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Opinion



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MARK
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Professor of education,
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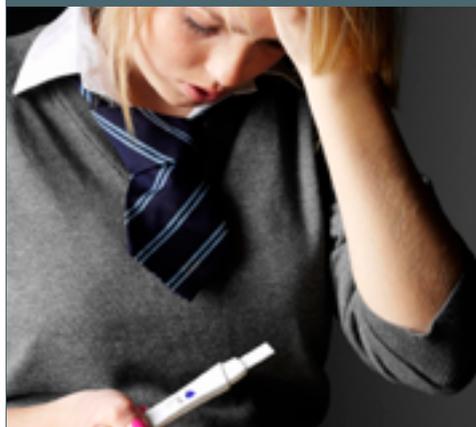
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THIS SUMMER

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News

Out-of-date pregnancy guidance isn't helping schools, say critics



A worrying lack of up-to-date guidance on how to ensure pregnant pupils continue their education is fuelling a rise in the use of alternative provision for those expecting a baby.

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Headteachers must inform all governors or trustees about inspections, Ofsted says

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Tauheedul renames itself 'Star' as it expands into non-faith provision

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Dwan says critics are 'disingenuous' in lengthy defence

PIPPA ALLEN-KINROSS

@PIPPA_AK

Michael Dwan, the founder of the Bright Tribe Trust, has apologised for problems faced by Cumbria's troubled Whitehaven Academy, but bemoaned a lack of wider support.

In a long statement from the private office of the venture capitalist, "a small number of individuals" were blamed for "disingenuous, counterproductive and dangerous" criticism of Bright Tribe.

Whitehaven, which has battled deteriorating buildings and falling standards, will be almost completely rebuilt at the government's expense and handed to a new sponsor, the Cumbria Education Trust.

In a statement published on the website of Dwan's charity, the Helping Hands Trust, he said he was "very sad and sorry that the trust which I started in 2013, with great philanthropic aspiration, did not meet its objectives at Whitehaven.

"There is entirely understandable strength of feeling in the Whitehaven community and I would like to let the community know that I am sorry.

"However, despite the problems at Whitehaven, the trust and schools elsewhere are succeeding and I believe they should be celebrated and congratulated for the positive changes they have made for children in some of the poorest communities."

In the statement, which runs to over 1,000 words, he insisted a "huge proportion" of the trust's annual budget had been spent trying to repair the school.

Dwan's office said the trust argued for improvements including new buildings, merging with a university technical college or "closing or relaunching as a new school" from 2014, but it "became clear" in early 2016 "that the DfE were unable to support any of these proposals", and a new sponsor was sought.

"Alongside understandable community frustration, a small number of individuals began campaigning against the trust and blamed 15 years of failure on the trust, despite being a relative newcomer," the statement said. "Some claims became disingenuous, counterproductive and dangerous."

Embattled Bright Tribe academy trust to close

PIPPA ALLEN-KINROSS

@PIPPA_AK

Bright Tribe, the academy chain at the centre of a row over the running of schools in the north of England, is to close, *Schools Week* understands.

The under-fire trust, which had already announced plans to walk away from four of its northern schools following controversy over its performance, will now give up all ten of its schools and shut down, following increasing pressure from the government, according to a senior figure familiar with the situation.

Neither the Department for Education nor Bright Tribe itself have denied reports of the trust's proposed closure.

The news follows a recent shake-up of Bright Tribe's management, which saw the trust part ways with its founder Michael Dwan and appoint to its board two school leaders who specialise in the winding up of failing trusts.

On Wednesday, Angela Barry and Nikki King, who have both previously been parachuted into trusts that subsequently closed, became trustees at Bright Tribe.

In 2016, both leaders joined the Lilac Sky Schools Academy Trust, which closed months later amid allegations of financial mismanagement. Barry and King are also currently working with the doomed Schools Company Trust, where Barry is interim chief executive and King is interim chair of trustees.

Bright Tribe also has three new controlling members.

Teresa Tunnadine, a director at Middlesex Learning Trust and The Compton School Trading Company, Kathryn Brunt of the Rivers Church of England multi-academy trust, and independent consultant Ruth Dolan, have taken over as "persons with significant control" of the trust.

A spokesperson for the DfE said all new trustees at Bright Tribe and its sister trust Adventure Learning

EXCLUSIVE

BrightTribe
learn grow prosper

Academies Trust were appointed "based on recommendations by the department" and described them as "experts in supporting academies to improve".

However, she did not deny reports that the trust is due to be wrapped up.

A spokesperson for Bright Tribe confirmed only that Bright Tribe is "moving forwards as a self-standing MAT" which will work "in continued close partnership" with Adventure Learning Academy Trust, its sister trust which until this year had many of the same directors.

Bright Tribe's new members and trustees "will drive the strategic direction of the trust into the future", the spokesperson said, although she would not be drawn on what that direction would be.

Last week, Bright Tribe confirmed that plans to merge with ALAT would no longer be going ahead. The merger proposals, first set out in May, would have meant that Bright Tribe effectively ceased to exist, but they were shelved after strong opposition among schools run by ALAT.

At present, Bright Tribe still runs 10 schools. Officials announced on Friday that the Cumbria Education Trust will take on the troubled Whitehaven Academy in Cumbria, while Haltwhistle Community Campus Upper and Lower Schools in Northumberland and Grindon Hall in Sunderland are also in the process of being rebrokered.

Werneth Primary School in Oldham was the only school in the north of England due to remain with the trust, which also has four schools in Suffolk and one in Essex. All six will now go through the rebrokerage process, *Schools Week* understands.

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EXCLUSIVE

All-seeing: The UTC putting cameras in the classroom

FROM FRONT

ALIX ROBERTSON
@ALIXROBERTSON4

A university technical college in Birmingham has become the first school in the country to install always-on, 360-degree cameras in all of its 28 classrooms.

Aston University Engineering Academy, which caters to just over 600 14- to 19-year-olds, officially launched the video equipment at an event at the UTC on July 18.

AUEA has been sponsored by ONVU Learning, creators of the camera system, to trial it over the past academic year, with the aim of helping teachers to review and improve their performance.

But while senior staff at the UTC are enthusiastic about the new technology, other experts have questioned some of the risks it may present.

The 360-degree classroom footage is owned by the teachers, who can zoom in to specific parts of the classroom to reflect on the success of their lessons. They can also share clips with a coach from ONVU Learning to get feedback and suggestions for improvement.

Principal Daniel Locke-Wheaton said he believes the cameras will help with recruitment and retention, allowing teachers to have "ownership and control" over their lessons and instilling a "climate of sharing advice".



"The footage belongs to the members of staff," he added, "I don't even see it myself."

Vice-principal David Chapman said the always-rolling cameras remove the "Hawthorne effect" of standard teacher observations, where the presence of an observer influences the behaviour of students and teachers.

"Even the fact of a senior leader walking into the classroom to sit at the back can completely alter the dynamic," he said.

The cost of the camera system is currently £4,500 per classroom and ONVU recommends it is used across three to eight rooms, with a focus on helping newly qualified teachers to hone their skills. Discounts are offered on a case-to-case basis and the company is developing a rental scheme to deliver from September.

Kate Grimley Evans, head of the information law team at Stone King LLP, said schools should seek specialist data protection advice and carry out an impact assessment of privacy risks before installing the cameras.

"Putting the teacher in control would appear to mean that the school does not

become the data controller of the footage, but that does not mean that the school can abdicate all responsibility," she said.

"If there are risks to the personal data of pupils, that will become a potential safeguarding issue."

Dawn Jotham, product development lead for education at Educare, a company that provides training on safeguarding, warned schools to be "cautious" about installing the technology.

It is important to ensure teachers don't feel mistrusted by the oversight and pupils are not made uncomfortable, she said.

"We would also question if the personal data is secure – have confidentiality agreements been signed? Has consent been given? Settings should ask how those children who should not be filmed for legal reasons be protected."

Steven Forbes, security, compliance and online safety specialist at information technology company RM Education, said the innovative approach offered "clear advantages", such as being able to review how engaged pupils are in lessons.

But schools will need to have clear guidance for pupils, teachers and parents on how the footage will be used, he added.

"With clear policy and guidelines, it could be a fantastic tool, but it could also open schools up to a plethora of privacy issues that they may not be prepared for."

See feature on page 18

PIPPA ALLEN-KINROSS | @PIPPA_AK

Charity watchdog to probe independent school after weapons found

The Charity Commission will investigate an Islamic boys' school after police arrested two staff members and seized weapons on the school site.

The watchdog received a serious incident report following a May 30 raid by armed Metropolitan police at the independent Darul Uloom London school in Bromley.

Yusef Musa, 25, of Carlton Road, Manor Park, was arrested and charged with possession of a firearm with intent to cause fear of violence. He was due to appear in court yesterday.

A second man, aged 65, was later arrested and released under investigation.

The Department for Education took the school to court in June in an attempt to close it down, but the bid was dropped after a "settlement" following leadership changes.

Now the Charity Commission will investigate "potential misconduct and mismanagement" at the school. It said its probe was prompted by the arrest of a teacher who was also a trustee and designated safeguarding lead, and the school's headteacher.

Both men were later dismissed from the boys' school, which charges fees of £3,000 a year.

The investigation will consider the school's financial management, whether conflicts of interest were identified and managed by trustees, and the "conduct of the arrested individuals".

An Ofsted inspection in February found Darul Uloom London did not meet all independent school standards or national minimum standards for boarding provision.

Exclusions rise for third year in a row and increase gets steeper

JESS STAUFENBERG
@STAUFENBERGJ

The proportion of pupils permanently excluded from school has risen for the third year in a row, government data shows.

Statistics released by the Department for Education show that 0.1 per cent of pupils in all schools were excluded in 2016-17, compared to 0.08 per cent in 2015-16.

It is the third year in which the rate of exclusions has risen following several years of decreases, and also represents a steeper rise than in previous years. Between 2014-15 and 2015-16, the rate of permanent exclusions rose by 0.01 per cent.

Heads have blamed the rise on "zero tolerance" behaviour policies and pressure on schools linked to Progress 8 data.

The overall increase is driven by exclusion rate rises at secondary schools – from 0.17 per cent in 2015-16 to 0.20 per cent in 2016-17 – and comes despite a drop in the proportion of pupils excluded by special schools.

Eighty-three per cent of permanent exclusions were made by secondary schools.

The rate of permanent exclusions also rose in primary schools, from 0.02 per cent in 2015-16 to 0.03 per cent last year. However, it fell in special schools from 0.08 per cent to 0.07 per cent.

Suspensions, or "fixed-period exclusions", have also risen.

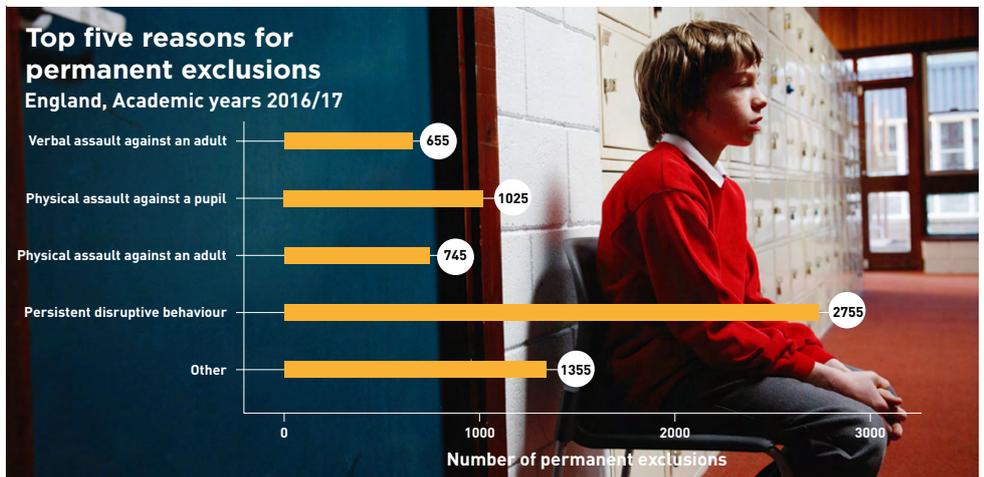
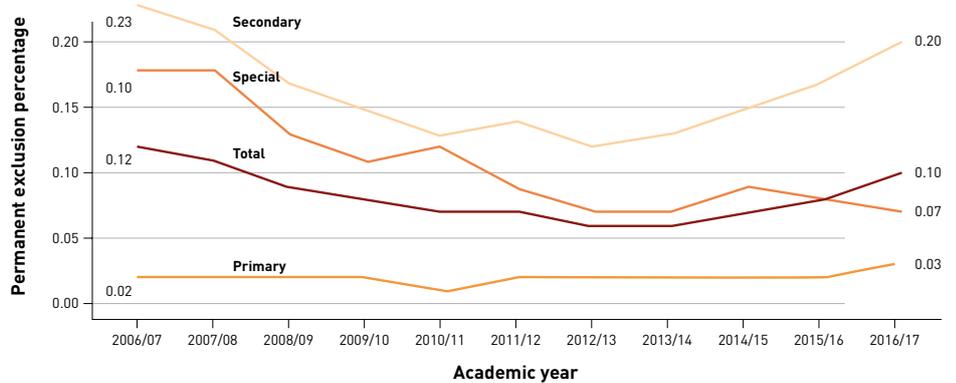
Across all schools, the rate of fixed-period exclusions was 4.76 per cent in 2016-17, compared with 4.29 per cent the year before. This means that around 2,010 pupils per day were suspended in 2016-17, compared with 1,786 per day the year before.

