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- > DfE finally open for new free school bids

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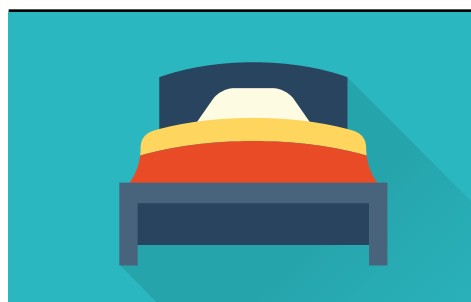
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NEWS

Pushy parents' 'test tourism' drains grammar school coffers

JESS STAUFENBERG

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Exclusive

Grammar schools are wasting thousands of pounds because pushy parents from other areas are using their entry exams as mock tests for their children.

Selective school heads are describing a growing problem with "test tourism", which involves pupils sitting the 11-plus at schools outside their area as a practice, so they have an advantage for exams at their preferred school.

At one grammar school, the proportion of pupils from outside the catchment area taking their test doubled in one year, but almost none of them could be offered a place, resulting in extra administration costs of over £15,000.

The revelation came as Damian Hinds, the education secretary, renewed his call asking existing grammar schools across England to expand and take more pupils.

At the prestigious Latymer Grammar School in west London, 295, or 15 per cent of the 2,003 pupils who sat the 2017 entry exam were from outside the catchment area, but none were eligible for a place at the school.

This figure more than doubled to 31 per cent - 812 of the 2,630 pupils who took the test - this year. Of those, only four children have indicated they will move closer to be eligible for a place.

Headteacher Maureen Cobbett believes families who have "no intention" of moving are "using our entrance tests as the



opportunity to have free practice tests under exam conditions".

She blamed "examination tourists" for costing the school £15,770, or 30 per cent of the total amount spent on exams in that period.

Parents are encouraged by websites such as Mumsnet, said Cobbett, or 11plus.eu, which asks parents in Warwickshire: "Why pay £60 for a mock when you can use the ... 11+ as a free mock exam?"

The website, which helps pupils pass the 11-plus, lists four grammar schools whose test dates mean they can be used as "mocks": the Dame Alice Owen's school in Hertfordshire, the Henrietta Barnett School in north London, the Kent Grammar School and Heckmondwike Grammar School in Yorkshire. It also recommends area-wide tests, such as the Bexley 11+ and Buckinghamshire 11+.

A spokesperson for the Birmingham consortium of grammar schools said the practice had "historically" been an issue, while a spokesperson for the Kendrick

School in Reading said 73 pupils sat the test from outside the catchment area this year, seemingly only to get their results, but the numbers had remained stable.

Jim Skinner, the head of the Grammar Schools Heads Association, said he was concerned about reports that the problem is getting worse.

"We're concerned, and have had discussions with the Department for Education. Their admissions working group share the concern."

However, grammar schools may find it difficult to clamp down on the problem, because admissions rules mean they cannot refuse testing simply because a pupil lives outside their area.

Because pupils outside the catchment area are eligible for a place if school is undersubscribed, they must be able to sit the test, Skinner explained.

Rob McDonough, a headteacher who sits on the DfE's admissions working group, has two solutions: coordinate tests for the same day, or delay results so parents can't find them out ahead of other tests.

"If grammar schools feel they are the victim of admissions tourism, then they need to do some joined-up thinking and actually coordinate it," he suggested.

Melissa Benn, who chairs Comprehensive Future, which campaigns against selective schools, added the public money spent on the entry tests was an "utter waste of the education budget".

The DfE was approached for comment.

CHARITY COMMISSION STEPS IN AT ITS FOURTH SCHOOL SINCE JANUARY ALONE

A private Christian school in east London is under investigation over "serious concerns" about its governance.

The Charity Commission has frozen the bank accounts of the Grangewood Educational Association, which runs the Grangewood Independent Primary School in Forest Gate, and appointed interim managers.

The investigation is the fourth into a school announced since January.

The watchdog has raised "serious concerns" about governance at Grangewood, after documents revealed it only has one trustee, when it must have at least three.

The intervention followed complaints about the charity's governance and management.

Grangewood provides "Christian education" to around 65 pupils aged two to 11.

Last month, the commission played down suggestions that it is taking a stronger stance on safeguarding at private and unregistered schools, after opening more investigations in the first four months of the year than in the last two years combined.

The Charity Commission, which is responsible for ensuring charity law is followed by schools with charitable status, has announced inquiries into four schools including Grangewood since January and appointed an interim manager to take over safeguarding at a fifth.

In comparison, inquiries were opened into one school and one sixth-form college in 2016, while no investigations were announced into any schools last year.

Faith-school admissions cap stays - and Catholics aren't happy

FREDDIE WHITTAKER

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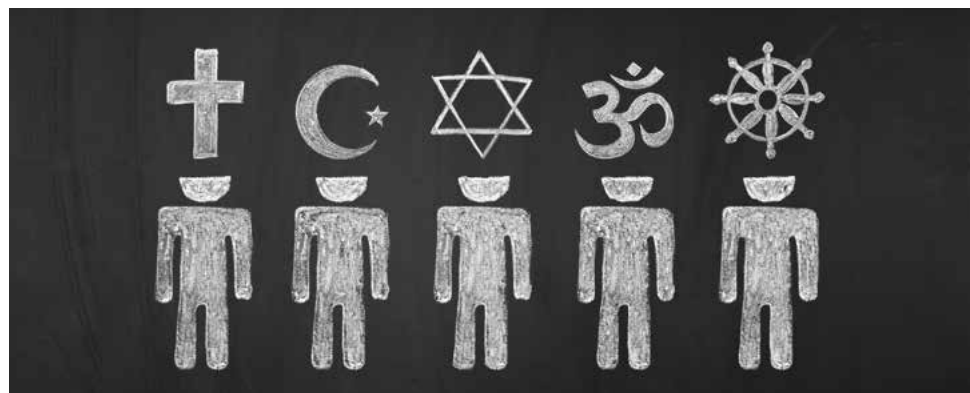
Plans to lift the 50-per-cent admissions cap on new faith schools have been abandoned, almost two years after they were first proposed.

The Catholic Church lamented the move as a "broken promise", but it has been hailed as a victory by secular campaigners. Ministers will instead make it easier for faith groups to open new voluntary-aided faith schools, on the proviso that they cough up 10 per cent of the capital costs themselves.

It means that two of the main tenets of the government's 2016 'Schools that work for everyone' green paper - lifting the ban on new grammar schools and scrapping the faith cap - have fallen by the wayside.

The Department for Education has today set out a series of measures aimed at increasing the number of school places in England. The next round of free school applications will finally open after a long delay, and the wheels will be set in motion on a plan to encourage existing selective schools to expand, as long as they become more inclusive.

These are part government's long-awaited response to a consultation on the green paper, which was delayed by Theresa May's decision to call a general election last year, and then kicked into the long grass following the Tories' poorer-than-expected performance at the polls.



However, the government's response document, which is expected to finally reveal the extent of the disquiet around May's flagship grammar school expansion plans, was not available by the time *Schools Week* went to press.

Under the government's revised plans to support new faith schools, the 50-per-cent cap on faith-based admissions to oversubscribed free schools will not be removed, despite rumours earlier this year that the Catholic school-educated education secretary Damian Hinds was minded to get rid of it.

Instead, faith groups will be given extra support, and 90 per cent of the capital funding needed, to open new voluntary-aided schools.

The move is a particular blow for the Catholic Church, which was particularly restricted by the cap because Canon Law prevents its schools from turning away Catholic pupils.

"In their general election manifesto, the Conservative Party made a commitment to the Catholic community that the unfair rule effectively stopping the opening of new Catholic free schools would be lifted," said the reverend Malcolm McMahon, the archbishop of Liverpool.

"Today the government has broken this promise, dropped the pledge they made to our country's six million Catholics and ignored the tens of thousands of Catholics who campaigned on this issue."

Andrew Copson, on the other hand, who leads Humanists UK and campaigns against faith schools, said the decision was a "victory for integration, mutual understanding, and the interests of children".

Would-be sponsors will meanwhile be able to apply to open new free schools for the first time in almost two years. Wave 13 of the application process will target areas which need places or have low school standards. Hinds said this would give parents "greater

choice in looking at schools that are right for their family".

The last application round closed in September 2016.

The government has also confirmed it will proceed with watered-down proposals for grammar school expansion.

As promised in 2016, grammar schools will be made to become more inclusive. In return, they will get access to £50 million in annual funding to expand and take more pupils.

This is capital funding to create more space for pupils, but it will only be given to those schools which produce a "fair access and partnership plan", setting out what action they will take to increase admissions of disadvantaged pupils.

The announcement was welcomed by Jim Skinner of the Grammar School Heads' Association, who is "very pleased that, like other good and outstanding schools, selective schools now have access to a fund to allow them to expand their premises".

But Melissa Benn, the chair of anti-selection campaign group Comprehensive Future, believes it is a "mistake" to allow existing grammar schools to expand.

"All the evidence shows that the way to create the best schools system is to phase out selection not to expand it. I think it will be taking our schools system backwards," she said.

Additional reporting by *Alix Robertson and Jess Staufenberg.*

NEWS

REACH FOR THE STARS: NEW ACADEMY HEAD MAKES A NAME FOR HERSELF

An English teacher who changed her name by deed poll to include the name of her school has lived up to the moniker by becoming the new headteacher.

Beck "Reach" Owen took over as head of Reach Academy Feltham in March this year, after legally swapping her middle name – "Lucy" – for the name of the school five years ago.

In 2012, Owen, a founding member of the school, promised to change her name if her year 7 pupils raised £1,000 for charity.

"We thought that was quite an ambitious number, and then they massively surpassed it," she explained. "We decided that we had to fulfil this promise, this off-the-cuff comment that I'd made, because consistency is really important to us and to the relationships that we have with the pupils.

"My parents were incredulous!"

Those pupils are in year 12 now, among the school's first sixth-form intake, and they welcomed

Owen's appointment to lead the school.

"They were happy for me," she said.



Beck "Reach" Owen

Lord Agnew ignites boarding school row

JESS STAUFENBERG

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Claims that boarding schools can "transform" the prospects of vulnerable young people have been called into question after the academies minister threw his support behind the government's new boarding ventures.

Last year, the Department for Education pledged to promote boarding schools as an alternative to costly residential care, and launched boarding school partnerships, a joint initiative with the Boarding Schools Association to find places for pupils.

Now, Lord Agnew, the academies minister, has hailed new research as evidence of the extent to which boarding schools "really can help transform the prospects of vulnerable young people".

Over the last 10 years, Norfolk county council has found that GCSE results of vulnerable pupils improved when they were placed in boarding schools.

But Stephen Gorard, professor of education at Durham University, suggested the council's data is not as conclusive as Agnew has claimed.

In a foreword to the Norfolk report – which the DfE insists is in "draft" form at present – Agnew states that the research will be used to develop new strategies for young people "on the edge of and in care".

Colin Morrison, chair of boarding school partnerships, told *Schools Week* the results proved that GCSE results improved.



Lord Agnew

The research studied 52 pupils in care or at risk of going into care who were placed at 11 state and private boarding schools. The results of just 33 pupils were analysed, because data for five pupils was missing and the rest were not in year 11.

Of the 33 pupils, seven (21 per cent) got a standard 4 grade or above in English and maths. The report notes this is higher than the average among looked-after pupils in Norfolk of 19.8 per cent, and above the national average of 17.5 per cent.

Gorard doesn't believe the sample size is significant enough, and claimed the improvement equates to "about one extra child" getting a good grade in English and maths. "If one pupil hadn't turned up to their exam the results would not have been higher

than average at all."

Tom Perry, a teaching fellow at the University of Birmingham, believes the educational outcomes are "crude" because a "whole host of factors could account for the small difference, notably the high level of missing data".

Academics have questioned the council's finding that all 33 pupils were removed from the "risk register" as a result of the boarding intervention.

Children appear on council risk registers when they are subject to child protection, in foster care or considered "in need".

Although 33 pupils were removed from the register, Gorard said the research should have revealed how many pupils usually come off the register. Without the comparable data is impossible to know if the change was due to the boarding schools.

A spokesperson for the council insisted the programme had given pupils a sense of community, built their resilience and supported their education.

No measures for resilience and self-efficacy were included within the report.

Both researchers did, however, note the scheme showed promise since the cost to the council of boarding school is 50 to 60 per cent cheaper than keeping pupils in care.

A spokesperson for the DfE "welcomed" the initial findings "which show that boarding can provide a good option" for vulnerable pupils, and will ask all local authorities to consider the full report when it is published in a final format in June.

Cash, capacity and training: Select committees excoriate mental health plans

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Planned reforms to children and young people's mental health services "lack any ambition" and will put additional pressure on teachers without providing schools with extra resources, two powerful parliamentary committees have warned.

The education and health committees have published 'Failing a generation', a joint report that tears apart the government's green paper on children and young people's mental health.

MPs have raised particular concerns about the impact that certain reforms will have on schools, and questioned both the speed at which reforms will be introduced, and the money made available for the various proposals. For its part, the government "completely rejects" any suggestion that the plans lack ambition.

