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past the bluster and explain the facts

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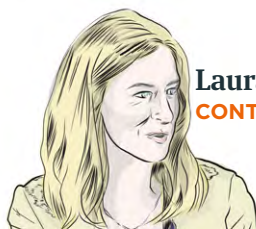
SCHOOLS WEEK

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**SCHOOLS
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PETER
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MERRICK

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Andrew Old

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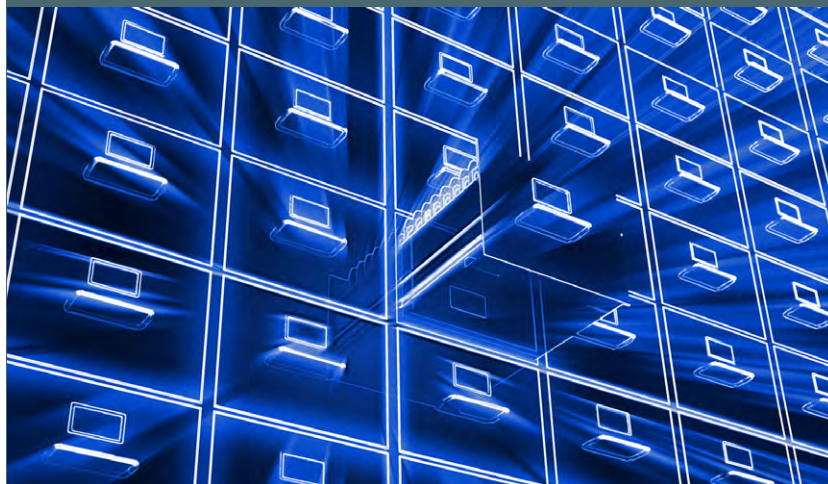
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Schools must no longer request pupil nationality data



Schools have been instructed to stop collecting data on their pupils' nationality and country of birth.

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Academies VERY overrepresented at Number 10 teachers' reception

FREDDIE WHITTAKER

@FCDWHITTAKER

A Downing Street reception for school teachers hosted by the prime minister last month was an "ideological love-in" at which staff from academies and free schools outnumbered those from maintained schools five to one.

Theresa May and Damian Hinds welcomed more than 100 "high-performing" teachers to Number 10 on May 21 for a celebration of their "hard work and dedication".

But the guest list shows that 80 per cent of attendees were from mainstream academies, despite the fact academies make up just 35 per cent of schools nationally. Just 15 per cent of invitees teach in mainstream local maintained schools.

The Department for Education claims invitees were nominated by school leaders and MPs, and has denied any suggestion of bias.

But Mike Kane, the shadow schools minister, accused Downing Street of hosting an "ideological love-in", and one union leader said the government was on the defensive over its education policies.

"The PM should have a fairer cross-section of schools at her receptions," Kane told *Schools Week*.

"I don't think it's representative of the school system at all," agreed Dr Mary Bousted, the joint general secretary of the National Education Union. "It's an example of a government in ever-



decreasing circles talking to their friends in schools, and it appears you can only really be friends if you're an academy."

Bousted said that by hand-picking whom ministers meet, the government will avoid hearing "difficult stories about how schools are struggling".

"If you only ever get to talk to your supporters, the danger is that you only hear what you want to hear," she said.

But Mark Lehain, the director of the New Schools Network, who attended the event, defended the government, and welcomed the move to celebrate teachers. Hinds, he said, has made a "big deal" of his support for a "diverse" school system.

"It's so easy to forget that places like Downing Street and Whitehall belong to us," he added. "Events like this are lovely for teachers, and the more they do the better."

Teachers from 134 schools were invited. They include staff from 107 mainstream academies, 20 community, voluntary-aided and foundation schools, three special schools, one alternative provision academy and one sixth-form college. *Schools Week*

was unable to obtain school type data for two schools on the guest list because

EXCLUSIVE

several schools share their names.

There were 61 primary schools, 63 secondary schools, seven all-through schools, one post-16 institution and one special school which admits pupils aged seven to 16.

At their last inspection, 62 of the schools represented at the reception were 'outstanding', 57 were 'good' and five were 'requires improvement'. Just one 'inadequate' school was on the list.

Of the schools represented, 30 are in London, 27 are in the midlands and 23 are in the south-east. 15 schools in Yorkshire and the Humber were invited, as were 12 in the north-west, 10 in the south-west, nine in the north east and four in the east.

Guests included staff from several academies with close links to the government, like West London Free School, set up by ex-NSN director Toby Young, and Michaela Community School, which was co-founded by the Brexit minister Suella Braverman.

Charter Academy, the controversial Great Yarmouth school run by academies minister Lord Agnew's Inspiration Trust, was also on the list, as were King Solomon Academy and Reach Feltham, two schools regularly lauded by ministers.

A DfE spokesperson said the government is "very proud of our diverse school system and the great teachers working hard to improve education for every child".

"Any suggestion of bias is simply untrue," he added.

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READ**

FREDDIE WHITTAKER | @FCDWHITTAKER

Proportion of 'good' and 'outstanding' schools drops after reporting change

The proportion of schools recorded as 'good' or 'outstanding' has dropped by two percentage points after missing data for 702 schools was added to Ofsted's statistics.

Eighty-six per cent of schools are now rated 'good' or 'outstanding', down from 88 per cent.

Most of the missing schools are sponsored academies that have not yet been inspected since they converted. Ofsted set

out plans to include these in its statistics last November after *Schools Week* pointed out that hundreds of schools were missing grades after their records were wiped when they converted.

Though overall the proportion of 'good' and 'outstanding' schools has only dropped by two points, the impact is bigger on secondary schools, where the proportion fell from 80 per cent to 76 per cent. There has

also been a four-point drop in the proportion of 'good' and 'outstanding' pupil referral units, down from 87 per cent to 83 per cent.

According to Ofsted, the data still shows a "clear trend of improvement in the sector since 2010". The new methodology has resulted in a "slightly lower proportion of good and outstanding schools in each year".

A consultation on the proposed changes ran from November to January.

DfE silent on grammar schools consultation response omissions

FREDDIE WHITTAKER
@FCDWHITTAKER

The Department for Education is refusing to name the 16 campaign groups whose responses to the grammar school consultation were discounted from its final analysis.

In the responses to 2016's Schools that work for everyone consultation, which proposed expanding selective schools and changing faith schools admissions, 80 responses from 16 "potential campaigns" were excluded.

However, the Department has claimed it does not know the identities of the 16 groups as the information is "not held by the Department".

Officials responding to a Freedom of Information request for the information said

that the excluded responses "were identified as duplicates or were blank responses", and officials do not know who they belonged to.

Melissa Benn (pictured), from the anti-selection campaign group Comprehensive Future, said it was "mystifying, if not bizarre" that Ipsos Mori, who did the analysis, was not given "a significant number" of responses from "potential" campaigns "but that the DfE claims not to hold any information on

those individuals and groups whose evidence was not considered".

"Comprehensive Future submitted a lengthy document to the Green Paper consultation – a response neither blank nor in duplicate – and we are now keen to

know if our hard work was treated in such a cavalier manner."

The government's response to the green paper, along with Ipsos Mori's analysis, was



Schools that work for everyone

Report on the consultation conducted September to December 2016

March 2017

Ipsos MORI
Social Research Institute

Report prepared by Ipsos Mori for the Department for Education

published in early May, more than 500 days after the consultation closed.

It failed to provide exact numbers and proportions of respondents in support of the proposals, opting only for vague indications of support and opposition.

Schools Week has appealed against the Freedom of Information response.

The DfE was approached for comment.



A familiar face returns as the new *Schools Week* editor

Schools Week is proud to announce the appointment of John Dickens, its former chief reporter, as its new editor.

Dickens will return to the newsroom in September following a year-long sabbatical.

He will take over from Shane Mann, the managing director of *Schools Week* publisher Lsect Ltd, who has served as the paper's interim managing editor since January.

"I am delighted to appoint John Dickens as the editor of *Schools Week*," said Mann. "John will be familiar to many of our loyal readers having previously serviced as our chief reporter. He will be a tremendous editor.

"I would also to thank Freddie Whittaker, our chief reporter, who has done a sterling job deputising for me during periods where I was required to focus on my other duties."

Mann will now focus solely on his duties as publisher and as the director of the Festival of Education.

"I wish John the very best of luck and look forward to working with him again," he added.

Dickens said he was "incredibly excited" to rejoin *Schools Week*

"Having visited 13 amazing countries, and spent the equivalent of nearly a month

travelling on buses, trains, and planes, it's time to pack the flip-flops away and get back investigating the nitty-gritty of education policy.

"To have the opportunity to do so as editor is a huge privilege, and I can't

wait to take up the challenge and continue *Schools Week*'s proud tradition of providing award-winning investigative journalism."

John will return in time to launch *Schools Week*'s first edition of the next academic year, which will emerge on Friday, September 14.



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Return to Teaching pilot was a flop, new data reveals

PIPPA ALLEN-KINROSS

@PIPPA_AK

A government scheme to encourage former teachers to return to the classroom missed its targets and is "unlikely to represent good value for money" after large numbers of people without the right experience signed up.

The Return to Teaching pilot programme, which ran from 2015, aimed to support 650 former teachers to teach EBacc subjects at secondary schools, but an evaluation of the scheme has found that it only recruited around 350, just eight per cent of whom met the government's deadline and started teaching in November 2016.

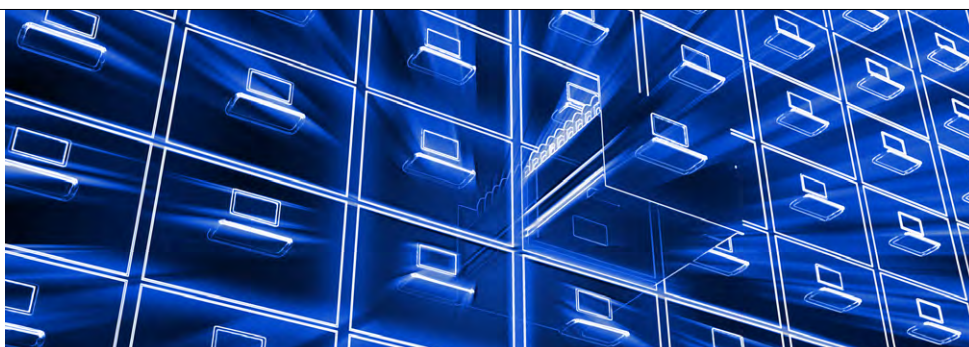
Although 5,729 people registered their interest, almost double the government's target of 3,000, just 354 were given support between January and September 2016. The remainder chose not to continue or were not eligible. The government had previously claimed that 426 returners were supported, but it was revealed today that 72 withdrew or failed to begin training.

Returners were rejected by schools for a range of reasons: some didn't want to teach an Ebacc subject, some weren't qualified teachers, and some lacked subject knowledge. Some even needed "support beyond what the school could accommodate".

Only 27 of those who received support achieved the stated target of teaching Ebacc subjects at secondary schools by November 2016. A further 35 returned to teaching, but either not in a permanent position or not teaching an Ebacc subject at a secondary school.

"The pilot was unlikely to represent good value for money," said the report. "The lack of success was primarily due to issues with timing, recruitment challenges and the suitability for some participants, as well as a lack of practical teaching opportunities available in some of the participating schools."

A total of £586,900 in grant funding was shared between 60 schools which took part in the pilot, and were expected to "offer a package of support tailored to tackle obstacles to re-entry". The average grant cost per participant was £1,425.



Schools must no longer request pupil nationality data

FREDDIE WHITTAKER

@FCDWHITTAKER

Schools have been instructed to stop collecting data on their pupils' nationality and country of birth.

Schools Week revealed in April that the Department for Education had decided to reverse its divisive move from 2016 to collect data via the school census to include in the national pupil database, but schools were never officially informed of the change.

New guidance released this week has at last now confirmed that data on pupil nationality and country of birth is "no longer required by the department and, as such, it is removed from the school census collection from autumn 2019 onwards".

Schools "must no longer request this information from parents, or retain the data within their system, for purpose of transmitting to the department via the school census".

The U-turn follows concerted attempts to challenge the data collection in the courts. In March, the campaign group Against Borders For Children and the human rights charity Liberty launched an appeal against the High Court's initial refusal to allow them to take the case to judicial review.

The government was at the same time forced to admit it had failed to obtain data on around a quarter of pupils, either because parents refused to provide it, or because schools did not submit it in their census returns.