The rate of fixed-period exclusions rose at primary and secondary schools, but also in special schools, where the rate increased from 12.53 per cent in 2015-16 to 13.03 per cent last year.

The most common reason for permanent exclusions overall was "persistent disruptive behaviour", accounting for 36 per cent of all permanent exclusions last year. In special schools, the most common reason was physical assault against an adult.

But Matt Morris, headteacher at North

The number and rate of permanent exclusions have increased since last year



East Derbyshire support centre pupil referral unit, said the persistent disruption category had become a "get-out-of-jail free card" for some heads.

"You can use that 'persistent disruptive behaviour' reason for a multitude of things. It often hides special educational needs," he said.

Many alternative providers are also less able to provide support to pupils at risk of exclusion because of overcrowding, Morris warned. This in turn means those pupils are more likely to be permanently excluded further down the line, he explained. "It's a vicious cycle."

This week's data shows that pupils with special educational needs accounted for around half of all permanent exclusions in 2016-17, and those eligible for free school meals were permanently excluded at four times the rate of pupils across the board.

Progress data, a key accountability measure for schools, needs to be recognised as a driving force behind a rise in exclusions, said Rob Gasson, chief

executive of the Acorn alternative provision multi-academy trust in Cornwall.

Removal of early years support services because of austerity is also fuelling a rise in exclusions at primary school level, he added. Debra Rutley, executive headteacher of Aspire alternative provision in Buckinghamshire, said her schools were full ahead of September for the first time this year.

Overall, 7,720 pupils were permanently excluded last year, and 381,865 pupils were suspended.

Nick Gibb, schools minister, said schools should only use permanent exclusions as a "last resort" but added that the government supported teachers in taking "proportionate and measured steps to ensure good behaviour in schools".

The government has launched a review of exclusion practices in schools, particularly of vulnerable pupils, such as those in care, those with special educational needs or with certain ethnicities, led by former minister Edward Timpson.



SEX (AND RELATIONSHIPS) CONSULTATION OPENS

FREDDIE WHITTAKER
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Schools have finally been told what they will have to teach in new relationships and sex education lessons, months after guidance was supposed to be published.

The publication this week of draft guidance on the new RSE curriculum, which is to include health education when it becomes compulsory in 2020, but which won't form part of a wider mandatory PSHE subject, has been hailed as a victory by campaigners.

When the guidance comes into force, it will be the first time it has been updated since the year 2000. New content relating to LGBT relationships, consent, staying safe online and mental resilience has been added, with the aim of bringing the guidance into the 21st century.

But some heads are annoyed that it doesn't go further.

Paul Whiteman, general secretary of leaders' union the NAHT, said his members wanted to see RSE taught as part of PSHE, and bemoaned a delay to the consultation process, revealed by Schools Week earlier this week, which will see the implementation of compulsory RSE pushed back from its original start date of 2019.

"These are all essential to a rounded education and the wellbeing of all pupils," he said. "The government's announcement covers important elements like online safety and LGBT issues as well as sex and relationships and mental and physical health, but does not go as far as PSHE.

"We are also disappointed to note that the government is rolling back on their commitment to statutory relationships and sex education by September 2019, with the deadline pushed back a year."

However, the PSHE Association, which represents teachers of the subject, said the government had taken a "major step" towards better PSHE for all schools.

Jonathan Baggaley, the group's chief executive, said health and wellbeing are "central pillars" of PSHE, and that this week's announcement gives "a clear signal to all schools that regular, high-quality PSHE should be a central part of their curriculum".

"Many schools are already preparing young people for life through high-quality PSHE education, and these measures will encourage them to continue this work while helping to ensure a levelling up of PSHE standards across all schools, so that all pupils benefit," he said.

There are also changes to the rights parents have to excuse their children from sex education, after it was

discovered that the current automatic right to withdraw is against English case law and the European Convention on Human Rights.

Parents will now have to seek the permission of headteachers to remove their children from sex education lessons at secondary school, and although heads are advised to approve requests in all but the most exceptional circumstances, they will get an opportunity to discuss the drawbacks of such an action with parents.

The right to request withdrawal will also pass from parents to pupils once they are three school terms away from the age of 16. This, the government says, will allow those who have been excused by their parents but who want to opt back in to receive at least a year's worth of sex education before they reach the age of consent.

The change to the rights of withdrawal have been welcomed by Humanists UK, which has campaigned for many years to give young people more control over what they learn.

Andrew Copson, the organisation's chief executive, called it a "progressive advance... Children are not the possessions of their parents but human beings with their own rights. Government is right to recognise this and bring us one step closer to making sure every young person is healthy, happy and safe."

2.5
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What the guidance says schools should do

1. Draw up a written policy

By September 2020, all schools must have in place a written policy for relationships education and RSE, drawn up and reviewed in consultation with parents.

2. Take pupils' faith into account

All schools must take the religious background of all pupils into account when planning teaching, and ensure they comply with the relevant provisions of the Equality Act 2010.

3. Make RSE accessible to SEND pupils

According to the guidance, high-quality

teaching that is "differentiated and personalised" will be the starting point to ensure accessibility.

4. Make LGBT content 'integral'

While it's up to schools to determine how they address LGBT-specific content, the government recommends it is "integral throughout the programmes of study".

5. Monitor pupil outcomes

Governors should make sure lessons are "well led, effectively managed and well planned".

They must also ensure provision is

subject to regular and effective self-evaluation.

6. Discuss withdrawal requests with parents and pupils

Before granting any request for withdrawal from sex education, headteachers should discuss the request with the parent "and, as appropriate, with the child".

Heads should also discuss the benefits of sex education, and the drawbacks of being excused. Once those discussions have taken place, permission should be given "except in exceptional circumstances".

1.5
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Probe will explore why thousands of pupils are 'off-rolled'

JESS STAUFENBERG
@STAUFENBERGJ

The children's commissioner has launched an investigation into the use of off-rolling by schools.

Work by Anne Longfield and a team of analysts will focus in particular on the impact of the illegal practice on pupils with disabilities. It will also examine the extent to which children lost from the school system end up in gangs.

Off-rolling is when schools remove pupils from their rolls without following the correct exclusions procedure, and is used by some to inflate results.

Following a briefing to MPs last year on the issue, Longfield's team will seek to find out why tens of thousands of pupils are missing from the system, and will look more closely at instances where pupils are being moved to alternative provision, or unofficially or illegally excluded from mainstream schools.

"In my view, there is an obvious link between children falling out of the education system and becoming more vulnerable to exploitation or grooming by gangs and others," said Longfield.

The probe will run alongside a review of exclusions more generally by former children's minister Ed Timpson, who is focusing on pupils in care, those with special educational needs and certain minority ethnic pupils, as the groups most likely to be told to leave.

A £4 million alternative provision fund was also unveiled in March, which will test "projects that support children back into mainstream or special schools" as well into training or further education.

Exclusions rose for the second year in a row during 2015-16, which is the most up-to-date government data available. In that year, 0.08 per cent of pupils in all schools were permanently excluded, compared to 0.07 per cent in 2014-15.

The figures equate to 35 pupils being excluded every day, compared with 30 pupils a day the year before. Special needs pupils accounted for almost half of all exclusions.

Headteachers must inform all governors or trustees about inspections, Ofsted says

JESS STAUFENBERG
@STAUFENBERGJ

Some schools are failing to inform all governors or trustees about an imminent Ofsted inspection, the inspectorate has warned, meaning inspectors could be left with an incomplete picture.

Sean Harford (pictured), national director of education at Ofsted, has told inspectors in his monthly update that they must tell headteachers that they expect all governors and trustees to be informed about an inspection and aim to meet "as many as possible" while carrying out an inspection.

The inspectorate has become aware via correspondence and social media that some schools are failing to keep governors up to speed.

During an inspection day, inspectors should meet not only the chair of governors or chair of the board of trustees, but also as many governors or trustees as possible. Additionally, they should also be invited to attend the final feedback meeting at the end of the day when Ofsted delivers its initial verdict.

The warning has been echoed by governance specialists, who said governors are less effective as a force for school improvement if they are not involved in inspections.

Gillian Allcroft, deputy chief executive of the National Governance Association, said schools shouldn't put "all their eggs in one basket" by informing and inviting only the chair of a board.

"Governors and trustees are a corporate body; they must work together, not rely on one individual.

"If a headteacher hasn't invited everyone to contribute, they are limiting their experience, and so limiting their effectiveness as a board, and school effectiveness overall."

She said she'd be "gobsmacked" if a school had not notified any governors or trustees at all, but added that some heads might not ask all governors to drop their day jobs and attend an inspection at short notice. Schools are given one day's



notice of an Ofsted inspection.

If governors or trustees cannot attend in person, the school should encourage them to speak to Ofsted by telephone instead, she added.

Julie McCulloch, governance adviser at the Association of School and College Leaders, said that while some governors would not be able to attend, schools should make sure all were invited.

In the case of schools within a multi-academy trust, MAT-level trustees should be invited, in addition to those on local governing boards, she said.

"For us, it would be important to include a representative from the MAT board. It's a reflection of the fact that in each trust, decisions are taken at that level too.

"Inspectors need to know how the trust is operating in that school."

Ofsted inspectors could also end up with a "warped" view of the school by speaking to only one or two governors or trustees, as others might have a particular area of expertise, McCulloch added.

A spokesperson for the inspectorate said governors play an important role in setting the vision and strategic direction of schools, as well as holding heads to account and overseeing financial performance.

"Inspectors need to talk to them to understand how effective they are in carrying out these responsibilities.

"Inspectors also talk to governors to see if the school's priorities and policies are clearly understood and appropriately applied."

2
MINUTE
READ

£109m testing contract firm silent over corruption of pupil data

PIPPA ALLEN-KINROSS

@PIPPA_AK

Outsourcing firm Capita has refused to say when it first became aware of a computer bug that risked corrupting pupil data across the country.

The company quietly announced the error with its school information management system (SIMS) on July 12, the same day it was awarded a £109 million contract to manage primary school tests by the DfE's Standards and Testing Agency.

The problem is thought to originate from an update that was installed on the system in December 2017, which could affect up to 23,000 schools, and may have incorrectly linked contact details to the wrong pupils.

A spokesperson for the DfE would not comment on when it was first made aware of the problem with Capita SIMS, or whether the testing contract was handed to the company despite this, but said the government would "ensure that the contract is managed rigorously and effectively".

Schools Week asked a Capita spokesperson four times when they first became aware of the bug, but did not receive a response.

Instead, the spokesperson said the contract awarded by the DfE "will be delivered by a completely separate part of Capita" and that it would be "incorrect to make a link between the two".

Capita said that it took "immediate steps" to fix the problem after the company "identified isolated instances where the contact details of new applicants to a school have merged with those of existing pupils.

"This has only happened on rare occasions where the first name and surname of the pupils' listed contact are an exact match."

Jen Persson, director of data privacy advocates Defend Digital Me, warned that although schools may be able to identify which files have been corrupted, any organisations they have already shared the data with – including the government, local authority and social services – will



have no way to tell what is correct and incorrect.

"The question is whether Capita really didn't know any sooner, in which case it's shocking that they would let such a significant error continue for so long without proper checks. Or did they know sooner but chose not to tell people?"

"They aren't being very transparent."

Persson said one school had identified 100 records that had been affected and, although Capita have released patches for schools to install to stop the problem happening again and to identify which files have been corrupted, it seems that all infected files will have to be fixed manually.

Malcolm Trobe, deputy general secretary of the Association of School and College Leaders, said data errors of this kind are "extremely problematic".

"It's absolutely vital that all companies – not just Capita – that deliver management information systems have them thoroughly tested so these types of errors don't happen.

"Sharing anything confidential or sensitive with the wrong parents could be a real data breach.

"Capita can't absolve themselves of responsibility."

The government's last attempt to outsource SATs to a single company was made in 2007, when American firm ETS Europe took over. The contract was terminated the following year, as a result of problems with the administration and marking of the tests. The debacle eventually triggered the scrapping of SATs for 14-year-olds.



1.5
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Trial sees pupils chalk up two months of extra progress

JESS STAUFENBERG

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Simple ways of checking that pupils understand a topic during a lesson, such as showing their answers on chalk slates, can boost their progress by two months, a study has found.