Last December, the Department for Education and Department of Health announced what they called a "radical shake-up" of mental health support in schools, including more than £300 million for "thousands" of new support staff.

The proposals include £95 million for schools to appoint and train designated senior leads for mental health from 2019 and £215 million for new mental health support teams, which will work with the NHS to offer

support and treatments in schools, including cognitive behaviour therapy.

An inquiry into the proposals by the education and health committees raised questions about the amount of training and pay available for new school mental health leads.

Now, MPs have warned the proposals will "put more pressure on the teaching workforce without sufficient resources". In particular, it is "not clear" whether school staff have the capacity to deliver the mental health leads policy, and there is a danger that the advent of mental health support teams will prompt schools to "further cut their current provision of mental health support", assuming the new teams will be there instead.

The committees also warned that the timetable for implementation – which will see proposals rolled out to just 20 to 25 per cent of areas during a "trailblazer phase" over the next five years – ignores the needs hundreds of thousands of children who will go without the support while it is rolled out.

MPs are also concerned that funding is not guaranteed, and is "contingent on an unspecified level of success".

"This strategy does not go far enough, which raises the very real prospect of hundreds of thousands of children missing out on the getting the help they so desperately need," said Robert Halfon,

a former education minister and chair of the education committee. "We heard of the strong links between social disadvantage and mental health issues.

"If the government is serious about tackling injustices in our society, it must ensure proper targeted funding of support for those most in need."

Dr Sarah Wollaston, who chairs the health committee, said the green paper is "just not ambitious enough" and will leave "so many children without the care they need".

It follows a warning from school leaders' union NAHT last week that more than 90 per cent of teachers are unable to access

specialist mental health support for their pupils.

Sarah Hannafin a senior policy adviser at the NAHT, agreed that the scale and pace proposed in the green paper "does not go far enough".

A spokesperson for the Department for Education and Department of Health said both organisations "completely reject any suggestion that our plans lack ambition", and claimed the proposals will "transform mental health services for children and young people".

She said the plan would provide "significant additional resources" for all schools.

THE AMBIVALENT SEVEN: MPS' BIGGEST SCHOOLS-RELATED RECOMMENDATIONS

- 1 Document and review the current level of mental health support provided by schools, including numbers of counsellors, educational psychologists, peer mentors, and other pastoral care workers
- 2 Set out and publish plans to ensure teachers are not overburdened by the green paper's demands
- 3 Explain how it plans to make the role of designated senior lead for mental health attractive, and set out an assessment of the feasibility of paying teachers more to take on the role
- 4 Develop a training package for teachers who take on the designated senior lead role in schools and make sufficient funding available
- 5 Review data-sharing between schools and other services
- 6 Publish details of the source of funding for policies in the green paper, including details about how other health and education services will be adversely affected
- 7 Make PSHE compulsory in all schools, and include social media education in lessons

NEWS

Ministers can't make maths schools add up

ALIX ROBERTSON

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Exclusive

Several leading universities have declined the opportunity to open specialist maths schools, and the government won't admit how many are now due to open, six months after setting aside millions in extra funding.

In last November's budget, the chancellor Philip Hammond (pictured) promised an extra £350,000 a year for every new maths schools – institutions which combine maths A-levels with similar subjects such as physics and computing.

But *Schools Week* has learned that leading universities have turned down requests to run the schools, despite an impassioned public plea from schools minister Nick Gibb in March.

In March, he lavished praise on the outstanding-rated Exeter Mathematics School and King's College London Mathematics School which both opened in 2014.

The schools are selective, requiring pupils to sit an admissions tests and undertake an interview. The minimum acceptable maths GCSE grade is an 8.

Last year, 98 per cent of pupils at King's and 75 per cent at Exeter achieved an A or A* in A-level maths.

But their success is yet to be replicated elsewhere. Only one similar institution, the Cambridge Mathematics School, has been approved for opening since 2012, and remains in the "pre-opening" phase.

Meanwhile, the universities of Oxford, Warwick, Bath and UCL, which rank among the top maths courses in the UK, do not intend to open a maths schools, while the University of Nottingham said the project was unnecessary in areas where universities already work with schools.

Professor Sarah O'Hara, pro vice-chancellor for teaching and learning at Nottingham, said the university already works with "a number of schools" including a UTC which specialises in STEM subjects, and that opening a maths school would be "duplicating" existing work.

Opening a maths school is also a "huge commitment" which takes "a significant amount of senior management time", and she speculated that it would be "difficult" to recruit pupils in Nottingham.

The push for new specialist schools comes at a time when mainstream schools are dealing with a shortage of maths teachers.

In 2017-18, just 79 per cent of the required number of maths trainees were recruited. At the same time, maths has become the most popular A-level subject.

Dan Abramson, headteacher of the King's maths school, said other issues could also put off universities.

"You are asking non-sector specialists to open what is perceived to be a potentially risky project that could be reputation

damaging. Universities have longevity because they are typically risk-averse."

When his own school opened, there were local concerns about the impact on other existing post-16 institutions.

"If you made a maths school too big it would in the end be detrimental to the region," he said. "People were generally opposed to the idea of selection at 16. Anything that is tainted with the selection brush is treated in the same vein."

Outside London the challenge of selecting pupils across a large region is also daunting for the sixth-forms.

Exeter Maths School provides around 40 boarding places, as it takes pupils from schools across Cornwall, Devon, Dorset and Somerset.

Kerry Burnham, its headteacher, said maths schools should be viewed in the same way as specialist dance or drama schools, as they bring together young people who with a special aptitude and enthusiasm for the subject.

"These students can feel isolated in mainstream schools," she said.

The Department for Education said it was working with "interested" universities, but a spokesperson would not reveal details of the discussions or say how many had agreed to set up a maths school.

The Cambridge Education Trust, the organisation behind the Cambridge Mathematics School bid, would not say when it plans to open the school.



HALFON ON THE NORTHERN WARP

The parliamentary education committee has written to the education secretary to demand immediate improvement to schools in the north of England.

The group's chair Robert Halfon, wrote to Damian Hinds following a hearing last week with former chancellor George Osborne and other representatives of the Northern Powerhouse Partnership. Their evidence highlighted a "stark educational attainment gap between the north and other parts of England, particularly for disadvantaged pupils".

Now Halfon, himself a former education minister, has asked what action the Department for Education is taking to implement recommendations from the partnership's latest report. These include a proposal to "better target" pupil premium funding at the most disadvantaged, and improve careers guidance for the poorest pupils.

During last week's hearing, Lord O'Neill, the former treasury minister who is vice-chair of the partnership, claimed that "not a great deal" of the government's Northern Powerhouse Education Fund has been spent.

In his letter, Halfon demanded an update on the money. He also requested details of the government's plans to improve teacher recruitment and retention in the north, and how the government's careers strategy will benefit the region. This follows a recommendation from the partnership that schools be measured on the employability and success of their pupils at age 25.

Hinds also faces questions from MPs about the contrast between the success of some large MATs in London and recent high-profile failures of others in the north.



Children today are entering a world where things are changing faster than ever before. A think tank recently estimated that young people will have around 17 different jobs over the course of their professional lives - the majority of which haven't yet been invented! The ability for children to think flexibly, to solve problems and embrace new challenges will be crucial. When it comes to their future happiness and success, it is their mindsets that matter most. How many times have you heard things like, 'I'm no good at sport...I can't do maths...I really struggle with exams...I don't like public speaking...?'

If children believe they can't do something, the chances are they won't try. But what if they really could get better, excelling at anything they put their mind to? What if kids had access to tools and techniques that would help them cope with the pressures that are an inevitable part of life?

Introducing a new book for children aged 9 - 13 to help with just that. Written by Matthew Syed, a global thought leader in the field of

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PROFESSOR CAROL DWECK

'After reading *You Are Awesome* I've changed how I approach difficult things. I've told all my friends to read it!'

FREDDIE AGE 10

Already a UK bestseller, *You Are Awesome* distils principles from Matthew's award-winning mindset books, *Bounce* and *Black Box Thinking* for a younger audience. It offers relatable examples and ideas that can challenge their self-limiting beliefs.

Overcoming the fear of failure is so important. Mistakes are a pre-requisite for growth and children need to develop the capacity to learn from setbacks. They need to understand that anyone who has ever achieved anything impressive has gone through multiple stages

of imperfection. Real success is always a journey and this book empowers children to maximise their potential.

You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything by Matthew Syed is out now



★ Learning Resources for Teachers

Matthew Syed has developed a series of *You Are Awesome* learning materials intended to help teachers embed growth mindset in the classroom. These are available to purchase and download from: www.youareawesomebook.co.uk/teachers.

★ Mindset Workshops for Staff and Students

Matthew's team also have an established education workshop programme, providing growth mindset workshops and keynotes to teaching staff and students around the UK and internationally. For enquiries, please contact emma.byrne@matthewsyed.co.uk.

Matthew will be speaking at The Festival of Education on **Thursday 21st June 2018**. Come and visit his stand at **E21**, close to the Master's Lodge.

Find out more about Matthew's work by visiting www.matthewsyed.co.uk.

NEWS

IN brief

THOUSANDS OF CHILDREN WITHOUT EHCPs BY GOVERNMENT DEADLINE

Almost 4,000 children with now-defunct statements of special educational needs were still waiting to transfer to the new education and health care plans (EHCPs) system after the April 1 deadline, the government has admitted.

Data collected in early April but only released today shows that although 232,352 pupils, 98.4 per cent of those who previously had statements, were either moved to an EHCP or assessed not to need one by the end of March, 3,873 transfers of pupils were yet to be completed, equating to 1.6 per cent.

The Department for Education confirmed that statements continue to be valid for those not transferred by April 1.

Every SEND pupil was supposed to have been moved onto a new EHCP by April, as part of a move over the last four years to phase out the old system.

FAITH SCHOOL ORDERED TO ADDRESS ITS 'SIGNIFICANT' APPEALS FAILINGS

A faith school has been ordered to replace its admissions panel and hire a new clerk over a failed appeal.

The Madani Girls' School in Leicester has been criticised by the local government and social care ombudsman for "significant" failings.

In particular, it was slammed for its record-keeping, after a meeting was recorded with just three words on one piece of paper.

An secondary Islamic state school, it rejected a pupil's application for September last year after they missed an application form deadline. The decision was appealed but rejected once more.

Michael King, the ombudsman, was "concerned by the number of breaches" of the school's admissions code, and blasted the clerk's "very sparse meeting notes" which amounted to "only three words and three ticks along with times and a dated signature".

The school was approached for comment.

OFQUAL: NEW BIOLOGY A-LEVEL HAS IMPROVED PUPILS' PRACTICAL SKILLS

Pupils studying the reformed biology A-level have better practical skills than those who took the subject before recent reforms, Ofqual has said.

However, the skills of pupils studying chemistry and physics stayed broadly the same as before the reforms.

The reformed science A-level exams were taken for the first time last summer, after teaching began in September 2015.

In total, 1,750 pupils took part in Ofqual's research and also responded to a questionnaire. The post-reform group reported doing practical work more often and feeling more confident than the pre-reform group.

Sally Collier, the chief regulator, has been "encouraged" by the findings of the study.

"I hope that it will provide some early reassurance that practical skills have not been unintentionally devalued in the reformed A-levels," she said.

"These are, however, early findings and we will continue this research to include a new cohort of post-reform students later this year."

NOT SUCH A BRIGHT FUTURE FOR AILING TRUST

PIPPA ALLEN-KINROSS

@PIPPA_AK

The under-fire Bright Tribe Academy Trust is planning to ditch its name and merge with its sister chain as it prepares to abandon all but one of its northern schools. Stockport-based Bright Tribe plans to merge with the Adventure Learning Academies Trust (ALAT), which runs one secondary school and four primary schools across Cornwall.

According to the Education Uncovered website, the proposal was announced in a consultation letter was sent to parents, and would see the Bright Tribe trust "cease to exist".

If the move goes ahead, ALAT, which was set up by property mogul and Bright Tribe founder Michael Dwan and is run by many of the same directors, will preside over the ailing chain's six remaining schools in Suffolk, Essex and Oldham.

Bright Tribe is in the process of walking away from Whitehaven Academy in Cumbria, Grindon Hall School in Sunderland, and Haydon Bridge High School and Haltwhistle upper and lower schools in Northumberland.

There have been clashes with parents and local authorities, while Bright Tribe failed to establish a "northern hub" in the region, despite receiving almost £1 million to do just that. Whitehaven Academy has also been plagued with maintenance problems.

Rachel Gooch, a governor in Suffolk, where Bright Tribe runs four schools, said it was understandable that Bright Tribe wants to "ditch the tarnished name and have a



fresh go at things".

But she warned that merging with a trust based so far from its existing schools "seems a bad idea", given that one of Bright Tribe's past errors was "too great a geographical spread".

Having the same directors involved who "failed in the past" could also be problematic, unless the trusts have "accurately diagnosed what went wrong before and are putting in the right structures and safeguards in the new trust".

The merger will enable the trusts and their schools to "work together and pool resources and skills to ensure the best possible provision and education for pupils and students", a Bright Tribe spokesperson insisted.

Records on Companies House show that Bright Tribe and ALAT have seven trustees in common, including education support services company Adventure Learning Schools and Dwan's charity Helping Hands

Trust Limited, which are both also listed as "persons with significant control" of both trusts.

