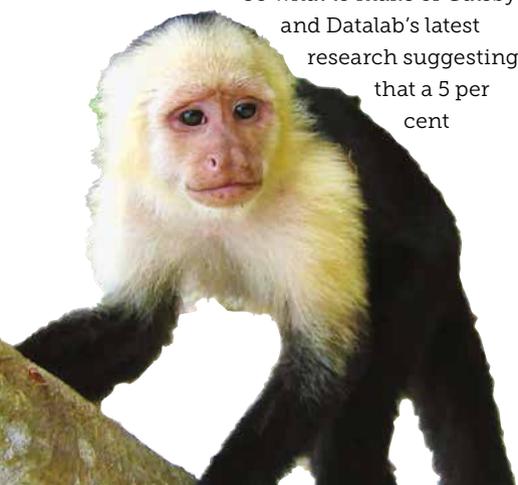
My guess was that the people happy with the uplifts would all be science teachers. But this turned out not to be true. Science teachers had the same spread of feeling on the matter as the rest of the population – perhaps because they didn't want to see new teachers given something they didn't have,

or because it would mean greater fractures between people in the same department (eg, biology teachers would not be happy to be paid less than physics teachers).

One factor that did make a difference was a teacher's level of happiness with their own pay. Those satisfied with their income were more willing to have other teachers given a salary boost. Presumably this echoes the finding that among the monkeys, those with grapes would also be very happy for grapes to be shared around!

A final finding gave a pause for thought. When asked to imagine one of their favourite colleagues taking early retirement, 18 per cent of teachers said they would be happy for the school to offer £5,000 to keep them another year. That's much higher than the 10 per cent who would give a new physics teacher a £5,000 bonus to fill a space, although it's not surprising given that people know their current colleague whereas the physics teacher could be of any quality.

Going back to the monkeys, the easy conclusion is that differential salaries make teachers resentful, but they might not mind bonuses so much if they are spent retaining their favoured colleagues. However, all this misses a key point. With performance-related pay now embedded, most teachers will be gradually paid differently over their careers. Some are getting cucumbers, while others get grapes anyway. Writing it into an advert is simple honesty. If you don't like it, then it might be time to start rattling the cage.



PROFILE

MARY BOUSTED AN

CATH MURRAY | @CATHMURRAY_

Mary Bousted and Kevin Courtney, joint general secretaries of the National Education Union

As I mount the steps to the National Education Union's London headquarters, I can't help feeling disappointment that the joint general secretaries turned down the idea of a photoshoot on a bright blue tandem. Nothing that would highlight their stark height difference, the press officer insists. Union business is a serious game, it appears.

Almost a year since the National Union of Teachers (NUT) and the Association of Teachers and Lecturers (ATL) announced their merger to form the largest education union in Europe, I'm here to discuss the challenges of uniting two large organisations, each with loyal memberships.

"We think there's been a pent-up demand for a better voice for teachers, and for some sense of unity," says former NUT boss Kevin Courtney.

That voice has been amplified, adds ATL's ex-leader Mary Bousted, now that it speaks on behalf of almost half a million teachers and school support staff.

"Doors that we've knocked on for ages to get through have opened now," she says. "You get more access to politicians, to MPs, but also to a range of other stakeholders as well. I'm not saying that the politicians do what we want, but at least you've got a foot in the door and you've been heard, which hasn't always been the case."

Bousted and Courtney make a polite tag-team – frequently exchanging glances to decide who will speak first – and it's evident there is respect between the pair, who will lead the amalgamated NEU jointly until 2023 when elections will be held for a single new general secretary.

They worried initially about how well the two organisations would gel, but Courtney's face lights up as

he reveals that "every interaction Mary has had with NUT activists, they've come away impressed by her".

"And the same with Kevin," she responds.

One of the common pitfalls in union mergers is to get so caught up in the internal politics that you forget to be outward facing.

The mechanics of amalgamation does take up a lot of time, admits Bousted, who thought all those extra meetings would be "terrible". Nevertheless, she's seen their importance in making sure everyone's views are heard. If this absorbs much of their time, they have gained "double the power" for the external part of their job, by splitting the meetings with politicians and other education stakeholders.

One example of this increased clout is the recent "huge win on funding".

"The £1.3 billion that Justine Greening put into school budgets in the summer was as a result of our campaign," Courtney says. "That's teachers' jobs not being lost. That's support staff jobs not being lost. It's class sizes being slightly smaller than they would have been otherwise. And that is a victory of this new union."

Another big win is on workload, he says: "We have, by our combined efforts, won that position that every politician now thinks teacher workload is a significant issue."

Even Ofsted is on-board, he says, although it's not pushing hard enough. In fact, "in terms of Ofsted's contribution to the effectiveness of our education system, they have burnt out teacher after teacher".

Despite Ofsted's attempts to bust myths about practices that contribute to workload, such as the notorious triple marking, it's still an agency that "can't manage quality control of its own inspectorate", Bousted insists, which means that schools never know which kind of inspection team will turn up.