Year 11 pupils who demonstrated their answers in "real-time" in classrooms, during a trial by the Education Endowment Foundation, pulled ahead in their learning.

Teachers in 140 secondary schools asked their pupils to show their responses to a question at the same time, for instance, by holding up answers on a slate or mini-whiteboard.

The teacher then decided whether to review the material with everyone, identify a small number for help or ask pupils to discuss with peers.

Of 25,000 pupils who took part, those with teachers trained to deliver this formative assessment method during lessons made two months' additional progress.

The impact on their Attainment 8 scores was 0.10 when measured as an effect size, and as such is statistically significant. However, further evidence is needed on the impact of the practice on free school meals pupils, for whom the difference was 0.07.

Informal assessments are encouraged across many schools but can often be difficult and expensive to implement, the EEF report noted.

The three-year programme cost about £3,895 per school.

Stephen Gorard, professor of education at Durham university, said the cost might be even lower per pupil if teachers continued to use the same method in the future.

But he pointed out that the effect size was still low and so he "wouldn't shift a huge budget into this at the moment".

The volunteer teachers involved were also necessarily enthusiastic about improving their formative assessments, he added. Across all schools, the effect size might not be so significant.

Johnny Runge, co-author of the report, said the monthly workshops on the methods were "valued" by teachers and probably an "important factor" in the programme's success.

News

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Out-of-date pregnancy guidance isn't helping schools, say critics

ALIX ROBERTSON

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A worrying lack of up-to-date guidance on how to ensure pregnant pupils continue their education is fuelling a rise in the use of alternative provision for those expecting a baby.

The government claims five-year-old advice on how to deal with pupils with "health needs" – which makes no specific mention of pregnancy – is good enough to help schools navigate the tricky issue.

But school leaders say it needs updating, along with improved support services for pregnant pupils.

Last year, a *Schools Week* investigation found that schools are increasingly turning to alternative provision such as hospital education services, home tuition or pupil referral units for young mothers-to-be, largely as a result of cuts to support services.

Pressed on the matter earlier this month, Lord Agnew, the academies minister, pointed to 2013 guidance for local authorities on "Ensuring a good education for children who cannot attend school because of health needs".

The guidance tells local authorities that they must "arrange suitable full-time education (or as much education as the child's health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive suitable education".

But one local authority officer told *Schools Week* that their council, in an area of the north of England with historically high teenage pregnancy rates, "doesn't even bother" with the 2013 guidance because "it makes no explicit reference to the issue of pregnancy, which is rarely a health issue anyway".

Instead, the council in question uses "Guidance on the education of school age parents", published back in 2001, alongside the 2010 Equality Act, to remind schools "that they do actually have a legal responsibility to continue to offer a young woman an education that is suitable for her while she's pregnant and then once

she has had a baby".

The source, who wanted to remain anonymous, also suggested that lumping pregnant pupils together with children with serious health problems, as the 2013 guidance does, may make their ongoing education more complicated, by enabling schools to say that having a pregnant child onsite creates a health and safety risk.

"Schools try to justify removing these pupils on health and safety grounds and we don't want to give them any more reason to try to use that excuse," they said.

In an answer to a written question, Agnew insisted it was up to councils to find provision for children who are unable to attend "school because of a health condition or any other condition, for example pregnancy".

However, he admitted the department has not consulted on the issue in the past five years.

Baroness Tonge, vice-chair of the all-party parliamentary group on sexual and reproductive health, who questioned Agnew earlier this month, said the situation was "really very worrying".

"I think this whole thing needs looking at," she told *Schools Week*.

"It sounds to me that it depends on individual schools as to what arrangements they make. Many schools are no longer managed by local authorities, and set their own agendas."

Alison Hadley, director of the Teenage Pregnancy Knowledge Exchange at the University of Bedfordshire and a teenage pregnancy advisor to Public Health England, led the implementation of the Labour government's 10-year Teenage Pregnancy Strategy for England from 1999.

She said provision for supporting young parents to continue education has "lost its focus" and become "disparate" as the rate of teenage pregnancy has dropped across the country.

Conception rates for women under 18 years in England and Wales hit a record low in 2016, having fallen by 60 per cent since 1998, according to the Office of National Statistics.

"If people haven't got the resources,



there is no mandate for them to put particular provision in place, which is why having some updated guidance would be really helpful," she said. "The 2013 guidance wasn't clear enough."

Sarah Hannafin, senior policy advisor for school leaders' union NAHT, said support has "become less available as all services struggle with budget cuts".

"Up-to-date guidance is needed that reflects the current systems to help education, health and social care work together to support young parents," she said.

Ros McMullen, the executive principal of the Midland Academies Trust, believes a "practical approach" is the best way for schools to support pregnant teenagers and young mothers.

"Young people who are facing difficulties need to be supported properly, but they don't need to be indulged. It's about supporting these young women to find their way out of poverty and aspire to be more than just teenage mums."

Kiran Gill, chief executive and founder of The Difference, an organisation that aims to get more teachers working in alternative provision, explained that a well-resourced AP environment can be a very positive place for a pupil who is continuing to learn while expecting a baby.

But she said the AP sector needs more teachers.

"The ratios of child to adult in pupil referral units and alternative provision schools mean that really deep and supportive relationships can be built – so crucial when you're going through a massive and scary life event like a pregnancy," Gill said.

A DfE spokesperson told *Schools Week* the government believes the 2013 guidance is still relevant and adequate for informing schools how to ensure pregnant pupils can continue their learning. She added that the guidance will be kept under review.

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MINUTE
READ

Tauheedul renames itself 'Star' as it expands into non-faith provision

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A successful multi-academy trust known for its stewardship of Muslim faith schools has ditched its branding after taking on a raft of non-religious schools.

Tauheedul Education Trust has changed its name to Star Academies from this month, almost six years since its first school opened in September 2012. The change is meant to reflect the "breadth" of education the chain now offers.

Between 2012 and 2016 the trust opened 10 schools, all with a Muslim religious character. But it has since branched out into running non-faith schools.

"We are a successful national provider of primary and secondary schools, free schools, sponsored and converter academies, and of faith and non-faith schools, and felt the time was right for the name of the trust to reflect the breadth of the education we offer," said a spokesperson.

The trust said a consultation on the change took place, with students, parents and staff all asked for their views.

"When the name changed we confirmed this in writing to parents and have written to all stakeholders, including our local MPs. The reaction has been very positive," the spokesperson added.

Despite gaining a positive reputation for strong performance, the trust has faced challenges in the past over its Muslim character.

In October 2015, it was chosen as the sponsor for a school in Blackpool, but concerns were raised locally that it might impose a faith ethos in a town where only 0.7 per cent of the population was Muslim. The trust was forced to insist it had "no plan" to do so.

Jay Harman, education campaigns manager at the charity Humanists UK, said the new name for the trust "raises a lot of questions", including whether "the trust itself is a secular one now".

"Any move towards a more secular,



open and inclusive ethos is obviously to be welcomed, but that clearly needs to go beyond a simple change in name," he said. "I'm sure parents at the trust's non-Muslim schools will want assurances along these lines."

Humanists UK remains "uncomfortable" with faith and non-faith schools being part of the same trust, and is calling on the DfE to improve safeguards against any religious influence being imposed on schools with no religious character, Harman added.

Fifteen of Star Academies' 23 schools have a Muslim religious character - five primaries and ten secondaries. Ten of these schools are rated "outstanding" by Ofsted, while the remaining five have yet to be graded.

The chain also has eight non-faith schools - three primaries and five secondaries. They are all sponsor-led or converter academies and none has been inspected by Ofsted since converting and joining the chain.

Three recent additions were Barkerend, High Craggs and Thornbury primary academies, which were rebrokered from the Wakefield City Academies Trust, after it announced last September that it would close.

Star Academies also has three new schools in the pipeline, in Bradford, Birmingham and Manchester. All three will have a Muslim faith designation but will take applications from pupils of all faiths and none.

1.5
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READ

Rebrand RE as Religion, Beliefs and Values: new Clarke/Woodhead report

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Religious education should be renamed Religion, Beliefs and Values, and parents should not be allowed to remove pupils from lessons, says a new report.

The report, the second by former education secretary Charles Clarke and sociologist of religion Linda Woodhead, says the law relating to RE in schools is "outdated" and "hinders" it from being a relevant and respected academic subject.

Clarke and Woodhead say renaming the subject would allow for the exploration of the "inner diversity" of each religion, and account for humanist beliefs.

Ofsted should ensure it is taught in all schools, they argue, with a curriculum laid out by a national advisory council nominated by the education secretary and comprising RE professionals.

Both secularists and religious groups, however, have criticised the report.

Andrew Copson, chief executive of Humanists UK, said the authors should not have abandoned the recommendation in their 2015 report to abolish the legally required daily act of worship simply because the Church of England "didn't like it".

"Far too many concessions are made to the vested interests of religious organisations for this to be a report we can be enthusiastic about," he said.

Marcus Stock, lead bishop for religious education at the Catholic Education Service, said the report's proposal would impose a "reductionist", "exclusively sociological" national RE curriculum on Catholic schools.

Catholic schools already take RE seriously as a "rigorous, theological academic subject", he added.

The report comes as Amanda Spielman, chief inspector of Ofsted, has become increasingly vocal about clamping down on illegal religious schools, and has called for the Church of England and other bodies to support Ofsted in inspecting out-of-school educational provision where pupils may be exposed to extremist ideologies.

The government has also recently dealt a blow to the Catholic Church by reneging on a proposal to lift the cap on faith-based admissions to its schools.

2
MINUTE
READ

1.5
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READ

Record number of academies transfer to a different trust

PIPPA ALLEN-KINROSS

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The number of academies moving to a different trust has increased by almost one-third in one year, to reach a record high.

According to official statistics released by the Department for Education today, 255 academies moved to another trust in the financial year 2017-18, an increase of 30 per cent from 196 in 2016-17. The number is a 1,114 per cent increase on 2013-14, when just 21 academies moved trust.

The data reveals the Department for Education has now spent almost £23 million on grants for academy transfers. However, this does not include the deficit payments, statutory redundancies, diseconomies of scale or capital costs, such as building works or ICT improvements, so the total cost of the moves is likely to be far higher.

Since 2013-14, 628 academies have moved trust. This is equivalent to 3.3 per cent of all open academies in England.

Although the data does not specify the reason why each academy moved to a new trust, it usually happens because a trust is underperforming and the academy has been re-brokered by the government. An academy can also choose to move voluntarily, for example, if a single academy wanted to join a multi-academy trust.

Since 2013-14, 185 of the 628 academies that have moved trusts (29 per cent) have received grant funding from the government, totalling £22,892,700.

However, the number receiving grant funding is declining each year. In 2016-17, 60 academies (31 per cent of all moving trusts) were given funding totalling £8.4 million. This year, 49 academies (19 per cent of all moving) received funding totalling £5.7 million.

The DfE said data on grant funding provided in 2016-17 and 2017-18 is not comparable with earlier years because of differences in what is included in the total costs.

DfE received only six applications for social mobility tsar job by initial deadline

FREDDIE WHITTAKER

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Just six people applied to become the government's new social mobility tsar by the original deadline, prompting ministers to reopen applications and personally approach potential candidates to ask them to apply, it has emerged.

New figures show that the 15 of the 21 applications for the role of chair of the Social Mobility Commission were submitted after the original deadline, prompting a senior MP to question the Department for Education's handling of the appointments process.

The government began its search for a new social mobility tsar in February following the resignation in December of the commission's entire board over a "lack of political leadership".

Dame Martina Milburn, who eventually got the job after she was endorsed by MPs, revealed last week that she was personally approached by the education secretary Damian Hinds after the first deadline had passed.

The revelation, made during her confirmation hearing with the parliamentary education committee, spurred committee member and former shadow education secretary Lucy Powell to submit several written questions that have now been answered by the children's minister Nadhim Zahawi.

According to DfE records, the application process for the independent post opened on February 5, with just six applications received by the original deadline of February 25.

The closing date "was subsequently extended to March 30 to ensure that applications were received from a strong field of candidates", Zahawi said.

At that point, Hinds and his staff "agreed a shortlist of 11 potential candidates to make aware of the opportunity available". Hinds called four people from this shortlist, including Milburn, whom he contacted on March 16.

However, "it would not be appropriate



to publicly share the names of the other individuals contacted by the secretary of state, as this is personal sensitive information that would identify those individuals without their consent", Zahawi said.

A further 15 applications were received by the end of March, and Milburn's nomination was announced on May 23. Of the 21 applications received in total, four were shortlisted and three were interviewed after one dropped out. Only one round of interviews took place.

Powell said the committee had endorsed Milburn for the role, but was concerned "about the manner of her appointment, with the secretary of state calling her personally to encourage her to apply".

"These answers show that more people applied to the role after the original deadline than before, raising questions about how well the DfE carried out this appointments process and why what should be an exciting and important role became an unattractive prospect.