The requirement for schools to collect data on pupils' nationality and country of birth was quietly introduced in September 2016 as a new law rushed

through Parliament during the summer recess. It was a compromise won by the DfE to curb stricter proposals from Theresa May.

The then-home secretary wanted teachers to carry out immigration checks and schools to "deprioritise" places for the children of illegal immigrants.

Despite efforts by the government to downplay the significance of the change, the collection quickly became national news after *Schools Week* revealed some schools had demanded to see pupils' passports and had even targeted non-white pupils in their quest for data.

The government insisted for several months that the information would not be passed to the Home Office for immigration control purposes, and claimed it was needed to help schools to cope better with pupils with first languages other than English.

Schools Week understands the pupil nationality and country of birth data already collected since 2016 will not be destroyed.

EAL proficiency data collection also ends

The guidance also confirms that schools are "no longer required" to assess pupils' proficiency in English. The collection of proficiency data on English as an additional language was far less controversial, but was set in motion by the same minor law change that enacted the pupil nationality collection, and so was scrapped at the same time.

In April, Diane Leedham, an EAL teacher, said although the EAL collection had experienced "teething problems" and was not backed up with training or extra funding, some tracking of proficiency is necessary to ensure that performance data on pupils with English as an additional language is not distorted.

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READ

Teachers are entering and leaving the job at the same rate

ALIX ROBERTSON

@ALIXROBERTSON4

The Department for Education published the 2017 school workforce census figures this week. *Schools Week* has the key findings:

Teacher recruitment and retention is now 'one-in one-out'

The same proportion of teachers are now entering the profession as leaving it.

The number of full-time, qualified teachers entering teaching in state schools has fallen since 2015, from 45,500 (10.5 per cent of all existing and new teachers) to 42,430 (9.9 per cent) in 2017.

Over the same period the total number of teachers leaving the profession has stayed consistent at 9.9 per cent, with 42,830 teachers exiting in 2017.

Part-time teachers are also leaving at a higher rate than those who are full time.

The total number of teachers has fallen

The total number of teachers in all schools has fallen by 1.2 per cent, from 457,200 to 451,900 between 2016 and 2017.

Before this numbers has been rising slowly since 2011, when the total number of full-time teachers was 440,000.

At nursery and primary level the drop between 2016 and 2017 was 0.6 per cent,



from just over 222,400 to 221,100.

Similarly, secondary teacher numbers fell by 1.9 per cent, from 208,200 in 2016 to 204,200 in 2017.

Although the rate of increase in nursery and primary pupil numbers has been slowing and is due to stabilise in 2019, secondary pupil numbers have been rising.

Numbers are projected to continue to increase until 2025, as the pupil bulge continues to move through the system.

LA schools pay better than academies

In 2017, the average salary for all full-time teachers in state funded schools was £38,700 – an increase of £300 from 2016. Including part-

time classroom teachers this fell to £35,400.

The average salary for classroom teachers working in maintained nursery and primary schools was £34,300, compared with £32,600 for equivalent teachers at primary academy schools.

In LA maintained secondary schools the average salary was £38,000 compared with £36,500 for equivalent teachers in secondary academy schools.

For senior leaders the gap was smaller – the average wage in LA secondary schools was £63,700, against £63,600 for equivalent teachers in secondary academies.

Teaching is still a degree profession, but teachers might not hold a qualification in the subject they teach

The great majority of teachers (98.6 per cent) still hold qualifications at degree level or higher. Numbers have risen very slightly since 2016 when the equivalent figure was 98.5 per cent.

The percentage of teachers with relevant qualifications for the subjects they teach increased for 14 subjects last year, but decreased for 13 other subjects.

Ebacc subjects seeing an increase in teachers with relevant qualifications were maths, geography, German, other modern languages, while those with a decrease were English, physics, chemistry, biology, general science, other science, history, Spanish and French.

3
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ALIX ROBERTSON AND JESS STAUFENBERG | @SCHOOLSWEEK

Private school censured for teaching creationism

The government has published 26 more warning notices identifying failings at private schools around the country.

The notices, which cover February and March this year, include both pricey special schools and low-cost faith schools, and warn about low expectations of pupils, poor safeguarding and one school which teaches creationism as its main scientific theory for the Earth's origins.

Pupils at Kings Kids Christian School, which costs £6,000 a year, did not "study practical science", and only learned the

Biblical creation story rather than scientific theories about the origin of the Earth.

Pupils also spent time studying the lives of Christian missionaries.

The Acorn School in Gloucestershire, meanwhile, was graded 'good' two years ago before failing the independent school standards. The school, whose fees go up to £9,450, did not have proper records about child protection issues and was slow to contact the local authority about safeguarding concerns.

London's The Japanese School, which

costs around £2,040 a year, had no suitably trained safeguarding leader in place, because the previous leader had returned to Japan.

The existence of the warning notices was first revealed in December 2015 after a joint investigation by *Schools Week* and *The Yorkshire Post* obtained a damning dossier of the previously unpublished documents.

For a full list of notices and details [click here](#).

1.5
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DfE reiterates that gender segregation is 'unlawful discrimination'

PIPPA ALLEN-KINROSS

@PIPPA_AK

The government has published new guidance to remind mixed schools that segregating pupils by gender is "unlawful discrimination", following Ofsted's battle with an Islamic school.

Ofsted criticised Birmingham's Al-Hijrah school for its policy of teaching boys and girls entirely separately, including making them "walk down separate corridors" and have separate lunchtimes.

In October, the Court of Appeal backed inspectors when it ruled that the school was "unlawful" for the segregation. This overturned a High Court ruling in November 2016, which had said the policy did not break the law because it was "elected for by parents".

Although its policy has not changed, the Department for Education has now renewed its guidance on gender segregation, warning that any mixed school that denies pupils the chance to interact with the opposite sex "is likely to involve subjecting the pupils to a detriment because of their sex".

The guidance warns that this is "direct discrimination and will be unlawful", even if it has been done for "religious or bona fide reasons and even if the quality of the education provided to the boys and girls is the same".

The only exceptions to the rule are if they fall within section 158 or 195 of the Equality Act, which means that schools can separate pupils by gender if either girls or boys are at a disadvantage because of their sex, have different needs or "disproportionately" low participation, or in the case of "gender-affected" activities such as sports.

A spokesperson for the DfE said mixed schools should only separate children by gender "in very limited circumstances, such as sex education classes".

"These separations must be clearly justified and should in no way disadvantage pupils. The judgement against Al-Hijrah school reinforced this position and our guidance makes that clear for all schools," they continued.

Al-Hijrah was rated 'inadequate' after an Ofsted inspection in March 2017. Its most recent monitoring visit in May found that "effective action" is being taken.

Schools are getting bigger as the pupil population grows by 66,000

JESS STAUFENBERG

@STAUFENBERGJ

Schools are growing in size as pupil numbers continue to rise.

Schools had an extra two pupils on average on roll in January compared with the same time last year, though special schools are growing even more.

The average secondary school now has 948 pupils, two more than last year. Primary schools have an average of 281 pupils. Again, a rise of two since last year.

Special schools grew more, with average pupil numbers up from 110 in 2017 to 114 this year.

The number of pupils in the school system as a whole has risen by 0.8 per cent overall, or just over 66,000 pupils, to 8,735,098. The number of pupils in state-funded secondary schools rose for the fourth year in a row, reflecting the move of a population bulge into the secondary phase.

The proportion of pupils eligible for free school meals was 13.6 per cent in January, down from 14 per cent last year, and the lowest rate since data was first collected in 2001, because fewer families are receiving income-related benefits, on which free meal eligibility is based.

In primary schools, 13.7 per cent of pupils are eligible for free schools, compared with 14.1 per cent last year. In secondary schools, 12.4 per cent of pupils were eligible, compared with 12.9 per cent last year.

Primary academies have a higher than average rate of eligibility, with 15.8 per cent of pupils eligible for FSM, compared with 14.1 per cent across all primary schools.

Last year, 62 per cent of all secondary school pupils were in academies or free schools. That has now risen 10 percentage points to 72 per cent. The rise reflects the fact that 72 per cent of secondary schools are academies. Overall, nearly 3.8 million pupils now attend academies and free schools.



Between January 2017 and 2018, there was a net increase of 35 in the number of schools open in England. The total is now 24,316.

This is driven by a rise in the number of state-funded secondary schools (28 more than in 2017), special schools (six more), pupil referral units (one more) and independent schools (23 more).

However, there are 20 fewer primary schools open this year than last year.

In primary schools, 33 per cent of pupils of school age are of minority ethnic origins, an increase from 32 per cent in January 2017.

In secondary schools, 30 per cent of pupils are of minority-ethnic origins, an increase from 29 per cent in 2017.

The largest ethnic group is white British, followed by Asian, white non-British and black.

There has also been a 0.6-point rise in the number of primary school pupils exposed to a language other than English at home, to 21 per cent of pupils. The figure has been steadily rising since 2006.

In secondary schools, 17 per cent of pupils are exposed to a non-English language at home. This rate has also increased by 0.4 points.

2
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2% of year 10s disappear from the system before their GCSEs

FREDDIE WHITTAKER

@FCDWHITTAKER

Around half of pupils who left school before taking their GCSEs last year did not end up at another state school, and fears are rising that schools are deliberately "off-rolling" problem children.

More than 19,000 pupils who were in year 10 in 2016 did not progress to year 11 at the same school, according to Ofsted – around four per cent of the total.

Although many of these pupils moved to another state-funded school between years 10 and 11, "around half" did not reappear in the census of a different state-funded school.

The inspectorate has also identified hundreds of schools with "above expectation" levels of pupil movement, and will "focus its attention" on this at inspection.

Chief inspector Amanda Spielman has accused some schools of "gaming the system" as they have "lost sight of what they're there for".

"It's almost certainly to help the school because the most disruptive, hardest to teach children are likely to be the ones who will have the worst progress scores, so by losing them you are likely to be bringing up your school results," she told The Times.

In a blog, Jason Bradbury, Ofsted's deputy director for data and insight, said he is concerned about off-rolling "where schools may be encouraging pupils to move".

Though Bradbury accepted some of those pupils who left after year 10 but did not move to another state-funded school may have gone to a private school or entered alternative provision or home education, he warned some may have "ended up in an unregistered school, or dropped out of education entirely".

"Unfortunately, it's not possible to know the full story of where pupils went to, and why, from the school census data alone," he said.



Children with special educational needs, those eligible for free school meals, those who are looked after and some ethnic minority groups are more likely to leave their school.

"For example, around 30 per cent of pupils who leave their school between years 10 and 11 have special educational needs, against 13 per cent of all pupils. Where these pupils go to is unclear for half of these pupils, which could be a sign that a large proportion are being home-schooled," he continued.

"More than a quarter of all the pupils that leave their school go to state-funded alternative provision/pupil referral units, but only a small proportion move to a state-funded special school."

Incidents of off-rolling are not evenly spread across the sector, either. London schools see more movement of pupils than other areas.

Academies, and particularly those in some multi-academy trusts, "appear to be losing proportionately more pupils than local authority schools".

300 schools had movement "above expectation" between years 10 and 11 for the past two years, and 560 had movement that was "significantly above expectation". 810 schools lost five or more pupils or five per cent of their year 10 cohort between 2016 and 2017, while 2,900 secondary schools lost at least one pupil.

2
MINUTE
READ

Are birthday cards to ex-pupils the solution to the teacher recruitment crisis?

JESS STAUFENBERG

@STAUFENBERGJ

Schools should send their former pupils birthday cards to encourage them to become teachers, according to the government's teacher training tsar Sir Andrew Carter.

Carter, the chief executive of the South Farnham School Educational Trust in Surrey and an adviser to the government on teacher training, told a Westminster Education Forum event today that schools should make better efforts to keep in touch with former pupils.

Given that at least 35,000 trainee teachers are needed each year, schools must act to steer leavers towards the profession when they are old enough, he told delegates.

"How many of you send your pupils a birthday card on their 19th birthday, saying 'how are you, how is university?' And how many of you send them a card on their 21st birthday, saying 'are you leaving university? Would you like to be a teacher?'"

After maintaining a relationship with ex-pupils in their late teens and early twenties, Carter wants schools to offer them access to either apprenticeship or school-based routes into teaching.

The government has repeatedly missed its own recruitment targets for initial teacher training in all EBacc subjects except history, particularly in maths, physics and computing.

This week, Carter, who led a recent government review into initial teacher training and has helped pioneer the first ever teaching apprenticeship, reminded delegates that making contact with ex-pupils isn't "very arduous" a task: "A computer can do this for you."