Another issue is the inspectorate's apparent commitment to stop telling schools how to do things, a drive recently undermined, says Courtney, by its controversial *Bold Beginnings* report. The report, based on "far too small a sample" of 41 schools, was precisely the kind of prescriptive intervention it claims to be moving away from, he laments.

"If I were a parent, I would want a teacher that felt that they had some agency – and Ofsted is eating away at that," he says. "So we've got government changing curriculum too fast, we've got Ofsted driving practice, and then there's just general lack of trust that is so baked into the system."

Bousted is similarly unimpressed with the inspectorate's seemingly contradictory approach to the school curriculum.

"If Ofsted is simply going to use its report to say 'schools are falling down

because they're not giving children a broad and balanced curriculum' without actually speaking truth to power, and saying to government 'you have created an accountability framework which is driving poor behaviour, but understandable behaviour', then that is of no use at all."

One of Courtney's solutions is to take an alternative approach to standardised testing, wherein tests are taken as and when children are ready – in the style of music or judo exams, or even the driving test.

"We don't test every 17-year-old in one random week of the year they turn 17 and say 'can you drive? No, you can't drive; you're not allowed to drive'. That would be absolutely mad," he argues. "But it's what we do with 11-year-olds and it's what we do with seven-year-olds."

"WE DON'T TEST EVERY 17-YEAR-OLD IN ONE RANDOM WEEK OF THE YEAR AND SAY 'CAN YOU DRIVE? THAT WOULD BE ABSOLUTELY MAD'"

education
union



D KEVIN COURTNEY



Bousted suggests national low-stakes cohort sampling to replace year 6 SATs as a measure of how different groups are performing year to year.

"We are not saying that teachers and school leaders should not be accountable. We are saying that the current systems do not do what it says on the tin. And they drive behaviours which are perverse."

Bousted and Courtney have a privileged position in the education landscape – shared by academics and researchers – of being able to criticise policy without having to worry too much about implementation. Whether this has resulted in clarity of vision or hopeless idealism is a matter of opinion.

Take academisation. It's surely one of the less easily reversible education policies, yet the NEU remains squarely opposed. "That is our policy; we are against academisation," Bousted insists.

"We're evidence-driven," adds Courtney. "And the government has no evidence that academisation is improving results. Nobody has found any."

As recently as February, under his new role as head of the amalgamated union, Courtney called for schools to be "returned to the accountability and democratic oversight of local authorities" and education funding to be restored to schools and local councils.

When I express incredulity at the feasibility of rolling back the entire system and placing schools under local authority control, Courtney admits that a "phased approach" would be necessary. For starters, restoring a national pay system would be a no-brainer: "They say that autonomy helps, and we think there is evidence that autonomy for teachers in the classroom, or on curriculum and assessment, helps – but there's absolutely no evidence at all that giving heads autonomy over teacher pay helps."

On whether the national pay scale would include the chief executives of multi-academy trusts, Bousted doesn't skip a beat: "Of course. They're not having to increase shareholder value. They're not likely to lose it all themselves. They're not running a business. This is public money."

Might there not be a perverse logic in their own approach of proposing radical change as a solution to the problem of, erm, constant change?

"Teachers would absolutely love the sorts of changes we're talking about. It would take a little bit of explanation, but they would absolutely love it," Courtney insists.

They would manage the change by consulting the profession and giving lead-in times: "I think changes in the accountability systems might not need to be radical for teachers. What it might do, the radical effect for teachers, would be to give them back their professionalism."

With the national conference coming up over Easter weekend, it will be up to their membership to decide on that. What is certain is that, with the NEU now speaking for the majority of teachers, policymakers will ignore their voice at their peril.

PROFILE: MARY BOUSTED AND KEVIN COURTNEY



IT'S A PERSONAL THING

What's your favourite book?

MB: It's really hard – I'm an English teacher. I think it's *A Room with a View*. It's just so clever about human beings. It's very witty, and it's a love story.

KC: *The Black Jacobins* by CLR James, which is a history book, not a novel. When I read it I had no idea of the history of slavery revolts on Haiti. It tells the story of the fight against slavery from the perspective of black people involved in their own liberation (rather than Wilberforce or the Chartists). It's something I've gone back to lots of times.

How do you prepare for a speech?

MB: I am quite anal about getting the figures right. I usually write it, and then I rehearse. I like to be well prepared, even now.

KC: I get research papers to look at and I jot down notes. I then speak fairly free-form from notes, but still, like Mary, I get nervous.

What do you consider a good gift?

MB: I'm terrible. I don't like gifts because I don't like the thought of people spending time and money getting me something. And I don't like the surprise, so I always negotiate them in advance. The nicest gift? Three days in Florence. It's my spring allowable treat.

KC: For me, it's the same thing – we've got so much stuff these days. Time with somebody is a lovely gift.

Who did you most relate to when you were younger?

MB: Oh, Bryan Ferry from Roxy Music. I remember him on *Top of the Pops* singing *Virginia Plain* and sitting there thinking "how could anybody be that beautiful and so stylish?" So when everybody else at school said David Cassidy or Donny Osmond, I wasn't into them.

KC: Joe Strummer from The Clash and Debbie Harry from Blondie. With Strummer, I think it was the passion in the songs for social justice, as well as the anger of youth.