"Many will also wonder why it was not possible to get a strong shortlist in the first place."

Powell said Milburn "gave a good performance before the committee", and said it was "now vital that she sets a clear direction for the commission and exerts her independence from government, challenging robustly measures that will damage social mobility".

Zahawi said the process to appoint a chair "was run in accordance of advice from the Cabinet Office and the Department for Education's public appointments team, and fully in line with the governance code on public appointments".

2
MINUTE
READ

Former head of Montessori St Nicholas network given six-year sentence for fraud

PIPPA ALLEN-KINROSS

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The former head of the UK's largest Montessori network defrauded the charity of more than £180,000 over the course of seven years.

Philip Bujak, the former CEO of the Montessori St Nicholas charity, was sentenced to six years in prison last week for misusing a company credit card, filing false invoices and taking a cut of the proceeds from the sale of a Montessori property in London.

Bujak, 58, of Chelwood Gate, Haywards Heath, was found guilty of three counts of fraud by false representation, one count of conspiracy to defraud and one count of fraud by abuse of position.

The Montessori St Nicholas network counts nearly 700 nursery and primary schools and 4,000 individuals among its members. The institutional membership largely comprises early years provision, but also includes 21 primary schools.

Montessori schools are named after Dr Maria Montessori, who advocated a child-centred approach to education. Most schools do not have year groups or assessments, and there is a focus on teaching practical life skills.

The City of London Police fraud squad said Bujak requested a company credit card after joining the charity in 2003, and used it to pay for personal stays at hotels and, on one occasion, a facial.

In 2013, the charity's accountant became suspicious and reported Bujak's credit card use to trustees. In November 2014, after an internal investigation found he had committed fraud against the charity, Bujak was dismissed and his actions were reported to the police.

Between 2012 and 2013, Bujak submitted three invoices totalling £4,105 that he claimed were for restoration of artwork owned by the Montessori network.



However, the invoices were doctored, and the original invoices showed the restoration work was for his own personal art collection.

After investigating all invoices approved by Bujak, the police

discovered the charity had been overcharged more than £60,000 for printing supplies.

Officers searched the home of the owners of Abbey Printers in Devon, where Montessori had spent over £618,000 in the seven years leading up to 2014. They found emails and handwritten notes on printing designs showing money being added to invoices for Bujak, and that he and the firm's owners used code words to discuss inflated invoices.

Bujak took a cut of monies paid to the printers and paid for personal printing using the charity's money, including items for his own wedding in 2013.

Between 2009 and 2011, Bujak appointed a company called Foris Fortuna Ltd to sell a property in Knightsbridge owned by Montessori. The company was paid a 2 per cent commission for selling the property in Princes Gate, amounting to over £350,000.

Bujak agreed with Foris Fortuna that he would receive a secret payment of

£100,000.

The £350,000 included more than £50,000 of VAT, but Foris Fortuna had not registered for VAT and did not pay it.

Bujak stood two separate trials at Southwark Crown Court, one for the credit card and printing fraud, and another for the property sale.

Following the first trial, which ran for six weeks from March, he was found guilty of conspiracy to defraud and three counts of fraud by false representation and sentenced to six years in prison.

At the second trial, Bujak was convicted of fraud by abuse of position and sentenced to three-year and 18-month sentences to run concurrently with his six-year term.

Adrian Dugdale, 46, from Leamington Road Villas, Notting Hill, received an 18-month suspended sentence for his part in the VAT fraud and was ordered to repay £52,000 in VAT.

Jacqui Owen, the investigator who led the case for the City of London Police, said Bujak had abused his position of trust.

"He went to considerable lengths to conceal these frauds. He worked together with his friends to pull the wool over the eyes of the charity.

"The City of London Police has worked tirelessly with the charity to investigate this case and make sure that Philip Bujak was brought to justice."



EDITORIAL

DO YOU HAVE A STORY?
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Will 360-degree cams teach us to trust in tech?

If you went for an interview at a school and they said that all lessons were filmed, would you take the job?

The decision of one Birmingham UTC to install always-on 360-degree cameras in every classroom has made that question a reality for some teachers this year.

The cameras are the latest technology for teachers' professional development - with systems ranging from in-ear coaching to mirrored walls hiding observation rooms full of NQTs.

The 360-degree camera system is designed purely to help teachers get better at their job, causing CPD experts to get excited about its potential to remove the "observer effect" from

class observations. Data protection specialists are rightly wary, however.

The school's headteacher insists the footage of any class belongs only to its teacher, and that protections are in place to ensure it cannot be shared without their consent - except in certain pre-determined child-protection scenarios.

GDPR laws add an extra layer of protection, meaning that senior leadership would be doing something illegal if they accessed footage without a teacher's consent.

But without an easy way for teachers to check on this, in each school, it will surely come down to the question: "Do you trust your school leadership?"

TTFN, but no STRB

There's something missing from our final edition of Schools Week of this academic year.

We even saved a page to bring you news of the government's pay settlement for teachers from September, but, as of Friday - on the last day of term for many schools - we are still waiting to hear.

The delay to this year's STRB report and government response has been nothing short of a travesty. Schools are at their wits' end, unable to plan their budgets, and teachers have been forced to wait months to find out if the relaxation of the public sector pay cap will bear fruit for them.

Schools and their staff deserve better.

SCHOOLS WEEK



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LAURA
MCINERNEY

Contributing editor

Politicians, like pupils, need high expectations

Schools are the most hopeful places in the world. Over the past week I hope you've had a chance to see at least one prize evening, or school play, or end-of-year assembly, or any of the other celebrations that reflect the joy of children making their way into the world, and the hard work of the grown-ups who help them to do so. Teachers are alchemists for human souls: they take base metal and make it into gold.

Yet the year has been a tough one for the school sector more broadly. Even the best school leaders with the savviest financial managers are starting to fray under budgetary pressures. Even where schools are protected, the loss of wider services – bus routes, special-needs support, a school police officer – are taking their toll. I've written before about schools as a Jenga Tower; wider services have been taken out of the bottom, and more responsibilities lumped on to schools. The whole thing is now wobbling. As we currently understand it, an eye-watering number of schools are returning deficit budgets. That wobble is soon to become a crash.

Nationwide, the repercussions of the Brexit decision are still playing out. Parliamentary time is

consumed with politicians fighting about the best way to divorce a continent. There is no space to resolve enormous problems with domestic services. Amanda Spielman, over at Ofsted, can say that she's all in favour of keeping

four Ofsted grades, but even if she wasn't, she's snookered because current education law has various grades written into it anyway. Without parliamentary time, it would be virtually impossible to get rid of the Outstanding grade, and politicians aren't going to give up their precious Brexit time for the sake of getting schooling right for the next generation.

The behaviour of politicians is also troubling. It is despairing to watch as a president of the United States says that, no big deal, he meant "would" instead



of "wouldn't" when talking about a delicate international conflict. Oh great. I look forward to Danny in Year 9 explaining how he was really saying "miss is lovely" rather than "fuck off" when he shouted across the playground last week. Trump managed to avoid any consequence, so why should Danny get a detention? Excuse me while I go and scream.

this, we don't know what the pay rise will be, or how it will be funded. Governors are having to sign off on budgets with no way of knowing if the whole thing will be bust by the time everyone comes back in September.

There is no need for things to be like this. Earlier this week I met pupils in a lunchtime journalism club who had amazing thoughts on the way their school could improve. They were planning their next steps: find out why the school bell was stopped earlier in the year, interview people involved in the decision, look at data on the consequences of the change, and then put forward their own views. An interactive process: listen, understand, reason, evaluate, design afresh. It's what all good school leaders do year-in and year-out as they deal with endless policy changes. What leaders don't do – what leaders can get fired for doing – is ignoring their community, leaving everything to the last minute, and being misleading in the way they explain things.

Schools are hopeful places. But they are also places of high expectations. School leaders hold themselves to enormously high standards. So do the pupils. Next year, it would be nice if the politicians could do the same.

“Governors are having to sign off on budgets with no way of knowing if the whole thing will be bust by the time everyone comes back in September

Perhaps most galling of all, however, is that education secretary Damian Hinds has allowed teachers to go off on their summer holidays without knowing what pay they will return to in September. The Statutory Teachers' Review Body is almost 30 years old and is one of the most stable and respected elements in the process by which education sorts out its pay. For decades, schools were told about teacher pay deals by the February before the following school year. Hinds has had the pay recommendation since May. And yet, even as I write

Feature

FROM FRONT

CATH MURRAY | @CATHMURRAY_



Instant replay: empowering or intrusive?

I'm in an engineering lab at a UTC in central Birmingham and it's all feeling a bit *Black Mirror*.

The popular sci-fi series has an episode called *The Entire History of You*, where a lawyer plays back his work appraisal for his wife and they analyse every gesture of the panel. In this fictional future, most people have a "grain" memory implant behind their ear, allowing every moment of their lives to be filmed through their own eyes.

Here at Aston University Engineering Academy, the 360-degree cameras are in the ceiling but the principle is the same – every teacher has the option of replaying anything that happened in their classroom and sharing it with a colleague or mentor for blow-by-blow dissection.

Newly-qualified science teacher Chioma Kpogho is one of those who's had the

cameras in her classroom since June. She occasionally snips 30-second clips from her lessons, annotates them and sends them to her head of department or mentor to ask their advice on specific problems. "Maybe it's because I'm new to the profession and I'm a naturally enthusiastic person and I get passionate about everything I get involved with," she says, "but I think it's just the way to go. Because sometimes you think, 'I wish there was a way to record what I've just done so I could share it with somebody' – either share a moment of brilliance, or reflect on 'how could I improve that?' or 'how could I repeat that?'"

She tells me the story of a child in her most difficult class – which was the class she chose to use for a recent whole-school CPD exercise, in which each teacher was paired with a colleague from another department

and they watched an entire hour-long class together and discussed what they could learn or improve.

It was only through watching back her footage that she identified a child she had always assumed was quietly getting on with his work, but on closer inspection, was actually not engaged. "He wasn't doing the exercises, he wasn't writing anything, and I didn't notice because I have 27 other kids, and I was going round talking to the loudest and most disruptive.

"The only time he would try to do something was when I walked round to talk to someone next to him – then he'd make the effort. Until I saw this video, I didn't think about it," she says. "I've been with this boy since September." She repeats this phrase, incredulous.

"By having a talk with him, I discovered

Feature: A camera in every classroom

that he has actually been coasting through life. He doesn't get in the way – if you ask him to sit there, he'll sit there, if you ask him to pick something up, he'll pick it up, but at the end of the day, that's not why he's here – he's here to learn." Kpogho is now having regular lunches with the boy, to find out more about his life and what motivates him.

It's easy to see why Kpogho was chosen as one of the teachers to introduce to journalists – she's fully bought in. But what about the more jaded teachers; those who are less quick to trust the leadership's intentions, or those who simply don't want to be filmed? Can they opt out?

Everyone is filmed, says Andrew Goff, the founder and director of ONVU Learning, the company that makes the product – because their mantra is "As simple as a light switch, or easier". This means there's no set-up – the cameras are recording constantly. But there is a big difference between this and CCTV. Legally, the footage is owned by the teacher, which means no one else can watch it without their permission.

This is all very well in theory, but in practice, doesn't it require a lot of trust in one's school leaders? What if a headteacher was looking for evidence of poor practice – wouldn't it be just a little too tempting to take a peek at the camera footage? "This is where GDPR is brilliant," says Goff. "While there is trust here [in this school], GDPR also inserts a legal layer, in that if a member of the senior leadership team were inadvertently to get access and see someone else's clip, if that ever came to light, then they would have broken the law, because the member of staff wouldn't have given permission."

But how would anyone know? Goff's co-director, Andrew Morgans, explains that the footage is recorded to a box in the classroom, which is automatically wiped once the storage reaches its limit – which is two to four weeks under normal usage. One person in the school acts as the administrator for the whole system and during that two- to four-week window the teacher can request access to

"I wish there was a way to record what I've just done so I could share it with somebody"

a specific timeslot – provided they were teaching in that classroom during those hours. Once they've requested the footage, a clip is created that is uploaded to a Cloud-based platform (all stored in the UK) and a link sent to the teacher, who can then share that clip with authorised persons – colleagues or approved external mentors. At this point there's an additional safety check – a record is kept of who has watched the clip, and how many times, and the permission can be rescinded at any point.

"So if I were to share a video of my teaching with David [Weston]," he jokes, "and if he were to watch it five times, six times, I might go 'what are you doing?' and I can redact it."

Weston is here in his capacity as founder and chief executive of education charity Teacher Development Trust, which has been looking at a variety of ways in which schools use technology for professional development, and he thinks the culture built by the school leadership is crucial.

Where it's been successful, says Weston, schools have worked hard with staff "to make sure they understand that they really own the video. That's been really key. And then also, they've started with staff and almost said 'play with it, experiment with it and see what



you think'."