Dwan, a former chair of Bright Tribe, is listed as one of the directors of Adventure Learning Schools, as is the consultancy firm North Consulting Limited, which is run by Dwan, his brother Andrew and his daughter Jessica.

Accounts filed for ALAT on February 15 state that the trust is already "connected" to Bright Tribe, and that both trusts "ensure value for money is achieved by working collaboratively together across all areas of operations".

The accounts say ALAT had "benefitted, again, from the financial resource support provided by Dr Michael Dwan" but that this would be the final year it would do so. In 2017, ALAT spent £7,000 on services offered by Adventure Learning Schools, down from £341,000 the year before.

Bright Tribe's accounts, published on February 15, show that in 2017 the trust spent £681,000 at Dwan's various companies – North Consulting, Blue Support Services, The Knowledge Network and North & Partners Technical – down from £3,948,000 the year before.

The proposed merger is under review by the Department for Education, which is still trying to find sponsors for two of Bright Tribe's northern schools – Haltwhistle lower and upper schools.

The Cumbria Education Trust has been identified as the preferred sponsor for Whitehaven Academy, and the North East Learning Trust has been picked to take on Grindon Hall.

East London academy plans scrapped after teachers stage 19 days of strikes

PIPPA ALLEN-KINROSS

@PIPPA_AK

Plans to convert an east London school into an academy have been abandoned after its teachers went on strike for 19 days.

A battle has been raging over the future of Avenue Primary School (pictured) in Newham since parents were consulted about plans to convert it into an academy and join the EKO Trust in November.

The decision to go ahead was announced in December, leading to a high-profile campaign by parents and industrial action by the National Education Union (NEU) – including 19 non-consecutive days of strike action – over concerns about changes to staff terms and conditions.

The school, rated 'good' by Ofsted at its most recent inspection in 2014, was originally expected to convert on April 1, but the conversion has now been called off.

The ongoing industrial action "resulted in some children missing a significant number of days off school", and governors had been "determined to halt further strike action", a spokesperson said.

"Although the governors continue to believe that their decision to join an academy trust was the correct strategic direction for the

school, they believed that had they pursued their academy plans, strike action would continue."

Newham council, which passed a motion in February opposing forced academisation of the borough's schools and supporting protestors' calls for teacher and parent ballots over conversion, has been in negotiations with the governors and teachers since the dispute began.

Although the school and EKO Trust insisted staff terms and conditions would not change, the NEU was unconvinced, and following a number of attempts by the council to resolve the dispute, officials became "increasingly concerned about the ongoing disruption to the education of the children and impact on local families", a council spokesperson said.

"The governors' decision is one that they have taken in the best interests of their children and the council is committed to working with the school to ensure that they have the necessary support going forward to deliver improved attainment," they added.

A spokesperson for the EKO Trust said it was "saddened", but said that the decision had been made "to halt the industrial action at the school and ensure no more children missed education".

Martin Powell-Davis, the London regional



secretary for the NUT section of the NEU, said the governors "must have known the mounting evidence exposing academisation would mean a genuine debate could only reach one conclusion – to oppose transfer – and simply decided to withdraw their plans altogether".

He warned that "opposition will be even stronger" during any future attempts to convert the school to an academy.

Avenue is not the first school in Newham to back down on academisation plans following strikes and campaigns by staff and parents.

On March 21, governors at Brampton Primary School announced they would not go ahead with plans to convert the school to an academy under the Brampton Academy Trust.

And at the end of March, governors at Keir Hardie Primary School announced they had decided not to proceed with plans to convert the school "at this time" following three days of strike action.

However, governors at the Cumberland secondary school decided on April 30 to press ahead with plans to become an academy and join the Community Schools Trust, despite strike action

NEWS

LocatED's urgent quest for London real estate

ALIX ROBERTSON

@ALIXROBERTSON4

Exclusive

The Department for Education's property arm has made an "urgent" plea for new sites in London as official figures reveal it still hasn't found a permanent home for nine schools due to open in the capital in a matter of months.

LocatED, the company set up by government to buy up land for the free schools programme, needs to find 59 new sites across the country, including 24 in London.

It is now a race against time, however, as nine of the 24 sites needed in the capital are for schools slated to open this September.

The need for more school places in London has lately become more acute, and research by the Greater London Authority in February 2017 showed that an additional 60,000 primary places and 105,000 secondary places will be needed in the capital alone by 2020.

But land in London is incredibly expensive. The National Audit Office has found that 24 of the 175 free school sites cost more than £10 million each. Of the 24 sites that cost more than £10 million, 22 were in London, including three that cost over £30 million.

A further 17 schools that are supposed to open this year outside London are still without sites too, but LocatED has made a specific urgent call for land in the capital because of the "challenge" of finding space in the city.

"Due to the pace of property development

across all sectors in recent years there are far fewer sites available," a spokesperson said. "A creative approach is now needed to ensure that new schools still required in these central locations can find a site and open."

The company is looking at "all viable options", including "off-market opportunities, mixed-use development or changing the use of sites".

The boroughs of Newham and Tower Hamlets in the east and Hillingdon in the north are the areas of greatest need, with three sites required in each.

LocatED has bought 50 sites for new free schools in the last year. Options that it will consider for schools include local authority or central government buildings, office blocks, factories, churches, retail units, or development land.

Councils rely on free schools to create extra school places because they aren't generally allowed to open new schools themselves, though some authorities have complained about their being set up where there isn't demand for places.

The cross-party London Councils organisation said LocatED and the DfE should use councils' local knowledge to find sites.

"Without the proper involvement of local authorities throughout the process of setting up a free school, it is less likely to offer value for money or a good quality education for local children," a spokesperson said.

Richard Watts, the leader of Islington council and the chair of the Local Government Association's children and young people board, said councils are

LocatED London site requirements May 2018

LOCATION	BUILDING SIZE REQUIRED (SQUARE FOOT)
BARKING AND DAGENHAM (E4)	22,300
BARNET (MILL HILL, NW7)	27,900
BARNET (NORTH WEST)	92,700
BRENT (NORTH BRENT, WEMBLEY AND NORTHWICK PARK)	126,700
BROMLEY AND LEWISHAM	95,000
CAMDEN	13,000
GREENWICH (CHARLTON, BLACKHEATH)	34,000
GREENWICH, LEWISHAM, SOUTHWARK AND CROYDON	11,300
HARMONDSWORTH (HILLINGDON)	21,400
HILLINGDON (NORTH OF THE A40)	89,300
HILLINGDON (NORTH OF THE A40)	96,800
HOUNSLOW	94,690
LEWISHAM (SYDENHAM, BELLINGHAM, HITHER GREEN)	92,750
NEWHAM (CLOSE PROXIMITY TO STRATFORD STATION)	42,195
NEWHAM (STRATFORD)	99,800
NEWHAM (STRATFORD)	68,250
REDBRIDGE (CHIGWELL, NORTHWEST REDBRIDGE AND CENTRAL REDBRIDGE)	88,900
REDBRIDGE (ENTIRE BOROUGH)	83,000
SURBITON	22,300
TOWER HAMLETS (EAST OF BOROUGH)	22,300
TOWER HAMLETS (EAST OF BOROUGH)	96,700
TOWER HAMLETS (ISLE OF DOGS)	92,700
WALTHAM FOREST (CHINGFORD)	25,000
WANDSWORTH, LAMBETH AND SOUTHWARK	22,300

Key

SITE IS YET TO BE SECURED

POSSIBLE SITE IDENTIFIED BUT NOT SECURED

SITE IDENTIFIED AND UNDER OFFER

NEW REQUIREMENT THIS MONTH

operating "with one hand tied behind their backs", and wants to win back the power to open new schools.

"It makes no sense for councils to be

given the responsibility to plan for school places but then not allowed to open schools themselves," he continued. "Councils know their areas and communities best."

LORD BAKER: DFE WILL FORCE SCHOOLS TO FOLLOW THE 'BAKER CLAUSE'

BILLY CAMDEN

@BILLYCAMDEN

Exclusive

The Department for Education has begun to intervene in schools which fail in their legal duty to allow training organisations the chance to speak to pupils about technical qualifications and apprenticeships.

Lord Kenneth Baker, the former education secretary behind the so-called "Baker Clause" obliging schools to introduce pupils to technical education, told Schools Week that officials have visited headteachers who are flouting the law – and that ministers are prepared to "instruct" schools to comply.

The Baker Clause was introduced as an amendment to the Technical and Further Education Act, which came into effect at the beginning of this year. It means every school must give training providers and colleges access to every pupil in years 8 to 13, so they can find out about non-academic routes.

Baker wrote to ministers in January to complain after a Schools Week investigation found most of England's largest academy trusts had failed to comply with the duty. The government appears to have listened.

According to Baker, a "senior DfE official" has just travelled to Cumbria to have face-to-face showdowns with headteachers who are not letting the Energy Coast University Technical College in to speak with pupils. He



Lord Baker

expects more interventions.

"Some schools postpone and are awkward, which is outrageous," he said, adding that DfE minister Lord Agnew is "prepared to instruct them to comply".

Baker also said it would be a "very good idea" to have Ofsted inspectors "condemn" non-compliant schools in their inspection reports.

He rejects recent criticism of his flagship UTCs programme from Michael Gove and George Osborne, the former education secretary and chancellor. Both politicians have been invited to visit one of the

institutions.

Both men have recently questioned whether the model works in its current form. Many have struggled to recruit pupils at 14; eight have so far closed and others have ditched the UTC brand. Just this week, Schools Week reported how Harlow-based Sir Charles Kao UTC has changed its name to the BMAT STEM Academy and joined the Burnt Mill Academy Trust.

Many UTCs have also fared badly in Ofsted inspections. One fifth that have been inspected so far are rated 'inadequate'. But Baker says Ofsted's inspection regime is

unfair on the institutions.

"Ofsted takes no account of employability in inspections and that is a big test for us," he says.

He hopes that the watchdog's new common inspection framework, expected in 18 months' time, will go some way to taking into account "the special nature of our offer".

Baker confesses that he knew starting the UTC movement was a "high-risk strategy", but claims it was worth taking. Not one of the pupils affected by UTC closures has become NEET – a term for young people not in education, employment or training.

But Baker also claims that UTCs are on the up. Recruitment across the board rose by 20 per cent last year, he claims, though that data is yet to be released.

"Our destination data is incredible," he added. "Last year we had 2,000 leavers and only 23 NEETs." He puts this recent recruitment "success" down to the obligations on councils and schools to tell pupils about other options for study post-14.

Baker also welcomes the move by some UTCs to recruit pupils a year earlier, at the age of 13, prompted by a move by some schools to start preparing pupils for GCSEs in year 9. He says if that system is extended, UTCs will follow suit.

"We would absolutely be happy to change to starting at 13 instead of 14."

NEWS

Schools like the QTS changes – but cash is an object

JESS STAUFENBERG

@STAUFENBERGJ

Investigates

Schools need at least £336 million more per year to pay for the government's proposed changes to teacher induction, according to new figures shared exclusively with *Schools Week*.

New plans to extend the induction period of new teachers were positively received last week, but without more money to provide the additional support, schools won't be able to afford them, teacher training providers claim.

Newly-qualified teachers will now get a two-year induction period after qualifying, rather than one year. In return, they will receive more standardised access to training and be entitled to a mentor.

The organisations responsible for quality assuring the induction process – known as "appropriate bodies" – will also have their roles expanded.

This is likely to lead to increased fees to schools, according to a leading figure in teacher training.

The government is also considering extending the 10-per-cent timetable reduction that NQTs enjoy for one year into the second induction year.

No extra funding was announced last week, however. Instead, the issue will be revisited during the government's 2019 spending review.

Bromley Schools' Collegiate, a leading provider of school-centred initial teacher training, said the cost of the 10-per-cent



timetable reduction plus a mentor for one hour per week is around £12,000 per NQT.

Multiplied across the 28,000 teachers entering the profession each year, the overall cost of the second-year induction would be at least £336 million annually, even before accounting for the additional continuing professional development cost or quality assurance.

Bromley Schools' Collegiate is an "appropriate body" that currently caps the fees it charges to schools, but its director Derek Boyle claimed this may not last if it must also quality-assure the entire induction process.

"There will be a cost implication of this for schools – and £1,000 can make or break a school budget," he said.

Emma Hollis, the executive director of

the National Association of School-Based Teacher Trainers, which represents SCITTs, said the proposals are an "absolutely seismic change".

In particular, the one year of induction will be less "crammed" and new teachers will experience a "much more patient, longer trajectory" to becoming professionals.

Quality-assuring the early careers framework will tackle variations in the way inductions are delivered by schools.

But "there is one caveat," she said: "Funding isn't mentioned in the consultation response. It doesn't say they're not going to fund it, but it doesn't say how they will. We have to be mindful that for this to be successful, it must be properly resourced."

Her only other concern is that prospective

teachers could misinterpret the second induction year as a "Big Brother-style accountability thing".

"We have to be very careful about how we take about these changes. The intent is not that you are being watched, it's that you're being nurtured and cared for."

James Noble-Rogers, the executive director of the Universities Council for the Education of Teachers, added that "CPD opportunities must be fully funded."