Which teacher that most influenced you?

MB: For me, it was Val O'Brien. She was my English teacher at A-level, and she introduced me to TS Eliot and Robert Browning. She was a brilliant teacher, and it's because of her I studied English and became an English teacher.

KC: I had a physics teacher, Mr Callaway, who inspired my love of that subject. I got from him the understanding that the subject was something that you could engage with and get into the world from.

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OPINION: FOCUS ON MENTAL HEALTH IN SCHOOLS



SARAH HANNAFIN

Senior policy advisor, National Association of Head Teachers

These shiny new mental health policies also need new funding

School leaders appreciate the government's new mental health strategy, but without sufficient cash, says Sarah Hannafin, it won't work

School leaders are reporting a serious – and growing – concern for children's mental health. The demand for professional mental health services has increased in recent years, but funding has plummeted. This means that schools are finding it very difficult to get children the support they need.

We currently have a system in crisis, where unsupported children and young people are at best struggling to learn and at worst at serious risk.

A recent survey by the National Association of Head Teachers (NAHT) showed that 99.7 per cent of school leaders agreed that access to therapeutic support for children and young people with mental health needs must be improved, and a report carried out across England by the Care Quality Commission last year revealed that only a quarter of children and teenagers who need treatment for mental health problems are able to access it, with many having to wait as long as 18 months before they receive any help.

So it is encouraging that the government has recognised the problem. The *Children and young people's mental health* green paper has three core proposals: a designated senior lead for mental health in all schools, new mental health support teams set up locally to link schools and colleges with more specialist NHS services, and piloting reduced waiting times for NHS services for those children and young people who need specialist help.

While these proposals seem sensible, school leaders will have two major concerns: that the responsibilities for schools and health services are kept clear and distinct, and, crucially, that the scale and pace of proposed by the green paper does not go far enough.

Ultimately, education and health have distinct roles in supporting pupils' mental wellbeing.

Schools contribute to promoting good mental and emotional wellbeing, and play a part in recognising concerns that may be signs of their pupils' emerging mental health needs. But they need specialist services with trained health professionals able to deliver the specialist assessment, diagnosis, intervention and treatment that children and young people may need.

When our members were asked "what might help to improve mental health support for pupils in your schools?" three of the top

four responses focused on the need for more provision and support from specialist mental health services: reduced thresholds for access to CAMHS and specialist mental health services (87.4 per cent), more support from specialist mental health services (85.5 per cent), and increased specialist mental health services locally (84.7 per cent).

But the government currently proposes to implement the changes only in certain areas during a trailblazer phase, with just a small segment of the country involved over the next five years. This means that significant numbers of schools, children and young people will not benefit as there will be little, or even no, improvement to provision in their area. This will only exacerbate the existing inequalities in accessing timely treatment and support.

“ **Schools need specialist services with trained health professionals able to deliver assessment, diagnosis, intervention and treatment**

There is also a danger that pilot schemes will be concentrated in areas where provision is already working fairly well, meaning they improve further, and less fortunate areas will not catch up. Too many children and young people will continue to struggle without help, their health and education suffering based on a postcode lottery.

The NAHT urges the government to increase the capacity of existing mental health services in all local areas immediately.

Overall, school leaders recognise the fundamental role that mental wellbeing plays in pupils' success and that poor mental health is a significant barrier to learning. It is imperative that education, health and care sectors work in partnership to ensure that the mental health and wellbeing of children is well supported.

But more capacity, funding and training is needed urgently for schools and mental health services in all areas to make sure this happens quickly and that all children and young people have equal access to the support they might need.



DR ANDREW MURRAY

Joint chair, South-West London Clinical Senate

Mental health support IS available for schools – they just don't know it

Mental health support has been more accessible since the introduction of single points of access in the past few years. But we still need to do more to tell schools about it, writes Dr Andrew Murray

There are various common complaints about mental health support for young people. These include long waiting lists for services, a hard-to-navigate process and the lack of available treatment unless you have a serious disorder.

I've seen some of the impacts of this first-hand – for example, hearing from young people who have self-harmed in order for their mental health needs to be taken seriously. This is tragic. It is well established that if interventions are made early, young people will have better outcomes.

The good news is that every area of the country has had to transform its services, creating a "single point of access". Unfortunately, not everyone seems to know about it.

In south-west London we've identified young people's mental wellbeing as our top health priority and as part of our first project, which focuses on self-harm, I've spent the past three months meeting schools, CAMHS, young people, local authorities and charities.

Two broad themes have stood out from these meetings.

1. Schools don't know what mental health support is available

There are some great mental health services out there, but schools don't always know what's available or how to access them. Despite lots of work to communicate about the changes, many of my GP colleagues are not even up-to-date, which doesn't help in terms of dispelling myths.

Every area in England should now have a single point of access to CAMHS. While the structure may differ slightly between areas, the principle remains the same, that there is one place – which will include a phone-line and usually an online form – that any professional referring a child or young person can use.

Referrals do not have to go through a GP but can be made directly by the school – for example by a SENCO or school nurse. In some areas, young people can self-refer.