"This isn't about pupil behaviour, it's about staff professional development," adds the UTC's vice-principal, David Chapman. "The only occasion on which [the privacy clause] would be overridden is if it was a significant safeguarding issue. And in our policy we've set out what that is. So parents can't phone up and say, 'We know you've got a camera, review that video because this teacher said this...' 'Not at all. That's not fair. It's a safe environment for that member of staff to have their own professional development facilities."

"Our initial aim is to create an atmosphere of trust, because we're going to be sharing our weaknesses with one another," says Zara Sahota, a trainee specialist leader of education for mathematics who has been working out a strategy for using the cameras in departmental CPD.

When done well, Weston thinks "it's really powerful. Just yesterday my colleague was doing one of our CPD audits at a school and lots of the staff she interviewed were saying how video technology was powering up their CPD discussions. So I think it's got a lot of opportunity there."

See news story page 7

Chioma Kpogho



6.5
MINUTE
READ

Opinion: With the final DfE report on the Shanghai maths teacher exchange due out this summer, we asked two experts to take a closer look



MARK BOYLAN
Professor of education,
Sheffield Hallam University



Where did maths mastery come from?

The roots of some 'Asian' teaching approaches lie closer to home than you might think, observes Mark Boylan

Read or hear the word “maths” in England right now, and you’re likely to see or hear the word “mastery”, too. Teaching for mastery is both the name of the government’s preferred teaching approach in maths and the name for the programme of funds and initiatives to encourage schools to adopt it. Publishers, consultants and websites with maths resources are all adopting the mastery brand.

Given this, a new teacher could be forgiven for thinking that talk of mastery has been around for a long time. However, a quick search in the Schools Week archive reveals that in 2015 there were only passing references, and generally they were not linked to maths. Teachers who have been around for a little longer probably have some inkling that this talk of mastery has something to do with maths teaching in East Asia, and particularly Singapore and Shanghai.

But teachers in Singapore and Shanghai don’t tend to talk about mastery in maths. They don’t do teaching for mastery – they do

teaching maths. So where did this idea of mastery and mathematics come from? Fortunately, the modern adoption of the term is well documented.

The idea of mastery learning goes back to the 1960s, when

profit organisation. In 2014, Helen Drury, the founder of Mathematics Mastery, published a book explaining the approach.

Meanwhile, a number of trips were made by school leaders, civil servants and politicians – not to Singapore, but to Shanghai. This led to the National Centre for Excellence in the Teaching of Mathematics (NCETM) starting to

“ Singapore’s teaching curriculum was strongly influenced by England’s 1982 Cockcroft Report

Benjamin Bloom had a novel idea: if learners don’t get something the first time, then teach them again and in different ways until they do. More recently, the Ark academy chain began to develop a maths curriculum influenced by Singapore. They got funding from the Education Endowment Foundation for further development and for trials of the new approaches. In 2011 the term “mathematics mastery” was adopted. Over the next few years, Mathematics Mastery developed as a curriculum and professional development programme that eventually separated from Ark to become an independent not-for-

talk about “mastery approaches” and then to the formulation of “teaching for mastery”, alongside the mathematics teacher exchange programme with Shanghai. While there is no doubt of both the government’s and the NCETM’s desire to improve maths teaching by learning from Shanghai, a preference for Shanghai’s teaching style doesn’t fully explain the switch in geographical focus. Announcements about extending the exchange programme were made by the prime minister during a recent trade trip, which might suggest that the switch from Singapore to Shanghai has something to do with China being

a bigger market. This was the deal Theresa May outlined: we will export English teaching, and China will export maths teaching.

But maths education in Singapore and Shanghai are not really home-grown products. Singapore’s maths teaching and curriculum was strongly influenced by the 1982 Cockcroft Report – a report by an HMI in England. The idea of sequencing material as concrete-pictorial-abstract is a Singaporean version of Jerome Bruner’s ideas about learning. The variation theory that is seen as a distinctive aspect of Shanghai teaching has been promoted in England for some time by mathematics educators such as Anne Watson and Mike Askew.

When the NCETM’s “teaching for mastery” formulation is unpicked, a variety of influences can be found. It is not a description of how maths teaching happens in East Asia. Rather, it is the NCETM’s spin on it. It is perhaps unfortunate that the current word of choice used to define knowing maths well is a “masculine” term. It is also now the word that is becoming used to sum up good maths teaching – teaching for mastery is where it’s at. But regardless of the words used or where the ideas come from, what is important is whether the ideas and teaching approaches work for teachers and children. If everything is a remix, then teachers need to know how to make professional judgements about adopting or adapting ideas so that they will work for them, their schools and their children.



Opinion: With the final DfE report on the Shanghai maths teacher exchange due out this summer, we asked two experts to take a closer look

The UK can certainly learn from the Far East, says Caroline Hamilton, but cultural context is key, and what our teachers need most is time-efficient professional development

Two years ago, I was fortunate to be part of the Shanghai exchange as part of the Maths Hubs initiative. The experience was fascinating, and not at all what I expected.

Here are five takeaways that struck me the most:

1. Cultural attitudes towards maths count

I got to know the exchange teachers extremely well, and what came through was that in China there is a very clear mathematics learning journey set out. There is a great deal of positivity around maths, and the impact on children's perspective and outcomes is significant. If a child is falling behind, it is up to the child to work on addressing the issue, and parents are likely to be contacted and expected to help or provide a tutor.

In the UK we have many supportive parents, but it's not uncommon to hear people say "I'm not very good at maths", and the culture of tutoring is not as widespread here as it is in Singapore and Shanghai. This means the onus is on schools and teachers to intervene when children are struggling.

2. Most of our primary teachers aren't maths specialists

In Shanghai teachers are seen as inexperienced until they have been teaching for at least ten years. They



CAROLINE HAMILTON

Head of development, White Rose Maths

Importing Asia's maths best practice isn't enough

spend a great deal of time refining their practice and learning from experienced "master teachers", and training as a maths specialist takes several years.

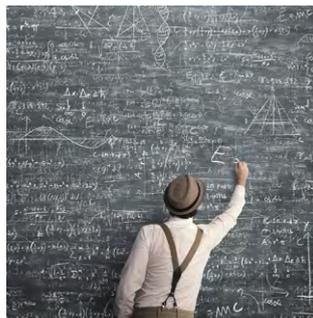
When I completed my graduate training programme, I had only six one-hour sessions focused on maths. We need to give time-famished UK teachers, who

3. Children need time to be children

My biggest surprise during the exchange was that the Chinese seem to have achieved balance. Lessons were shorter than ours (approximately 35 mins) and pupils were impeccably behaved and focused. When the bell rang at the end of the lesson, a short break

“ In Shanghai, training as a maths specialist teacher takes several years

are teaching full timetables, enough opportunity to focus on professional development. They should also be given bite-sized options to avoid long periods out of school or the expectation that they will undertake evening and weekend study.



allowed them to let off steam – they were free to be children.

The relationship between students and their teacher was very informal during breaks, in a way that would not be tolerated in many UK schools. Yet as soon as lessons resumed, the focus was immediately back in place, and students' deep respect for their teacher was evident. Perhaps there is something we can learn from this.

4. Lesson study and observations

Regular and large group observations are seen as an

essential part of developing excellent practice in Asia. Lesson study is particularly effective in Japan, where teachers focus on a single research objective during the lesson.

The lesson is taught with other teacher observers and then the study session is facilitated by an educated other, usually a professor in education from a higher education institute.

While this practice is becoming more common in the UK, it is not yet fully embedded. But there is nothing to stop self-reflection on practice, with a focus on a single objective, such as how well struggling children are being supported, and for this to become a form of reflective practice.

5. Use of variation theory

This is a common part of the teaching resources used in Shanghai, with students exposed to concepts in a variety of ways and asked questions designed to make them think and make connections.

This can be very difficult for a UK teacher to design without a high level of subject knowledge. High-quality materials, such as textbooks on the approved DfE list, can provide these types of questions and representations for our teachers so that they can spend time focusing on their delivery.

There is clearly a great deal that the UK can learn from how countries such as China, Japan and Singapore teach maths. However, we must remember the vital role context has to play, as what works well in one culture won't fit seamlessly into another.

3
MINUTE
READ

BLOGS: YEARLY ROUNDUP

This summer we asked our blog reviewers to tell us about their most memorable blogpost of the school year. We also asked them for a special mention of a blogger or blogpost that did a great job of kick-starting respectful debate among fellow educationists.



IESHA SMALL, AN EDUCATIONAL RESEARCHER, TEACHER AND COMMENTATOR @IESHASMALL



HARRY FLETCHER-WOOD IS ASSOCIATE DEAN AT THE INSTITUTE FOR TEACHING @HFLETCHERWOOD



JILL BERRY, A FORMER HEAD, NOW EDUCATIONAL CONSULTANT, AUTHOR AND TWITTER ADDICT @JILLBERRY102



ANDREW OLD, A TEACHER AND BLOGGER @OLDANDREWUK

Most memorable blogpost

Jill:

'No, darling, Mummy isn't WonderWoman'
@SBHSMissTaylor

My post of the year comes from the director of the Teaching School at South Bromsgrove High School and a regional #WomenEd lead. It was written in January around the time of the first #TLCWorcester conference, and addresses whether a working mum could be, or should aspire to be, Wonder Woman. Andrea Taylor's post made me laugh and made me think, as all the best posts do.

Andrew:

On Increasing Positive Variance in Teaching and Curriculum
@Doug_Lemov

This is the blogpost from this year that I've thought about most since reading it. Doug Lemov argues the simple point that consistency is not always bad and not always good; it depends on whether it prevents teachers varying their practice in positive or negative ways. While it may seem obvious, so many discussions of teacher autonomy fail to consider this point, and this post provides a useful way to frame such debates.

Harry:

Connecting and organising knowledge in English literature
@atharby

One post I've referred back to many times, for my own benefit and to share with others, is this one. Knowing facts is essential, but Andy Tharby does a great job of trying to articulate what more sophisticated thinking and knowing looks like, and how we can achieve it.

Iesha:

A different sort of blog. A different sort of daughter
@bennewmark

Ben Newmark writes a consistently thought-provoking blog. I didn't want to choose him because I was almost certain one of my blog reviewer colleagues would. The post that stuck with me is a personal one in which he writes about his baby daughter, who has William's Syndrome. Some people may dislike like teachers straying from views about education to writing about personal matters, but I agree with Ben: "I am one person and dividing things into compartments just doesn't feel an accurate representation of how I see my life."

Special mention for kick-starting debate

Harry

A Chemical Orthodoxy
@adamboxer1

The blogger who has done the most to get people discussing issues respectfully is Adam Boxer. In one of my blogs of the week columns this year, I recommended a couple of posts from the Symposium on AfL in Science that he organised. The end result was a triumph: Adam elicited posts from a number of thoughtful contributors. Each post stood on its own merits, but contributors also responded to and developed the ideas in previous posts. Each contributor had done much to think through formative assessment and articulated what they had learned in a productive and helpful fashion.

Iesha

Disagreements don't have to be disagreeable
@KateBV

My colleague Kate Bowen-Viner sets out some useful guidelines to remember when engaging in online debates. She reminds us to remember each other's humanity and also how valuable it can be to follow and engage (respectfully) with people with whom we don't agree.

Andrew

Mixed Ability, Sets, and Streams – a teacher's perspective
@Kris_Boulton

The blogposts that did most to contribute to debate this year for me was this four-part series by Kristopher Boulton. The posts considered different ways to group students and described how well those different ways worked for the author in his own experience. While I didn't always agree with his conclusions, his observations were consistently astute and worth reading by anybody tempted to consider changing how classes are set.

Jill

The Hopeful Headteacher
@TheHopefulHT

My blog of the year is from Hannah Wilson, founding headteacher of Aureus School. She is driven and courageous, shows integrity and vision, and has not shrunk from tackling challenging topics including leadership that "breaks the mould", inclusion and male mental health. In the post "The Trolls Under the Bridge: Leadership Resilience", she showed her strength and dignity in the light of public (and personal) attack. Choosing to blog about the experience was one example of her measured, balanced, respectful approach.

CLICK ON REVIEWS TO VIEW BLOGS +

Diversity count

Improving diversity without tokenism

CATH MURRAY

@CATHMURRAY_

One of the best things I've heard said in the "minority-group representation in the workplace" debate in recent months is that it shouldn't be about choosing someone *because* they tick a box – be it sexual orientation, gender, ethnicity or disability – but about choosing the right person for the job, then making sure that personal characteristics do not *prevent* them from being offered it.