Ministers hope the proposals will improve teacher recruitment and retention rates. At present, almost a third of new teachers leave the profession within five years. The Department for Education has also missed its own teacher training targets for five years in a row.

Education community divided in half on two-year induction period

The education community is evenly split on whether it is a good idea to extend the induction period for new teachers to two years.

Nevertheless, future new teachers will spend two years in an induction period, during which time they can receive extra support and professional development.

Plans to change when QTS is awarded were scrapped, however, in the government's response to its consultation on teacher training.

The consultation received almost 2,000 responses, including around 240 from headteachers and about 200 from newly qualified teachers.

Here are the key findings.

1 THE INDUCTION PERIOD FOR NEW TEACHERS WILL BE EXTENDED

In future, new teachers will go through a two-year induction period once they qualify. They currently only get a one-year induction.

In the consultation, respondents were split on the issue, with 940 in favour of extending the induction period and 935 against. School leaders were significantly more in favour than trainees.

The government is also considering extending the 10-per-cent timetable reduction enjoyed by new teachers into the second induction year after the policy won significant support.

2 TEACHERS WILL GET EXTRA DEVELOPMENT AND SUPPORT

A professional development and support framework for newly qualified teachers will "ensure new teachers have more support in this crucial phase of their career" and will act as guidance for schools.

The DfE will work "intensively" with teachers to develop the framework, and is getting together a small group of experts to gather views. Eighty-eight per cent of respondents were in favour.

Trainees and NQTs are especially enthusiastic about the idea of learning more about assessing and supporting pupils with SEND. Meanwhile more experienced teachers wanted a focus on subject and curriculum knowledge, and behaviour management.

3 A CPD 'BADGING SCHEME' FOR SCHOOLS IS BEING CONSIDERED

The government has pledged to form an expert group to explore how to improve awareness of the standard that teachers' professional development in schools must meet.

It will also look at the "feasibility and desirability" of developing a badging scheme or framework for CPD provision in schools.

4 PLANS FOR 'PROVISIONAL QTS' HAVE BEEN SCRAPPED

Under the original proposals, the completion of ITT was going to be recognised with a new name, such as "QTS (provisional)". Full QTS would then be awarded at the end of the two-year induction period.

But the proposal was shelved after respondents raised uncertainties about what being provisionally qualified would mean and whether it would affect pay or create negative public perceptions, particularly if parents think their child is not taught by a qualified teacher.

5 NEW TEACHERS WILL BE ENTITLED TO A FORMAL MENTOR

The statutory induction guidance will be amended so that a "new role of mentor" is created, in addition to the general coordinator.

"In order to have maximum effect, this should be related to the ECF rather than being generic, so it will be developed in conjunction with the ECF," said the response.

6 THE BODIES THAT OVERSEE TEACHER TRAINING STANDARDS WILL NEED TO BE ACCREDITED

The government will introduce an accreditation process for appropriate bodies – organisations such as teaching schools and local authorities which oversee standards in

schools where trainees are placed – to make expectations "clear and consistent".

7 THREE QUARTERS SUPPORT SPECIALIST LEADERSHIP QUALIFICATIONS

New specialist leadership qualifications have been pledged by the government after winning "strong support" in the consultation. The majority of respondents said national professional qualifications, or NPQs, are the right vehicle for this.

The majority of organisations, including unions, ITT providers and Ofsted, also supported the idea of developing more subject specific qualifications.

8 A £5M SABBATICAL PILOT WILL GO AHEAD

Sabbaticals for teachers with at least 10 years' experience will be piloted in some areas from next September.

There was "significant and wide-ranging support" in the consultation for the sabbaticals pilot, including from unions, with 80 per cent agreeing with the proposal.

However, some respondents noted practical challenges to the idea including arranging cover for teachers, particularly in shortage subjects, the length of sabbaticals and the criteria used to determine eligible activity.

Further details will be announced in the autumn.

SCHOOLS WEEK



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NEWS

NAHT 2018: LEADERS' UNION

FREDDIE WHITTAKER

@FCDWHITTAKER

Heads welcome Hinds' regulatory olive branch

Headteachers know "better than the Department for Education" how to improve their schools, and should be trusted to "get on with the job", the education secretary has told the annual meeting of a major union.

Damian Hinds made a peace offering to headteachers at the NAHT conference in early May, two years after they heckled his predecessor Nicky Morgan, outlining his plans to abandon her legacy and save schools from the "spectre" of accountability.

He also recently announced sweeping reforms to the way schools are measured. Under the changes, Morgan's favoured 'coasting' schools measure, and the forced academisation that went along with it, have been scrapped.

Hinds also announced plans to scale back the role of regional schools commissioners, banning their staff from conducting inspections in schools. Ofsted, he said, would be the only organisation allowed in to rate schools' performance.

Referring to the Department's new 'Principles for a clear and simple accountability system', also published last week, he promised to work with heads on the details of his plan.

"I urge everyone to read the statement in full but in essence it comes down to this: we have many excellent schools in this country – schools with great leaders, great teachers. And I have a clear message to these schools and their leaders – I trust you to get on with the job," he said.

"Ladies and gentlemen, I trust that you know better than us, better than me, better than the Department for Education, how to improve your schools. You don't need government getting in your way."

He accepted that the "spectre of our accountability system can loom large over schools".

"Fear of inspection, fear of a single set of bad results, fear of being forcibly turned into an academy – all of this can create stress and anxiety, and that can percolate through the staff.

"As members of NAHT you are, of course, doing your own thinking about accountability, and I want to work closely on this with you. But I also wanted to come here today with something that I think itself is very important."

He said heads need "better clarity" about how the accountability system will operate, "the consequences that can flow from it, and the roles of the actors within it".

He attempted to

strike a more conciliatory chord than in recent clashes with Labour over school funding, admitting to heads that the demands on schools are much larger now than they were in the past.

"I certainly don't pretend I can just stand up here at this podium and say a few words that will solve all of the challenges that you face in schools today," he continued, having recently been reprimanded by the UK Statistics Authority for conflating real-terms and cash-terms increases in school funding.

"It is true that schools get more funding than they used to but it is also true that society asks much more of schools than we did a generation ago."

Paul Whiteman, the NAHT's general secretary, welcomed Hinds' "acknowledgement that schools are under more pressure than ever before", and used his speech to pledge further campaigning on school funding issues.

"We will continue to focus on school funding until we see enough money in total to make a success of the new national funding formula for schools, for high needs and to pay the dedicated school workforce what they are due," he said.

He praised the "stamina" of school leaders, and said that over many years, heads and others had "have proved themselves to be fantastically adept at making bad ideas work".

But school leaders deserve better, he added.

"In a year's time, when we gather again, I want to be able to look you all in the eye and say that because of our work the system is better than it was, that we are delivering more for the children in your care."



Angela Rayner

Rayner: 'We'll make sur

The government has not paid attention to the fallout from its own policies, the shadow education secretary has told the NAHT conference.

In a speech that revealed no new Labour policies, but focused instead on the party's ongoing consultation for a National Education Service, Angela Rayner was cheered by heads, and received two standing ovations.

Her speech prompted laughter when she told heads the government "wouldn't survive their own Ofsted inspection", and she attacked restrictions on teacher pay and problems of the accountability system.

Labour leader Jeremy Corbyn last month launched the party's "NES roadshow", an England-wide consultation, alongside Rayner.

The National Education Service is Labour's umbrella term for a series of reforms, including increased school funding, free adult education and the return of the maintenance payments for 16- to 19-year-

olds in education.

Rayner said her first act as education secretary would be enacting the 10 principles of the NES, set out at the Labour Party conference last year.

She asked NAHT members to get involved in the consultation, and that the party would listen to heads, something she claimed the current government has failed to do.

"For the last eight years, you have had a government that has ignored you, and they've pursued their ideological chaos and failed to pay attention to the fallout," she said, referencing missed teacher recruitment targets and rising child poverty.

"They wouldn't survive their own Ofsted inspection. In fact, they would be forced to convert to a Labour government."

Ahead of her speech, Rayner warned that school leaders are leaving the profession a few years after taking their roles due to rising workload, falling pay and a lack of government support.

Labour analysis of official statistics found



GETS ITS HEADS TOGETHER



Paul Whiteman and Damian Hinds

re every child matters'

that more than three in 10 teachers who took a leadership role between 2011 and 2015 did not stay in their jobs.

"The government needs to work with the teaching profession, not against them, if we are to give every child the best possible start in life," said Rayner.

Of 173,500 teachers who became headteachers, deputy and assistant heads and middle leaders in that four-year period, 54,994 had left by 2015, Labour's analysis shows.

The figures for those "not retained" do not include those who moved to more senior roles, but do include leaders who in that period took on a "lower" role or moved to a different phase.

Additionally, almost a third of school leaders appointed as new secondary heads in 2013 had left by 2016.

James Bowen, head of the NAHT Edge section, which represents middle leaders in the union, served as both a deputy head and headteacher between 2011 and 2015. He said

the period was a time of significant upheaval for schools, "where the accountability pressures increased rapidly".

"We had the change from 'satisfactory' to 'requires improvement', the raising of the floor standard bar and, towards the end of that period, the introduction of coasting standards," he went on.

"I don't think that's any coincidence, and demonstrates why yesterday's announcement on accountability from the secretary of state was so important for school leaders."

"These statistics confirm what our members have been reporting for some time – that school leaders are walking away from the profession or taking a demotion in large numbers," said Valentine Mulholland, the NAHT's head of policy.

"When the system is causing this many leaders to walk away, something needs to change. That's why the announcement by the secretary of state that the government will look again at how it holds schools to account is an important and welcome move."



GOING THROUGH THE MOTIONS: HOW HEADTEACHERS VOTED

Headteachers passed dozens of motions which will shape NAHT's policies as it continues to campaign over the next year.

On SEND issues, the union voted unanimously to press the government to provide the specialist support required to deliver effective early intervention for children with additional needs. Heads also supported a move to campaign for adequate high-needs funding and called for a review of declining SEND funding and support.

Pupil mental health was also high on the agenda, and heads voted to demand that the government recognise the need for "urgent improvements" and provide resources required for mental health services across the country.

The union will run a survey to investigate the reasons why school leaders are leaving their posts. Another motion to support school leaders when challenging Ofsted and its protocols "where it is investigating and recording parental complaints against school leaders" was also carried.

Following a heated debate, heads voted to "reject" Ofsted's controversial 'Bold beginnings' report, which looked at the reception curriculum in a sample of 'good' and 'outstanding'-rated schools.

The NAHT motion warns that the report "imposes a particular ideology on teachers and school leaders, regardless of evidence and to the detriment of young learners", and was passed by 89 per cent of delegates, despite protestations from some who said elements of the report are useful and that it had been "misinterpreted" by some heads.

Leaders expressed concerns about the government's careers strategy, and voted to campaign to ensure that schools' contribution is "clearly defined, well funded and appropriately resourced".

Workload was discussed, with heads passing unanimously a motion to lobby government to restore deputy and assistant headteachers' work-life balance through "specific funding for dedicated leadership time".

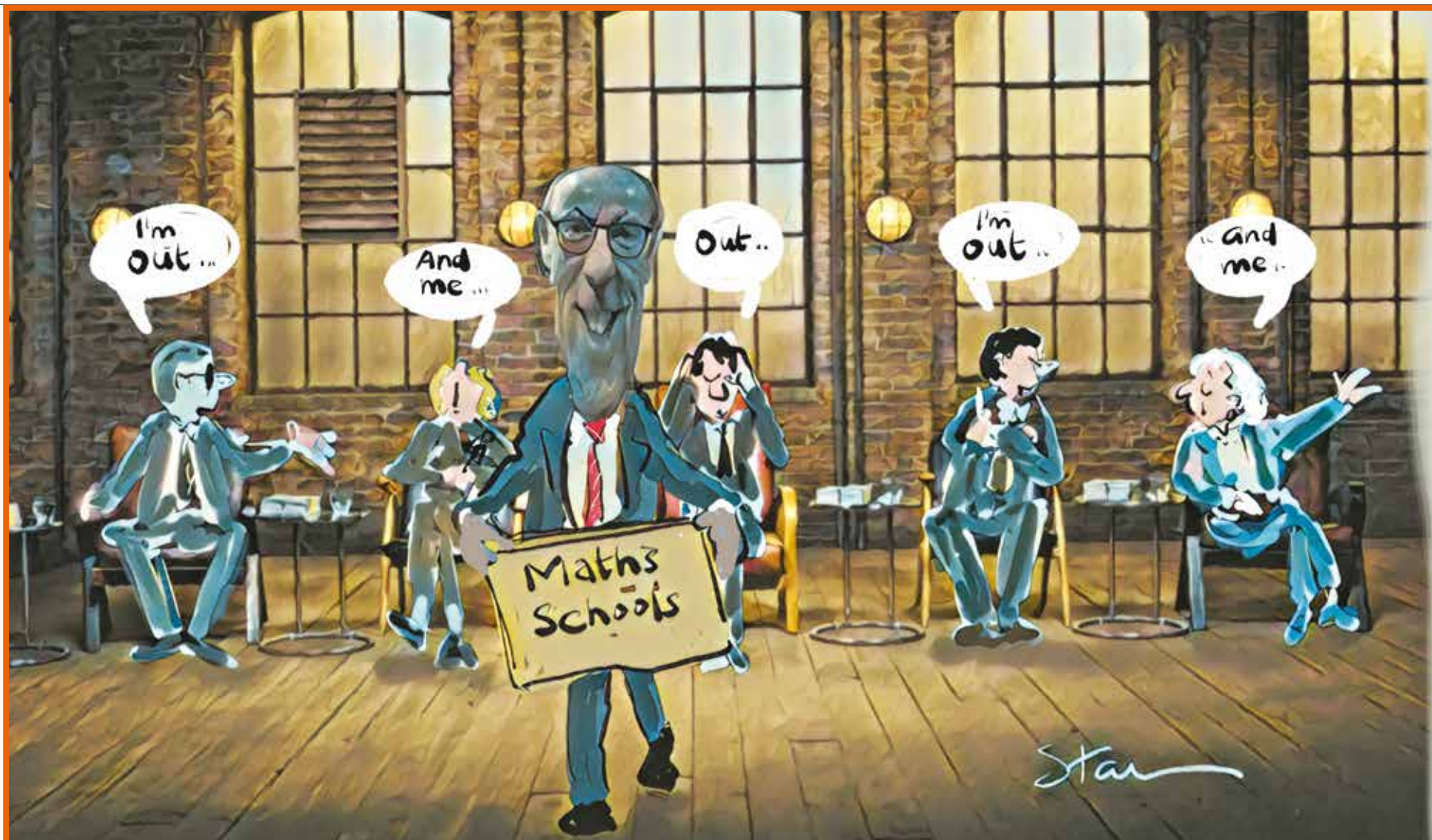
Heads warned that an "increasing number" of school leadership roles are being "repurposed" to include "very significant" classroom teaching responsibilities, to the "detriment of the strategic leadership of a school".