All areas should provide access to free tier two services – such as face-to-face talking therapy, group therapy or online counselling – with short waiting times in most areas. These may be provided directly by CAMHS or by other mental health organisations and

charities.

It is a myth that school referrals can't cross boundary lines. Schools can refer into the single point of access of a child's home area, even if the school is in a neighbouring borough.

2. The mental health system is fragmented

Improving services requires a system-wide approach, yet clinical commissioning groups, CAMHS, GPs, schools, local authorities and mental health charities often function in their own silos.

One problem we have encountered is

“ **Many of my GP colleagues are not even up-to-date**

the issue of funding, with costs currently being covered by a combination of health, local authorities, individual schools and the voluntary sector. Since many of our schools draw from broad catchment areas spanning different boroughs, this creates problems in working out who pays for what. This is even more complicated for independent schools.

It's easy to get bogged down in questions of responsibility and where the costs should sit. But until we get everyone talking and creating a collective sense of responsibility, we're never going to make progress.

In the meantime, there are a couple of immediate steps we have identified that can be taken to improve mental health support for young people and schools.

1. Map out what exists

Clinical commissioning groups (CCGs), CAMHS and local authorities should pull together information on what services already exist and how to access them – and share this with all their local schools. This would be a quick win.

2. Create a common offer

The current system is confusing. While there will always be variations in service providers, there needs to be a common offer region-wide so that everyone knows how to access services and what to expect. A good example of this sort of approach from the health sector is the 111 service – a single number that anyone can call from wherever they are that links them in to appropriate local health services in their area.

There are certain kinds of distress that can be managed by a school before a child is referred to a mental health service, explains Peter Fuggle

Distress is not the same as having a mental health issue, but most mental health issues are highly associated with distress. This means it can be hard to tell whether a child is experiencing the normal ups and downs of life, or the beginnings of a longer-term problem. So what should teachers do if they are worried about a child?

The first step is to have a brief conversation to ask how a child is, without too much intrusion. Be clear they haven't done anything wrong, but that you are concerned about them. Sometimes a child may say they are feeling bad because their cat has died or their mum's gone to hospital, but children are not always forthcoming at first enquiry. The important thing is for the child to know you are concerned about them in a non-critical way.

If your concerns continue, you should check in again and gently probe a little further using particular adjectives. Are they feeling sad, or frightened or stressed? If this produces a nod then does the child have any idea why? If they can recall a recent event, perhaps it is about this rather than a longer-term difficulty.

Many children find it hard to say why they are feeling the way that they are. Sometimes changes in mood may be due to major life



PETER FUGGLE

Director of clinical and service improvement, Anna Freud National Centre for Children and Families

What teachers should do before a referral to mental health services

events such as the loss of a grandparent, arguments between parents at home, threats of domestic violence or other very serious matters. But more commonly mood changes are linked to events such as peer relationships or feeling isolated, rejected or being bullied. Finding out the root problem makes a huge difference to finding the best way to help a child.

If you are still concerned after this second conversation, the next step is talking to the child's parents or carers. Generally this should be done with the child's knowledge and agreement, although there may be times when a child is reluctant to allow a parent to become involved. This may be a sign for further concern.

For many children, being taken seriously is one of the most important things. Young people are often looking for kindness from adults, and this may be the most important way you can help a child, rather than feel you have to do something more "therapeutic".

It's also wise to see whether the difficulty persists. This means checking in with the child perhaps once a week to enquire about their feelings. These conversations don't have to take long: if the problem continues for about four weeks, it may be time to have a face-to-face with the child and their parent or carer.

It's important to emphasise that the purpose of the call is not bad behaviour, but concern for the child's wellbeing. At this

point it is useful to consider what the parents' view would be about getting additional help for their child, as well as any ideas that they might have about what might help. This could include things like supporting a child to rejoin a football team, for example.

At the meeting, draw up a joint plan with parents and review it in a about a month's time. If there has been no improvement at this point, it may be time to investigate a referral to a specialist mental health service.

“ For many children, being taken seriously is one of the most important things

This kind of general approach is appropriate for many mild to moderate levels of distress, but would not be appropriate for extremely severe problems such as suicidal feelings, or indications of potential abuse or maltreatment, which require immediate action. In the situations discussed here, the focus is on enabling the child to experience adults as behaving in a trustful way when they are in a state of distress, and this may be extremely important if more long-term and specialist forms of help become needed.



DAI DURBRIDGE

Education lawyer and safeguarding expert

What will the designated mental health leads be responsible for?

A recent green paper suggests a new role in schools to manage mental health – the designated senior lead. Dai Durbridge considers how it might all work

Mental health and pupil wellbeing have been in sharper focus over the past few years. Many adults with mental ill-health are likely to have suffered their first mental health problems as children, so focusing efforts on supporting children makes sense.

As ever, this means that schools and colleges are expected to play a significant role in identifying and supporting children with mental health needs. One of the ways the government wants schools to do this is

through the appointment and training of designated senior leads for mental health (DSL). Money appears to be available to support the new role, with £95 million set aside to get it off the ground, and a total of £1.4 billion available over five years to support mental health in children more broadly.