If every school in the country trains one teacher, then two thirds of all required trainee teachers would have been found. If every school trains two teachers, "then we've got a surplus".

"If I visited your school today, and your school website, would there be a link to being a teacher? Is there a way of knowing if I went to your school who I should speak to?"

1.5
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Major MAT progress scores tumble when accounting for early leavers

JESS STAUFENBERG
@STAUFENBERGJ

The progress scores of major multi-academy trusts including Harris Federation, Outwood Grange and Delta all drop off if they include pupils who leave before the end of year 11.

Researchers at Education Datalab have "reweighted" the performance data of the 62 trusts in MAT league tables last year to include the GCSE results of pupils who leave before completing their secondary education, which is currently omitted.

Among the 10 trusts whose progress scores changed the most under the model are three of England's largest and most influential chains. Harris came fourth, Outwood Grange came seventh and Delta came 10th.

Harris' score dropped from 0.54 to 0.39, though it was only marked on 17 of its 44 schools, because they must have belonged to a trust for three years to count in the tables.

Outwood Grange, a 31-school trust based in Leeds, fell from 0.48 to 0.36 across its nine eligible schools. Delta, which is also based near Leeds, was ranked for 12 of its 43 schools, and dropped from 0.23 to 0.12.

A pupil's result counts less if they left in year 7 and more if they left in year 10, to reflect the amount of time spent at the school. When the pupil never reappears at another institution, the school is lumped with the lowest possible

result – a zero.

About 15,400 pupils left a state school last year without reappearance at another institution, including private schools or further education, researchers calculated.

If schools are held accountable for the pupils who get results elsewhere or never reappear, they will be less likely to "off-roll" them to worse institutions, said lead researcher Philip Nye.

"It doesn't eradicate the incentive – but it does reduce it," he said.

The EPI's Jo Hutchinson said the re-weighted tables are not evidence of wrongdoing, "but do suggest where further scrutiny is needed".

This granular data should also be available to Ofsted inspectors, added Kiran Gill from The Difference.

But Harris Federation pointed to research that shows London has a particularly mobile pupil population. It claimed that as the only large MAT exclusively in the capital it would be disproportionately affected. The progress score for Ark Schools, 10 of whose 15 schools on the table are in the capital, also fell by a similar amount from 0.22 to 0.11.

A spokesperson for Outwood Grange academies trust insisted there was barely any change in its league table position after Datalab's model was applied, and it is "nonsense" to suggest pupils were made to leave.

Delta did not respond to requests

for comment.

The reweighted scores do not prove that these trusts are engaged in off-rolling. Researchers estimate that about half of the 15,400 pupils who have disappeared from English schools will have emigrated.

Four of the other seven trusts with the biggest changes to their progress scores defended their inclusivity policies.

Seckford Foundation Free School Trust, which had three Suffolk schools in the tables, said parents moved six pupils to other schools but a small year 11 cohort meant this had a "disproportionate effect on statistics".

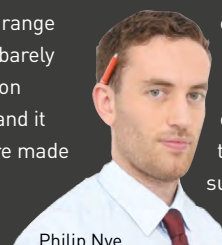
Seven key stage four pupils were sent to alternative provision last year from Blackpool's Fylde Coast Academy Trust, according to its chief executive, and three year 11 pupils were excluded – but he said the trust tried to ensure these measures are not used lightly.

Inigo Woolf, who heads up the London Diocesan board of schools, said staff make "effective use" of both high-quality alternative provision as well as managed moves to other schools, as an alternative to permanent

exclusion.

Finally, the Northern Schools Trust's zero-tolerance drugs policy had seen eight pupils in year 11 excluded last year, though the trust said it had worked hard to support pupils.

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Philip Nye

RE-WEIGHTED LEAGUE TABLE: TOP 10 MULTI-ACADEMY TRUSTS WITH THE LARGEST PROGRESS 8 DROP

CHAIN	NO. SCHOOLS IN 2017 MAT TABLE	PUBLISHED P8	REWEIGHTED P8	CHANGE
NORTHERN SCHOOLS TRUST	3	-0.3	-0.53	-0.23
FYLDE COAST TEACHING SCHOOL LTD	3	-0.41	-0.58	-0.17
GRACE FOUNDATION	3	-0.16	-0.33	-0.17
HARRIS FEDERATION	17	0.54	0.39	-0.15
DIOCESE OF LONDON	7	0.53	0.4	-0.13
DIOCESE OF OXFORD	3	0.05	-0.07	-0.12
OUTWOOD GRANGE ACADEMIES TRUST	9	0.48	0.36	-0.12
THE REDHILL ACADEMY TRUST	3	0.27	0.15	-0.12
THE SECKFORD FOUNDATION FREE SCHOOLS TRUST	3	0.45	0.33	-0.12
DELTA ACADEMIES TRUST	12	0.23	0.12	-0.11

News from the Festival of Education

The 'best teacher in the world' sets up arts access charity



ALIX ROBERTSON

@ALIXROBERTSON4

The London art teacher who won this year's global teacher prize has used her winnings to found a charity linking artists with schools.

Andria Zafirakou, who has taught art and textiles at Alperton Community School in Brent for the past 12 years, won \$1 million when she was crowned the best teacher in the world earlier this year.

She announced her plans for a charity called Artists in Residence during a rousing keynote speech to the Festival of Education at Wellington College on June 22.

Zafirakou said the charity would arrange for artists, musicians, actors, film-makers and dancers to visit schools which otherwise find it "very difficult to be able to offer the opportunities of the arts".

"My plan is to get the artists from all genres into schools," Zafirakou, who is also a senior leader at her school, said. "I know how hard it is to go out, how hard it is for parents to take children to these particular places, so I want the artists to come in."

In May, figures released by Ofqual showed that while fewer pupils had been entered for non-Ebacc subjects at GCSE this year, art and design is still attracting interest, with entries figures increasing by two per cent.

But people are worried arts subjects are being squeezed by funding shortages, and access is even tougher for young people from poorer backgrounds.

Zafirakou's new work will build on a project she introduced at her school, where she brought in artist Armando Alemdar to redesign the art curriculum and help pupils confront and cope with the "responsibilities of their complex home circumstances".

At the festival she spoke of her passion for professional development, and said artists involved in the scheme would bring "a massive amount of knowledge and skills into the schools".

"What I want to achieve with that is to encourage creativity back into schools; to show our children there are opportunities in these careers. But most importantly I would like our teachers to be inspired as well."

She launched the charity at Alperton Community School on June 26, flanked by pupils, teachers, family and supporters including historian Simon Schama, writer and broadcaster Melvyn Bragg, and artist Mark Wallinger.

The new project will initially involve 30 schools in disadvantaged areas, but will later spread to the whole of London, and then the rest of the UK in 2019.



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News from the Festival of Education

NICKY MORGAN STILL ON THE HUNT FOR BETTER BEHAVIOUR

FREDDIE WHITTAKER

@FCDWHITTAKER

The former education secretary Nicky Morgan (pictured) has backed a proposal to have Ofsted inspectors award schools a specific mark based on pupil behaviour.

Though her comments in support of heads who make pupils write lines or do community service have attracted more publicity, the announcement by Ofsted's chief inspector Amanda Spielman, that inspectors will focus more on behaviour in schools from next year, was significant.

At present, schools receive a rating in their Ofsted inspection reports for the "personal development, behaviour and welfare" of their pupils.

But Spielman told the Festival of Education last week that a separate judgement for the behaviour and attitudes of pupils will "probably" be included in the new inspection framework next year.

Morgan, who served as education secretary between 2014 and 2016, presided over the last change in inspection framework



and appointed Spielman to lead Ofsted during her tenure. She has since become a campaigner for character education in schools, something she pushed while she was at the Department for Education.

Speaking to *Schools Week* following a Q&A about her book *Taught not caught: Educating for 21st century character*, Morgan said Ofsted was right to consider a separate behaviour judgment.

"One of the things I say in the book is that although you're perhaps not going to assess character, there are proxy measures, behaviour being one, absences being another and obviously grades as well, whereby actually if you do the

character thing right, you can see the improvements in those proxy measures. So I think looking at behaviour will be useful," she said.

Morgan said Spielman was "right" to retain Ofsted's current four-point grading system. The chief inspector last Thursday rejected calls to replace the current 'outstanding', 'good', 'requires improvement' and 'inadequate' badges with a simpler pass/fail system.

"Personally I think that is right because they are understood both by parents and by schools, and there's been a lot of change in the system. Therefore actually throwing everything up in the air again is not

something that I can see that everybody wants," Morgan said.

However, she said she had appointed Spielman "precisely because she's the sort of person who asks those questions".

"You want somebody who doesn't just take things as they are but asks," she said.

According to Morgan, the watchdog is "really in the market" to learn how it could demonstrate its interest in character education, while "allowing these things to flourish at school level".

But Ofsted is "very conscious" that character education shouldn't be seen by schools as "another thing that they've got to do", she said.

Morgan courted controversy in July 2016 when, in one of her final acts as education secretary, she forced through Spielman's appointment as chief inspector after her candidacy was rejected by the powerful parliamentary education committee.

MPs had queried Spielman's "passion" for the role and her lack of teaching experience, but Morgan overruled them, adding that she was "surprised and disappointed" by the committee's report.

3
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FREDDIE WHITTAKER | @FCDWHITTAKER

'Bring back my character education grants'

The government should resurrect its programme of character education awards and grants, Nicky Morgan has said.

The former education secretary, who made character education her pet project during her two years at the helm at the Department for Education, told *Schools Week* that her successor Damian Hinds is "interested" in the area, and that she hopes he will revisit two of her initiatives.

In 2014, Morgan launched a £3.5 million fund for schools to expand or set up character education

projects. In 2016, the scheme was expanded, with £6 million made available for such projects.

The government also ran character education awards in 2015 and 2016 to recognise schools, youth projects and pupil referral units which demonstrate commitment to the government's character education aims. Nine regional winners received £15,000 prizes, and a national victor got an additional £20,000.

But the awards and grants were shelved by Justine Greening last October, and its funding was

rolled into the government's opportunity areas scheme.

Morgan said Hinds "has an opportunity" to expand on her work and bring back the awards and grants.

"[It was] not a lot of money, but it made a real difference," she said, adding that many schools hadn't realised they promoted character education "until they saw the terms for the awards".

"We wouldn't know about their great practice if it wasn't for the awards," she said.

News from the Festival of Education

Peter Tatchell: Don't let parents opt kids out of SRE

PIPPA ALLEN-KINROSS

@PIPPA_AK

Parents who want their children to opt out from sex and relationships education (SRE) lessons should have to go into schools and "physically" remove their child from each lesson, according to leading human and LGBT+ rights campaigner Peter Tatchell.

The activist told the Festival of Education that new compulsory sex and relationships education lessons, which are supposed to come in next year, must happen at least once a month and start from the first year of primary school.

Although he said schools should give parents "reassurance that the priority of these lessons is to protect their children", he insisted parents should not be allowed to opt out of the lessons on behalf of their children – just as they cannot remove their children from maths or history.



If the opt-out must be enforced, parents should be made to come to the school and "physically" remove their child from each lesson, he said.

Tatchell said schools should teach pupils about all aspects of sex, including how to do it well and information on preferences and fetishes. He has also created a 13-point list of things schools should teach pupils, and believes teachers shouldn't be afraid to

tackle tricky issues.

"Young people complain that relationship and sex education is woefully inadequate and doesn't address many of the issues that concern them," he said.

"It's so vital that schools fill the void. If teachers don't provide this information, kids will pick up often partial, inaccurate or sensationalist information from social media and porn sites."

Mark Lehain, director of the Parents and Teachers for Excellence Campaign and interim director of the New Schools Network, said Tatchell's points are a "solid starting point" but warned SRE should be covered "in a sensitive manner in order that parents are comfortable with the approaches taken and messages communicated".

"Parents have ultimate responsibility for their children's education, and effective SRE involves a strong partnership between a child's family and their school," he said.

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Peter Tatchell's 13-point guide to what schools should teach about sex

1. Sexual rights are human rights

It is a fundamental human right to love an adult of either sex, to engage in any mutually consensual, harmless sexual act with them and to share a happy, healthy sex life.

2. The right to sexual self-determination

Young people should be taught to assert their right to determine what they, and others, do with their body – including the right to abstain from sex, say "no" and report abusers.

3. A new ethical framework: mutual consent, respect and fulfilment

Mutual consent, reciprocal respect and shared fulfilment apply universally, regardless of whether people are married or single, monogamous or promiscuous, and whatever their sexuality.