Finally, 99 per cent of members voted to campaign for a "restorative" pay award for leaders "in order to support the present and future recruitment and retention of high-quality staff", and demanded that any rise be "fully funded".

School pupils perform for headteachers



NEWS



EDITORIAL

Just another reason to retire the 74-year-old 11+



What was the most controversial thing that happened in 1944? There are many answers here, but in terms of education at least, a little test called the 11+ might be the worst. Claims it is “tutor proof” have been continually undermined, not least because the boss of GL Assessment, one of the largest providers of such exams, admits that such a thing would be impossible.

Dividing pupils between the “academic” and the less so at such a young age is usually written off as a farce, given all we know about differing rates of neurological development and the multiple challenges faced by poorer pupils.

Then there’s the fight faced by secondary moderns, which take kids rejected by grammars, in convincing Ofsted they are doing a good job. That’s not to mention Durham University research echoing a million other reports by finding, again, that the government should phase out grammar schools as their pupil achievement is no better than non-selective schools once background and prior attainment is accounted for, and, oh, that they endanger social cohesion.

Add to this list our latest discovery:

anxious parents are making their children sit tests at different grammar schools so they can get a head start on the real thing at the school near them. This is extremely frustrating for the schools, as such “tourism” costs literally thousands of pounds. What a waste of money for those schools, which may wish to support more poor pupils – as well as for the entire schools budget.

The first question is why on earth the test is not administered on the same day across the country. All those middle-class parents would be prevented from driving their children to different test centres at a stroke.

The second question is why we still have the 11+ or equivalents at all. And why is the government handing grammar schools £50 million to offer more places? Sure, they must submit a fair access and partnership plan for taking more poor pupils – the “bright” poor pupils. No stupid ones.

But it’s blindly obvious that “fair access” to these schools is too badly compromised to be saved by any plan. A wartime creation, the 11+ is now 74 years old. It’s time to retire. Almost tragically, this government hasn’t listened.

The plural of anecdote isn’t data, Lord Agnew

Here’s a line from the DfE’s ‘Building evidence into education’ document five years ago: “By collecting better evidence about works best, and establishing a culture where this evidence is used as a matter of routine, we can improve outcomes for children.”

Continuing in the spirit of this sort of thing, the department lauds “evidence-based practice” and is currently asking how it can improve its datasets.

All of which makes Lord Agnew’s excitement about a report on kids

placed in Norfolk boarding schools instead of care rather odd. Only one more child got a good GCSE in English and maths than when in care. If it’s made the children feel more secure – or conversely, if it’s denied them a close adult relationship – the report doesn’t mention it. Perhaps it’s worth other councils following suit, but if so it’s critical the evidence doesn’t crumble at the last minute. Let’s practice as the DfE preaches and run another, much better pilot.

Public relations that don’t work for anyone

Headteachers have already had to wait more than 500 days to read the government’s response to its disastrous ‘Schools that work for everyone’ consultation, and despite having a few morsels ready to announce on Thursday, DfE mandarins have decided to make us all wait another day for good measure.

Conveniently, publishing the response at 8am on Friday, eight hours after a slimline briefing on its proposals, means no newspaper is able to get details of its contents into their Friday editions, and

producers of early-morning TV and radio shows won’t have had much to go on when they inevitably grill ministers and spokespeople.

What reason could there possibly be for the government to want to restrict coverage to a few talking points about faith and free schools, and hold back the juicy bits about how many people hated plans to open the first new grammars in decades?

Cynical? Not us...



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The Independent Schools Inspectorate (ISI) is a not-for-profit organisation responsible for the inspection of schools in membership of the Associations that make up the Independent Schools Council. We provide objective inspections to safeguard the quality and effectiveness of the education, care and welfare of children in schools. Based in Barbican, the organisation has approx. 35 employees, and contracts a pool of over 1000 carefully selected and trained inspectors to provide its services across the UK.

We are now looking to appoint a standalone Marketing and Communications Manager, reporting to the CEO. The successful candidate will be responsible to manage, develop, design and

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Closing Date: Thursday 31st May at 5pm

SCHOOLSWEEK

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**



Harris academies are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check.

PRIMARY EXECUTIVE PRINCIPAL

Start Date: September 2018

We are looking to appoint a new Executive Principal to our primary team. The role would suit an experienced Headteacher looking to step up and run a small cluster of academies based from a particular academy, or an existing Executive Headteacher who is currently leading a small group of schools.

You will join a small yet highly collaborative team of Executive Principals and work alongside our Primary Director taking responsibility for ensuring great outcomes in a group of our academies.

We seek confident senior leaders who can bring energy, drive and enthusiasm to their role in the Federation, who want to help transform education in London, and create exceptional places of learning.

Closing date: 17th May 2018

To discuss the post in confidence please call Sabeena Hasan, Primary Director, on 020 8253 7777

Discover more at:

www.harriscareers.org.uk

PRINCIPAL

Start Date: September 2018

Harris Primary Academy Crystal Palace is a vibrant, multicultural primary academy located at Crystal Palace on the borders of Bromley and Lewisham and with easy access to all main transport routes. We are a warm and welcoming academy where the children feel happy and safe. The academy is judged to be Good by Ofsted and is high performing.

We are looking to appoint a new Principal who will build upon the strong foundations already laid in order to make the academy Outstanding. This vacancy arises because of internal movement of the current Principal within the Harris Federation. This is an exciting post for an experienced senior leader with a proven track record of improvement.

Closing date: 17th May 2018

To discuss the post in confidence please call Sabeena Hasan, Primary Director, on 020 8253 7777



Harris Primary Academy
Crystal Palace



Harris academies are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check.

Discover more at:

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Education Development and Research Lead

Do you want to be part of a national education charity that supports teachers and has a positive impact on the life chances of thousands of young people?

The organisation:

NACE (the National Association for Able Children in Education) is looking for an exceptional individual to join its team in Oxfordshire to do just that. Reporting to the CEO, this is an exciting opportunity for the right person to join an established and influential membership charity.

The job and person:

The ideal candidate will have a track record of delivering high-quality educational activities as well as being an innovative project manager, a strategic thinker and experienced in collaborative working with schools and educational institutions.

The role will lead and develop a portfolio of more able educational projects including the production of education resources and the delivery of training and CPD to education professionals.

For more details, visit www.nace.co.uk/vacancies to download the job description and person specification.

To apply:

If you are interested in this role, please submit:

- A covering letter (to include detail of your salary expectations, available start date, preferred work location and hours)
- Completed application form
- Completed equal opportunity monitoring form

These should be sent via email to Sue Riley:

sueriley@nace.co.uk

For an informal discussion about the role, please email NACE CEO Sue Riley: sueriley@nace.co.uk

No agencies.

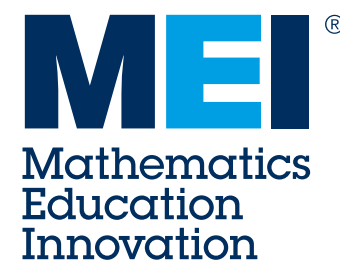
Closing date: 6 June 2018

Interviews: 21 June 2018

MEI, working together with Tribal, has recently been awarded the contract by the DfE to run the Advanced Mathematics Support Programme (AMSP). The AMSP aims to increase participation in A level Mathematics, A level Further Mathematics and Core Maths. The AMSP will support schools and colleges throughout England, delivering professional development for teachers and providing enrichment and tuition for students.

MEI is a charity, committed to improving mathematics education for all. It is at the forefront of all aspects of mathematics education including professional and curriculum development. MEI has managed the national Further Mathematics Support Programme (FMSP) and its predecessor, the Further Mathematics Network, since 2005.

Tribal delivers educational improvement by providing tools, services, insight and support processes that increase the accessibility, range and quality of educational opportunities and in doing so seek consistently to improve the outcomes of learners. Tribal is the lead consortium partner of the National Centre for Excellence in the Teaching of Mathematics (NCETM).



Tribal is seeking to appoint the following roles:

The AMSP Priority Area Lead role will involve leading a team of regional improvement leads, providing guidance and support on mathematics school improvement and professional development. The post-holder will coordinate, organise and lead support for schools/colleges focusing on the AMSP Priority Areas (Opportunity Areas, Low Participation in Level 3 Maths Areas and AMSP Priority Institutions) in order to increase participation and improve provision for level 3 mathematics.

The AMSP Regional Improvement Lead will provide credible, recognised mathematics school improvement and professional development to facilitate a coherent strategy of support for level 3 mathematics in each region. There will be 8 Regional Improvement Leads, and each post-holder will coordinate AMSP support for schools/colleges within their region.

The AMSP - NCETM and Maths Hub Link role will coordinate links between the AMSP, NCETM and Maths Hubs, and will hold responsibility for gathering and disseminating information on provision for level 3 mathematics in order to support schools/colleges to improve participation.

The contracts for all posts will commence on 1 Sept 2018 and run until 30 April 2020

in the first instance, although there may be opportunities for extension, subject to continued government funding.

Salaries for all posts are highly competitive, depending on skills and experience.

These are full time posts but applications from individuals seeking part time, or flexible working arrangements, are welcome. Secondments from teaching posts on a part-time basis will also be considered.

The posts are home-based and will involve frequent travel nationally.

All offers of employment will be subject to an enhanced DBS check, as well as other appropriate clearances.

For further details and an application form for these posts please visit: <http://www.tribalgroup.com/careers>

The closing date for applications is noon on **17th May 2018**.

Interviews will be held during the week beginning **21st May 2018**.

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READERS' REPLY

Reply of the week
receives a
Schools Week mug!



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WEBSITE


Hinds announces sweeping school accountability changes

 **Dr Kate Chhatwal // @KateChhatwal**
This is (potentially*) huge. *Devil in the detail of course.

Mark Watson, Gloucestershire

Common sense move. However given that under the previous regime not a single school judged as 'coasting' was forced to convert or be rebrokered, it's not going to make any practical difference at all.

£5 million sabbatical fund for teachers unveiled

 **Edu Warble // @EduWarble**
Sabbaticals are a brilliant idea from a retention and professional development point, but £5 million isn't going to go very far?

Josh McInerney // @JoshMcInerney1


Is it me or is every teacher scratching their head over this? We are in a dire state with staffing, and people have actually spent their time proposing this?! For whom? A minuscule proportion... great.

David Hopkin // @DavidHopkin9


Q. What shall we do about the shortage of teachers and budget deficits?

A. Pay people not to come to school. Genius.


Studio schools to work more closely with MATs

 **Sarah Khan // @TruthTellerKhan**
We built a studio school as part of our MAT. It's just had its first inspection and received a good with outstanding features. Surely good leadership and quality teaching and learning are the most important factors?

UTC architect George Osborne says 14 start age 'hasn't worked'

 **Janet Downs, Bourne**
It was obvious that expecting pupils to leave secondary school after just three years to attend a supposedly career-focused institution at 14 wouldn't work. It was equally obvious that many pupils who did move were those which schools were glad to see go. But this didn't stop Michael Gove promoting them. Nor did it stop the Coalition and subsequent governments from throwing money at them. This was despite the Coalition appearing to lose enthusiasm for UTCs way back in October 2013.

DfE 'looking at' resilience measure for trainee teachers

 **Uzma Qazi**
Here we go again – this isn't solution-focused as far as I see it. Blaming the teachers on the ground again! Isn't the whole teacher retention problem that not enough want to stay due to factors like workload, lack of support and appropriate training, impossible QA systems and poor SLT teams?