What is not yet clear is how much time the job will take. The green paper that sets out the plans does not talk about recruitment to fulfil the role, and says instead that schools are "incentivised" to identify a DSL to oversee the approach to mental health and wellbeing. However, the job appears to be a significant one and is likely to include:

- an oversight role to ensure a whole-

school approach, including how mental health is reflected in behaviour policies, curriculum, pupil support and engaging with parents

- supporting the identification of at-risk children
- co-ordinating the mental health needs of pupils and oversight of interventions delivered in the school
- supporting staff in contact with pupils with mental health needs
- overseeing the outcomes of interventions on pupils' education and wellbeing

If you compare this to the current role of the safeguarding DSL in schools – set out in Annex B of statutory guidance called 'Keeping children safe in education 2016' – it appears to be far broader. There is already an argument that for larger schools and multi-academy trusts, a safeguarding DSL could be a full-time role. If that is correct, the DSL for mental health may well need to follow suit. Which raises two questions: is the safeguarding DSL expected to become the DSL for mental health, and if it does become a full-time role, is there funding available to schools to recruit and/or backfill?

There is some sense in expanding the role of safeguarding DSLs to include this new mental health aspect. Many DSLs will already be leading on mental health issues in schools, which means that trying to separate mental health concerns from other safeguarding issues likely to be affecting a pupil may not be the best use of time nor bring about the best outcomes for the child. I expect that most schools will look to their

current DSL to fulfil this broader role. They will more than likely need to give up other teaching or non-teaching duties, duties that may need to be covered by recruitment. There is no suggestion that funding will be available to recruit.

Whether the safeguarding DSL takes on more work or not, their own wellbeing needs careful consideration. There is an emotional strain that comes with managing the kind of safeguarding and mental health issues that arise at schools, and the support offered to DSLs to address these emotional challenges is not as available it perhaps it should be. The green paper talks of the mental wellbeing of staff being important too, and perhaps the DSLs should be first in line. Some schools

“ Most schools will look to their current safeguarding DSL to fulfil this broader role

are driving this forward already and there is an opportunity for us to formulate a national and consistent approach to supporting DSLs.

There is some way to go before the green paper becomes policy or guidance, and while the details may change, mental health support for pupils is at least at the top of the agenda for once.

REVIEWS

TOP BLOGS
OF THE WEEK

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



Our blog reviewer of the week is Iesha Small, an educational researcher, teacher and commentator @ieshasmall

Working with trainees: My favourite action step.

By @LeeDonaghy

"I have seen this routine used incredibly effectively. It can transform lessons," writes Lee Donaghy, with a sentence that should make any new or struggling teacher take note. Donaghy is a former history teacher and school leader who now trains teachers. Every teacher, no matter how good or experienced, occasionally has a class that it's hard to make a breakthrough with.

He outlines the importance of routines. I've had clear start and end-of-lesson routines for years that are often remarked upon by colleagues, but here he takes us through a clear and simple 10-step routine for how to transition between phases of a lesson. Share this with any new teachers in your network or any who are having issues with behaviour management that is affecting learning. Routines are key and all effective teachers that I've observed over several years have them – even if they aren't consciously aware. This post just makes us think of them explicitly.

The stranger on the bridge: Male mental health

By Hannah Wilson

"At least 35 men came forward to say that they had also stopped someone from taking their life on a bridge in London on that same date," writes Hannah Wilson, an executive headteacher discussing a recent mental health awareness conference at her school. The keynote speaker was Jonny Benjamin, a mental health campaigner who once attempted suicide from a bridge in London

before a stranger stopped to help him.

As teachers it is important for us to be aware that mental health is an issue that needs to be discussed openly in our classrooms, staffrooms and decision-making spaces. I took many years to be open about my own struggles with depression as a school leader, but when I did, and when I've written on my own blog about it, I've found that there are many in my professional network who have experienced the same. Wilson's school is organising another open event on June 3. I hope that other school leaders will be bold and hold events that make talking about mental health less of a taboo, and provide support and solutions for the affected members of their communities.

MAT expansion and cultural matters

By Naureen Khalid

"The governors of schools thinking of joining a MAT also need to understand the culture," explains Naureen Khalid, a school governor. Governors are often forgotten in discussions about school leadership: a good governing team can be a huge asset and governors do play an important part in the selection of a senior leadership team. A poor board of governors can leave important questions unasked and unanswered that ultimately damage the long-term future of a school.

Here, Khalid writes about a topic I've not often seen addressed: the considerations that a governing body needs to make when thinking of joining a MAT. She specifically focuses on culture. Standalone schools and academies can set a particular ethos and that is often what draws parents to them. This blog explores how governors can ensure that existing cultures are compatible with new academy partners.

'Faking it to make it': Gaining confidence to do the things you're not yet ready to do

Ellie Mulcahy

"No matter how competent a woman is, she will only be seen as confident, and therefore fit for leadership, if she is also warm," says Ellie Mulcahy, an educational researcher and former early-years teacher. Here she outlines the research in confidence gaps between men and women and the implications for school leadership. This is a blog both for leaders and aspiring ones, but it is also for governors and anybody responsible for hiring or performance managing school leaders to help them to consider if the assumptions and expectations they make are fair and equitable to all genders.