4. Promoting safer alternatives

If schools are serious about cutting the incidence of teen pregnancies, abortions and HIV infections, they should highlight safer, healthier alternatives to sexual intercourse, including oral sex and masturbation.

5. Sex is good for you

SRE lessons should acknowledge that sex is natural, wholesome, fun and (with safe sex) healthy, and can have a very beneficial effect on our mental and physical wellbeing.

6. Give kids all the facts

Sex education should tell the truth about every kind of sex and relationship – including sexual practices that some people find distasteful.

7. All sexualities are equally valid

Schools should encourage understanding and acceptance of heterosexual, homosexual and bisexual orientations, and transgender and intersex identities.

8. How to have good sex

SRE for 16+ pupils should include advice on how to achieve mutually-fulfilling, high-quality sex.

9. Live and let live

Providing behaviour is consensual, between adults, where no-one is harmed and the enjoyment is reciprocal, schools should adopt a non-judgemental live-and-let-live attitude to sexual preferences.

10. Education from the first year of primary school

SRE should start from the early years of primary school by talking about puberty and, to tackle abuse, inappropriate touching. It should become more detailed and explicit at secondary level.

11. Respect for sexual diversity

Teachers have a duty to validate the diversity of adult sex and relationships that fall within the ethical framework of mutual consent, respect and fulfilment.

12. Overcoming sex shame to tackle abuse

SRE should encourage pupils to have more open attitudes towards sex so that they are more likely to disclose abuse.

13. Mandatory lessons and a revised parental opt-out

SRE should be taught at least monthly all throughout a child's school life, and parents who want to withdraw their children should be required to come to each lesson and physically remove their child.

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News from the Festival of Education

LEARNING THE SUBTLE ART OF MENTORING

ALIX ROBERTSON
@ALIXROBERTSON4

Does your school offer mentoring to staff?
What difference does it make?

A panel at this year's Festival of Education chaired by Catt Scutt, the director of education and research at the Chartered College of Teaching, discussed how to set up an effective mentoring scheme, and whether it could be the "key" to improving teaching quality.

These are the panel's top tips – from Philippa Cordingley, the chief executive of the Centre for the Use of Research and Evidence in Education, David Weston, the chief executive of the Teacher Development Trust, Sam Twiselton, the director of Sheffield Hallam Institute of Education, and Iesha Small, a senior associate at LKMCo.

Beware of a conflict of interests

It is important to consider the relationships between mentors and mentees in schools, according to Small.

She reminisced about establishing a new coaching programme for staff in her former role as an assistant head at Canons High School.

"There can often be an uncomfortable power dynamic in schools," she said. "The people who coach struggling teachers are the senior leadership team. These are the same people doing their performance management, the same people who are also responsible for their pay reviews.

"This is a terrible idea! If you want people to improve they have to be able to feel safe, they have to be able to talk to people, they have to be available."

At Canons High School, they ensured senior leaders were not allowed to mentor people they line-managed, and where possible the mentee was able to choose their own mentor.

"That was super important in terms of accountability, we wanted people to be able to be vulnerable and to be able to take risks and try different things."



Context matters

Cordingley explained that any new ideas or teaching approaches on which a mentor works with their mentee need to be contextualised in order to make the most of them.

A mentor should make sure they have discussed how new strategies can be applied in their mentee's classroom.

"It doesn't work if it is generalised about pedagogy," she said. "When you are mentoring and coaching you always need to be helping teachers contextualise new information about pedagogy for particular subject or issue contexts and particular groups of students."

Mentoring someone is different to coaching them

Weston highlighted the differences between coaching and mentoring and advised delegates to consider which would be most helpful before setting up the relationship.

He explained that coaching conversations are designed to "stimulate learning and growth", encouraging teachers to reflect on their practice and become more efficient.

These coaching relationships can be replicated throughout a team to build rapport and encourage people to learn from each other.

"This reduces defensiveness and replaces it with real enquiry into each other's understanding of things," he explained.

While mentors may use a coaching

style, the dynamic is different because they are typically "an expert in the domain" where the mentee is a "novice".

The mentor must model best practice and give instructions and constructive criticism.

"That's a real challenge," he said. "You've got to be able to give feedback without being judgemental."

The role of mentor must be respected

Schools need to recognise the mentoring role as an important one that must be taken seriously, said Twiselton.

"It is very important that being a mentor in a school is seen to be something of status and good for somebody's own career development in terms of their CV, as well as their personal development," she continued.

Mentors need to be given enough time to carry out their role effectively alongside the rest of their responsibilities at work, and should where possible be offered external training to ensure they are properly prepared.

Twiselton also discussed her involvement in Sir Andrew Carter's review of initial teacher training in 2014, and said talking to trainees and newly or recently qualified teachers revealed that mentoring "is the make-or-break".

"It was the thing that defined how they felt about their preparation: how adequate they felt it was, how satisfying they felt it was, all came down to the quality of mentoring.

"It's a really, really crucial role."

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News from the Festival of Education

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Research: Of course teachers are motivated by pay

JESS STAUFENBERG
@STAUFENBERGJ

The idea that teachers are not motivated by pay is misleading and not backed by evidence, according to a leading researcher.

In fact, teachers with degrees that could let them earn more money in another job are more likely to leave the profession, Sam Sims, a researcher at Education Datalab, has found.

His findings seemingly contradict those of the National Foundation for Education Research, which has discovered that teachers who quit for pastures new take an average pay cut of 10 per cent.

This, according to Sims, is correct – but NFER did not account for teachers' degree subjects, and the effect those have on their decision-making.

Shortage subjects in schools tend to be those with which teachers can earn more in another profession, he told delegates at the Festival of Education in Berkshire last Friday.

Where the median salary of a physics teacher is £31,600, a non-teacher with a physics degree earns £6,400 more than that on average. Similarly, a maths graduate will earn £4,500 more outside of teaching.

Maths and physics recruitment in schools is slumping: only 68 per cent of the required number of physics trainee teachers signed on in the last round, alongside 79 per cent of the necessary maths trainees.

In other subjects, which are sometimes oversubscribed, the job prospects outside of education are less rosy. For example, PE teachers earn £8,100 more than their counterparts who go into other jobs. For an English graduate in teaching the average salary is £2,700 more if they teach, and for language teachers it's £3,500.

Sims welcomed the government's announcement last year that all maths graduates will get an upfront payment of £20,000 when they become secondary school teachers. Those who stay on will then receive two further payments of £5,000 in the third and fifth year of their careers.

The NGA: The time has come for mandatory governance training


JESS STAUFENBERG
@STAUFENBERGJ

Governors should be required to have "pre-appointment training" before they sit on school boards, paid for by the government, so they're not forced to learn on the job.

New board members sometimes take up to 12 months before they can be effective due to a total absence of training, Jo Penn, a national leader of governance, told the Festival of Education.

"In the same way that you can't just sit on a magistrate's bench until you are trained adequately, you shouldn't be able to join a school board," she said.

"You spend the first year trying to work out what on earth is going on, two years hopefully being reasonably effective, and a year wondering if you're going to stay."

To reduce wasted time, she wants mandatory training before governors join either single-school or multi-academy trust governing boards.

The National Governance Association, which represents governors across the country, backed the call but noted the government has resisted mandatory training so far, "despite the fact it is required for [many other public sector] volunteers".

"Investing in mandatory training can only serve to improve the effectiveness of governance and therefore raising standards in all our schools," added Gillian Allcroft, the NGA's deputy chief executive.

The NGA offers a government-funded one-day induction programme for

new governors or trustees, but it is not compulsory.

Naureen Khalid, who chairs the governing boards of a primary school and a secondary, said MATs struggle to recruit to their trustee boards because parents and other stakeholders might not feel such a local connection.

Ensuring a steady flow of talent towards these boards is likely to become a priority "a few years down the line" as more trustees are needed, she said – raising the question of their training.

For her part, Penn wants training to be "differentiated" for different types of governing responsibilities.

Governors can struggle to understand the limits of their powers if their school converts to an academy and they join one of the trust's local governing bodies, she claimed.

Depending on the trust's scheme of delegation, which is a document setting out hierarchies of decision-making in trusts, governors can have fewer powers than at a maintained school – but may not be aware of that fact.

"There should be training for joining a MAT board or a local governing body. Everyone needs training to understand how the role is different," she said.

Mark Lehain (pictured), the interim director of the free school charity New Schools Network, wants clerks who advise governors on their legal duties also to receive better training. Clerk training is available through the NGA.

The DfE was approached for comment.

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Ofsted at the public accounts committee: Five things we learned

FREDDIE WHITTAKER

@FCDWHITTAKER

Leading figures from Ofsted, the Department for Education and trades union movement have been questioned by MPs about the quality of school inspection in England.

The parliamentary public accounts committee, which oversees government spending, called a hearing to discuss the findings of a recent National Audit Office report into Ofsted's activities.

Witnesses included Amanda Spielman, the chief inspector of schools, and Jonathan Slater, the permanent secretary of the Department for Education.

Here's what we learned.

1. THE PERCEPTION THAT SCHOOLS IN POORER AREAS GET UNFAIR JUDGEMENTS IS 'NOT NECESSARILY WRONG'

Asked by Layla Moran, the Liberal Democrat education spokesperson, about a perceived unfairness in reports on schools in working class communities, Spielman admitted she recognised the perception.

"The difficulty is that it isn't necessarily wrong," she said.

For example, schools in deprived communities face greater challenges relating to teacher recruitment and retention, and "don't have the culture of aspiration from parents".

"So there are many reasons why it might be harder for those schools to be effective. The difference depends on what you think inspection is measuring," she continued.

Ofsted's responsibility is to measure standards of education, which is "rather

different" to measuring the efforts of schools' leadership teams. She added that the leadership and management category on Ofsted reports is the "better indicator" of concerns about school teams.

"But unless our responsibility is changed to being primarily about measuring the quality of leadership, rather than the quality of education, we can never properly reconcile the two."

2. SPIELMAN IS 'SORRY' FOR MISLEADING PARLIAMENT

The NAO report published earlier this year revealed that 43 schools were not reinspected within the statutory deadline of five years.

However, Ofsted's annual report and accounts for 2016-17 had assured Parliament that the statutory target was met.

Spielman pointed to a "control weakness for which I apologise", and said the record would be corrected in the next report, due in the coming weeks.

"There were a handful of inspections which were not completed within the statutory timelines, where an explicit decision was taken that there was a good reason to defer the inspection,

but it wasn't communicated up

properly so I was unaware of it at the time I signed off the annual report," she said.

Meg Hillier, the committee chair, asked what had been done about the "serious matter" of "misleading Parliament".

Spielman replied that procedures had been put in place to ensure decisions to defer inspections beyond statutory deadlines are run past senior officials, but confirmed that no-one faced disciplinary action.

3. FEWER ACADEMY TRUSTS ARE PAYING LEADERS OVER £150K

Efforts by the Department for Education to curb excessive executive pay at academy trusts appears to be having an effect.

According to Slater, 18 of the 117 multi-academy trusts

warned about salaries of over £150,000 in their organisations earlier this year have since ceased to pay that much.

Asked if this simply meant that people in the organisations are now being paid less, he said: "yes".



4. 'OUTSTANDING' SCHOOLS 'WANT TO BE INSPECTED'

Ofsted has made clear that it wants the current exemption from inspection for 'outstanding' schools to be lifted.

The NAO revealed earlier this year that almost 300 schools have gone for more than 10 years without an inspection as a result of the rule.

During today's hearing, MPs heard from Matthew Shanks, the executive principal of Education South West, which has two 'outstanding' schools.

He said the heads of those schools "want them to be inspected" because "you want to test yourselves".

5. DATA ON OBESITY WILL BE PUBLISHED SOON

Many of the questions posed by MPs focused on Ofsted's use of data, and whether information gathered by the watchdog is used effectively.

Witnesses, including union leader Mary Bousted, spoke of the positive impact of the inspectorate's survey reports.

During the hearing, Spielman revealed that a report on childhood obesity is due out soon.



News

Hinds: The new GCSEs aren't inhumane, actually

ALIX ROBERTSON
@ALIXROBERTSON4

The education secretary has dismissed claims that the new GCSEs are "inhumane" or a threat to young people's mental health, and insisted exam stress "isn't new".

MPs put a series of searching questions to Damian Hinds on Monday, alongside the children's minister Nadhim Zahawi, the schools minister Nick Gibb and the skills minister Anne Milton.

Lucy Powell, a former Labour shadow education secretary, challenged Hinds over recent claims from headteachers that the new GCSEs would leave less able pupils as "collateral damage" in the system.