REPLY OF THE WEEK

UTC architect George Osborne says 14 start age 'hasn't worked'

 **Sarah Thurlby, address supplied**

This was absolutely predictable and predicted. The government was warned by many local authorities that introducing UTCs into the secondary provision in an area would not be viable educationally or financially, and risked destabilising and damaging existing provision. This has been a colossal waste of public money. Many UTCs have ended up as dumping grounds for struggling students that schools feared would undermine their academic results. Time to end this failed experiment swiftly and with the least cost and disruption to students. Let this be a lesson that new models need proper evaluation and testing before rash ideological decisions are taken without any evidence to support them.

When did you first decide an academic school subject wasn't for you? Perhaps it was the day everyone laughed at your French accent? Or when the English teacher made you read *Catcher in the Rye*? (You have my sympathy – that boy needs to get over himself).

Mine was in during a physics lesson on a hot summer day, when Mr Redmond was once again attempting to convince me to do science A-level.

"You could become an engineer," he said, "like my daughter. She's studying it at university, and she's going to spend her summer in a ball-bearing factory". It was right then, with visions of an youthful Alison Redmond (I have no idea if this was her name), bored out of her head, sitting in a boiling hot factory counting ball bearings all summer long that I determined I would never, ever be an engineer.

Poor Mr Redmond. On reflection, he never said she'd be counting them. And he was genuinely trying to help. But teen minds are fickle things and with one sentence he evaporated any chance of my becoming a science teacher.



The Careers and Enterprise Company has had tens of millions handed to it since 2014. In return, it has organised a lot of people, and a lot of events, and a lot of



LAURA MCINERNEY

Contributing editor, *Schools Week*

The garden of forking career paths

resources. One of its favourite statistics is that research from the Education and Employers Taskforce shows that a young person who has four or more meaningful encounters with an employer while at school is 85 per cent less likely to be unemployed in future.

Imagine if, once a year, form tutors brought someone in from among their family or friendship group who does a job – any job – to spend time showing something about their workplace. Then, the following week,



pupils could facetime the person at their workplace. Stick it on the whiteboard. Show everyone. Have the adult whizz around their colleagues getting hellos for the kid.

If schools did this once a year every year, by the age of 16, pupils would have met people doing 11 jobs and seen all their workplaces. And it wouldn't cost a penny.



I know an underwater cartographer. I've often wondered which careers advisor would spot that potential: "Well Jemma, I can see you like geography, and

also swimming, so have I got the job for you!"

In all the profile interviews I've done for Schools Week – well over 50 – only one person ever said they took a job because the careers advisor told them to do it. And wouldn't you know, it was Nick Gibb. In his final year at university he went to the careers service and someone told him he should be a tax advisor. So that's what he did. Sometimes I wish she'd told him to work as a Montessori teacher.



If anyone reading this piece knows Mr Redmond, I want you to tell him all was not lost. Before I came into teaching, when I was working a soulless office job, I did an Open University course in engineering for a year, sitting in night school classrooms with blokes from the local factories. I wanted to find out if it was really all about ball bearings, or if there was more to it.

Teachers really are the best careers advisors. They turn us onto, or away from, entire life paths in a sentence. Though they may never know which way, ultimately, it will go.



PROFILE



DEBRA RUTLEY

CATH MURRAY | @CATHMURRAY_

Debra Rutley, executive headteacher, Aspire Alternative Provision

I didn't have a positive experience at school," admits Debra Rutley, "and I think that has had a massive influence on the teacher and the leader that I am – and is linked probably to the fact that I work in alternative provision.

"I know what it's like to try and hide things and think that you're stupid, and have that fear in the pit of your stomach, and think you're not very bright."

Even though she heads up a four-site alternative provision academy in Buckinghamshire, Rutley didn't find out she was dyslexic until she was 32, by which time she'd been teaching theology at secondary schools for over a decade.

As a child, she was caned regularly at her Newcastle junior school for poor spelling. By year 11 her teachers had so little faith in her academic potential, they interrupted her history O-level exam

to ask whether she'd like to accept a job interview at the local building society that afternoon, convinced they were doing her a favour.

"This is in my exam. During my exam!" she exclaims, the outrage still raw.

"A teacher came in to say: 'Debra, you won't get a better offer than this. This is what you need to do'. And I'm like, 'could you just let me finish my exam?'"

But that loss to customer service is many children's gain: since 2012, she has led Aspire Alternative Provision, a recently converted PRU with a teaching school and enterprise centre, that has been rated 'outstanding' by Ofsted three consecutive times.

"I speak on behalf of the unloved children, the ones that nobody wants," she says. "The ones that don't look so great. They might look a bit intimidating and threatening, but they're children underneath. And I have to be their champion. As one director of education said, I'm a bit arsey on behalf of children."

She attributes her motivation to her Catholic upbringing. After graduating in theology from Leeds University she originally wanted to work in the Catholic church in Latin America, because it "was really into social justice".

Instead she went into teaching, then moved into AP 17 years ago – as deputy head of her current school – because those were the kids she had bonded with as a teacher.

"The children who were a bit wobbly in mainstream school would come to my class and sit at the back. 'Can we just come here, miss, till we sort ourselves out?' And those children picked me. I didn't pick them," she says.

Despite this natural affinity, she was initially terrified. "I thought the kids were going to beat me up! I mean, especially the girls. So I was probably scared stiff in the first six weeks."

The girls can be especially tough when they arrive, she confides. But her strategy is "killing them with

"I SPEAK ON BEHALF OF THE UNLOVED CHILDREN, THE ONES THAT NOBODY WANTS"

kindness", while engaging the parents. "We don't leave it until it gets to a crisis point to get the parents involved."

Rutley has two children of her own, and their teenage years were not plain sailing.

"Home was harder than work, because it's personal," she confides. "But it really helped me empathise with the parents."

Sometimes they need to come in and have a cry in her office: "Children are hard work, and we're here to help and we're not judging."

Parenting has clearly affected her work in more ways than one. She encourages staff to weigh up their decisions by thinking "would this be good enough for my child?"

With students constantly arriving and leaving, teachers have a vital part to play in their induction, by setting the behaviour norms in every lesson. They are taught certain shortcuts, including a bank of shared phrases, such as "make the right decision", "you're better than this" and "make a fresh start". After a while the students appropriate the language and start to use it themselves. "And that's what it's about – changing habits."

The importance of habits is one of those themes that returns throughout the day.

At one point as she's posing for photos, Rutley adopts a powerful stance. "I am the behaviour policy," she says, running her hand from head to toe with a flourish. By this she means that how staff and students treat each other every day, or their "behaviour culture", is more important than a written policy, a concept she illustrates with a phrase used by education writer Mary Myatt: "Lived, not laminated."

Later in the office, in a Geordie lilt that's still distinctive after 30 years down south, she explains her approach to unnecessary workload: "You make it a habit, then you don't have to make it a paperwork trail".

Pupils do academic lessons, such as English and maths, at The Wycombe Grange, a formal mayoral house which is "entirely inappropriate for a school". It has narrow winding corridors, science "labs" – with a couple of Bunsen burners apiece – in what seem like converted sheds, and a small grass patch at the back that serves as a five-a-side football pitch. One cook prepares three daily lunch options for 60 people from a house-sized kitchen, preparing everything from fresh as there's no room for freezers. Three classrooms serve as dining

rooms, and everyone eats together.

"It's teaching social skills. It's important – it's family time."

PE is done off-site – they've invested in people carriers which carry six students at a time.

Vocational lessons such as mechanics, construction or catering are delivered at the Chiltern Skills and Enterprise Centre 11 miles away. Mercifully, it's a purpose-built educational facility and so has a mechanics workshop (and a proper kitchen).

Local schools used to send struggling students for vocational training one day a week. "That doesn't happen anymore," observes Rutley. "I think that's to do with Progress 8 and things like that. And also the financial constraints in a mainstream school, as much as possible they want to hold on to their own."

Her response to local authority cuts has been to upskill her staff, since support services such as educational psychologists have now disappeared entirely.

"Just as the needs are becoming more complex, and the diagnoses are becoming more precise, the professionals aren't there," she says.

Rutley's own dyslexia diagnosis was "a massive shock to the system" she recalls. For all the years she'd been teaching, she had found creative ways to avoid ever writing on the board.

Her colleagues weren't all supportive, and one department head told her that he wouldn't want her teaching his child.

But years of low expectations from her own teachers had produced resilience: "It didn't crush me. It was like, 'I'm just going to work really hard!'"

With the support of the school's SEN teacher she even transitioned from teaching theology to top-set GCSE English. "Honest to God, I went home crying my eyes out," she says, recalling the day she was assigned that class. "I was petrified of not being able to pronounce the words properly or be spelling things wrong, and having these long essays to mark."

Rutley is keen to emphasise that her school puts as much emphasis on teaching and learning as behaviour. In fact, she says, the teachers have to be excellent to get them through their GCSEs, as most arrive with "shockingly low levels of literacy".

There seems to be a consensus in the education community that pupil referral units can teach mainstream schools about behaviour

management, but that PRUs need to look back at the mainstream for examples of great teaching and learning.

"I agree that's the narrative", says Rutley, choosing her words carefully, "but that's not our experience."

"We've got a whole heap of really good specialist leaders of education with the teaching school, who can do both."

Their sports coaches tend to be semi-professional athletes, who can model healthy lifestyles. When one coach scored the winning goal for Chesham United in an FA Cup game in 2015, "he was plastered all over the papers, and that was absolutely fabulous. Fabulous for our kids."

While the working day is relatively short, staff are on duty full-time from 8:45 to 3pm without a lunch break.

"They have lunch, but they have it with children," she says. "A couple of years ago the unions found out about this, and they came in to see me, and challenged me and said I was breaking all the rules. So I said 'talk to members of your union and see what they say,' and they all basically said 'bugger off!'"

Wednesday is a half-day for students, so staff from across the four sites can come together for meetings and CPD. On the other days, staff participate in a daily debrief after the students leave, where they all have "a bit of an offload, so you don't take it home". They also share the things they're grateful for and if one of the students is nominated as a "blessing", they get a phone call home. Given that the typical parent of a child in AP will be used to negative feedback, "to get a phone call that says 'so and so was mentioned in staff briefing today and is one of our blessings of the day', that's a lovely thing," she explains.

As I wait to hand in my badge, a student who's remembered my name all day strikes up a conversation. I ask what he thinks of the school. "It's nothing like what the teachers at my old school said," he says, animatedly. "They'd say 'you don't want to go to the Grange' like it was a prison or something."

But it's not like that at all, he insists.

His enthusiasm puts me in mind of something Rutley told me earlier about her own school experience: "The school culture that I grew up in was based on fear, and if there's one thing that I would like to do with the education system, is to take the fear out of it."

PROFILE: DEBRA RUTLEY

“WE DON'T LEAVE IT UNTIL IT GETS TO A CRISIS POINT TO GET THE PARENTS INVOLVED”

IT'S A PERSONAL THING

If you could put a motto on a billboard, what would it be?

Probably “have the courage to live the life you want”.

What is a good gift for you?

Probably a book, always a book. If not a book, an activity. Something to do – because I can't stop doing stuff!

What would be your escape fantasy?

I'd like to go back to Australia to see my friends and have barbecues and play cards. People have moved to different places now, but where I worked [as a teacher for a year on an exchange programme] was in Cairns, in the tropics – which was a bit of an experience.

What's your favourite holiday?

I like ski holidays, because you're doing something that's really quite hard that switches off your brain from work. That's what I need. And my boys are really, really good skiers and they force me to do things out of my comfort zone. So it's like, “feel the fear and just go with it”.

What was your position in the family growing up?

There were five of us. I'm the oldest. I was the bossy one

CV

- 2018 onwards:** Executive headteacher, Aspire Alternative Provision (formerly The Wycombe Grange)
- 2012-2018:** Head, The Wycombe Grange
- 2002-2012:** Deputy head, The Wycombe Grange
- 2000-2002:** SENCO, St Michaels School, High Wycombe
- 1988-2000:** RE, English and SEN teacher, Bishop Douglass School, London
- 1987-1988:** Theology teacher, The Trinity School, Leamington Spa

FESTIVAL OF EDUCATION

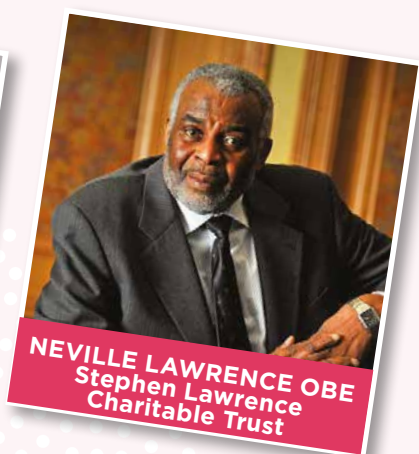
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SCHOOLSWEEK

OPINION



CARL HENDRICK

Head of research, Wellington College

Artificial intelligence won't help pupils who don't know anything

Without knowledge there can be no meaningful analysis, argues Carl Hendrick, who isn't that worried about the immediate future of AI

I read with interest the recent comments from Professor Rose Luckin and others, that advances in artificial intelligence will render the knowledge-based curriculum redundant, as students will be able to look up facts and information via technology. While she's absolutely right that students need to know how to navigate their way through fake news, denying the importance of knowledge and relying on technology is not the way to do it.