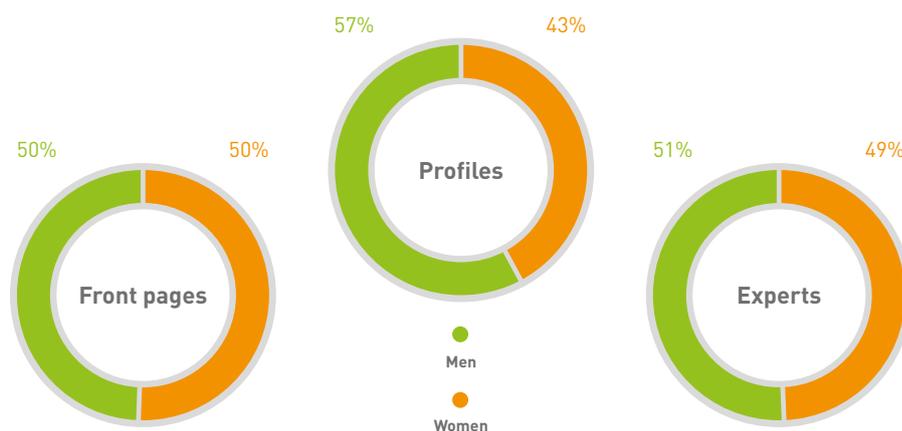
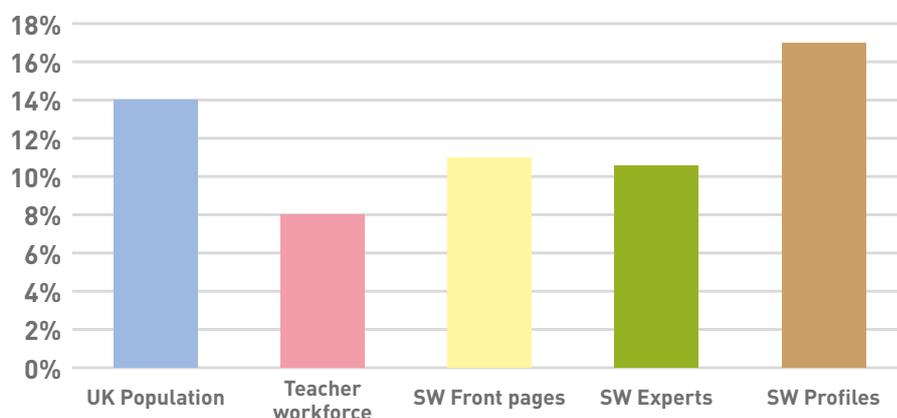
I think there are a few caveats here, including the need to throw the net wide enough in the first place, and remove unconscious bias from the initial selection stages. There's also the tricky question of how to ensure that the final decision is truly bias-free. One suggestion I've heard is that, rather than placing diversity quotas on shortlists, quotas are set for the selection panels.

However we achieve it, minority-group representation is important for many reasons – not least in building young people's self-esteem and offering them role models. As I sat writing this column, the Centre for Literacy in Primary Education published a report stating that only 4 per cent of the children's books published in 2017 featured any black or minority ethnic characters, even though 32 per cent of school-age children in England were BAME.

It seems obvious that a conscious effort by publishers – even employing some of the suggestions above – could help shift this balance. There are enough BAME authors out there, so this isn't a question of lack of talent.

There's a similar factor at play in representation in the media. It would be weird if we were to interview people *just because* they are BAME, or female, or disabled, or from Newcastle. So in a sense, we need the world of schools to be sufficiently diverse before we can even start to represent minority groups in our pages. But it is diverse. There's a 2:1 ratio of women to men among headteachers (although men are overly represented in leadership, particularly in secondary schools, measured against their presence

BAME REPRESENTATION IN SCHOOLS WEEK 2017/18
COMPARED TO POPULATION DATA



in the teaching workforce). Eight per cent of the teaching workforce is BAME.

Given this, we surely have a responsibility to cast the net wide enough to ensure that sufficient people from minority groups get on our radar, if we want to be able to identify the really interesting or innovative ones.

Jon Yates, Damian Hinds' special adviser on policy – who has spent his career trying to get people to cross cultural divides – can speak eloquently (and quote research) about the "bubbles" in which we all live. *Schools Week* journalists are predominantly white British, and it would be naïve to assume our professional networks will naturally include a representative proportion of traditionally underrepresented groups, without our making a conscious effort.

Networks have been key to spreading the word that *Schools Week* cares about representation. We've spent the past few years attending events run by networks such as WomenEd, BAMEed and LGBTed – not to advance any kind of edu-domination agenda these groups might hold, but precisely to make sure we are moving in circles other than those we might naturally move in.

To keep ourselves on our toes, we're publishing our key stats, as we do every summer. Having made a big effort with gender balance in 2016-17, and then ethnicity in 2017-18, we will put a special focus on geographical representation next year. So if you're doing interesting things in schools, especially outside the south east of England, this is your year to shine: get in touch with cath@schoolsweek.co.uk!

Behind the profiles

11 @SCHOOLSWEEK SCHOOLS WEEK PROFILE FRIDAY MAY 11 2018 SCHOOLS WEEK EDITOR FRIDAY MAY 11 2018



"I WOULD CALL KNOWLEDGE ORGANISERS A FAD"

CHRISTINE COUNSELL

"THE PERFECT, DIVERSE HISTORY CURRICULUM IS ALMOST IMPOSSIBLE"

Christine Counsell, Director of education, is a leading voice in the field of history education. She has written extensively on the subject and is a frequent speaker at conferences. In this profile, she discusses the challenges of teaching history in a diverse classroom and the importance of providing a rich, multi-perspective curriculum. She argues that history should not be seen as a static body of facts, but as a dynamic and evolving narrative that reflects the complexities of the world we live in.



11 @SCHOOLSWEEK SCHOOLS WEEK PROFILE FRIDAY MAY 11 2018 SCHOOLS WEEK EDITOR FRIDAY MAY 11 2018



KATHARINE BIRBALSINGH

"I DON'T WANT TO BE SAYING ABOUT SCHOOLS THAT THEY'RE DOING THE WRONG THING"

"WE ACTUALLY GOT DEATH THREATS. THAT'S HOW BAD IT IS"

Katharine Birbalsingh is a prominent figure in the education sector, known for her views on the role of schools and the importance of academic standards. In this profile, she shares her thoughts on the current state of education and the challenges faced by schools. She expresses her frustration with the focus on progress measures and the impact of PFI contracts, and she offers her perspective on how schools can best serve their students.

11 @SCHOOLSWEEK SCHOOLS WEEK PROFILE FRIDAY MAY 11 2018 SCHOOLS WEEK EDITOR FRIDAY MAY 11 2018



DEBRA RUTLEY

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

Debra Rutley is a school leader who has dedicated her career to supporting vulnerable children. In this profile, she discusses the challenges of working with these children and the importance of providing them with a safe and supportive environment. She shares her experiences and offers insights into the strategies that have been successful in her school.

CATH MURRAY
@CATHMURRAY_

Why would any school leader invite a journalist into their school? It's a good question – in both rhetorical and concrete form. I would posit four main motivations, co-existing in varying proportions.

First, there's the desire to get the school on the map. Some might be contemplating forming a multi-academy trust and want to raise their profile. Others, like Christine Counsell at Inspiration Trust, or Michael Merrick at Carlisle's St Ninian Catholic Federation, see that their trust

is doing something well and want to signal it as a beacon of good practice. Yet others might be in financial trouble – like Harrop Fold, with its crippling PFI contract – and see positive publicity as a way to attract funds.

Second, there are those who are keen to address a wider sector issue, whether it's the unfairness of the Progress 8 measure for white working-class communities, which gets Paul Luxmoore really riled; the need to invest in early-years literacy to help narrow the vocabulary gap, which is Zoe Carr's passion in Sunderland; the problems with special-needs funding and mental-health provision in Shropshire, in the case of Sabrina

Hobbs; or the narrative on alternative provision, which Debra Rutley has so successfully flipped on its head in Buckinghamshire.

Third, there are surely those for whom personal ambition comes into play – whether consciously or not. They might be building a public profile as part of their longer term career plans – or wish to step up and become a more prominent voice in the sector. I'm not saying these are unworthy motivations: following the principle of the Aristotelian "mean", a healthy dose of self-promotion is necessary to strike the right balance between pomposity and self-abnegation, in my book.

Favourite front pages

EDITION 119: NOV 10 2017



Everyone loves a bit of healthy competition, so we thought we'd stir some up among the schools commissioners. Ironically, last year's 'winner', is now in line to become national commissioner

EDITION 121: NOV 24 2017



In his first autumn budget, 'Spreadsheet Phil' joked that he 'knows how to show the nation a good time' as he announced millions for maths teaching. Joke's on him, because some of his policies didn't add up.

EDITION 123: DEC 8 2017



Two important announcements left schools wanting more last year, as they were told to appoint leads for careers and mental health without so much of a mention of money to pay them.

EDITION 124: DEC 15 2017



One of Justine Greening's final acts as education secretary was a social mobility action plan. Finally, she had an opportunity to discuss something other than grammar schools. A month later, she was gone.

EDITION 136: APRIL 20 2018



One of the drawbacks of the autonomy in the academies programme is the advent of SNOWs, or 'schools no-one wants', illustrated here by a pupil left behind at the end of the day.

EDITION 142: JUNE 8 2018



With the academies programme in freefall and uncertainty reigning supreme, this seemed an apt metaphor for the current state of the schools sector. Let's hope the lower floors stay up.

10 things you probably wouldn't know without *Schools Week*

1 A top London sixth form was kicking kids out halfway through their A-levels.

Following tip-offs from pupils, *Schools Week* revealed that Newham Collegiate Sixth Form Centre, led by former City lawyer Mouhssin Ismail, did not issue timetables to 19 pupils following their AS results.

2 Academy trusts spend millions on uninspected private alternative provision.

We surveyed the 16 largest multi-academy trusts, which revealed a bill of £2.94 million for sending children who could not be served in mainstream schools to private alternative providers.

3 190 small independent schools have remained open despite repeatedly failing Ofsted standards.

Our analysis found that only three of the schools that failed to reach the inspectorate's standards have actually been shut down since 2014-15.

4 Exam boards produce scripts for GCSEs and A-levels that rely on coloured diagrams to convey information to candidates,

even though this makes the content inaccessible for colour-blind pupils. Examples of this problem can be found in exam papers from as recently as last year.

5 An academy trust founded by a minister received a softened Ofsted report when inspectors returned just four months after a damning inspection.

This led to questions about Ofsted's independence, as irate union leaders suggested the school got "a rehearsal before the real deal".

6 Secretive board minutes of Bright Tribe Trust revealed

how the trust attempted to open a free school to replace a struggling UTC months before the public knew of its plans to close, and blamed the plight of a failing school on staff, unions, Ofsted, the media and even parents.

7 More than £5.2 million will be spent on the government's new times-tables tests for nine-year-olds.

The revelation, discovered through a freedom of information request, angered shadow education secretary Angela Rayner, who said the government was "deeply irresponsible" not to have fully costed the project.

8 Sweet-talking the government is worth six figures to struggling academy trusts,

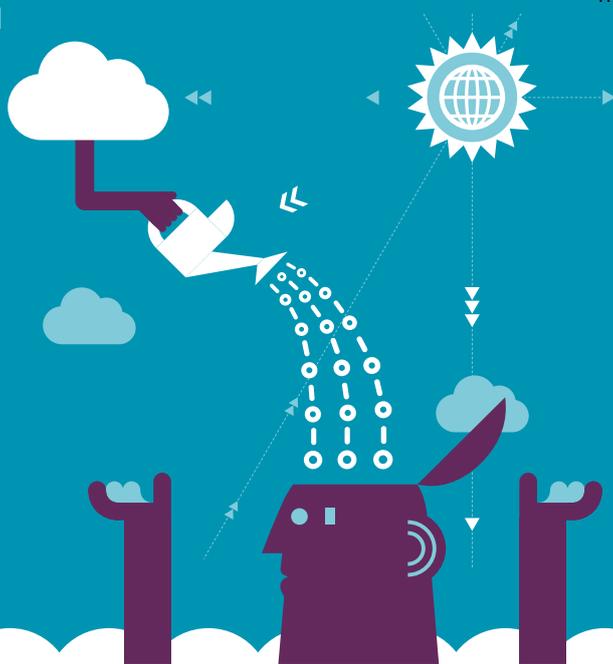
according to leading accountants. The government's "official message" is that no further funding is available for schools but "there appears to be a pool of money" available to some trusts, they said.

9 Free schools have cost on average almost three times as much to open as the government originally predicted.

Tom Richmond, a former DfE adviser, found the average cost of every free school opened between 2010 and 2017 was £8.6 million, a far cry from the £3 million per school originally estimated by the government when the programme began.

10 Exam board Pearson is running virtual language A-levels so pupils can earn their qualifications online,

to respond to a shortage of teachers of modern foreign languages. Pearson will offer an online Spanish A-level from September, in which pupils get access to tutors, resources and tests.



Books to read this summer

Summer 2018 may have seen the driest skies since 1976, but in the world of edu publishing we've had such a deluge of books that we haven't been able to keep up.

Here's a summer reading selection of books that Schools Week hasn't reviewed, but are definitely worth checking out.