She pointed out that both the Commons health and education committees recently found that the new exam regime was "one of the top causes of child mental ill-health", and asked Hinds when the Department for Education would "take action" to assess the effect on young people.

The education secretary sought to brush off the concerns, claiming that the government takes the mental health of children and young people "extremely seriously".

"I don't think the concept of exam stress is entirely a new one, and at this time of year obviously there is heightened stress among some young people," he continued. "These new GCSEs and A-levels have been designed and benchmarked against the leading systems in the world to make sure that we have a leading exam and qualification system."

Hinds was also pressed by MPs about the new T-levels, post-16 vocational courses designed to have "parity of esteem" with A-levels.

Seventeen schools are among the first 54 providers selected to deliver the qualifications, but there have been some delays to the scheme's rollout.

Marcus Fysh, the conservative MP for Yeovil, asked about the progress so far.



"We have made good progress," Hinds replied. "We have announced the providers who will deliver the first three T-levels from 2020, we have published the outline content developed by panels of employers, and have begun the process to select an awarding organisation to develop them."

Shadow skills minister Gordon Marsden argued that clarity is needed on the mandatory 45-day work placements integral to T-levels – something schools are expected to struggle with.

"I don't recognise the premise of that question," Hinds replied.

Former shadow schools minister Nic Dakin demanded to know what the government is doing to "address where academies are excluding people with special educational needs".

The rate of permanent exclusions has increased for the past three years. New Ofsted analysis of school census data this week found that more than 19,000 pupils (four per cent) in year 10 in 2016 did not progress to year 11 in the same school.

Although many of these pupils moved to another state-funded school between years 10 and 11, "around half" did not reappear in the census.

Zahawi said the government is looking at "different groups" and the "different proportions of those being excluded".

"I hope through the Timpson exclusions review that will come out. We are also talking to Ofsted about the issue of off-rolling as well," he said, referring to a review being conducted by ex-Tory MP Edward Timpson.

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Charity: Adopted children need governors' support

ALIX ROBERTSON
@ALIXROBERTSON4

Schools should give teachers more training to help pupils who have experienced trauma, a leading charity has said, after a survey found almost three quarters of adopted children want more support.

Adoption UK wants a new professional development programme to help teachers support adopted pupils, and says schools should appoint a governor or trustee to take responsibility for previously looked-after children.

In its latest report, entitled 'Bridging the gap', Adoption UK revealed a survey had shown that 74 per cent of secondary school-aged adopted children feel their teachers do not fully understand their needs.

There are over 42,500 children in England who have left care due to adoption. Many will have experienced loss or trauma and require special support.

Adoption UK spoke to almost 4,000 adopted children and adoptive parents. Of the children questioned, 79 per cent felt routinely "confused and worried at school" and 47 per cent said they had been bullied because they were adopted. This rose to two thirds among secondary-age pupils.

The survey also found that 69 per cent of adoptive parents feel that their child's progress is affected by their emotional wellbeing in school.

In 2016, 30 per cent of previously looked-after children achieved the government's "expected standard" at 11, compared with 54 per cent of all children. And at 16, 26 per cent achieved five good GCSEs including English and maths, compared with 53 per cent of all pupils.

Adoption UK said personal, social, health and economics education (PSHE) should cover foster care and adoption, with an emphasis on preventing bullying. The government is currently deliberating whether to make PSHE compulsory in all schools.

A DfE spokesperson said the government is "determined" to support adopted children and their families "every step of the way".

"From September schools will be required to appoint a designated teacher for children adopted from care to help them at school."

Hinds vows to 'learn lessons' from Whitehaven...

FREDDIE WHITTAKER

@FCDWHITTAKER

The government must "learn lessons" from the Whitehaven Academy fiasco and its troubled sponsor the Bright Tribe Trust, the education secretary has said.

Damian Hinds told the parliamentary education committee on Wednesday that he accepted that a scandal which has left the struggling Cumbria school in special measures and with rapidly deteriorating buildings had been a "terrible case for everybody in the local community".

Bright Tribe is preparing to walk away from Whitehaven and three more of its schools in the north following a long-running dispute. The chain also faces questions about its failure to establish a "northern hub", an initiative for which it was given around £1 million in funding.

Hinds said the problems facing Whitehaven had been a "terrible case for the parents concerned, for everybody in the local community".

"The four northern Bright Tribe academies are going to be rebrokered, as you know, and officials from the department are working with the school on some of these immediate issues, but it's really important that we learn lessons from Whitehaven and from Bright Tribe," he continued.

Whitehaven is in the Copeland constituency of Conservative MP Trudy Harrison, who sits on the education committee. Last year, she was escorted from the school site during a visit to check on flood damage.

Harrison told Hinds that the facilities at Whitehaven are "appalling", with rotten window frames that have had to be nailed shut, no ventilation and malfunctioning radiators subjecting pupils and staff to temperatures of more than 36 degrees.

The nuclear industry, which operates extensively in the region, has even had to step in to provide the school with computers because Bright Tribe "failed in their duty to provide a fit-for-purpose building".



"They were actually given, I believe it was around about £1 million to create a northern hub, a suite of excellence," said Harrison. "But from our understanding that money has just gone on senior leadership wages. Where is the transparency for parents to hold multi-academy trusts to account?"

Although he claimed there is "quite a lot of transparency" in the academies sector, Hinds agreed to "take stock" as the system is "evolving", and insisted it is "legitimate" and "important" for parents to want a way to assess effectiveness of MATs.

However, he would not commit to giving Ofsted the power to inspect multi-academy trusts in their entirety, rather than simply inspecting groups of their schools as inspectors do now, a power the chief inspector of schools Amanda Spielman has demanded.

...but he keeps schtum on school funding

Damian Hinds has clashed with MPs on school funding, after he refused to say how much extra cash he is fighting for.

The education secretary claimed he is "always striving to make sure the funding is there" for education, but would not give details to the parliamentary education committee.

Pressure is mounting on the secretary of state to provide more money to schools

ahead of next year's spending review, after a deal to give the NHS an additional £20 billion a year by 2023 was unveiled.

Schools also fear they will be put in a difficult situation if the government approves a larger-than-usual pay rise for teachers next year without providing extra money to fund it.

Asked how much more money the Department for Education needs to run schools that are "fit for purpose", Hinds said the spending review had not yet started, and insisted he is waiting for the "analyses" the process will provide.

In a move that frustrated committee chair Robert Halfon, Hinds pointed to previously announced initiatives, including £1.3 billion in extra funding already pumped in by his predecessor Justine Greening last year.

Asked about the NHS settlement, which is based on a 10-year funding plan, Hinds did acknowledge that "having longer-term visibility of funding is helpful in any sector", and said he wanted stability for education.

"Bringing in the national funding formula is part of our approach to that, so it is more predictable what's happening on funding in education," he continued. "Obviously as we come up to the spending review, all spending departments will be making their case. I'll be making our case. We'll be keen for as much stability, and as I say, forward visibility, as possible."

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Healthy schools initiative has a bleak prognosis

ALIX ROBERTSON
@ALIXROBERTSON4

Delays to the launch of the government's proposed healthy schools rating scheme have left schools "in the lurch", according to children's health charities.

The scheme was first mooted in the government's childhood obesity action plan in 2016, and had been supposed to be up and running in schools by last September.

But ministers say delivery models are still being tested, and have refused to reveal when the programme will be rolled out.

Paul Evans, the vice chair of the British Obesity Society and the managing director of education consultancy School Health UK, said the scheme "doesn't seem like it's going to go anywhere".

"It went to tender for £1 million, for a programme that would allow schools to self-assess themselves digitally. That tender is still in progress and the scheme is currently non-existent. My general belief is it's just not a priority," he said.

The original closing date for bidders to develop and run the scheme was March 2017, tender documents show. The contract was for three years, with the option to extend for up to a further two years, and would involve a "whole-school" approach that covered healthy eating, physical activity and emotional health and wellbeing.

The tender said the government would "arrange to speak to interested parties



in January 2017" and aim to "award the contract by April/May 2017".

In response to a Freedom of Information request made by Evans in July last year, the Department for Education admitted no contracts had been awarded, and hinted that the election had caused a delay.

"Following the election, we are reflecting on the feedback from interested parties and will come forward with proposals to take this forward in due course," officials wrote.

Now the children's minister Nadhim Zahawi has admitted progress has only got as far as "working on testing delivery models" in order to "explore the most effective way to deliver the healthy schools rating scheme".

In response to a parliamentary written question on June 21, he said the government would "come forward with proposals shortly".

"It's literally just come to a halt," said Evans. "Schools have got enough things to worry about and headteachers are literally in meltdown about what they need to prioritise because there is no confirmation about anything.

"They are being told one moment they need to worry about breakfast in schools, then they have got to try and find a

holiday hunger project, the next minute they have to ensure they're reducing the amount of sugar being served. There is no clear coherent guidance, they are left in limbo and it's a real concern."

John Bishop, the managing director of Evolve, a social enterprise which helps deliver health and wellbeing programmes to primary schools, said the government's approach has been "piecemeal".

"The childhood obesity plan is a health agenda, and we know to engage with a child audience schools are the right place to do it," he added. "But there are so many inconsistencies throughout and there is no coordination between the government departments."

When *Schools Week* enquired about the scheme last October, the DfE would only say that officials were reviewing evidence and feedback from stakeholder groups.

Ali Oliver, the chief executive of the Youth Sport Trust, said it is "disappointing" that the scheme is still not up and running.

"Government is investing over £1 billion through the primary PE and sport premium but, with a lack of proper accountability and impact tracking, more needs to be done ensure this money is being invested in building capacity within schools to achieve lasting change."

A DfE spokesperson said: "The healthy schools rating scheme is a wide ranging project and it's important we take the time to deliver something that works for schools. More details will be announced in due course."

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ALIX ROBERTSON | @ALIXROBERTSON4

Isle of Wight Studio School bites the dust

Another studio school will close next summer amid miserable pupil numbers, the Department for Education has confirmed.

The troubled Isle of Wight Studio School was first mooted for closure in April, when Inspire Academy Trust, which runs it, announced that ministers had approved the plans to wind it up in 2019 "in principle". This was followed by a four-week consultation.

The school will shut because it is currently at 40 per cent of capacity and only has pupils

in years 10 and 11, having been unable to attract sufficient sixth-form students.

Studio schools are an alternative to mainstream education for 14- to 19-year-olds, taking cohorts of up to 300. They provide a work-related curriculum where pupils receive vocational and academic qualifications, as well as work experience.

Like university technical colleges, which also recruit at 14, many have been forced to close due to recruitment issues. Twenty-six studio schools have closed or announced

plans to close since the scheme was introduced in 2010.

A recent *Schools Week* investigation found that the government had spent more than £23 million on studio schools that have either closed or never opened.

The Isle of Wight Studio School only opened in September 2014 and has never been visited by Ofsted. The school will stay open until next summer to allow the current year 10 pupils to complete their GCSEs, but no new pupils will be taken on this September.

A third of state schools allow pupils to opt out of MFL in year 9

ALIX ROBERTSON
@ALIXROBERTSON4

Over a third of state schools now allow pupils to opt out of studying a language in year 9, a new report has revealed.

In fact, 34.5 per cent of state schools are not teaching modern foreign languages (MFL) to entire groups of students at that level, up from 29 per cent in 2017 and 26 per cent in 2016, according to the British Council's 2018 language trends survey.

The declining interest in MFL is an ongoing problem. In June 2017, Ofqual's figures showed summer entries for German GCSEs and A-levels had dropped by 12 per cent, with French falling by 10 per cent, and Spanish by three per cent.

The overall proportion of pupils taking a GCSE in a modern language fell by two percentage points to 47 per cent in 2017, and that just a third of all students obtained a grade C or above.

Schools in the most disadvantaged circumstances were less likely to push languages courses.

At key stage 3, only 22 per cent of schools with the highest free school meal eligibility said they teach languages for 2.5 hours or

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more, compared with 55 per cent of schools with the lowest FSM eligibility.

MFL continues to be popular in selective schools though, where 76 per cent of the cohort took a language in 2017. There was also higher than average take-up at free schools and converter academies.

But in sponsored academies only 38 per cent of pupils took a modern language, falling to 27 per cent at university technical colleges and 15 per cent in studio schools.

Both state schools and independent schools reported that lower-ability students are less likely to take a language GCSE than before, due

to the introduction of the more rigorous GCSEs.

The outlook for Spanish is much better than for French and German, where uptake at GCSE and A-level has dramatically fallen over the last two decades.