There is broad agreement in cognitive psychology that in order to think critically, one needs a fairly well developed schema of knowledge. In other words, it's very difficult, if not impossible, to think about something you don't know. The extent to which we can think critically about something is directly related to how much we "know" about that specific domain and "knowing" means changes in long-term memory. Secondly and more importantly, we learn new material by relating it to what we already know. As Dan Willingham memorably observes, "understanding is remembering in disguise".

The work of Nobel Prize-winner Herbert Simon shows that it's mainly experts who can "look things up" in any meaningful sense, primarily because they have something to connect to new knowledge. This is primarily because their working memory isn't taken up trying to comprehend basic information and so can concentrate on that new concepts.

This gap is most striking in vocabulary acquisition, where students who have a storehouse of words committed to long-term memory are able to fluently navigate their way through texts far more effectively than those with a more limited vocabulary, which has real implications for the achievement gap. Known as "the Matthew Effect", essentially the rich get richer and the poor poorer.

One year, a GCSE English language exam contained an article with the word "vocation". Several students didn't know what it meant, guessing "vacation" and so answering the question wrongly. No amount of generic critical thinking skills or meta-knowing would have helped students who were fundamentally cut adrift from the central meaning of the text. Being able to look up the word is of course useful but if all your cognitive bandwidth is constantly being used looking up the meaning of words not in your long-term memory, there is little room for

critical thinking.

Where are these schools that are teaching disembodied facts devoid of exposition? If they are truly teaching knowledge, they will be affording pupils lots of opportunity to use that knowledge to debate, reflect and think critically. I know of no school that privileges a knowledge-rich curriculum without the broader goal of enabling students to use that knowledge in a meaningful way.

Furthermore, narratives around technology, AI and a "fourth industrial revolution" herald a troubling era for the teaching profession. Many of these claims come from corporate entities which want a revolution in education based on the flimsiest of evidence. Assertions like these are part of what Audrey Watters calls the "Silicon Valley narrative" in which education is in some way "broken" and can only be saved by a bit of entrepreneurial magic.

“**There is very little evidence that technology in schools leads to sustained pupil outcomes**”

Alarming, many proponents of "disruption" in education see the role of the teacher as disposable and one that can and should be replaced by technology in the way Amazon has replaced the high street store. There is very little evidence that technology in schools leads to sustained pupil outcomes; in fact it's often quite the opposite.

A 2015 report from the OECD surveyed millions of students about the use of technology and found that technology had a detrimental effect on student achievement: "Students who use computers very frequently at school do a lot worse in most learning outcomes, even after controlling for social background and student demographics."

If we are serious about closing the achievement gap, we need to look seriously at the evidence from cognitive psychology around how students learn and retain knowledge and more importantly, we need to listen to voices within our profession about pressing issues like workload and mental health, and not speculative forecasts about the future made by Silicon Valley entrepreneurs.



JON COLES

Chief executive, United Learning

The apprenticeship levy: How to make the best of bad policy

The apprenticeship levy is badly designed and implemented even worse, but schools are stuck with it for now, says Jon Coles

Although the government is keen that the apprenticeship levy is not seen as a tax, it is very clearly a payroll tax. It drives up the costs of employment and – especially in a heavily regulated sector like education, where funding is capped and pay rates cannot float freely – is likely to reduce employment.

The money raised is nominally ring-fenced to be spent on apprenticeship training, in the assumption that the government knows better than employers how much training they should provide and that it can use tax-and-spend policies to ensure that the optimum amount and type of training is provided in the workplace.

This has been less controversial than expected, perhaps partly because we all have a traditional picture of what an apprenticeship is: a training job offered to a new entrant to the labour market who receives substantial education and training away from the workstation. Apprentices, we believe, are young school-leavers not on the university pathway, getting training in a skill they might otherwise not have. Right? Wrong, unfortunately.

Driven partly by an arbitrary target for "starts", the definition of "apprenticeship" has been stretched beyond breaking point. Firstly, a start is not necessarily (nor even usually) a new employee. An apprentice may have been employed in the same role for a number of years but be considered a start because they begin government-funded training.

Secondly, there may be little off-the-job training – far from the old model of day release or block release for the deeper training which prepares you for a whole career, lower-level apprenticeships today may be little more than training to do the job you're doing, though government rules state that at least 20 per cent of an apprentice's time must be spent training off the job. Finally, "apprentices" may be already highly qualified people (including graduates) undertaking training at government expense.

Partly as a result, this is not good policy. Deadweight costs are high – government money is being used to fund training that employers would have provided anyway. The remaining money from the levy is then free money for employers – they might

as well spend it on only marginally useful training rather than lose it. This may lead to private returns for employers and individuals undertaking training, but social returns are weaker than they should be. The incentives are weak for employers to focus on individuals who are at risk of being excluded from the labour market.

“**This payroll tax could far more usefully be added to teachers' pay**”

The effect of this in education is impossible to defend. The speed of implementation has meant that apprenticeship standards are only slowly coming on stream, few providers are available to offer suitable training, and quality is very variable. This is making it difficult to spend the money available through the levy on valuable training.

As a result, money is being withdrawn from schools – where it would have been well spent on educating the next generation – to fund the training of adults in other sectors who are often already well qualified and established in work and whom employers already have strong incentives to train. In the current context, it is clear that this payroll tax could far more usefully be added to teachers' pay.

However, while lobbying to get policy change, leaders should also look to use the money they have as best they can. The NHS realised long ago that it would have to redesign its apprenticeship offering to avoid losing public money. Schools need to wake up and do the same.

From that perspective, my advice would be to take advantage of everything that I think makes this bad policy – remember that experienced and highly qualified staff are eligible, and many things that you would not think of as an apprenticeship can qualify.

Look at how much of your existing training plan can map to apprenticeship standards and be funded from the levy. With any money you have left, identify the most useful training that you could get funded and think about doing that as well, even if normally it would be in the nice-to-have bucket.

There have been two recent government announcements on funding for arts activities in schools. But their extracurricular nature leaves some students out in the cold, argues Anita Kerwin-Nye

Alexander is 11. He has autism and is in a special unit at a mainstream school. He is an exceptionally talented musician and this year he led the school orchestra. Music is a core part of his identity and is something beyond the deficit model that identifies him by what he can't do.

Increasingly arts and cultural provision is being pushed to the extracurricular. Even in a well-funded system there is merit in holding some activities outside of school hours, but for children with SEND there are additional challenges.

Alex's school transport is provided by the local authority. There is limited time flexibility, so he's usually late for his pre-school orchestra rehearsal and struggles to make after-school sessions. Like many children in special units, his journey time to school is longer than his peers, and he has limited capacity for independent travel. His access to cultural provision is therefore being limited by his disability.

He is not alone. Transport, costs, exhaustion at the length of the school day are all regularly given as reasons why children with SEND can't attend after-school clubs. With reduced budgets, schools are increasingly considering how they can continue to release the support staff required to provide inclusive trips to



ANITA KERWIN-NYE

Founder, Every Child Should

If it's extracurricular, surely it's not 'broad and balanced'

museums and theatres.

There are some moves for change. Spearheaded by Paul Morrow, Westminster Special School has led the Inclusive Arts Festival in west London, forming the basis for the 'Cultural inclusion manifesto', where schools, SEND organisations and arts providers have committed to ensuring access to cultural provision for all. Their first cultural inclusion conference will be held this autumn.

A New Direction's special school network is sharing best practice both between special schools and with mainstream peers, and recently took over space at the Tate Modern for Tate Inclusive – showcasing work that young people had developed in a partnership between schools and artists.

These are big events, and they are important and welcome, but arts and cultural entitlement is for every child in every school, every day. Along with the wider call to protect arts and cultural provision, what can be done

particularly to support children with SEND?

Debates on knowledge and the cultural canon must consider the art and cultural heritage of children and young people with disabilities: art created by people with disabilities, books with disabled characters, disabled role models sharing career options.

“ **His access to cultural provision is therefore being limited by his disability**

From the charity sector, NASEN is starting to look at how it can support teachers of arts subjects to develop approaches to

supporting, including and appropriately differentiating for children with SEND.

The government's responsibility is to ensure more funding to support children with disability. The strategy to focus on supporting the bright and talented poor is a controversial one and a subject for other debates (what happens to the "untalented" poor for example?). However, in the context of arts education this has particular resonance. Last month the Department for Education announced £96 million to support access to the arts (including places at arts schools) for school-aged children with talent in drama, music and dance. It also announced the £23 million Future Talent Fund for "bright and talented" disadvantaged pupils, which can be spent on after-school classes, extracurricular activities and visits, among other things.

The analysis of this £100 million-plus funding must include its impact on supporting the artistic potential of children and young people with disabilities (who are not mentioned in either of the accompanying press releases nor the related policy papers). These funds – and others for extracurricular support – must consider whether schools are failing to provide a broad and balanced curriculum if this can only be accessed via out-of-school activities.

And for talented young musicians like Alexander, there's a straightforward request. School travel for children with SEND must take into account attendance at extracurricular activities, so the leader of the orchestra can be there on time to pick up the baton.

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

The problem with education in England @mathsjem

"Did you know England tops the world's league table in rote memorisation?" Jo Morgan begins. "This is, most certainly and without equivocation, a bad thing." It's a bad thing, we are told, because it resembles a factory model reminiscent of the Victorians, overlooking the achievements of Finland and the importance of deep learning.

Morgan proceeds to break down each argument, highlighting the breadth of Victorian education, the problems with copying other countries, and the depth of understanding teachers are pursuing: "Don't believe the people who tell you we are 'forcing' kids to memorise instead of teaching things properly. Those with an ideology to push will tell you that we are forcing children to learn things like times tables at the expense of any kind of proper understanding. This is patently untrue."

She argues that primary school pupils are learning times tables as "part of the bigger picture of learning mathematics. They learn how multiplication and division are related, how multiplication can be expressed as an array, how it is both repeated addition and stretching, how it underpins proportional reasoning." Certainly, we can do better, but while there are many problems in English education, "these problems don't lie with teachers forcing students to memorise disconnected facts".

AfL in Science: Dylan Wiliam responds @dylanwiliam

In a previous blogs review, I recommended the AfL in Science symposium organised by Adam Boxer, in which a number of science teachers reflected on what formative assessment looked like for them in science teaching. In this post, Dylan Wiliam concludes the series and responds to their points.

He reflects on whether formative

assessment is generic or subject-specific, "one of the most frustrating debates that I have witnessed over the past 20 years", on how formative assessment interacts with different approaches to curriculum, pedagogy and depth of learning, and on who is responsible for the social consequences of tests.

He concludes with an analogy to physicists, who recognise that "understanding the behaviour of electrons required understanding that sometimes treating them as particles provided the greatest insights, whereas in other situations, it was useful to treat them as waves. In the same way, whether we treat formative assessment as domain-specific or domain-general depends on whatever is most appropriate for the situation at hand. As George EP Box, the British statistician, said, 'all models are wrong but some are useful.'" A worthy conclusion to a thought-provoking series.

Using cognitive load theory to improve slideshow presentations @atharby

Andy Tharby notes that "the slideshow has become so ubiquitous that it has become synonymous with the lesson itself", but that "the jury is still out as to whether teaching from a slideshow supports or hampers learning". He suggests using cognitive-load theory to design slideshows which don't overwhelm students' working memory: remaining mindful of intrinsic cognitive load, reducing extraneous and increasing germane load.

He offers a number of concrete strategies to achieve this, including minimising slide content, integrating labels with diagrams, removing distracting images and using physical proximity to show relatedness. Andy combines practical guidance with the evidence to very useful effect.

Learning styles – the fad which will not die @oldandrewuk

Learning styles made an unwelcome return to fame recently after a Teacher Tapp survey revealed that a majority of the 2,000+ teachers surveyed believe they exist. In this post, Andrew Old reviews four common responses from teachers, and why they are problematic for the profession.

For example, that teachers mean "preferences" when they say "styles", the claim that while "old VAK learning styles may have been discredited, there's no problem accepting that there may be some new theory of learning styles out there that it's okay to believe", or that it just means that children are different. Old concludes by noting an incongruity of his own teacher training: "I had to sit a skills test assessing that I knew how a spreadsheet works, but nobody ever checked I knew how learning worked."

BOOK REVIEW

It's doing my head in: Leading complex organisations with a Palaeolithic brain

By Max Coates

Published by John Catt Educational

Reviewed by Megan Arnold, assistant headteacher, Bedminster Down School



Max Coates had me in the first three pages of the book when he quoted Professor John West-Burnham: "...all leadership development is personal development." After a year and a half of gruelling but semi-successful development in my own new leadership position, I heard what he said, and wanted only to hear more.

His discussion of humans' fight-or-flight responses resounded in my mind as I thought back on all those moments at governors and SLT meetings where I just couldn't form a response fast or rationally enough. Yet, despite acknowledging I need to develop in this area, I couldn't for the life of me work out how to improve. So what advice would Coates have for me?