Narrowing the Attainment Gap

By Daniel Sobel

Published by Bloomsbury Education

Reviewed by Anita Kerwin-Nye,
founder, Whole-School SEND



Any book that starts by extolling the virtues of soft data and knowing the children in your school will always win points with those of us who focus on inclusion. This, coupled with the view that whole-school approaches and quality teaching are key to transforming provision, sees this book describe an approach that I recognise and value.

If you are a fan of zero-tolerance behaviour strategies, on the other hand, it's possibly not the book for you. It focuses on how knowing a child lets you adapt school practice, with the understanding that behaviour is underpinned by communication and context.

Split into three sections, it's a handbook for anyone considering the attainment gap in schools, and combines a summary of the evidence with practical tactics and a summary strategy that could be used by schools undertaking pupil premium or other reviews.

Sobel draws on both the evidence base and his own experience as a consultant to pull together potential reasons for the attainment gap and obstacles to addressing it. In this, it is pleasing that he challenges the prevailing narrative that schools can do it all themselves. While his evidence is a little oversimplified, the opening chapters are a useful read for anyone wanting an introduction to the various factors affecting disadvantage.

I found the continued focus on wellbeing, mental health and knowing the child useful – while also acknowledging the challenges this can put on busy teachers. The opening section on virtual schools and children in care was particularly helpful.

The middle chapters provide a range of useful tools, exercises and questions that schools could use to develop their own practice – either as a one-off approach or as part of wider plan for narrowing the gap.

The sheer volume of advice and ideas makes it a little overwhelming and, in a

world where teachers are drowning in forms to fill, it could feel a little paperwork-heavy. But Sobel reiterates the point that tools must work for the school and its teachers, rather than be slavishly reproduced. Perhaps using more of the highlighted "key takeaway" points deployed in the later chapters might have helped time-poor teachers with their navigation.

I rarely see any work that helps schools consider the cost-benefit analysis of interventions around disadvantage – particularly financial costs – and the chapter on interventions could usefully be expanded into other publications. Indeed, Sobel's recurring point on how whole-school approaches and having the right person do the right piece of work can actually help

reduce costs is a really positive message in the prevailing financial climate.

Most pleasingly, it included the fact that sometimes interventions are not what you expect: valuing residentials, investment in staff training, etc. It also struck a sensible balance between quick wins and long-term school development.

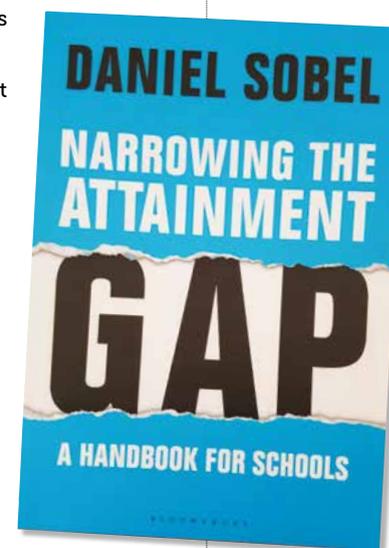
Real case studies are always helpful, and it is good to see how schools have adapted and used the

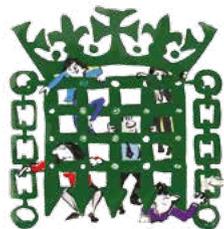
approaches in the book. It would have been useful to see more case studies and evidence from those beyond Sobel's consultancy clients, however, to show how the tools can be used by others without the need for his team's input.

My main criticism is that the tone of the book sometimes grates. Throwaway comments that most pupil premium reviews aren't done well, that SENCO training isn't fit for purpose and so on are delivered in a way that feels unnecessarily critical of the work of others, and it doesn't fit with the wider, more measured tone of the book.

Sobel speaks openly about his own experiences of school and this has clearly influenced his pathway and the change that he wants to make. He has made a heartfelt contribution to the very real issues that we as a community have in addressing the needs of children and young people most in need of our support and I welcome this addition to the cause.

BOOK REVIEW





Week in Westminster

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

FRIDAY:

In the pub.

MONDAY:

Education secretary Damian Hinds faced uncomfortable questions about funding from his own backbenchers as he tackled his second education questions session since his appointment in January.

Funnily enough, some rural Tory MPs still aren't happy with the national funding formula. It's almost like the school funding crisis can't be solved with one silver bullet.

However, Hinds proved he's already learned a lot in his two-and-a-bit months at the DfE. He's already responding to claims of real-terms funding cuts with contradictory claims about cash-terms funding increases. He'll go far!

TUESDAY:

Another day, another member of the government referred to the stats watchdog

over comments about school funding.

Last week it was Damian Hinds, who was slapped on the wrist by the UK Statistics Authority for claiming in parliament that per-pupil funding is increasing in real terms. The DfE claims he spoke in "error".

Now it might well be the chancellor's turn. Angela Rayner, the shadow ed sec, has reported the man they call "Spreadsheet Phil" to the authority after he repeated Hinds' bogus claims in parliament during his uneventful spring statement last week.

If the Chancellor of the Exchequer doesn't know the difference between cash and real terms, then what hope is there for schools?