The report predicts that based on current trends, Spanish will overtake French as England's most widely taught modern language at A-level by 2020 and at GCSE by 2025.

The 2018 language trends survey was carried out from January to March and gathered evidence from 692 primary schools and 785 secondary schools (651 state-funded and 134 independent).



Second phase of the obesity plan brings PE review

ALIX ROBERTSON
@ALIXROBERTSON4

Schools' efforts to engage their least active pupils in physical activities will be reviewed as the government embarks on the second phase of its childhood obesity plan.

The first phase, published in 2016, promised a 'healthy schools rating scheme' for primaries, and a new interactive online tool to help schools plan at least 30 minutes of physical activity every day.

The second, published on Monday, reveals that the government is to work across departments "to review how the least active children are being engaged in physical activity in and around the school day", and will "consider how the primary PE and sport premium is being used".

Ministers have also pledged to

"invest over £1.6 million during 2018-19 to support cycling and walking to school". This money will be divided between the 'Walk to School' project, a programme delivered by the charity Living Streets and Bikeability, a national cycling training programme for schoolchildren, to support secondary school children to cycle safely and confidently on local roads.

The government's overall 'Cycling and walking investment strategy' aims to increase the percentage of children aged five to 10 who usually walk to school to 55 per cent in 2025.

There will also be a national ambition for every primary school to adopt an "active mile initiative", such as 'the daily mile', a scheme that encourages primary or nursery schools to set up a free social activity to help pupils get exercise every day. But, crucially, schools won't be forced to take part.

"Schools will have the flexibility to do

so in a way that best suits their facilities and students and we will review how the primary PE and sport premium can be used to support it," the plan said.

The DfE has also announced that Ofsted's new inspection framework, which comes into force next September, will take into account the ways that schools "support pupils' personal development more broadly, including in relation to healthy behaviours".

Ofsted will carry out research into what a curriculum that supports good physical development looks like in early-years education.

Jonathan Ashworth, the shadow health secretary, criticised the government for giving "no mandatory guidelines on school food standards, no powers for councils to limit expansion of takeaways near schools, nothing on billboards around schools".

"We were told action was coming," he said.

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Extra⁺

You may have missed



65 winners scoop silver Pearson teaching awards for 2018

Sixty-five silver Pearson teaching awards have been handed out across the country, in the 20th year of celebrating excellence in education.

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New early-learning goals to be trialled in 25 primary schools



A new assessment model for reception pupils will be piloted in 25 schools from September.

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Phonics check 2018 pass mark announced

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Financial warning for the academy trust that sent leaders to New Zealand

An academy trust that spent over £12,000 on a trip abroad for two of its leaders has been handed a financial notice to improve by the government.

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The government is 'minded to' terminate funding for troubled Gloucester Academy

Trustees of an academy in Gloucestershire have been warned it could be rebrokered to a new sponsor if serious concerns raised by Ofsted are not addressed.

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Ofqual investigates 'allegations of malpractice' in Edexcel A-level maths paper

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Ignore the naysayers, the new early-learning goals are great



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No, teachers aren't overpaid – despite what some think-tanks may claim



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EDITORIAL

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English as an additional language isn't a secondary consideration	If the government loves academies so much why doesn't it marry them?	The best teacher in the world certainly deserves her title after this selflessness
<p>Following the revelation in Schools Week in April that the government has abandoned its divisive policy of collecting data on pupils' nationality and country of birth, it is welcome that schools have finally been given official leave to stop doing it.</p> <p>However, as expected, the government has well and truly thrown the baby out with the proverbial bathwater, ending a separate, valuable collection of English language proficiency data and creating a massive missed opportunity to target support.</p> <p>Whatever the technical reason for why it all had to be scrapped at the same time, surely it is in Damian Hinds' gift to bring back the EAL collection. He must do so.</p>	<p>If the government doesn't want people to think it's biased against local authority-maintained schools, it has a funny way of showing it.</p> <p>While it's right that great teachers get the recognition they deserve, one would like to think that Whitehall officials planning Downing Street receptions would consider the optics of an event which invited five times the number of academy staff than maintained school teachers.</p> <p>Damian Hinds keeps talking about his love of our "diverse" system, but it's time for him - and Downing Street - to put their money where their mouth is.</p>	<p>Congratulations again to Andria Zafirakou, who announced at the Festival of Education last Friday that she plans to use her \$1 million Global Teacher Prize winnings to start a charity called Artists in Residence to link creatives with schools.</p> <p>It sounds like the idea has already worked well in Andria's own school in north London, and we wish her all the best with her inspiring endeavour.</p> <p>We now call on the government not only to back her scheme, but to act to prevent accountability measures like the EBacc from further crowding arts subjects from the curriculum.</p>



SCHOOLS WEEK

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Opinion^{LM}



LAURA
MCINERNEY

Contributing editor

Ofsted requires improvement – but how do we get there?

Ofsted's name is mud this week. Amanda Spielman's speech at last week's Festival of Education went down like a lead balloon after she announced that grades for overall school effectiveness are "not effort grades". Then she suggested that schools in white working class areas get lower grades partly because local families may not have the same aspirations as in migrant families.

On one hand I understand the anger; when you're working day-in and day-out under challenging circumstances, amid youth crime, watching local housing and mental health services fall apart, to hear a bigwig on a stage give their condescending view about the aspiration of parents is a poke in the eye. All parents have big dreams for their children, the question is whether they have the resources to support it.

But, and I say this carefully, some of these arguments are also ones the profession makes. When school leaders in the north-east are asked why their progress scores are so much lower than those of London schools, they often point to

differences between the migrant families in the capital and those in towns where major industries were decimated during the 1980s and 90s. When coastal school leaders

are scrutinised they will point to the difficulty of recruiting when half your catchment area is underwater.

If it's harder for schools in challenging circumstances to recruit great teachers, and their pupils are less likely to visit tuition centres or have parents who make them do homework, then teachers' energy will mostly be spent on keeping the basics together. This means less time for the things that make people go "wow" when they walk into schools, like billions of extracurricular opportunities.

The question is whether the wow factor should be what separates an



'outstanding' school from a 'good' or 'requires improvement' one. As many school leaders have pointed out this week, if every teacher is straining their sinews, and leaders are making appropriate actions in an upward direction of travel, is it right to say one deprived school 'requires improvement' when a sleeper one nearby that isn't

“ Schools take £30 billion of public money, and our children. They need oversight ”

pushing so hard but manages to put on a Shakespeare play twice a year ekes into the 'good' category?

The problem is how to solve this imbalance. Schools take £30 billion of public money, and our children. They need oversight.

One vaunted idea is moving to a pass/fail system where Ofsted becomes more like a financial auditor making specific checks that minimal standards are met. Independent schools the watchdog visits get this sort of treatment. It sounds fine, but schools that mess up on fire alarms or security gates or any other rule face a fail, and there's

still a huge amount of gameplay and interpretation.

Let's imagine a tickbox for a "balanced curriculum". How is it defined? And how do you stop schools offering the minimal necessary to get over the line?

Another possibility is to bring context back in, and allow Ofsted to flex judgements depending on intake. But how does Spielman do that without appearing enormously condescending? Or, worse, starting an excuse culture? Education can't go back to a "what can you do with these sorts of kids" mentality.

Perhaps the best solution would be a balanced scorecard. In 2009, the Labour Party planned to introduce annual report cards, which would've graded schools from A-F on a variety of metrics. The grading is a rubbish idea. But there's something in the plan to give a broader set of information, possibly more like a page in a hotel brochure, where you could see useful specific details – for example, which GCSE subjects are available at a school – along with a more subjective description and some metrics (eg SATs or GCSE scores). An overall grade wouldn't be needed.

A multi-academy trust chief executive this week pointed out to me that in an ideal world some of these latter options would be better, but that we are now in a "high-stakes, low-trust" environment. In those circumstances, people tend to grasp for certainty. In those circumstances, the tickbox answer is going to look safest. I worry that it would be anything but.

Profile

CATH MURRAY

@CATHMURRAY_



Zoe Carr, CEO, WISE Academies

Ofsted has just descended on the most challenging school in the WISE Academies trust, and CEO Zoe Carr is sat here, offering me branded cupcakes at one of the trust's *other* primaries, Town End Academy in Sunderland.

Welbeck Academy, where the inspection is taking place, has 77 per cent pupil premium

students and an attendance problem.

You can go, I tell her – we can do this over the phone. “No – they have got an amazing leadership team,” she replies, in melodic Mackem tones. “I was with them all day yesterday. They are so calm, they are so prepared. I’ve had a little telephone conversation. It is going well.”

It hasn’t been easy to get to this stage, she admits: “I think the higher the level of

deprivation, the more challenging it is to get the right leadership.”

This situation has meant Carr doing a stint as headteacher of each of the seven schools in her trust at some point. In 2011, she returned from maternity leave to her headteacher role at Town End, only to discover that the newly formed trust, WISE Academies, was already in crisis. She stepped up to lead it, first as acting CEO,

Profile: Zoe Carr

then officially, and has since worked her way from struggling primary to struggling primary, taking on the headship herself until she could recruit the right leader.

"In the early days I think there was a case of 'I need to do whatever it is to keep that plate spinning so the whole organisation just manages to sort out what it needs to sort out,'" she says, matter-of-factly.

Carr is cheery, calm, and gives off the impression that nothing is too difficult. I have to drag out the story of her sudden promotion six years ago (with a nine-month-old and a two-year-old at home), which led to such dramatic improvements that she was awarded an OBE for services to education in December.

Part of her reticence is that she doesn't want to malign former colleagues, so she skims over much of the detail. In short, however, in the space of five years, she took WISE Academies from being investigated by the EFA (now the ESFA), to being invited to make an EFA-branded video on how to maintain good financial health.

The trust's financial history is no doubt the reason she is keen to impress that the fancy cupcakes were home-made by Linda Jobson, the trust's business and governance officer, who is basically "everyone's mum". The orchid on the table is from Morrisons and was paid for out of Carr's own pocket. The only reason the trust wouldn't take on a school, she insists, is not poor results or demographics, but financial deficits that she feels would be unfair to spread over the schools already in the trust, which have been diligent with their own finances.

She presents the EFA video with her chief finance officer, Fiona Hardie, who left the trust in November ("I'm still grieving," she admits – and I don't think she's joking). She credits Hardie as one of the trio who turned the trust around. Hardie managed the finances, operations director Gary Robinson professionalised the governance, while Carr focused on the schools.

One of the trust's biggest mistakes had

"When the chips are down, are you prepared to do whatever it takes so our children get the best possible deal?"



Zoe Carr is made an OBE (Officer of the Order of the British Empire) by The Prince of Wales

been rapid growth without leadership capacity. While she was on maternity leave, WISE had expanded from its initial two primary schools, Bexhill and Town End, to take on two more in the space of three months – Hasting Hill, which was in special measures, and Welbeck, which had never been above the floor standards.

"I found myself in a situation where the trust really had grown too quickly, taking on these two extremely challenging schools, and I had no heads really who were any good in any of the schools," she recalls.

Under her leadership, the schools achieved the best results in their history.

"Lord Nash spoke about us in the House of Lords," she adds, in the kind of mock surprise that reveals she's really quite chuffed, "and Nicky Morgan spoke about us at the Academies Show, just about the rates of progress that our pupils had seen."

So how did a local girl, who'd worked as a teacher then a deputy head, but had never had any management training, succeed in turning around a struggling academy trust?

"Well, I think there were times that I felt pretty close to the edge in all honesty!" she admits. "I became acting CEO. And I'd had two children under two. So that was a challenge.

"That autumn term in particular, because the children weren't sleeping well and whatnot."

Her parents and in-laws are a source of support. "We live here," she says, pointing to a spot on the table with her hand, "and my parents live two miles that way, and my husband's parents live two miles that way. So bless them, I drop the girls off in the morning, and sometimes my parents take them into school. Sometimes my husband's parents take them into school. And then my husband picks them up at the end of the day. I couldn't do the job without them. I really couldn't."

She's generous in praise for her team, too: "I know that the two regional hub directors we've got now will absolutely just walk over

Profile: Zoe Carr



Zoe Carr, Diane Jeffries, Nichola Fullard and Mike Parker, Director of SCHOOLS NorthEast, at Town End Academy

“There’s always a solution – we’re never defeated by anything”

hot coals for this organisation. And so will our heads – because they are so committed to the wider organisation.”