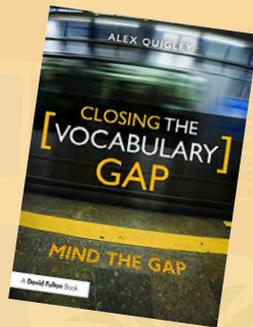
For more recommendations, check out the [reviews section](#) of our website.

Book title: Closing the Vocabulary Gap

Author: Alex Quigley

Published by: Routledge, £16.99

Recommended for: Teachers at any phase



Students need to know about 50,000 words to thrive in school and beyond, according to various sources – and the notorious “word gap” of children from disadvantaged backgrounds has long been noted.

Alex Quigley, director of Huntington Research School, has taken a stab at addressing the problem by sharing insights on how to best address word poverty in the classroom, with the aim of allowing all children access to an ambitious curriculum.

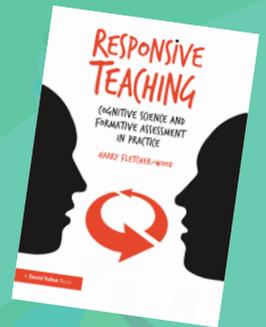
Reading and oracy must go hand in hand, Quigley says. His guide offers a mixture of research findings, case studies and practical suggestions for the classroom that can be used across different subjects and phases.

Book title: Responsive Teaching: Cognitive Science and Formative Assessment in Practice

Author: Harry Fletcher-Wood

Published by: Routledge, £16.99

Recommended for: Teachers, heads of department, speech and language therapists



Too often teachers are told what to do and how to do it, but are given no rationale for why it might work or why it matters, says Harry Fletcher-Wood, who describes himself as a “history teacher, turned education researcher, turned associate dean at the Institute for Teaching”.

Presenting the chapters as a series of six teaching “problems” – such as “How can we plan a unit when we want students to learn so much, and have so little time?” – this book explores key questions using research evidence and personal reflection, grounded in examples of classroom practice.

It includes checklists for applying each principle and advice tailored to teachers with specific responsibilities.

Book title: Uncharted Territories: Adventures in Learning

Authors: Hywel Roberts and Debra Kidd

Published by: Independent Thinking Press, £16.99

Recommended for: Primary teachers



Uncharted Territories provides a springboard for teachers wanting to use creativity as a way to structure their lessons – with each chapter focusing on a different place such as a remote castle, a graveyard or a mysterious cave. Rather than providing knowledge organisers or schemes of work, the authors are keen to offer “inspirational forays into imagined contexts for learning”.

They offer transferable ideas that can be adjusted to work with different age groups, as well as a variety of context-based tasks to enable teachers to explore how elements of (for example) literacy or numeracy can be incorporated.

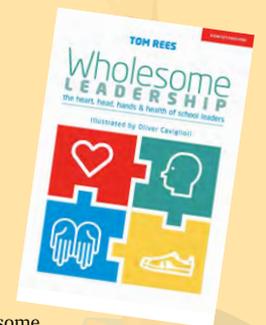
Book title: Wholesome Leadership: The Heart, Head, Hands & Health of School Leaders

Author: Tom Rees

Illustrated by: Arthur Caviglioli

Published by: John Catt, £16.00

Recommended for: School leaders



Written from a primary perspective, Wholesome Leadership explores the complexities of leading a school authentically, tackling the challenges of building a strong school culture and staying true to your principles in the face of changing national policies.

It includes reflections on the author's personal experiences of being a parent, teacher and school leader and advocates a sustainable model of leadership.

It's a good dip-in, dip-out read for school leaders of varying experience and expertise, and offers opportunity for reflection across three leadership domains – self, school and system – and uses anecdotes and interviews as well as providing role models, protocols and practical tips.

Books to read this summer

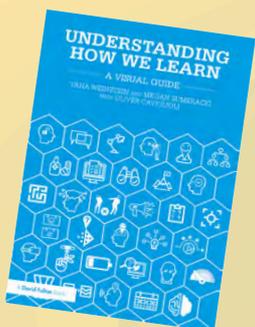
Book title: **Understanding How We Learn: A Visual Guide**

Authors: Yana Weinstein, Megan Sumeracki

Illustrator: Oliver Caviglioli

Published by: Routledge, £19.99

Recommended for: Teachers, Heads of Department, SLT



Written by the co-founders of The Learning Scientists – a US-based project whose goal is to increase the use of effective study and teaching strategies that are backed by research – this book explores what constitutes good evidence for effective learning and teaching strategies, how to make evidence-based judgments instead of relying on intuition, and how to apply findings from cognitive psychology directly to the classroom.

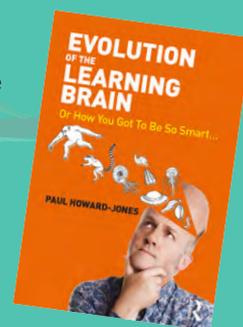
It's full of real-life examples, case studies, FAQs and illustrations that help to explain complex concepts, and nerdy teachers will drool over chapter titles such as "Planning Learning: Spaced Practice and Interleaving" and "Reinforcement of Learning: Retrieval Practice".

Book title: **Evolution of the Learning Brain: Or How You Got to Be So Smart...**

Author: Paul Howard-Jones

Published by: Routledge, £14.99

Recommended for: Anyone who has a brain!



This book summarises current thinking around how our brains have evolved, from a professor of neuroscience and education at the University of Bristol.

Starting with Darwin and giving an engaging run-through of the history of evolutionary thinking, Howard-Jones explores questions such as: "How does learning transform us biologically?", "What learning processes do we share with bacteria, jellyfish and monkeys?" and "Is technology impacting on our evolution and what might the future hold for the learning brain?"

In sum, an entertaining journey from the beginnings of life, through development of language and learning to the modern classroom.

Best of the Best series: **Progress, Engagement, Feedback**

Editors: Isabella Wallace and Leah Kirkman

Published by: Crown House Publishing, £9.99

Recommended for: Teachers, Heads of Department, SLT



A series of tiny, square books that will pack easily into hand luggage (or a pocket!), these are a solid holiday option for anyone looking to catch up on some CPD in short, manageable bursts.

Each of the three books focuses on one theme – Progress, Engagement and Feedback – and asks a few dozen big names in education to distil their wisdom on the subject into a few hundred choice words.

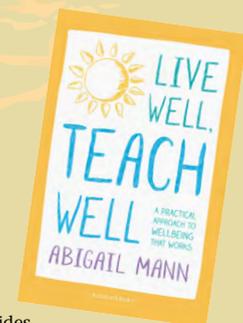
The purpose of the series is to bring together "the most influential voices in education in a format that is concise, insightful and accessible for teachers". The downside is that the contributor lists are overly male-dominated.

Book title: **Live Well, Teach Well: A Practical Approach to Wellbeing that Works**

Author: Abigail Mann

Published by: Bloomsbury, £16.99

Recommended for: Anyone working in schools



#Teacher5aday advocate Abigail Mann provides advice, activities and techniques that any primary or secondary teacher can use to support their own mindfulness, well-being and physical and mental health, as well as that of their colleagues.

Structured as 90 short "ideas", it's the kind of book you can pick up on a beach lounger and read a page at a time.

There are also tips on building constructive, fulfilling relationships with the community you are serving, on supporting pupil well-being (because a happy class means a happy teacher!) and on making well-being a focus at a whole-school level.

SCHOOLS WEEK SUMMER BOOK GIVEAWAY!



Do you love books about education?

If so, you might want to enter our big summer book giveaway.

You can also let us know if you're interested in reviewing books for *Schools Week*.

We know how onerous lengthy surveys can be, so this one makes no extraneous demands and contains only six questions – promise! Simply fill in your details here: <https://www.surveymonkey.co.uk/r/BVQ5KY9>



If you'd like to review books for *Schools Week*, contact our Features Editor at catherine.murray@schoolsweek.co.uk or

@CathMurray_

SCHOOLS WEEK

The *Schools Week* team share their highlights of the year



Shane Mann
MANAGING EDITOR
(INTERIM)

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SHANE.MANN@LSECT.COM

I'm not going to lie, taking on the editorship of *Schools Week*, albeit on an interim basis, was daunting. I'm one of its founders, and being its publisher, I knew the challenge I faced.

It has been inspiring to work closely with the team on their investigations. In the publisher's chair, I often only got involved when there were potential legal issues. But as editor, it has been a privilege to work with the staff on a range of important stories. I'm now returning to my previous position, as publisher, as John Dickens takes up the editorship, with an outstanding team of journalists to work with.



Cath Murray
FEATURES EDITOR

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A particular highlight of my year has been getting out of London to visit schools across the country. A Wirral squirrel by birth, I've recently seen how easy it is to get sucked into the London bubble.

Having started tentatively with Norfolk's Inspiration Trust in the autumn, I graduated to Shropshire and Thanet in the spring, before going all-in and visiting schools in Newcastle and Carlisle this summer.

Yorkshire, Merseyside, Cornwall and Northumberland are all on my wish list for next year, so if you know of an inspirational school leader or a school doing great things, drop me a line!



Freddie Whittaker
CHIEF REPORTER

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FREDDIE.WHITTAKER@SCHOOLSWEEK.CO.UK

Last year I wrote about the feeling of vindication when the DfE finally admitted its sinister pupil nationality data collection had been for immigration control purposes all along.

This year saw campaigning against the collection stepped up, legal action launched, and finally a long-overdue end to the divisive, dangerous practice, which sought to make schools part of the cruel "hostile environment".

Ordinary people saw an injustice, took on the might of government, and won. In times of great uncertainty, fearless campaigning and investigative journalism have never been more important, and I am so proud of all that *Schools Week* does to make a difference.



Alix Robertson
SENIOR REPORTER

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ALIX.ROBERTSON@SCHOOLSWEEK.CO.UK

I have enjoyed settling into the *Schools Week* team this year and am grateful for all the inspiration, support and humour that the reporters bring to our work.

My favourite activity was attending the launch of LGBTed and sharing in the enthusiasm and determination of the team behind this important project. I wish them all the best in developing it further!

I have also been to some excellent WomenEd events and was really pleased to see a focus on how to encourage boys to become feminists. It's great to see work that is making a really positive difference to young people's lives.



Jess Staufenberg
SENIOR REPORTER

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It is rare that we get to work with pupils on an investigation. So it was rewarding to spend over a month in close correspondence with a pupil who, along with his peers, fed me emails and details that proved that their much-praised Newham sixth form was kicking pupils out over their AS grades.

The story was packed with case studies and prompted a speedy trust takeover. Best of all, I was invited to dinner by one pupil and his family. His mum fed me more food than I've ever consumed in one sitting! I could see the story had really made a difference to them.



Pippa Allen-Kinross
REPORTER

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Following the Bright Tribe Trust's decline feels like the most important thing I've done in my first year at *Schools Week*. Whether it was escorting MPs from crumbling schools, prompting restructures of education in Northumberland or abandoning attempts to merge with a sister trust and drop its infamous name, Bright Tribe has rarely been out of the headlines. Its closure is unlikely to be mourned by many.

Investigating the number of schools turning to Amazon wish lists for help buying supplies was also a highlight. Undoubtedly a clever idea for schools, but it showed how tight budgets have become.



Key stage 2 SATs results 2018: 64% achieve 'expected standard'

AssemblyTube

Is this not just one huge con trick? The DfE set the scaled score each year, so that the percentage reaching the required standard can be anything they like. The scores MUST go up, otherwise the DfE will be criticised in the press, and they will not be able to claim their reforms are working. KS2 teachers work at delivering something they do not feel is good education, but there is the carrot of a good score for your school, so the teachers play along with this charade. Look at the graphs. They are repeating exactly what happened at GCSE over 20 years. Scores kept going up, but the children were not better educated. Eventually the Secretary of State will complain about grade inflation and revamp the system and we will start the chase for marks again. What a futile, soul-destroying process! It is supposed to be about educating our children, not jumping through hoops. I despair that the profession has fallen for this con trick!

Andy Pete

If they can't be compared to previous years, then Ofsted shouldn't be looking at them and comparing them with previous years to judge a school's effectiveness!

Ofqual: Don't enter grade four pupils for higher tier GCSE papers

Sharon Mather

It would have been helpful to have this advice when deciding on entries rather than once students have taken the exams...

Grammar school that forced out A-level pupils slammed in damning inquiry report

Janet Downs

Let's hope this will stop other school sixth forms abandoning pupils halfway through their A-levels. St Olave's was not alone. Unfortunately, the rules don't apply to certain types of state-funded schools: "city technology colleges, city colleges for the technology of the arts, sixth-form colleges or 16-19 academies". These have their own exclusion policies. (See page 4 here https://bit.ly/2NmPUGB). This is unacceptable.

REPLY OF THE WEEK John Mountford

Did failed Greater Manchester UTC get 'free pass' despite warnings?