Meanwhile, as MPs continue to sling mud at each other on Twitter over free school meals eligibility (Tories say more pupils will get them, Labour says a million will miss out), members of the House of Lords decided to throw another spanner in the works by voting against the government's plans.

Peers voted by 167 votes to 160 to "regret"

the government's move to change the earnings threshold for free school meals eligibility under universal credit to £7,400.

The Lords' motion won't change the law, but it does give the government another negative headline on the emotive issue of school lunches at a time when it's already under significant pressure.

WEDNESDAY:

A raft of handy new features have been added to the Parliament TV service, but they come with an interesting disclaimer.

Parly TV is an invaluable resource for people like us who like to be nose about what MPs and peers are talking about.

New functions include the ability to share or embed specific segments of video from the main chambers and committee rooms – really helpful in the age of social media.

But the new website also has a set of rules listed prominently beneath the sharing

tool. One states that material from the service should not be used for "satire".

Of course, Week in Westminster is an entirely serious political column, so we are in no danger of breaching the rule, but with the behaviour of some parliamentarians already beyond parody, one might question why anyone would find the need to satirise them.

Talking of satire, Hinds got his first education committee grilling this week, and WiW wasn't the only one left scratching their head about whether he actually said anything at all.

Then again, being able to sit through an entire select committee hearing without saying anything of note will probably earn Hinds plaudits back at Conservative Central HQ, where the last thing they need is another education secretary trying to do the job on their own terms.

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



Name Hazel Pulley

Age 60

Occupation Chief executive and executive headteacher

Location Birmingham

Subscriber since September 2017



FLY ON THE WALL

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

I skim through it immediately, then peruse at leisure over the weekend.

Which section do you enjoy the most?

Opinion – it enables a more open debate.

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

Daily collective worship. I feel this should be weekly, with other collective sessions, however small, built in to embed reflective practices throughout the school.

Who is your favourite education secretary of all time?

Kenneth Baker for introducing the five training days in 1988 – great idea. It raised the profile on that crucial element of change, professional development.

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

Mental health is such a worrying subject. Please keep this concern raised, thank you.

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

Cut out my fave articles, then recycle.

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

I'd have a feature on pupil voice. What do pupils of all ages want to see changed in their education experiences? I think we could learn a great deal.

Favourite memory of your school years?

Making historical artefacts such as Viking boats, the trenches of World War One, etc. It facilitated much thought and intrigue, and hands-on learning!

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

A national park ranger, hopefully in the Lake District, but I would take any offer! I'm just off now to polish my boots, always ready...

Favourite book on education?

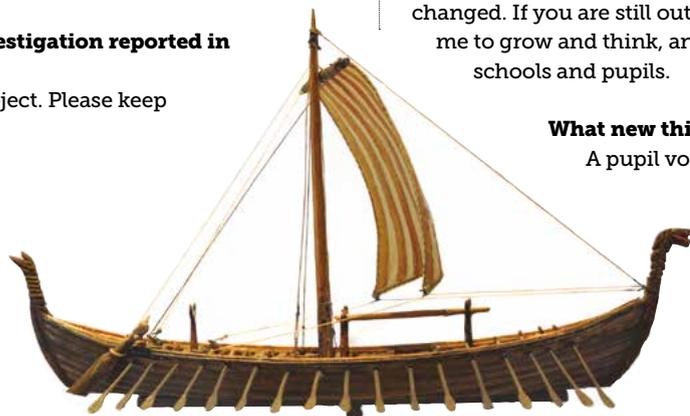
Managing school in the community by Phil Street. Although published in 1997, the messages are just the same, only our terminology has changed. If you are still out there Phil, what a great book: you helped me to grow and think, and aim to get communities behind their schools and pupils.

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

A pupil voice section.

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

After reading *Fire and Fury* by Michael Wolff, I would like to be a fly on the wall in the Oval Office. I think my fly jaw would be permanently open!



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

School Bulletin *with Sam King*

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



Team pushes ahead in the final strait **FEATURED**

Five secondary school students from County Durham have been crowned the winners of this year's F1 in Schools UK national finals.

The announcement was made at the iconic Silverstone circuit in Northamptonshire, where 42 teams from across the UK gathered to battle it out after qualifying earlier this year in the regional heats of the engineering competition.

It is the fourth time that a group called Unity, 16 and 17-year-olds from Emmanuel College in Gateshead, have competed for the contest's top spot.

The team will now travel to Singapore in September to compete in the F1 in Schools World Finals. They have also won tickets to the Formula 1 British Grand Prix (with paddock access) at the Silverstone event, a F1 team factory tour, two £5,000 scholarships for a mechanical engineering course at UCL, and engineering equipment worth £10,000 for their school.

"We have a huge amount of work now to prepare for Singapore, making sure our car is as good as it can be," said Lucy Brooks, Unity's leader. "We know that competing at the world finals can open doors to careers in engineering so that is a great opportunity for us."

Team Origin from Robert May's School in Hampshire, who came second, will join Unity in Singapore. Hawk Racing from Colyton Grammar in Devon, placed third, and will need to collaborate with a third-



Team Unity celebrate their win



Dream teams: The top three



In the driving seat: Team Unity

place team from another country to compete in the global round.