Her attitude doesn’t seem to be based on blind faith – more likely from being demanding over whom she hires – if the fact that she’s run schools for months at a time while holding out for the right headteacher is anything to go by. The kind of leaders she’s looking for are those with the attitude that “when the chips are down, are you prepared to do whatever this trust takes, go wherever you need to go, to make sure that we manage to go from strength to strength as an organisation so our children get the best possible deal?”

Now they have good heads in place, the trust, she says, slightly tongue-in-cheek, is focusing on “parent-proofing education for children”. In other words, getting children ready for phonics and literacy before they even start school. Every school in the trust – currently seven primaries, but 13

from September – is setting up early-years provision for the two years leading up to reception.

Nichola Fullard, head of Town End Academy and its teaching school, says that some children arrive in their pre-school provision at two unable to walk or even respond to their own name. These are not kids with special needs; “some of it is just poor parenting”.

They use a programme called Launchpad to Literacy. It’s a system that tracks each child’s progress against a matrix of stages that are required before a child can learn to read and write.

WISE is basically “doing what you would expect good parents to be doing with their children. We’re taking the lottery of parents out of the mix,” adds Carr, choosing her words carefully, aware that it’s tricky public relations territory.

Fullard and Diane Jeffries, the trust’s head of early years, give me a tour of the pre-

school, which is decked out like an Early Excellence showroom: toys made of natural materials, wicker baskets filled with string, sticky tape and fabrics, and even a tent.

Town End, the school we’re visiting, is one of the trust’s two founding schools, and has a key stage 2 combined attainment score a whopping 20 per cent above national average. With just 42 per cent on the pupil premium, Town End is “easy” says Carr, laughing to acknowledge the ridiculousness of the context, in which nearly half of pupils on free schools meals seems low (the national average is 14 per cent).

Welbeck, where the Ofsted is taking place, achieved 47 per cent combined attainment last year, but has seen a “huge difference” in readiness for phonics and literacy since starting its pre-school literacy work, says Jeffries.

Attendance is a “challenge”, but the rate has jumped up to 96 per cent in recent weeks, helped by the new “walking bus”,

Profile: Zoe Carr



where the teachers go round knocking on doors and walking children to school.

"Unless we address the barriers that they have to learning, then they're not in a place to learn," Carr explains. "We employ attendance officers, counsellors, we do all of the things that often local authorities have not got the resource to do. We have to use our pupil premium to do it."

"You have to work incredibly hard in schools the likes of what we serve, to actually do everything you possibly can to overcome any barrier that is presented. There's always a solution – we're never defeated by anything. We have to find a way to overcome just any challenge, really."

It's a personal thing

What's your favourite book?

The Bible! Or, if I'm being more relaxed, *To kill a mockingbird* by Harper Lee.

If you could escape anywhere for a month, where would you go and why?

The middle of English countryside, in the sunshine with my husband, two young daughters and two yellow labrador puppies.

Who was the teacher who most influenced you at school?

Mrs Laing, who she made me learn my times-tables by heart in primary school.

What do you consider a good gift?

A spa day.

What film star/pop star did you most relate to in your teens?

Wet, Wet, Wet. Particularly Marti Pellow...

What would you have done if you hadn't become a teacher?

Something in the countryside, working for the National Trust perhaps.

What slogan would you put on a billboard for everyone to read?

"If a job's worth doing, it's worth doing well." That's mam's motto – I always try to adhere to it.



CV

2018 – present: Ofsted inspector

2013 – present: CEO, WISE Academies

2011 – 2012: Executive associate headteacher, WISE Academies

2008 – 2011: Associate headteacher, Town End Academy

2004 – 2008: Deputy headteacher, Town End Academy

2002 – 2004: Advanced skills teacher, Sunderland local authority

1995 – 2004: Teacher, literacy leader, RE leader, Broadway Junior

Opinion



PETER
LEE

Head of school, Q3 Langley

A mobile phone ban doesn't make for draconian tyranny

Collecting pupils' phones isn't an invasion of privacy – it's a sensible way to run a school, explains Peter Lee.

Banning mobile phones isn't as rare or shocking as some seem to think it is. In fact, every school I've worked in has banned mobile phones to some extent.

Yet after the culture secretary Matt Hancock came out last week in support of a ban, the debate has been raging.

As the headteacher of a school that collects mobile phones at the start of each day, I've been interested to hear concerns from people who oppose the idea. Here's how we have dealt with them.

1. "Parents need to be able to contact their children"

We have explained our policy to parents and pupils, and aimed to create a culture of mutual respect.

We never tell pupils not to bring a phone to school. Lots of children use their phones on their journey, and call parents as they come through the school gate to let them know they've arrived.

If there's an emergency, parents can call the reception and we will get a message to a child immediately.

2. "Searching pupils is an invasion of privacy"

We don't do full-body searches.

Tutors collect the phones every morning and if a child doesn't hand theirs in, they may be subject to a spot-check. The behaviour team will take the child into the pastoral



3. "Schools should teach young people to use technology responsibly"

Banning phones doesn't prevent us from talking about responsible use of technology. We'd already

“Collecting phones does come with risks, but they can be managed.”

office and ask them to empty their blazer pockets and show the inside of their bag.

Some comments on social media have evoked the hostile relationship between police and community in areas where stop and search is rife, but if it's done respectfully, a search policy need not destroy trust.

It's about explaining the policy to everybody and getting the students to buy into the rationale – we constantly talk about it in assembly or with parents.

This kind of search is not an unusual occurrence in everyday life – museums and events require a bag search.

discussed upskirting in school assemblies before the latest furore.

Smartphones are a safeguarding risk. We need to teach young people how to use them, but that doesn't mean allowing them to have phones with them at all times.

4. "A ban rules out great uses of tech in the classroom"

We have actually reduced the amount we ask students to use technology, partly for equity reasons in a deprived area.

We originally set more homework online, but found that some children were struggling to access it. We set up an arrangement with the local library whereby pupils could use the computers – but at the end of the school year

we changed our policy to make homework booklet-based.

The same can apply with a bring-your-own-device policy: phones can easily become a status symbol.

This doesn't mean we ignore tech; we have Hegarty maths for example, but don't use apps that require phones.

5. "Collecting phones is a waste of teacher time and a liability risk"

We originally decided to ban mobile phones after I'd spent seven hours one day searching for a stolen mobile phone – so the obverse can also be true!

Collecting phones does come with risks, but they can be managed. We collect phones in tutor time, in a foam-filled box with numbered inserts, and take them to the school office.

As our school grows, we are looking at storage solutions for next year – and will most likely buy lockable trolleys.

6. "It's hypocritical if teachers can use phones in school"

Our staff are allowed to have phones, but won't have them out in lessons – although I would waive this, for example, in the case of relatives in hospital. But in the same situation with a child, we would ask parents to get a message to reception.

I believe school leaders should be free to set their own policies. However, my own belief is that we all spend too much time on our technology. A few hours without isn't damaging children and lets them enjoy other kinds of learning.

3
MINUTE
READ

DO YOU HAVE AN OPINION TO SHARE?
CONTACT CATH@SCHOOLSWEET.CO.UK

The review of early-years assessment has morphed into a review of the curriculum by the back door, argues Beatrice Merrick

Following apprehensive rumblings on social media about the review of the early-learning goals, it's no surprise that the DfE orchestrated a chorus of positive comment to greet the minister's announcement of the draft revisions.

Headteacher Clare Sealy (see page 21) says she's sure that some will be upset about the new proposals, but doesn't know why. I'm not upset, but for me, the current draft can't be rated higher than "requires improvement". Neither I nor other concerned colleagues are "nay-sayers", as we were pejoratively painted. We just think this is too important to get wrong.

The children's minister Nadhim Zahawi linked the changes to reducing "the burden of paperwork", and it's good that the DfE has recognised workload as an issue, and the need to communicate more clearly about tackling excessive data collection.

But this doesn't require a single change to the ELGs, so let's be clear that redrafting ELGs and the statutory framework is not itself driving down workload. Quite the contrary, as the entire early-years sector will need to familiarise themselves with all the changes to the ELGs, and revise their practice accordingly. If the DfE really wants to minimise workload, it needs to ask itself, for each ELG, "does the benefit of this change outweigh the workload burden of implementing it?"

What was mooted as a review of



BEATRICE MERRICK

Chief executive, Early Education

The draft early-learning goals require substantial revisions

assessment at the end of the EYFS has become a review of curriculum by the back door. The areas of learning have lost the detail of what educational programmes should include, with a new combined

been cut, astonishingly, any mention of it has disappeared from the curriculum.

Our concerns lie also with the detail. One of the main problems with the existing ELGs is that the

“ Does the benefit of this change outweigh the workload burden of implementing it?

section on educational programmes and early-learning goals, and the educational programmes have been rewritten with significant impact.

For example, we are told that removing the ELG on shape, space and measure doesn't matter because it is still part of the curriculum, but the educational programme now makes no mention of this vital aspect of mathematical learning. Not only has the technology ELG

requirements for literacy and maths are wrongly pitched. Rather than reflecting typical learning and development at the end of reception they represent an inflated set of expectations, and the average scores on these ELGs at national level are consistently lower than the other ELGs.

If similar mistakes are made with the redrafted ELGs, we are setting children up to fail and will see the

attainment gap widening for children from disadvantaged backgrounds, summer-born children, boys, children with SEND and with EAL. The new focus on communication and language gives welcome recognition to a key issue, but it is hugely let down by ELGs drafted without a clear understanding of how language and communication actually develop.

That is why it is particularly disappointing that the job of redrafting the ELGs was not given to people with real expertise in child development and of teaching in the reception year, who have an in-depth understanding of why they were originally formulated as they were, after extensive consultation with the sector, and drawing on all the latest research at the time.

With respect to those on the advisory panel, there is no other organisation with the collective expertise of Early Education in relation to the EYFS, and it is extraordinary that we were not included on it. We're glad that the DfE has engaged us in dialogue when we raised our concerns; the draft ELGs have incorporated quite a few of our suggested amendments.

But there remain many significant changes that still need to be made. We'll share our comments on these with the sector to make this a learning conversation, which hopefully results in the revised ELGs being as good as they can be, and ensures the EYFS remains a world-leading curriculum for the early years.



3
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Reviews

BOOK REVIEW



Unleashing great teaching: The secrets to the most effective teacher development

By David Weston and Bridget Clay

Published by Routledge

Reviewed by Katy Patten, associate dean, the Institute for Teaching

I was drawn to the optimism of the title *Unleashing Great Teaching*. While acknowledging the multitude of challenges schools face in improving their professional development, the tone of the book is hopeful. The premise is that, with access to the right resources, expertise and school leadership, the profession has bags of potential to move itself forward.

The authors describe the book as a "practical handbook" which "takes the guesswork out of professional learning for school leaders". It's full of do and don't checklists for all levels, and helpful case studies of what excellent professional development looks like.

Carefully woven throughout is a powerful discussion on targeting professional development towards the "organisational edge", where school leaders and teachers interact with pupils, parents and the community. This serves as an important reminder against the design of inward-looking professional development, which serves organisations rather than students.

I was most looking forward to chapter three, "Impact: Implementing and evaluating professional learning", which I hoped would address how to reliably evaluate the impact of professional learning. Weston and Clay's determination that evaluation should not be seen as separate to design and delivery resonated with me, and I found it provided useful frameworks and checklists for measuring professional learning.

The authors present a model of "responsive" professional development, within which there is a strong emphasis on planning. They advocate allocating significant time and energy to thinking about needs and goals and, critically, checking assumptions to ensure that training addresses the right issues. They also make the important distinction between professional learning activities and programmes, where the latter is a coherent series of activities which knit together to form carefully defined learning outcomes over time.

Unleashing Great Teaching also discusses culture changes. There are plenty of helpful examples and analogies, likening staff to "sheep being harried to follow a narrow pathway" or "a shoal of fish all swimming about happily and energetically but with little apparent overarching direction". It makes explicit the factors that best support a culture of strong professional development in schools, including a focus on student outcomes rather than teacher performance, adequate provision of time and resources, and modelling from school leaders.

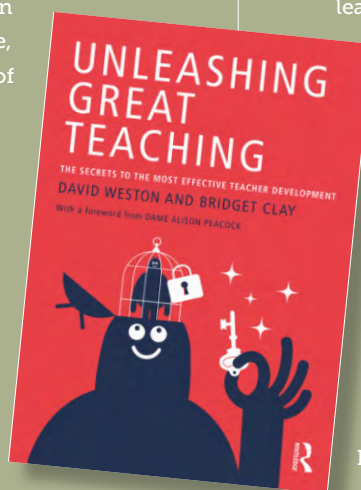
I was particularly interested in the journey towards a developmental culture and the distinction between end goals and steps.