As schools prepare for the impact of the keenly awaited teachers' pay award, because their leaders know there is insufficient funding to cover the likely costs, the messianic supporters and architects of the education "market" rely, yet again, on the DfE for succour. Despite Lucy Powell's obvious frustration over the "free-for-all" when new school proposals are being considered, and despite Schools Week's obvious attempts to seek its views, "the Department for Education declined to comment", and we all know why. If we want an education service truly free for all at the point of access, we need to hold anonymous officials and ministers to account. Now there's a job for Lucy Powell and her party!



Now Teach trainees get ready to celebrate QTS success

James Mook

According to the Ofsted framework, a 75 per cent completion rate is very concerning, as it is well below the national benchmark of 91 per cent. Let's hope they have better success next year with the new cohort and with those that have interrupted, otherwise Lucy Kellaway will have to return to her "glittering career".

Ofsted: Schools are 'responsible' for challenging health and care aspects of EHCPs

Charles Venture @CharlesVenture

I expect we, the schools, are meant to ensure it is implemented including due diligence with regards to funding of said health/care provision. So in essence I think we are now NHS and social care as well as education.

The Daily Mile is no magic bullet

BellaDog @BellaBrownDog

Who'd have thought that what works for some doesn't work for others.

Mister K @HoldHeadUpHigh

Well not if it's the only thing you do. If it's part of a fun active PE and extracurricular programme then I imagine it's a contributing factor....for some.

Mr Best @MrBestAHT

We can't force children to enjoy running... but we can make sport/activity in school fun and find ways to encourage participation in activity outside of the school day.

WEEK IN WESTMINSTER

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

MONDAY:

In a move that will surprise precisely zero people who know the inner workings of the Department for Education, reforms to relationships and sex education have been set back a year. Justine Greening announced last year that the subjects would become compulsory in all schools from September 2019, but draft guidance, promised for "early 2018", has just been published this week.

As a result of the delay, ministers risked clashing with the workload protocol, which forces the government to give schools a year's lead-in time for big curriculum changes. So they've sheepishly pushed the compulsory element back to 2020. Given it took over 500 days for the government to respond to its own grammar schools consultation, one hopes there won't be a similar delay to this already held-up scheme.

TUESDAY:

Following Dame Martina Milburn's admission last week that she was talked into applying for the Social Mobility Commission chairship by none other than the education secretary himself, it became clear why Damian Hinds got on the phone in the first place.

It turns out just six people applied for the job by the original deadline. Six. That's fewer people than the SMC's entire board.

However, when you remember that the last SMC chair Sir Alan Milburn (no relation) and his board members

resigned last December in protest over a lack of political leadership, it's easier to understand why there was little appetite among potential candidates to take on the role.

WEDNESDAY:

Right-leaning think tank Policy Exchange once wielded great influence in David Cameron's Downing Street, but management and priority changes mean that its power has dwindled somewhat in recent years.

It is no surprise, then, that the organisation once again finds itself with a vacancy for an education lead.

John Blake, the outspoken history teacher with a penchant for textbooks, is leaving the think tank to design curriculums at academy chain Ark and help out the late-career teaching programme Now Teach.

Blake has been at PX for less than 18 months. His predecessor Jonathan Simons managed five years.

His new jobs sound fun, but we wonder if frustration over PX's standing had something to do with the move...

THURSDAY:

Merging two large education unions into one was never going to be an easy feat, and it seems not all National Education Union staff are happy with the results of the amalgamation of the NUT and ATL.

Around 200 members of staff from the new super union, represented by the GMB and Unite unions, walked out this week over feared changes to contracts, pay and conditions.

Given their extensive experience in resolving industrial disputes, one hopes NEU bosses are able to solve this quickly, so staff can get back to the important job of representing the nation's teachers.

Across town education secretary Damian Hinds was super excited to finally reveal the much-delayed sex education consultation (see Monday).

However, a strange thing appears to have happened in the months it has been brewing.

The consultation is now named as the 'Relationship (and sex) education and health education consultation' which is possibly the most English use of bracket anyone has ever seen. You can practically hear the ministers whispering the words. Can you imagine how that conversation went?

"It would be much more in keeping with Conservative ethos if we could drop the whole 'sex' word."

'What, you mean the sort of sex one of your MPs just had to resign as a minister for trying to have with a barmaid?'

"SSSHHHHH. This is precisely why we can't say the word too loud."

'Right. Errrrmm... could we put it in really tiny writing?'

"No, people will only stare at it more.'

'What about a bracket? No one will notice if we put it in a bracket.'

"Yes, excellent, that will work."

Maybe next week we'll get the teachers pay deal submitted to Parliament in invisible ink, just to keep us on our toes.

Right! That's enough madness for one academic year. See you on the other side of summer recess.

Headteacher



Howard Community Primary School

Bury St. Edmunds, Suffolk, IP32 6SA

We are looking to appoint an exceptional primary teacher and inspiring, capable senior leader to be the new Headteacher for Howard Community Primary School in Bury St. Edmunds. Having experienced a period of significant change prior to and since being placed in Special Measures in July 2017, the school requires a motivated, passionate and resilient individual to lead the school to success.

You will have a genuine aspiration for all children to thrive, flourish and achieve, regardless of their background. You will role model exceptional teaching and be committed to working effectively with staff, parents or carers and the local community to raise learning standards.

You will be ambitious for the school and its children. You will have a positive track record for school improvement and leadership impact in challenging circumstances. Supported as part of a vibrant, cross-phase Multi Academy Trust (CHET), you will join a team of driven professionals committed to inclusive, inspiring education and collaboration.

Enriching learning experiences and strong relationships are integral to the Trust's values. We welcome applications from leaders that share our commitment to holistic education and are keen to make a positive and lasting difference to the children and families of the Howard community.

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

Start: January 2019

Salary: £46,799-£63,779 (to be negotiated)

Roll: 195 (capacity of 315 plus nursery provision)



CHET | Chilford Hundred
Education Trust

www.chetrust.co.uk

@CHETeducation

Closing date: 17th September 2018

Interviews: w/c 24th September

For an application pack, please contact Headteacher Recruitment at headships@suffolk.gov.uk or telephone 01473 263943.

Visits to the school are welcomed, please contact the school office to arrange 01284 766278.

CHET is committed to safeguarding and promoting the welfare of children and young people. We expect all employees to share this commitment. All appointments are subject to enhanced DBS checks.



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HEADS OF FACULTY

Science and Technical Studies + Humanities and MFL
Thomas Middlecott Academy, Lincolnshire

About our Academy

TMA aims to provide a high quality teaching and learning environment for all students and we are committed to providing students with an aspirational curriculum to ensure the very best standards of attainment and achievement. We focus relentlessly on pushing every child to achieve academic success, to become confident and well-rounded in people both in school and in their community. In addition, our innovative enrichment programme gives our students access to life-changing experiences in sport, the arts and culture.

Find out more about us at <http://www.thomasmiddlecott.co.uk/>

About the roles

To be the leader of the faculty team, responsible for leading, managing, supporting and monitoring the work of the team to secure effective leadership and management and high standards of staff performance.

Thomas Middlecott Academy is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all successful applicants.



In doing so, you will lead students to achieve the highest academic attainment and progress.

Salary: UPS + TLR1a

Your career development

As part of The David Ross Education Trust you will join an organisation which is committed to developing its talented teaching team. We have a comprehensive career development programme and provide our staff with opportunities to work collaboratively across the Trust and to progress within it.

Apply now

Please visit <https://www.dret.co.uk/working-with-dret/> to access further information and submit your application.



Diocese of Norwich
Education and
Academies Trust

ACADEMIES GROUP EXECUTIVE PRINCIPAL (AGEP)

DIOCESE OF NORWICH EDUCATION AND ACADEMIES TRUST (DNEAT)

Required from January 2019 (or earlier by arrangement)

Salary £70 – 80,000

Are you passionate about school improvement, the need to raise achievement and inspired by improving the lives of children? If so join our highly successful Academies Improvement Team by applying for this post.

The Diocese of Norwich Education and Academies Trust (DNEAT) has a proven track record of improving schools and is entering another significant and exciting phase of growth. We seek an outstanding leader to play a pivotal role in further developing our organisation in order to ensure high quality education for children across Norfolk and North Suffolk within the context of our inclusive Christian ethos, vision and values. We have had an extremely successful year in 2018 characterised by improved standards and successful Ofsted outcomes. An Ofsted review of the Trust in March this year found:

'recent inspections of Trust schools and Trust-wide assessment information reflect a positive pattern of ongoing change. Pupils are making better progress because the quality of teaching, learning and assessment is improving. High-level ambition and raised expectations are at the heart of this cultural shift.'

The successful candidate will be accountable for ensuring the educational success of academies in a defined regional group within the overall framework of the DNEAT approach to school improvement. You will be responsible for providing support and challenge to each academy's Headteacher/Head of School and Local Governing Body across all aspects of their work.

We are looking for an outstanding educational leader, who commands the respect of head teachers and can make a significant contribution to their success. You will have a proven track record of school improvement, with the ability to read a school, understand what is required and coach others to success.

You will have the personal qualities to work effectively with individuals within the organisation and beyond, to challenge where necessary and to create a culture of learning and improvement across the primary phase. You will be skilled in working in partnership with others, helping to create a team which ensures the success and achievement of all children.

Closing date: 12 noon on Friday 14 September 2018

Interviews: Monday 24 and Tuesday 25 September 2018

**Please send completed applications to:
headship@epm.co.uk**

If you would like to discuss the role in more details, please contact: **01603 881 721** (Hannah Bannister, PA to the Executive Office for DNEAT) or visit www.dneat.org



PR & Communications Manager

EMLC Academy Trust (EMLC AT) is embarking on an exciting time of growth. The PR & Communications Manager will play a key role in achieving this, delivering PR, marketing and digital activity to support the Trust and our schools.

EMLC AT is a Multi Academy Trust based in Olney, Buckinghamshire and deliberately all its schools are within an hour drive of the central office. Since incorporation, the MAT now includes five primary academies, one secondary academy and one all-through 4-19 Free School.

Vision, Values and Purpose

'Every child deserves to be the best they can be'

We are driven by a strong moral purpose that every child has the right to outstanding teaching and leadership. It is our mission to work with our children, their parents and carers and our staff to create excellent schools.

This is an exciting opportunity for an individual with an excellent track record. The role will involve working closely with colleagues across the trust and our schools. We are looking for a team player who is committed to developing marketing and communications activities within the trust and its schools. The post holder will work closely with the key regional journalists to deliver positive media coverage for the trust, raising awareness and celebrating impact

All appointments are subject to safer recruitment requirements to ensure the safeguarding of children and young people. All positions will involve appropriate checks and clearances.

and success around the trust's work for young people.

You will have a good knowledge of the media and their needs, an ability to prioritise and meet deadlines and will be comfortable juggling between press, marketing and social media activities.

You will also have experience of advising senior stakeholders and will be an excellent communicator.

How to apply:

To apply for this role, please request an application pack to ruhena.mahmood@emlcacademytrust.co.uk

Please complete and return the Job Application form and Equal Opportunities Monitoring form and email to the above email address. Please note, CVs are not accepted.

If you would like more information, or to have an informal discussion about the role, please contact **Hena Mahmood**, via email or call on **01234 880166**. All enquires will be treated confidentially.

Closing date: Monday, 30 July 2018 at noon.

Interviews will be scheduled for Tuesday, 7 August 2018.



Lead Academy Improvement Partner

EMLC Academy Trust (EMLC AT) is a Multi Academy Trust (MAT) based in Olney, Buckinghamshire and deliberately all its schools are within an hour drive of the central office. Since incorporation, the MAT now includes five primary academies, one secondary academy and one all-through 4-19 Free School.

Vision, Values and Purpose

'Every child deserves to be the best they can be'

We are driven by a strong moral purpose that every child has the right to outstanding teaching and leadership. It is our mission to work with our children, their parents and carers and our staff to create excellent schools.

An exciting opportunity for an experienced and talented educationalist to join as full-time Lead Academy Improvement Partner. The Lead Academy Improvement Partner is a pivotal role that will work in collaboration with the Principals, Head of School Development, the CEO and governance function to ensure the School Improvement for the trust is effective, robust and facilitates the best outcomes for every child within the trust.

All appointments are subject to safer recruitment requirements to ensure the safeguarding of children and young people. All positions will involve appropriate checks and clearances.

The successful candidate will be responsible and accountable for the trust's school improvement function as part of the trust's academy effectiveness and improvement framework.

The successful candidate will be part of a dynamic team leading the school improvement agenda across our schools.

How to apply:

To apply for this role, please request an application pack to ruhena.mahmood@emlcacademytrust.co.uk

Please complete and return the Job Application form and Equal Opportunities Monitoring form and email to the above email address. Please note, CVs are not accepted.

If you would like more information, or to have an informal discussion about the role, please contact **Hena Mahmood** via email or call **01234 880166**. All enquires will be treated confidentially.

The closing date is Monday, 23 July 2018 at 9.00am and interviews will take place on Wednesday, 25 July 2018.

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.