For someone new to leadership, or someone who doesn't have the time to read a-million-and-one different bits of research, Coates has developed a concise and refreshing understanding of the human brain, immersed in real-life experiences of leaders. He succeeds in bringing a wide variety of research together, with quotes that get a true sense of the original researcher's viewpoint, while offering examples sourced from some of the many hours of coaching and work that he has experienced.

I found myself making notes on particular snippets of research and was able to glide past others that interested me less. Although heavily research-based, the book does bring it to life and gives credibility to Coates' points through detailed and believable examples. That isn't to say that,

at times, there are a few too many examples, and I found myself occasionally getting lost from the original point. However, the focus is normally brought back to a couple of clear bullet points in the closing paragraph of each chapter, so I always felt like I've been on a journey of self-discovery with some tangible action points to take forward.

There were two chapters that stood out for me. The first was on motivational factors. The idea that there are different factors that motivate different people would explain why I sometimes find myself at odds with the way others approach challenges. It has made me realise the need to reflect on which roles I take on, in order to keep my energy balanced between providing challenge that excites me and increases my performance, whilst still feeding the motivational factor that most satisfies me.

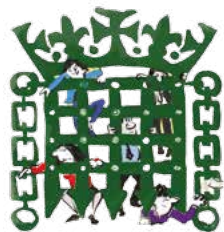
The second part that left me shocked and invigorated was Coates' evaluation of "the drama triangle". I recognised myself as an instigator in various different roles

around the triangle, the position in which colleagues have put me in. I could not believe how much his advice about not entering the triangle rang true. I looked at my own growing frustration over the past year compared with my colleagues' calm and controlled stress-free manner, I realised the need to be aware of the game and how to avoid it.

Have I finished this book with a nice tidy list of 10 things that I am going to do to magically cure all stresses and anxieties around leadership? No. But what I have gained is a holistic picture of what leadership can be like, surrounded by stories and research that make you feel less alone, and a new rational approach to dealing with some of these situations in the future.

Will I be coming back to this book in the future? Yes, definitely, especially as I find myself feeling many of the thoughts and emotions that Coates so accurately described throughout the book.





Week in Westminster

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

FRIDAY:

Damian Hinds' enthusiasm knows no bounds, it seems.

Feeling peckish at NAHT conference, the ed sec burst in to the press room to find some lunch, only to find himself face-to-face with, unluckily, the press.

Week in Westminster understands he shunned offers of having food brought to him, and opted to accompany union officials into the lions' den. However, based on his rather sheepish response when he realised who else was in the room, we suspect he didn't know just how many journalists he would end up forced to make small talk with.

But that wasn't the only time Hinds was left slightly red-faced at NAHT.

Due to a procedural mix-up, he ended up walking onto the conference stage just as president Andy Mellor announced a five-minute break. Still, ever the professional, Hinds enjoyed a laugh with Mellor and NAHT general secretary Paul Whiteman as he waited for his time to shine.

SATURDAY:

Angie Rayner, Labour's rising star and shadow education secretary, had a tough act to follow when she addressed heads in Liverpool. Hinds had become the first Tory education secretary in decades to attend the conference and not get booed. He even enjoyed a little light applause, which is a grand achievement for someone of his political persuasion.

Rayner was also speaking the day after her opposite number announced some pretty encouraging stuff, policies that the NAHT has been demanding for some time, so you'd be forgiven for expecting the response to her stinging criticism of the government to be a little mute. But it was nothing of the sort.

A welcoming NAHT crowd laughed on cue at Rayner's jokes – "It's been over 20 years since I was last called to see the headmaster" – and even cheered when she mentioned her plan to reinstate "every child matters" (remember that?!).

Two standing ovations later and it was

clear that it'll take more than just some respite from accountability to win heads over to the blue team.

TUESDAY:

Nick Gibb faced a reprimand for something he said on Twitter this week, but not of the kind he's probably used to.

The minister is accustomed to provoking the ire of the lefties and progressives of EduTwitter, but rarely is he taken down a peg or two by such an ardent supporter of the government's reforms as Barry Smith.

Smith, former deputy headteacher at Gibb's fave free school Michaela, and now at the Inspiration Trust's Great Yarmouth Charter Academy, was quick to correct Gibb when the politician praised a blog about a visit to his school.

Gibb said Nicholas Marshall's blog "exemplifies the effect on staff morale, teacher retention and pupil outcomes from compassionately implementing a no-excuses behaviour policy so that teachers can teach".

But Smith quibbled on "no excuses", branding it unhelpful:

"I teach staff to be 'WARM & strict'." Needless to say Gibb hasn't replied...

WEDNESDAY:

Low praise indeed for the DfE's mental health reforms from the powerful parliamentary education and health committees.

Needless to say, the two groups, both chaired by independent-minded Tories, aren't happy with the government's long-awaited green paper, which is full of holes and does nothing to right the funding issues schools face when trying to help pupils with their mental wellbeing.

Still, however influential the MPs involved, Week in Westminster estimates the chances of the government actually listening to their warnings as slim to none.

THURSDAY:

Too busy re-reading the 'Schools that work for everyone consultation' to notice anything funny.

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



Name Anna Trethewey

Age 37

Occupation Deputy director, LKMco

Location London

Subscriber since December 2015



FLY ON THE WALL

Which section of the paper do you enjoy the most?

Week in Westminster is the column that dares to say what everybody is thinking.

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

Tempting as it is to say something massive like selection at 11, I really don't think what education needs right now is more overhaul.

Who is your favourite education secretary of all time?

As a character study, it has to be Michael Gove: his zealousness and impatience in driving education reform was jaw-dropping. As a more moderate force, I would say Justine Greening. I was genuinely sad to see her go.

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

The story about the plans the DfE had to share pupil nationality data with the home office as part of their drive to create a hostile environment for immigrants.

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

I cut out the sudoku to give to an eight-year-old genius I know. Then I give the rest to my primary teacher husband so he can take it into the school staffroom.

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

Kick back with my Schools Week mug, and then change the font back to how it was. This Times New Roman editorial is freaking me out.

Favourite memory of your school years?

It has to be taking part in all the various school plays and musicals that my indefatigable teachers put the time and energy into putting on. As a teenager having a tough time, a rehearsal at the end of the day was sometimes the only thing that got me into school in the first place.

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

I'd be a singer, although I imagine that isn't quite as glamorous as it sounds. I still get to scratch that itch by singing in a choir called the Hasty Nymphs!

Favourite book on education?

Cleverlands by Lucy Crehan. A brilliant book that unpicks what happens in the top-performing education systems and reminds us that we can't cherry-pick policies and expect them to work here.

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

How about question pieces where the readers give their answers to a big question posed each week?

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

I want to know more about how you get people in education to put their individual agendas to one side and work together. So, for that reason, I'd want to be in Sam Twisleton's office at Sheffield Hallam University.



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



Twenty-four hours in isolation **FEATURED**

A Bristol school is helping students clear their heads before choosing their GCSE options by taking them on 24-hour camping trips.

Pupils in year 9 at Bedminster Down School are eligible to take part in the Challenge 24 trip, which involves an expedition to Dartmoor to help develop teamwork, problem solving and communication skills, as well as giving youngsters time away to reflect.

Steve Friday, a teacher and trained mountain leader, has been leading the weekly trips, which involve leaving school on a Thursday morning and returning on a Friday afternoon, with groups of up to 12 students at a time.

"I have been genuinely surprised by how well pupils have adapted to the environment, despite many of them having no camping or hiking experience," Friday said. "It has a different impact on each individual, presenting each with different trials. For some it is the physical nature of the hike of five miles, for others it is the weight of the pack, being away from home, the remoteness of the campsite or missing access to the internet and social media."

Another teacher accompanies Friday on the trips, selected from a pool of 14 volunteers, each offering up different areas of expertise, including maths, music, geology and astronomy.

The trip is offered free for pupils, with



Pupils take the road less travelled



Flying the flag on Dartmoor

the school covering the cost of essentials, including food, sleeping bags and tents.

"We wanted pupils to take a very personal journey to discover the physical and mental benefits of spending 24 hours outdoors in an isolated environment," explained headteacher Gary Schlick. "It is a great time in their school career to do this before they enter the demands of examinations to help build confidence and resilience."



Braving the elements



THE HOTTEST COMPETITION IN PHOTOGRAPHY

Schools are being encouraged to share photos of their pupils staying safe in the sun for the chance to win £5,000 to spend on school trips.

The Sun Ready Photo Challenge, run by Boots, is encouraging schools to share photos of their students wearing sunglasses, summer hats or doused in sun cream to win the prize money, with four runners up receiving £500 and a set of school bibs for sports day.

Alongside the competition, a series of free curriculum-linked teaching resources have also been released for primary and secondary schools, educating youngsters on the dangers of the sun through videos, lesson plans and homework activities.

"We know how important it is for children to cover up in the sunshine while they explore the great outdoors. By taking part, they have the opportunity to demonstrate their knowledge on how to stay safe in the sun," said Jenny Kesterton, a brand manager for Boots Soltan.

The deadline for competition entries is April 16. To enter, visit: <http://bit.ly/sunreadyphotochallenge>



An audience gathers in Truro Cathedral

Hundreds of teachers descended on Truro Cathedral for the annual Cornwall Teacher Awards last week.

Sixteen awards were on offer at the event, including 'outstanding headteacher', 'governor of the year' and 'outstanding student wellbeing initiative', as well as the coveted 'lifetime achievement award'.

This last title was presented to Helen Campbell, the headteacher at Pencalenick School in Truro, who was praised by judges for her ability to deal with a crisis, as well as her pastoral support.

"This is the final year of a career selflessly dedicated to giving fulfilment to others, and Helen deserves recognition for a life's work," the judges said.



Mike Deacy

The title of 'school of the year' was awarded to Penair School for its community spirit, with 'headteacher of the year' given to Mike Deacy from Oak Tree School for his inclusive leadership style.

The event's keynote speaker was Lisa Mannall, the regional schools commissioner for the south-west, and Trevor Lee, the managing director of Trevor Lee Media, hosted the event.

"We hoped that this year's event would be even bigger and better than last year's, and it was. Truro Cathedral was filled with such worthy winners – it was a fabulous and emotional evening," said Nikki Baron from marketing company EMPRA, who organised the event.

A chess club's knight in shining armour



Nick Pert, centre, with pupils

A top-ranking chess player has been coaching pupils at a Surrey independent school.

Nick Pert, once an under-18 world champion and now a grandmaster, has been visiting members of King Edward's Witley's extracurricular chess club once a week to advise on tactics and how to anticipate the plans of your opponent.

Currently ranked as one of the top 10 professional chess players in England, the 37-year-old whizz has already helped the school's chess club win a tournament hosted at Wellington College, and

membership of the biweekly club is on the rise.

"The best way for beginners to improve their chess game is through putting in the time," explained Pert, who achieved his grandmaster title at the age of 22. "I always encourage young players starting out to attend tournaments. It's also important to analyse your game after playing to improve strategy."

"This is a first for the school and we're very excited to learn from such a prestigious and high-ranking chess coach," added Stuart Todd, a maths teacher at the school.



MARIOS SOLOMONIDES

Headteacher, Magna Carta Primary Academy

START DATE: April 2018

PREVIOUS JOB: Director of curriculum and assessment, Burnt Mill Academy Trust

INTERESTING FACT: Marios appeared on the ITV quiz show Tipping Point - and won.



SUE BOWRON

Director of finance and operations, Hallfield School

START DATE: September 2018

PREVIOUS JOB: Finance director, Ormiston Sandwell Community Academy

INTERESTING FACT: Sue enjoys amateur dramatics and has been in a number of plays in her local village of Chaddesley Corbett.

MOVERS & SHAKERS

Your weekly guide to who's new



PAUL SKIPP

Headteacher, The John of Gaunt School

START DATE: September 2018

PREVIOUS JOB: Principal, Yate Academy

INTERESTING FACT: Paul once spent three weeks with his foot in a plaster cast only to be told there was a mistake and his foot wasn't actually ever broken.



SOPHIA ASHWORTH JONES

Headteacher, Belmont Grosvenor School

START DATE: September 2018

PREVIOUS JOB: Headteacher, The Falcons School for Girls

INTERESTING FACT: Sophia has a passion for dressmaking and her dream is to appear on The great british sewing bee. There is a rumour that she upcycled one of her favourite dresses from a pair of curtains.



MARTIN BLAIN

Principal, Rudolf Steiner School Kings Langley

START DATE: August 2018

PREVIOUS JOB: Chief operating officer, Immanuel College

INTERESTING FACT: Martin and his wife have travelled extensively in the developing world, and are continuing to do so with their children.

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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FESTIVAL OF EDUCATION

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THURSDAY'S HIGHLIGHTS

- HMCI Amanda Spielman -
- Matthew Syed -
- Literary Festival -
- Research Ed Strand -

FRIDAY'S HIGHLIGHTS

- Rt Hon Nicky Morgan MP -
- Paul A. Kirschner -
- #WomenEd Strand -
- SEND Strand -

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COGNITA

SCHOOLS WEEK

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

Spot the difference
to WIN a **Schools Week** mug



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

Difficulty:
EASY

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

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

Difficulty:
MEDIUM



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