The F1 in Schools challenge, which operates in more than 40 countries, pits young engineers against each other to design, test and race their own miniature F1 cars powered by CO₂ canisters.

"The students have put in an amazing amount of work, displaying an exceptional level of engineering, design, and business skills. They are also excellent ambassadors for their schools and for STEM learning," said Andrew Denford, the founder and chairman of F1 in Schools.



FINALLY, A SENSIBLE USE FOR THE INTERNET

A new website will help primary school teachers to support the mental health needs of their pupils.

Launched by the Duchess of Cambridge as part of the 'Heads Together' mental health campaign, the 'Mentally Healthy Schools' website will provide teachers with advice, lesson and assembly plans, and descriptions of a range of mental health needs.

The content on the site has been based on the latest available research, with guidance from the Centre for Mental Health, and advice and support from the National Association of Head Teachers.

The website is being piloted throughout 2018, with 50 schools across England helping to review and refine the content.

Users to the site can register for a personal account which allows them to share resources via email, Facebook, Twitter or LinkedIn.

You can access the website free at: <https://www.mentallyhealthyschools.org.uk/>



The usual suspects: Staff dress as Cluedo characters

Murder: The latest revision technique

An interactive game of Cluedo was the GCSE revision strategy of choice for one Devon school's English department.

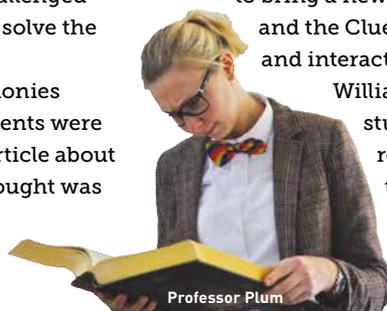
Staff at Newton Abbot College dressed up as the board game's famous characters, including Professor Plum, Miss Peacock and Colonel Mustard, and challenged students across the school to solve the murder of Mr Black.

After watching video testimonies and analysing evidence, students were asked to write a newspaper article about the murder, and who they thought was behind it.

"Students in year 11 face a 40-mark question in their

GCSE; the murder mystery was geared around students becoming engaged in this style of writing, producing this newspaper-style article effectively, using character and story," explained Danielle Chambers, the English teacher who organised the murder mystery. "We wanted to bring a new dimension to the day and the Cluedo-style format was fun and interactive."

William Harrison, a year 10 student, added: "It was a really good opportunity to use our initiative and it really helped with our article-writing techniques."



Professor Plum

Speaking to the Speaker



Councillor Rob Pocock and ATLP staff and students

Bercow appears on Skype

School pupils in the Midlands have grilled John Bercow – the speaker of the House of Commons – during an inter-school politics event.

About 50 students from Arthur Terry Learning Partnership (ATLP) schools took part in 'Politics, democracy and parliament day' at Mere Green Primary School in Birmingham, in an effort to engage young people in current affairs.

Bercow, who appeared via Skype to answer pupils' questions about his role and wider politics, was one of the main draws.

Labour councillor Rob Pocock was also involved, running a Q&A session and

explaining grassroots politics, while year 12 A-level politics students concluded the event with an interactive lesson on the suffragettes.

"It was fantastic to bring together children aged seven to 17 from different and diverse communities to share learning and viewpoints on politics, parliament and democracy," said Richard Anderton, a teacher at Mere Green who helped to organise the day.

"It's been an absolutely stunning experience to see these young people interrogating an MP and councillor!" added Pocock.



MATTHEW JUDD

Headteacher, Leighton Park School

START DATE: September 2018

PREVIOUS JOB: Executive head of prep and pre-prep, Haberdashers' Aske's Boys' School

INTERESTING FACT: Matthew is trying to visit all 50 of the United States of America. He is currently on 34.



BOB SPEIGHT

Principal, Brighton Aldridge Community Academy

START DATE: June 2018

PREVIOUS JOB: Vice-principal, Ark Bolingbroke Academy

INTERESTING FACT: Bob has taught at five schools in London, and has teaching experience in Spain and Uganda.

MOVERS & SHAKERS

Your weekly guide to who's new



MARK POSTON

Principal, Portslade Aldridge Community Academy

START DATE: September 2018

PREVIOUS JOB: Vice-principal, Miltoncross Academy, Portsmouth

INTERESTING FACT: Mark spent 10 years of his career with the Department for International Development, working in Kosovo, Jerusalem and Islamabad.



GEMMA PIPER

Executive headteacher, Kennet School

START DATE: February 2018

PREVIOUS JOB: Deputy head, Kennet School

INTERESTING FACT: Gemma is a keen salsa dancer and an avid blogger.



KATIE SCOTT

Headteacher, Langley Park School for Girls

START DATE: September 2018

PREVIOUS JOB: Principal, Portslade Aldridge Community Academy

INTERESTING FACT: Katie can speak Italian.

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

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Event information

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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

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

Difficulty: EASY

Last Week's solutions

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

Difficulty: EASY

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

Difficulty: MEDIUM

Solutions:
Next week

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

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.