The conclusion is that the building blocks for a great culture need to be in place before more ambitious goals can be realised.

There is sensitive articulation of the complexity of schools and their limited resources throughout, as well as a recognition that competing challenges can stand in the way of a focus on staff development. Importantly, this doesn't mean you must accept bad or badly resourced professional development. The authors present genuine examples of the roles we all can play in continuing to change the picture.

Unleashing Great Teaching is packed with insights for school leaders and teacher-educators, drawn from extensive experience in the field. These include a helpful summary of the common pitfalls when using research to inform professional development, a detailed consideration of developing support staff, and advice on how to apply cognitive science to teacher learning at both a macro and a micro level.

If as much effort that goes into teaching pupils went into developing teachers, teacher-educators and school leaders, the authors believe we can make every school a place where teachers thrive and students succeed. I couldn't agree more, and I recommend that anyone who wants to know how starts by reading this book.



3
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Our reviewer of the week is Andrew Old, a teacher and blogger

@OLDANDREWUK

The stench of failure and the sweet aroma of success

@Xris32

The author of this post argues that we talk about teaching as if it isn't natural for everyone to make mistakes. He calls this "the perfection problem" and identifies mistakes as the main thing we should be talking about in conversations about teaching, particularly with NQTs.

"To make us better, we need to be less personal and less emotional about mistakes and take ownership and control of things in the classroom. And, probably talk about them. After all, that's what we do in the classroom," he writes.

Smartphones: Just say NO

@Miss_Snuffy

As somebody who is completely addicted to my smartphone, I welcomed Katharine Birbalsingh's message about helping children develop self-control by expecting them to resist their phones at school.

"Self-control is hard to learn at the best of times, let alone as a child in the 21st century. At Michaela we believe it is our duty to help our pupils break free of the control of the smartphone so that they should be in charge of their own destinies," she writes.

TOP BLOGS of the week

But that is NOT AN ASSESSMENT!

@ProfCoe

Professor Rob Coe looks at how schools often gather data that tells them nothing through assessments that are not really assessments. He looks at what is required for genuine assessment and argues that without proper assessment underlying it, there is no point to collecting data.

Dyslexie font, coloured overlays and Irlen Syndrome

@spelfabet

This post deals with some of the myths around dyslexia. For instance, coloured overlays and special fonts, such as "Dyslexie" are not effective, and Irlen Syndrome does not exist. While there are those who make money out of ineffective treatments for dyslexia, a lot of incorrect information is shared with good intentions.

"If we all give information based on scientific evidence to well-meaning people inadvertently promoting ineffective and cost-ineffective interventions, I'm pretty sure they'll mostly stop," the author explains.

Teachers as critical consumers of PD

@effortfulduktr

Blake Harvard, a teacher in the US, makes an argument for the importance of evidence in professional development (PD). As

with CPD in this country, some teachers have their time wasted with ideas that are not supported by the evidence, or relevant to their practice. He particularly wants to see myths, like learning styles, challenged before they reach the classroom.

All the time in the world

@RequireImprove

This post is about the awkward time of the year when teachers start realising they have more to cover before exams than they'd realise. The author calls this "Teach like a roadrunner". In a panic, teachers realise that every lost lesson in the preceding year now counts, and try to use every available minute to catch up. It is suggested that trying to embed learning earlier might help schools avoid this situation.

7 ways to help the bottom third

@HoratioSpeaks

This post looks at the various ways schools may have failed those students who achieve poorly at GCSE. Often assumptions are made about what students are capable of, and no effective interventions are made to help those who are struggling. It is suggested that a proper effort should be made to assess whether students are having problems with reading that might result poor academic performance.

Is it dangerous to teach little children new knowledge?

@iQuirky_Teacher

The author considers the argument that young children will not be able to engage with being taught plenty of new knowledge. The author shares a number of examples of books aimed at children from the 19th century and earlier, to make the point that the belief that children must be protected from too much knowledge reflects a contemporary fashion, and not an inevitable fact about child development.

3
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No teaching resources provided for National Democracy Week

... **Matteo Bergaminil**

There is a profound lack of political literacy / democracy education in schools in general. A simple resource during democracy week would only be a quick short-term fix to a much larger problem! Schools need a more in-depth political literacy programme which gives young people the tools they need to become engaged in society and our democracy for the long term.

EPI: 'Let councils take schools back from failing MATs'

f **Phil Bailey**

Let all schools return to councils! Not just failing ones!

The government 'doesn't know' if PFI contracts offer value for money

f **Matthew Elton Thomas**

What confuses them? The bulging bank balances of the offshore tax-avoiding, oops, minimising companies that now control them set against all that is decent and humane in the world? Real epistemological minefield, there... #schoolsjustwannahavefunds

... **Mark Watson**

It's all very well Meg Hillier (a Labour MP) lambasting the (Conservative) government for "institutionalised fuzzy thinking", that is only to be expected. But as we all know the vast majority of PFI contracts were inherited from a Labour government which rushed headlong into the scheme. Once contracts are entered into it is virtually impossible to exit without paying eye-watering compensation claims (an issue conveniently glossed over by John McDonnell and his cronies) so there's no point blaming the current mob – it's the government that signed the contracts that should be held to account.

Schools have 'strong legal case to make councils fully fund SEND provision'

🐦 **Pam Henderson @PamHenderson15**

What about special schools which have taken the same hit on budgets and face costs previously carried by LAs to buy specialist equipment? More able disabled children are subsidising most disabled. Banding gone wrong!

REPLY OF THE WEEK **Nelam, address supplied**

Schools have 'strong legal case to make councils fully fund SEND provision'

I agree totally. I think the council (although EHCP students are their responsibility) forget how to take this responsibility on board. They will very quickly tell us we have to take students, especially if a child has not attended school for a year and they want us to do a phased return, yet they are not paying us a penny. I don't understand this, as we are giving full time support for this student as well as extra provisions are put in place. This certainly needs to be reviewed.



Ofqual investigates 'allegations of malpractice' in Edexcel A-level maths paper

f **Rose Hope**

They should not get teachers who are still in practice to write the papers. They know the questions so of course their students will do better! Totally unfair for ALL subjects!

'Not all teachers do their best', and 7 other things Sir Michael Wilshaw said at the Festival of Education

f **Matthew Elton Thomas**

Neither do all ex-head teachers and ex-heads of Ofsted...

... **Janet Downs**

Education in England is not mediocre because of PISA scores (which actually show UK pupils score at the OECD average in maths, slightly above the average in reading and consistently above average in science). It's mediocre because it focuses far too much on raw exam results. This has negative consequences on the education pupils receive. Progress 8 is supposed to overcome this but P8 depends on, er, exam results providing a base from which to judge "progress".

The long tail of "underachievement" could perhaps be partly explained by an education system which rates academic subjects higher than creative or vocational ones and by the well-meaning but patronising and potentially insulting attitude that working-class children need to be socially mobile and move into the middle class.

Ex-Ofsted chief Michael Wilshaw demands ban on phones in all schools

f **Liam Hinkley**

The default position of this dinosaur – impose and regulate!

WEEK IN WESTMINSTER

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

THURSDAY

It's taken retirement to show him the light, but Sir Michael Wilshaw has finally gone and found himself a sense of humour.

The former Ofsted chief inspector was his usual controversial self when he sat down with Piers Morgan for a chat at the Festival of Education, set in the opulent grounds of the exclusive Wellington College.

"It's great to be here at Wellington Comprehensive School," Wilshaw quipped, before suggesting the festival moves to an inner-London comp in future years.

In an enlightening interview, Wilshaw said many of the same things he used to say in the good old days, about how the school system is mediocre and teachers aren't all that great. But he also shed some light on his feelings about the "Dirty Harry" moniker he earned.

"Foolishly," he says, "I mentioned something about Dirty Harry at a select committee pre-appointment hearing and it followed me around like a bad smell."

FRIDAY

There were talks on a plethora of subjects at the Festival of Education, but none made teachers blush and snigger quite so much as LGBT and human rights activist Peter Tatchell's seminar on sex education.

Tatchell is rightly telling the government to be bold in its plans, and have schools teach pupils about the ins and outs of sex – in more ways than one (see page 15), but we don't think festival-goers really expected to hear about it in such detail.

But Week in Westminster hears that the government's new sex education curriculum is causing awkward (but important) chats all round.

Recently, a sex education expert was

brought into the DfE to speak to the schools minister Nick Gibb about the need to teach pupils about wet dreams.

Somehow, though, we doubt Gibb saw the funny side.

SATURDAY

Sleeping off the festival.

MONDAY

Say what you like about Damian Hinds, but he's definitely thrown himself wholeheartedly into his role.

That enthusiasm shone through during education questions in the Commons this week when he affected a disapproving look that he must have learned from one of his Catholic grammar schoolmasters to prove a point to an MP who was tinkering with his mobile just as Hinds explained the DfE wants children "off their phones and focused on their lessons".

His follows the culture secretary Matthew Hancock's desire for schools to ban mobile phones, which has also been backed by Ofsted chief inspector and her predecessor Sir Michael Wilshaw.

TUESDAY

Sleeping off education questions

THURSDAY

Officials at the Department for Education had clearly had their Weetabix, as they churned out more than 35 separate documents and announcements today.

This sort of thing normally happens just before the summer recess, so education boffins were left baffled by the sudden deluge.

Maybe DfE mandarins were just feeling particularly productive, or maybe, just maybe, they didn't want anyone to notice that their U-turn on pupil nationality data collection, or that the teacher recruitment and retention crisis is getting worse, or that more independent schools have had damning warning notices, or... (the list goes on).

Among the windfall was a register of the meetings held by Damian Hinds in his first three months as education secretary, which make for illuminating reading.

He met plenty of members from his own camp, including Lord Jim O'Neill, a former Tory Treasury minister and Goldman Sachs economist, and Baroness Camilla Cavendish, a former director of policy for David Cameron. Unseated Conservative MPs Edward Timpson and David Burrowes also got a meeting, and *Sunday Times* political editor Tim Shipman won an early interview. Where was Schools Week's invite?! Hinds also met former Labour education secretaries Charles Clarke and David Blunkett.

Most notably, however, he held one of his first external meetings with the Catholic Education Service – just two months before the government gave them a back door to open new 100-per-cent faith-admissions schools. What could that meeting have been about?



PRINCIPAL BIG PICTURE DONCASTER

Organisation Type: Secondary, Alternative Provision

Contract type: Full-time, permanent

Start date: January 2019 | **Salary** £65,000 – £85,000 depending on experience

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The Principal will lead a team that will include three Teacher Advisors in Year 1, as well as other actively engaged support staff. S/he will report to the CEO of Big Picture Learning UK, and will work directly with the trustees of Big Picture Doncaster.

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BIGPICTURE.ORG

More details and a full job description can be found here:

<https://www.innovationunit.org/wp-content/uploads/Big-Picture-Principal-Job-Description.pdf>. Applicants should submit a CV, a covering letter telling us why you believe you have what it takes to be the founding principal and a short blog (500 words), video (2 mins) or other format on the topic: 'The story of how I made a leadership breakthrough that was transformative for one or more young people.'

Please submit applications to Louise Thomas (louise.thomas@innovationunit.org) by midnight on 7th July 2018.

Applications: by midnight 7th July 2018

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How to apply

Candidates are invited to send a curriculum vitae and covering letter demonstrating how their experience and knowledge fits each area listed within the Person Specification, and email, along with a completed Equal Opportunities form (downloadable from the English National Ballet School website www.enbschool.org.uk) to recruitment@enbschool.org.uk.

Deadline for applications: 9am Friday 13th July

Selection Process: Interviews will be held w/c 16th July



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- have a strong and proven commitment to school improvement and a clear determination to achieve educational excellence and promote inclusion and diversity
- be an excellent communicator who works inclusively with all staff, governors, pupils, parents and the wider community committed to the Sikh ethos of the school
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For an application pack, please contact: **Lyn Tobierre**

Email: admin@khalsaacademiestrust.com

Telephone: **01753 330732**

Closing Date: 12th July 2018

Interview Date: 19th July 2017

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For full details please refer to the role profile on our website.

If you feel that you are suitable and would like to be considered for this role, **please apply before 23:59 UK time on the 3rd July 2018** using the following link; <https://bit.ly/2loiE5X>

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SCHOOLS WEEK

We hope you've enjoyed reading your new look Schools Week.

Let us know what you think of this week's edition
on twitter (@schoolsweek) or email the editor
Shane Mann, shane.mann@lsect.com.

